Lesson Overview

# Worldviews: Contact and Change

## Chapter 12: Shaping a Unique Worldview

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| **Key Questions** | **Outcomes** | **Methods to be Used** |
| * How do geography, time, society, values, beliefs, economy, and knowledge of Japan affect the country’s worldview?

1 Class | GLO * 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
 | * Video – *Discovery Atlas: Japan Revealed*
* Graphic organizer based on the textbook worldview icon.
* Observation & discussion regarding the film.
* Vocabulary crossword
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| * What critical information can be extracted from a map that will help identify features of Japan that contribute to the country’s worldview?

1-3 Classes | GLO * 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.S.3.2 – Students will develop geographic thinking by using thematic maps to describe cultural and political regions.
* 8.S.4 – Students will demonstrate skills of decision-making and problem solving.
* 8.S.5 – Students will demonstrate skills of cooperation, conflict resolution and consensus building.
* 8.S.7.3 – Students will apply the research process by drawing conclusions based on research and evidence.
* 8.S.7.3 – Students will apply the research process by making connections among related, organized data, assemble various pieces into a unified message.
 | * Various maps of Japan concerning political boundaries, geography, economy, language, population, religion, etc.
* Graphic organizer
* Guided questions to help with the interpretation of the maps.
* Group presentation of their selected map.
* Class discussion based on map interpretations.
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| * How does nature impact a persons or country’s worldview?
* How has nature influenced your individual citizenship and identity?
* What ways has nature influences the peoples of Japan’s citizenship and identity?

1-2 Classes | GLO * 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical and creative thinking.
 | * Quickwrite – How your personal worldview is nature.
* Brainstorming & class discussion
* Several examples of Japanese art
* Gallery Walk activity with Japanese art.
* Reflection assignment on how the Japanese worldview is affected by nature and represented though art.
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| * In what ways can the natural environment influence religious practices and values?

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* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical and creative thinking.
 | * Video: *Merging the Ancient and Modern World in Japan*
* Books: *Japanese Tales and Legends* retold by Helen and William McAlpine & *Mysterious Tales of Japan* by Rafe Martin
* Class discussion regarding the influence of nature through Japanese mythology and folk tales.
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| * How do natural disasters influence the Japanese worldview?
* What major natural disasters is Japan prone to?

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* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical thinking and creative thinking.
* 8.S.3 – Students will develop skills of geographic thinking.
 | * Videos: *Waves of Destruction* & *Devastation from the Tsunami* from Discovery Education; *Mt. Fuji* from National Geographic
* Textbook pg. 272 – Earthquakes: The Stuff of Legends.
* Ring of Fire map from previous class.
* Class discussion surrounding impacts of natural disasters.
* Written reflection on how natural disasters have influenced the Japanese worldview.
* If time allows read book – *Tsunami!* By Kimiko Kajikawa
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| * What type of climate and resources help form a Japanese worldview?
* Are there any resources have become particularly significant to the Japanese people and culture?

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SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.7.5 – Students will apply the research process by organizing and synthesizing research information.
 | * Article: *Japan Fact Sheet – Geography and Climate*
* Textbook pgs. 274-276
* Graphic organizer – sections containing each season of the year (summer, winter, spring, fall).
* Reading activity – students will read article and textbook pages and fill out graphic organizer using guided questions to record information.
* Class discussion to review research information.
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| * Who are the Ainu people of Japan?
* What have been major struggles throughout Japanese history for the Ainu?
* What are the similarities and differences between issues facing the Ainu of Japan and Canada’s Indigenous people or specific group?

2-3 Classes | GLO * 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical thinking and creative thinking.
* 8.S.2 – Students will develop skills of historical thinking
* 8.S.7 – Students will apply the research process.
 | * Textbook pgs. 277-279
* Article: *The Ainu’s Modern Struggle* by Sky Homann
* Venn diagram worksheet
* Students will read and research the Ainu, then read and research Aboriginal groups in Canada, using guided research questions. Students will then fill out the Venn diagram with their research information.
* Student reflection regarding the assignment.
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| * How has geography and nature influenced the Japanese worldview?

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SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
 | * Lecture/Class discussion on topics or points that the class seems to struggle with.
* Have students make a list of questions they have regarding the chapter or specific topics that they are still not confident with and hand them in anonymously. Read questions to the class and discuss and answer them as a class.
 |
| * How has geography and nature influenced the Japanese worldview?

