Unit 2 – Medieval Japan
Unit 2 Table of Contents – *Japan*

1. On **INB 22** – create a NEW table of Contents titled “**Unit 2 – Medieval Japan A.D. 300 – 1300**” and number that page 22-33

2. **Number** your *next* INB pages *through* 33 – make sure even numbered pages are on the left and odd numbered pages are on the right....

3. **Start** looking through **Chapter 9** (textbook pages 220-231) to find images you might want to use on your cover page...
Cover Page Example – How to set it up

• Title and dates in the middle of INB 23 (Medieval Japan a.d. 300-1300)
• Chapter Number underneath your title (Chapter 9)
• Then look for 6 things about Japan from Chapter 9 (textbook pages 220-231) to draw on your cover page….
• You MUST Include brief captions about what you drew…
Unit 2 – Japan & Southeast Asia

300 to 1300 a.d.

• 7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.

• 7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism and the Chinese writing system were adopted.

• 7.29 Trace the emergence of the Japanese nation during the Nara and the Heian periods.

• 7.30 Describe how the Heian aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as The Tale of Genji, one of the world’s first novels.

• 7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society.
1. **Title your page** “Map of Japan” and attach the map to the top half of the page.

2. Use your textbook pages 221 to **locate and label** the following:
   - Hokkaido
   - Honshu
   - Shikoku
   - Kyushu
   - Edo (Tokyo)
   - Heian Kyo (Kyoto)
   - Mt. Fuji
   - Nara
   - Sea of Japan
   - Pacific Ocean

3. **Answer the question in a complete sentence:** How do you think Japan’s geography affected its relationship with its neighbors.
Mastery Objective:
I can explain how geography affected the development of Japan.

What are today’s State Objectives?
7.29 Trace the emergence of the Japanese nation during the Nara and the Heian periods.

Strategies/Activities:
• Bellwork – Map of Japan
• Reading/Note-taking Strategy – Newsela article and text dependent questions
• Point of view writing task.

END OF DAY PRODUCT:
By the end of today’s class you should have a completed map and fully annotated article and question responses. You should also have a completed paragraph explaining how geography has affected Japan.
Classwork – Japan’s Geography

1. Number your paragraphs
2. Look for evidence that Japan’s history has been affected by their geography while you read (you will need this evidence in your closure)
3. Annotate the evidence when you find it explaining with a comment HOW this evidence shows an effect – positive or negative and how.
4. Answer the text dependent questions that will be on the board ON INB page 25 (complete sentences)
5. Attach the reading to INB 25 when you are finished.
1. What is Japan’s actual name? Where does it come from and what does it mean?
2. Describe the basic geography of Japan.
3. What is the “Ring of Fire” and what does it mean for Japan?
4. What is the most predominant geographical form in Japan and what effect has this had?
5. How many different groups have had contact with Japan over the centuries? What effect has this had?
In Japan, ultramodern skyscrapers tower over ancient shrines and temples. The latest styles from Paris, France, or Milan, Italy, are displayed alongside traditional silk kimonos. The high-speed Shinkansen bullet train traveling 200 miles per hour thunders past castles from the Middle Ages.

All this shows that Japan is a land of contrasts.

These are not signs of a culture that is confused about its history. Although high technology and modern conveniences have come to dominate Japanese life, the past is alive and well in the so-called Land of the Rising Sun.

The name "Japan" is actually a European mispronunciation. In Japanese, it is called "Nippon" or "Nihon." The name comes from the Chinese term for "Land of the Sun's Origin." This is the old name by which the ancient Chinese referred to the islands lying to their east, the direction from which the sun would rise.
Today, we know of Japan as a chain of almost 7,000 large and small islands, collectively called the Japanese archipelago. It sweeps down from the eastern tip of Siberia in the north to the island of Taiwan in the south.

As long as the eastern coast of U.S.

Comparing this impressive stretch to the lengthy eastern coast of the United States, Japan would extend from Maine to Miami, Florida. However, Japan is both a very long and a very skinny country, as its total land area is smaller than California.

Some of the largest and most notable parts of the island chain are the vast agricultural island of Hokkaidō and the main island of Honshū. There’s also the small but spirited island of Shikoku, the tropical paradise of Okinawa, and the historically important island of Kyūshū.
Japan is also situated on the volcanic Ring of Fire that encircles the entire Pacific Ocean. This enormous chain of volcanoes spans Oceania, Asia and North and South America and traces deep fractures in the Earth's surface. As such, Japan has its share of volcanoes, earthquakes, and tsunamis. Tsunamis are highly destructive tidal waves caused by shifting tectonic plates.

