

Medieval Japan Unit

EACH LEARNING GOAL IS ASSESSED.

Overview:

Learning Goals	Assessments	Format of Assessments	Adaptations
LG1: Students will define and recall their previous knowledge about Feudal Japan. <div style="color: blue; font-size: 1.5em; transform: rotate(-45deg); position: absolute; left: 100px; top: 300px;"> CONGRUENT WITH LEARNING GOALS </div>	Pre Assessment	Multiple choice question 1, Fill in the blank 17-10, 12-15	No adaptations were made <div style="color: blue; font-size: 1.5em; position: absolute; left: 700px; top: 300px;"> ? IF NOT WHY? </div>
	Formative Assessment	Vocabulary Chart: give definition from glossary and then give definition in own words, Draw and label Feudal Pyramid; Secrets of the Samurai Video Guide; Chapter Test: fill in the blank, multiple choice, constructive response, matching	
	Post Assessment	Fill in the blank questions 1, 6,7 and Multiple choice questions 12, 14, 15	
	Self-Assessment	Study guide	
LG2: Students will locate and explain the location and geography of Japan. <div style="color: blue; font-size: 1.5em; transform: rotate(45deg); position: absolute; left: 100px; top: 700px;"> CONGRUENT WITH LEARNING GOALS </div>	Pre Assessment	Multiple choice question 2, 4	
	Formative Assessment	Vocabulary Chart: give definition from glossary and then give definition in own words; Geography of Japan assessment: students used map in book to help them answer questions on assessment pg. 28; Chapter Test: fill in the blank, multiple choice, matching, constructive response	
	Post Assessment	Multiple choice question 11	

	Self-Assessment	Study guide	
LG3: Students will determine how both the physical characteristics and human characteristics play a part in the shaping of Japan's society.	Pre Assessment	Multiple choice questions 2, 5; Matching number 6	<i>WHAT OTHER TYPES OF POST-ASSESSMENTS WOULD BE USEFUL?</i>
	Formative Assessment	Vocabulary Chart: give definition from glossary and then give definition in own words; Notes: List three important facts about each of the three ancient cultures in Japan; QAR; Chapter Test: Fill in the blank, multiple choice, constructive response, matching	
	Post Assessment	Fill in the blank questions 2-5, 8; Multiple choice questions 13	
	Self-Assessment	Study guide	
LG4: Students will conclude how regions of the world relate to one another and change over time.	Pre Assessment	Matching: number 11	
	Formative Assessment	Vocabulary Chart: give definition from glossary and then give definition in own words; Life in Medieval Japan assessment: after reading section 3 in their text, students filled in the blanks on assessment pg. 93; Chapter Test: multiple	
	Post Assessment	Multiple choice questions 9, 10	
	Self-Assessment	Study Guide	

Description of Pre- and Post-assessments:

PRE & POST LIMITED IN VARIETY!

Before beginning my unit over Medieval Japan, I will give my students a pre-test or pre-assessment. This will be used to see how much they know about the content before I begin to

teach. Later, I will compare these scores with those from their post-assessment to measure how much the students learned. The pre- and post-assessments will both be worth fifteen points. The students will receive one point if they answer each question correctly and they will not receive a point if they answer incorrectly or if they leave the answer incomplete. The format of the pre-assessment consists of five multiple choice questions and ten matching questions. The format of the post-assessment consists of five fill in the blank questions with a word bank and ten multiple choice questions. The questions on both assessments align with the learning goals I have prepared for this unit. The questions will cover topics over Japan's feudal system, the geography of Japan, how the society was developed, and how it was influenced or changed over time by other human relations.

In relation to LG1, students will define and recall their previous knowledge about Feudal Japan, the assessment will ask students to identify and recall information about the class systems which existed in Medieval Japan. The students will be held accountable for knowing the differences between the classes and what makes each class unique. The students will also have to identify the reasons why the warrior class is important.

With LG2, students will locate and explain the location and geography of Japan, the students will have to understand and identify how Japan's unique geography shaped its society. The students will be asked to define Japan's geography and know some of the characteristics of their geography.

Learning Goal 3, students will determine how both the physical characteristics and human characteristics play a part in the shaping of Japan's society, will be assessed by asking students to identify some of the unique characteristics of Japan's society. Students will be asked to

ASSESSMENTS
AND DATA -
APPEAR VALID
PRODUCE MEASURABLE

identify a type of Japanese poetry, their religious beliefs, and other cultural characteristics of Medieval Japan.