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SLO* 8.1.1 – Students will appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
 | * Students will write the chapter review quiz consisting of M/C, T/F, and short answer questions.
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## Chapter 13: Japan Under the Shogun

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| **Key Questions** | **Outcomes** | **Methods to be Used** |
| * How do forms of government and decision making reflect a society’s worldview?
* How does the story of Vimy Ridge contribute to Canadian identity?
* How does the story of the 47 Ronin contribute to Japanese identity?
* How are the actions of people in these stories affected by ideas of honour?
* What values are demonstrated in the stories?

1 Class | GLO* 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical thinking and creative thinking.
* 8.S.2.1 – Students will develop skills of historical thinking by distinguishing the cause, effect, sequence and correlation in historical events, including the long-term and short-term causal relations.
 | * Videos: *47 Ronin* Youtube clip from The History Channel; *About Vimy Ridge* clip from AccessLearning
* Textbook pgs. 282-284
* Class discussion regarding Vimy Ridge and 47 Ronin and how they contribute to a sense of identity.
* Vocabulary crossword
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| * How can military power and social structure be used to maintain control in a society?
* What are the major events that resulted from concentrating power and authority in the hands of the Shogun?

1 Class | GLO* 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
 | * Textbook pgs. 284-286
* Graphic organizer – Line Master LM-25 from the teacher’s resource.
* Students will read the textbook pages individually and if desired, work with a partner to fill in the graphic organizer.
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| * How can military power and social structure be used to maintain control in a society?
* Which social class was most affected by the isolationist policy in Edo Japan?

3 – 4 Classes | GLO* 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.1.5.5 – Students will analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon how the Shogun used the feudal system and the hierarchical social classes to maintain control of Japan (PADM, CC).
* 8.S.1 – Students will develop skills of critical thinking and creative thinking.
* 8.S.2 – Students will develop skills of historical thinking.
* 8.S.4 – Students will demonstrate skills of decision-making and problem solving.
* 8.S.5 – Students will demonstrate skills of cooperation, conflict resolution and consensus building.
* 8.S.7 – Students will apply the research process.
* 8.S.8 – Students will demonstrate skills of oral, written and visual literacy.
 | * Textbook pgs. 286-284
* Computers, iPods, cellphones
* Assignment sheet
* Assignment graphic organizer for research.
* Group work and presentation.
* Individual written assignment.
* Rubric
* Students will be put into groups to research a specific class within the Edo feudal society. Then students will be regrouped, so that the new group has one person representing each societal class. Each student will present their research information to the group and the group will record the new information into their graphic organizer. Students will then complete the individual task of the assignment.
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| * What is the purpose of social controls?
* What is Confucianism?
* What are the pros and cons to social uniformity through school uniforms?

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SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).
* 8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)
* 8.S.1 – Students will develop skills of critical thinking and creative thinking.
* 8.S.4 – Students will demonstrate skills of decision-making and problem solving.
* 8.S.5 – Students will demonstrate skills of cooperation, conflict resolution and consensus building.
* 8.S.8 – Students will demonstrate skills of oral, written and visual literacy.
 | * Mini lecture/class discussion
* Textbook pgs. 296-97.
* Classroom debate following outline from <http://www.learnnc.org/lp/pages/636>, debating the use of school uniforms.
* Students will write and individual reflection regarding their thoughts and feelings regarding the debate.
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| * To what extent did contact with another culture challenge Japanese values and identity?
* What impact did the Europeans and missionaries have on the Japanese?
* What threats had the Japanese government faced from contact with a different culture?

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SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).

8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC) | * Textbook pgs. 300-302
* Interactive Read-Aloud.
* Individual work – Answer question 1.a. on page 302.
 |
| * How do forms of government and decision making reflect a society’s worldview?
 | GLO* 8.1 - By examining Japan, students will be able to demonstrate an understanding and appreciation of the ways of which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

SLO* 8.1.3 – Students will appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC).

8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC) | * Classroom game of Jeopardy for chapter quiz review.
 |
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8.1.4 – Students will appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC) | * Students will write the chapter review quiz consisting of M/C, T/F, and short answer questions.
 |