Mountains define most of Japan's territory, as 80 percent of the country is too mountainous to be suitable for agriculture. Japan's rocky terrain made smooth transportation and easy communication difficult among different regions of the country, especially in earlier times.
A history of regionalism

These problems contributed to a sense of regionalism. This is to say that people cared only about the particular region they lived in, not about Japan as a whole. Regionalism later played a significant role in Japan's feudal period, when wealthy lords ruled over their individual territories. A class of professional warriors, the samurai, was paid to serve as guards for these lands and went on to characterize Japan's feudal era.

Japan's location just off the fringe of continental Asia made it an ideal place for its unique culture to develop. The islands are situated close enough to China and Korea to benefit from the cultural and technological innovations of those great civilizations. But they're far enough away across perilous seas to resist being dominated by these two powers.

Japan has been commonly viewed as an isolated island nation with a single language and culture shared by a uniform population. However, Japan has been home to multiple ethnic groups since ancient times. One of these were the Ainu, whose origins are still shrouded in mystery. What is known is that the Ainu settled a significant portion of the north and may have
derived from civilizations that were native to the islands thousands of years ago. Although the exact number is not known, tens of thousands of Ainu descendants are part of Japanese society today.

**International relations well established**

Korean immigrants have been crossing the sea to reside in Japan ever since they learned the islands existed. Yet, Japan’s rich history of cultural exchange is not limited to its Chinese and Korean neighbors. Since the 16th century A.D., Portuguese and Dutch visitors brought European trade and culture to Japan. This tradition of international commerce and communication significantly shaped Japan’s history and culture.

The interchange of different traditions has led to the culture of the present day, where the ancient and the modern often collide. Pokémon and fuel-efficient cars are aspects of Japanese culture that certainly belong to the modern world. But the ancient history of Japan reveals innovations and traditions that run much, much deeper.
Closure: INB 24

underneath your bellwork

• Cause and Effect: How has geography made Japan a difficult place to live at times?
  – Cite evidence from the text and explain how that evidence supports your answer.
  – You will need a minimum of three to five complete sentences in order to do this task well.
Bellwork – INB 26 
complete sentences please 

• Comprehension Check:
  – Where did the name “Japan” come from?
  – What are the four main islands?
  – How did geography affect the way Japan developed?

Based on yesterday’s lesson – do you remember?
Mastery Objective:
I can trace the early history of Japan from prehistory to the Nara Period.

What are today’s State Objectives?
7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism. (only introduced today)
7.29 Trace the emergence of the Japanese nation during the Nara and the Heian periods.

Strategies/Activities:
• Bellwork – Comprehension check
• Reading/Note-taking Strategy – Text to Notes
• Timeline tracing the early history of Japan & summary

END OF DAY PRODUCT:
By the end of today’s class you should have a completed text to notes handout along with a completed timeline & summary of the early history of Japan...
Introduction to Japan – INB Page 27

this page will be stapled in...make sure I can see both sides

• Staple in your reading to INB page 27:
  – Highlight what you think is “note-worthy” from the reading ______
  – Take bullet point notes about what you felt was note-worthy in your own words on the right.
  – Make sure your notes are brief BUT include enough information that they make sense.

Text to Notes Reading Strategy
Geography and Settlement

• Japan lies to the east of Korea and China. Japan is an archipelago, or a chain of islands, that runs north to south in the Pacific Ocean. For centuries, most Japanese have lived on the four largest islands: Hokkaido, Honshu, Shikoku, and Kyushu.

• The islands of Japan are actually the tops of mountains that rise from the ocean floor. Earthquakes occur in Japan due to its position along an unstable part of the earth's crust. Because of the mountains, only a small amount of Japan's land can be farmed. Local armies have fought over this limited land for centuries.

• Many Japanese turned to the sea to make a living. They built villages along the coast and fished. The Japanese also traveled by ship among their many islands. Still, the seas around Japan kept the Japanese isolated, or separated, from the rest of Asia. As a result, Japan developed a strongly independent civilization.
The First Settlers

• The first people to settle in Japan probably came from northeastern Asia around 20,000 years ago. About 300 B.C., a new group of people, the Yayoi brought farming to Japan and were the ancestors of the Japanese. They made pottery and grew rice and were skilled metalworkers. By A.D. 300, the Yayoi had organized themselves into clans, each headed by warrior chiefs. The clan's warrior chiefs protected the people.
The Yamato

• During the A.D. 500s, a clan called the Yamato ruled most of Japan. Other clans had to give their loyalty to the Yamato chief. Yamato chiefs claimed that they were descended from a sun goddess who sent her grandson to rule over the people of Japan. Japanese legend states that a Yamato leader named Jimmu was the great-grandson of this goddess. This gave him the right to rule Japan. Jimmu took the title "emperor of heaven" and became the first emperor of Japan.
Shinto: Way of the Spirits

• The early Japanese believed that humans, animals, plants, rocks, and rivers all have their own spirits. This idea is known as **animism**. People believed they could call on the *kami* or the nature spirits for help. To show respect to the *kami*, the Japanese worshipped at holy places.

• Early Japanese beliefs developed into a religion called Shinto. The word *Shinto* means "way of the spirits." Shinto later became linked to Japan's rulers. Their duties included taking part in Shinto rituals to ensure the well-being of Japan.

• The practice of Shinto affects the Japanese people today. It has contributed to the Japanese love of nature. It also has influenced their striving for simplicity, cleanliness, and good manners.
Prince Shotoku

- About A.D. 600, a Yamato prince named Shotoku ruled Japan on behalf of his aunt. He wanted to give Japan a strong, well-organized government, so Shotoku created a constitution, or a plan of government. Shotoku's constitution stated that the emperor was an all-powerful ruler. The Japanese were expected to obey him. Specific rules in the constitution, based on the ideas of Confucius, stated how they should perform their duties.
- Shotoku admired Chinese civilization and wanted the Japanese to learn from it. Officials and students studied Buddhism, as well as Chinese art, philosophy, and medicine.
- After Shotoku's death, officials continued to use China as a model for Japan. In A.D. 646, the Yamato began the Taika, or Great Change. Japan was divided into districts ruled by officials who reported to the emperor. All farmland was placed under the emperor's control. Clan leaders could oversee the farmers' work, but government officials now collected taxes. The Taika reforms created Japan's first strong central government.
The Nara Period

- In the early A.D. 700s, Japanese emperors built a new capital city called Nara. It had broad streets, large public squares, Buddhist temples, and Shinto shrines. Nobles' families lived in large, Chinese-style homes. During the Nara period, the Japanese emperors ranked government officials into a hierarchy. However, they did not follow the Chinese practice of using examinations to hire officials. Instead, the emperor gave positions to nobles from powerful families. In return for their services, these officials received large farms. The emperor's control of the land gave him great power.

- Buddhist teachings had reached Japan from Korea in the A.D. 500s. During the Nara period, Buddhism became powerful in Japan. In A.D. 770, a Buddhist monk tried to seize the throne. Shaken, the emperor decided to leave Nara for a new capital.
World History Closure – INB 26

• Create a **timeline** to explain what you have learned about how Japan developed *up to* the Nara period.

• Your timeline must have *at least* 5 entries from the following time periods:
  – 20,000 years ago, 300’s b.c., 500’s a.d., 600’s a.d., 700’s a.d.

• When you have completed your timeline **USE IT TO CREATE A SUMMARY** of the early history of Japan...

• Extra credit: Add an image to represent each time period.
Closure Example

20,000 years ago
1st people came to Japan

300s b.c. - 500s a.d. - 600s a.d. - 700s a.d.
Do not fail to obey the commands of your **Sovereign** (ruler). He is like Heaven, which is above the Earth, and the Subjects of the Sovereign are like the Earth, which holds up Heaven. When Heaven and Earth are properly in place, the four seasons follow their course and all is well in Nature. But if the Earth attempts to take the place of Heaven, Heaven would simply fall in ruin. That is why the Subject listens when the lord speaks, and the inferior obeys when the superior acts. Because of this, when you receive the commands of your Sovereign, do not fail to carry them out or ruin will be the natural result.

**Question:** Based on the document above how did Japanese rulers view themselves and their power? (Use the ACE strategy)
**Mastery Objective:**
I can explain how Japan was ruled during the Heian Period.

**What are today’s State Objectives?**

| 7.29 | Trace the emergence of the Japanese nation during the Nara and the Heian periods. |

**Strategies/Activities:**
- BW – Prince Shotoku’s Constitution
- Guided Reading – The Samurai and Shoguns
- Graphic Organizer on the government of Japan in the Heian Period.

**END OF DAY PRODUCT:**
By the end of today’s class you should have a completed guided reading and chart on the government of Japan during the Heian period.
Samurai & Shoguns
Strategy: Guided Reading... INB 29

• A **Guided Reading** is one that asks you questions along the way to ensure that you understand the material:

• **Read** the question that appears in the box below each section of text.

• Then **READ** the text itself and **highlight** the evidence that will help you answer the question.

• **Answer** each question after you read in a complete sentence.
Nobles Rise to Power

- In A.D. 794, the emperor of Japan moved the capital from Nara to a new city called Heian-kyo. This city later became known as Kyoto. The city of Heian-kyo looked much like a major Chinese city.
- During the A.D. 800s, emperors continued to rule Japan, but their power greatly weakened. Why did this happen? After a period of strong emperors, a number of weak emperors came to the throne. Court officials known as regents governed for them. A regent is a person who rules for an emperor who is too young or too sick to govern.
- The regents handled the city's day-to-day government, leaving the Japanese emperors to turn to learning and the arts. Emperors studied Buddhism or wrote poetry in their palace at Heian-kyo.
- At the same time, other nobles took control in the outlying provinces of Japan. The government gave these nobles land in return for their support. It also let them stop paying taxes. It made the nobles responsible for governing the lands under their control. To pay for the local government, the nobles increased the taxes on the farmers working the land.
The Samurai and Their Code

- The nobles gave land to warriors who agreed to fight for them. These warriors became known as samurai. In battle, samurai fought on horseback with swords, daggers, and bows and arrows. They wore armor made of leather or steel scales and helmets with horns or crests.

- A few Japanese women were outstanding warriors. Perhaps the most famous was Tomoe. She fought in the A.D. 1100s during a time of civil war in Japan. One account from the A.D. 1200s describes her:

  "She was a fearless rider whom neither the fiercest horse nor the roughest ground could dismay, and so dexterously [skillfully] did she handle sword and bow that she was a match for a thousand warriors and fit to meet either god or devil. . . . and so in this last fight, when all the others had been slain or had fled, among the last seven there rode Tomoe."

  —from Heike Monogatori (The Tale of Heike)

- The word samurai means "to serve." The samurai lived by a strict code of conduct. This code was called Bushido, or "the way of the warrior." It demanded that a samurai be loyal to his master. The samurai must also be brave and honorable. Samurai were not supposed to be concerned about riches. They viewed merchants as lacking in honor.

- Bound to these principles, a samurai would rather die in battle than betray his master. He also did not want to suffer the disgrace of being captured in battle. The sense of loyalty that set apart the samurai lasted into modern times. During World War II, many Japanese soldiers fought to the death rather than accept defeat or capture. The Japanese have since turned away from the beliefs of the samurai.
Shoguns Assume Power

- By the early 1100s, a period similar to the Middle Ages in Europe, noble families of Japan used their samurai armies to fight one another. They fought over land and to gain control of the emperor. In 1180, a civil war broke out between the two most powerful families: the Taira and the Minamoto. In a sea battle in 1185, the Taira were defeated. The commander of the Minamoto forces was Minamoto Yoritomo.
- After Yoritomo won the civil war, the emperor feared that the Minamoto family would take the throne. To avoid this, he decided to reward Yoritomo to keep him loyal. In 1192, he gave Yoritomo the title of shogun, or commander of the military forces.
- This created two governments in Japan. The emperor remained in his palace at Heian-kyo with his advisers. He was Japan's official leader. Meanwhile, the shogun set up his own government in the small seaside town of Kamakura. This military government was known as a shogunate. For about the next 700 years, shoguns ran Japan's government.
Mongol Attacks

• In the late 1200s, Japan was twice invaded by China's Mongol emperor. During both attempts, violent storms called typhoons destroyed many ships. The Mongols who made it to shore were defeated by the Japanese.

• The victorious Japanese named the typhoons *kamikaze*, or "divine wind," in honor of the spirits they believed had saved their islands. During World War II, Japanese pilots deliberately crashed their planes into enemy ships. They were named kamikaze pilots after the typhoons of the 1200s.
World History Closure: INB 28
create and complete the chart you see below underneath your bellwork AND THEN write a brief paragraph comparing government during the Nara & the Heian

Government of Japan
In Heian Period

Emperor

• ____________________
• ____________________
• ____________________

Shogun

• ____________________
• ____________________
• ____________________

You must include at least three key details about each –but you may have more if you like

Extra Credit if you can create an image to represent each side
Bellwork – INB 30


1. Use your textbook page 226 to **DEFINE** the term feudalism:

2. **Read** the following text and respond to the question below:

Loyalty towards the feudal lord in Japan was hereditary.... Service of a feudal lord went from father to son, so that the relations of lord and samurai existed between many families for generations. This arrangement was at the same time a voluntary one, in that there was no legal agreement between the two parties.

It became common to speak of the samurai’s allegiance to his lord as lasting the length of three lives ... his past existence, his present one, and the next life....The life of the samurai was not his own but rather belonged entirely to his lord, and it was the duty of a samurai to consider this at all times. Not only the life of a samurai was at the disposal of his feudal lord, but also those of the samurai’s wife and children...

**Question:** What evidence does the document give that there was a **strong** bond between the lord and the samurai?
Mastery Objective:
I can describe the social hierarchy of the Japanese feudal system of the Heian Period.

What are today’s State Objectives?
7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society.

Strategies/Activities:
• Bellwork – Secondary source analysis
• Reading/Note-taking Strategy – Common Lit Reading – locating evidence
• In feudal Japan what makes you who you are? Does your social status or the amount of money you have influence the person you are?

END OF DAY PRODUCT:
By the end of today’s class you should have a completed set of notes about early Japanese history and a completed closure based on Prince Shotoku’s constitution.
A Divided Japan- Background

- The Kamakura shogunate ruled Japan until 1333. At that time, a general named Ashikaga resisted the emperor and made himself shogun. A new government, the Ashikaga shogunate, began.
- The Ashikaga shoguns turned out to be weak leaders. Uprisings swept Japan. The country soon divided into a number of small territories. These areas were headed by powerful military lords known as daimyo.
- The daimyo pledged to obey the emperor and the shogun. Still, they governed their lands as if they were independent states. To guard their lands, the daimyo used samurai warriors. They formed their own local armies.
- Many samurai became vassals of a daimyo. These samurai gave an oath of loyalty to their daimyo and pledged to serve him in battle. In return, each daimyo gave land to his samurai. This bond of loyalty between a lord and a vassal is known as feudalism. A similar form of feudalism existed in Europe between the fall of the Western Roman Empire and the early modern period.
- With the collapse of central government, warriors battled one another throughout Japan. The violence finally ended the Ashikaga shogunate in 1567. By that time, only a few powerful daimyo were left. Each of these daimyo was eager to conquer his rivals—and rule all of Japan.
Classwork – Partners (INB 31)

- Number your paragraphs.
- Read the passage aloud with your partners and **look for/highlight** any evidence that names the different GROUPS in society and what each group DOES.
- Write the NAME of each group you discover on a separate index card... (wait for instructions for what to do with your cards)
- Before our closure we will also complete 4 text dependent questions that I will collect as a quiz score.
No, son. You cannot be a samurai warrior. They are not of our class. Here in Japan, we are a part of a feudal system. There is a ranking to things, with important people at the very top, and not important people all the way down at the bottom. You are a farmer’s son. This means you cannot be a samurai. You must work the fields with me ... You do not think that’s fair? I guess I will have to explain the way of things to you yet again.

We begin with the leader of the most beautiful island in the world. Or at least, your father thinks so. The emperor is the highest ruler of Japan and we see them as a god on earth ... and yet he is controlled by someone else. You would think that the person in the highest class would make all the important decisions for Japan. You would be wrong. He does not make any big decisions for our country. Yes, we must all bow when he comes around, but it is someone else who holds all the true power.
Remember this, son. The strongest person in this country is the one with the most military power. This is not the emperor, but the person in the class below him. The shogun is the general of Japan and controls all the armies. He received this place of honor from his father and his father's father. Even though we act as if the emperor is the one who makes the choices, the shoguns took power many years ago. He makes all of the choices when it comes to whom we fight and when. We would never say such a thing in front of our emperor, of course.

The daimyos are the great lords under the shogun and they own the land. They own and run the ground under your feet. They also try to keep peace, so long as they keep the shogun happy. Their name means “big private land.” Their power comes from how much land they own. Yes, our rice paddy belongs to the daimyo. The more land a person owns, the more they have to keep it safe from others. Yes, yes, I know. This next part is your favorite part.
The daimyos hire strong warriors to come keep an eye on the land, like ours. The samurai are under the daimyō and members of the warrior class that keep their leader and everyone else safe. They carry two swords: one long and one short. There was a time long ago when they might use these swords on farmers like us to keep the peace. Now they rule by making smart choices. As impressive as they are, samurai means nothing more than “one who serves.” Yes, that’s true, you are a servant to me. No, I will not give you a sword to cut the rice fields. Even if the law did let me.

I do have good news for you, son. There is one way you can act like a samurai. Bushido is the way of the warrior; it is the code of honor the samurai must follow. Even though you cannot carry two swords as a farmer, you can still be honorable. Yes, a part of it is about being a good military leader. It’s also about being nice to your neighbors and friends and your family, especially those who are older than you. The most important part of this code is to listen to your leader. If a samurai does not keep his honor, the daimyō can command you to take your own life. So you see? If you want to be like the samurai, you must listen to me and keep picking rice.

Yes, son. I know it’s hard to hear. You will never be a samurai. But think of it this way. If there were no farmers like us, there would be no rice. With no rice, the emperor would not have enough energy to sit on his throne at the top. The shogun, who has all the power, but is under the emperor, would not have the energy to make strong military choices. Under the Shogun, the daimyō would have no energy to run their land and the farmers on them. And last, with no rice, the samurai would not have enough energy to keep us safe and making more rice. Does that make you feel better? No? Then remember Bushido, son, and be loyal to your father. Keep picking rice!
On the blank page underneath your reading (INB 31) create an IMAGE to represent the social structure of feudal Japan. There is no ONE way to do this – as long as the right groups are placed at the right level you are free to be as creative as you would like...

Fill the page
Closure – INB 30

underneath your Bellwork

• In the context of the story, what makes you who you are? Does your social status or the amount of money you have influence the person you are? If so, how. Cite evidence from the text as you respond to both parts of the question in paragraph form.

• Bonus opportunity: Which of the groups discussed today would YOU have preferred to belong to during feudal Japan.
World History Bellwork – INB 32

- **Record** the following proverb **AND write a sentence or two** about what you think it means. What things do you think are important to someone who thinks this way?

- *Even in one single leaf on a tree, or in one blade of grass, the awesome deity (god) presents itself.*
Mastery Objective:
I can explain the differences between the Japanese practices of Shinto and Zen Buddhism and describe how each is seen in Japanese life.

What are today’s State Objectives?
7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.

Strategies/Activities:
• Bellwork – A Shinto Proverb
• Reading/Note-taking Strategy – text dependent questions and annotation
• Paraphrasing key vocab – create a sentence using all 4 terms (regent, samurai, shogun, bushido)

END OF DAY PRODUCT:
By the end of today’s class you should have a completed set of text dependent questions about the Samurai and Bushido along with a good rough draft for your upcoming assessment question and a completed closure.
1. What does “Shinto” mean?
2. What are the basic beliefs of Shinto?
3. What is the Shinto story about how Japan came to be?
4. How does Shinto affect the way the Japanese view their emperor?
5. What happened when Buddhism came to Japan?
6. How is Buddhism different from Shinto?
7. What two ideas from Buddhism have influenced Japanese thought?
8. What is Zen?
9. What is the goal of Zen meditation?
10. How does Confucianism affect the way the Japanese see the world?

Remember that you must have at least 5 annotations (COMMENTS) on your article.
Read the following Koan and tell me what you think the Zen master Ummon is trying to teach his student:

A Zen student told Ummon- “The brilliancy of Buddha illuminates the whole universe.”

Before he finished the phrase, Ummon asked: "You are reciting another's poem, are you not?
"Yes", answered the student.
"You are missing the point," said Ummon.
World History Bellwork – INB 34

study the images you see below and write a statement to complete the following...

*Based on the art I see I think Japanese society valued __________ because __________*
Mastery Objective:
I can describe the different art forms that developed in feudal Japan.

What are today’s State Objectives?
7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.
7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism and the Chinese writing system were adopted.
7.30 Describe how the Heian aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as The Tale of Genji, one of the world’s first novels.

Strategies/Activities:
• Image Analysis
• Integrated Graphic Organizer with textual annotation
• What was the Chinese Influence on Japan?

END OF DAY PRODUCT:
By the end of today’s class you should have a completed reading with integrated graphic organizers AND a completed closure.
Religion and the Arts– INB 35

Strategy: Using Graphic Organizers within Text

1. Decide what information is important enough to include on your graphic organizer and highlight. ______

2. **Paraphrase** that information on your graphic organizer.
World History Closure – INB 34

• Based on what you learned this past week describe HOW China influenced Japan. (there has been at least one example of a Chinese influence on Japan in every lesson this past week)