To assess students' knowledge of LG4, students will conclude how regions of the world relate to one another and change over time, students must be able to recall and identify the beginning cultures of Japan's society. Students will be asked to identify characteristics that are unique to each specific culture. Students will use this information to understand how these beginning groups had a significant impact on the shaping of Japan's society over a period of time.

I have included my pre-assessment and post-assessment at the end of this document.

Discussion of Formative assessments:

I will use a variety of assessments to check on the students' progress. One of the assessments I will use is enforced and encouraged within the school district. The district stresses vocabulary within each content area. In the social studies content, teachers are encouraged to give the students a list of vocabulary for each chapter and then the students are to find the definition from the glossary or content of their textbook. The students also have to come up with their own definition of the word and give a non-linguistic example or picture of the word. This assessment will be used as a Bell Ringer on the days we begin a new section from the Medieval Japan chapter within the textbook.

I also created an assessment activity that goes along with a video I will show in class. The video from United Streaming is titled *Secrets of the Samurai* and it gives the students an opportunity to see how the swords samurai used were made. It also gives more detail than the textbook about the warrior class from Japan's feudal system. The assessment will help students to earn some points in class if they complete it as they watched the video. When the video is

finished we will go over the answers together and then I will collect the assessments and give ten points to each student who completes the assignment. I have a back-up assignment for students if there happens to be any absent that day.

I also will use a couple of assessment sheets as homework assignments that are complimentary to the textbook. These assessments call for the students to find information and read from their textbook before they are able to answer the questions. The students have to do these independently and outside of the classroom. Each of these assessments are also worth ten points. Doing these assessments independently will prepare the students for their chapter test. Also, I will be able to check on their progress as they complete the assessments. If the majority of students miss several answers then we will review the homework together in class. This allows me to see what I need to spend more time on and what I will need to review more before their chapter test.

The final formative assessment, the chapter test, will be worth one hundred points. The test consists of five fill in the blank questions with a word bank, fifteen multiple choice questions, five constructive response questions, five matching questions, and one of the tasks on the test asks the students to draw and label the Feudal Pyramid. The fill in the blank questions are worth three points each; the multiple choice are worth two points each; four of the constructive response questions are worth six points each; one is worth ten points; the Feudal Pyramid is worth six points; and the five matching are worth three points each. The students will be made aware a few days before of what will be on their test and how many points each question will be worth. The students will also receive a study guide to use for self-assessment and see how much they know. After allowing the students four to five days to complete the study

MORE INFORMATION NEEDED.

guides on their own, we will review them in class so they will have the correct answers to study a few days previous to their test.



ADAPTATIONS

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Japan Pre-Test



Directions: Complete each question by choosing the best option.

Rubric:

0 pts. – Incorrect answer or incomplete answer

1 pt. – Correct answer

Multiple Choice (1 pt.)

1. A shogun is
 - a. The chief of several clans
 - b. A military leader of the most powerful of the Emperor's clan
 - c. A king
 - d. The dictator of Japan

2. Japan's mountains and islands allowed for:
 - a. Enemies to easily attack
 - b. Lots of farming to take place
 - c. An isolated and independent society
 - d. Both cold and tropical weather

3. The Japanese people make their living
 - a. From the sea and its resources
 - b. Farming
 - c. Hunting
 - d. Trading

4. Japan is
 - a. One large island

- b. A peninsula
 - c. A continent
 - d. Made up of several islands
5. The Japanese capital and center of production and trade during medieval times
- a. Kyoto
 - b. Honshu
 - c. Kamakura
 - d. Nara

Matching (1 pt.)

6. _____ a group of families related by blood or marriage a. clan
7. _____ professional warriors of the military aristocracy b. daimyo
8. _____ farmers and fishermen c. Jomon
9. _____ the shogun's representatives d. samurai
10. _____ sold goods and produce made by others e. emperor
11. _____ Japanese group that is remembered for their pottery f. feudalism
12. _____ highest social status in Japan g. peasants
13. _____ craftspeople h. Minamoto Yoritomo
14. _____ given title of shogun in 1192 i. merchants
15. _____ the bond of loyalty between a lord and his vassal j. artisans

Medieval Japan Post -Test

Fill in the blank (2 points each)

Tanka Daimyo Clans Sects Shogun
Guilds Samurai Meditation Jomon Minamoto
Yoritomo

1. The _____ was the military leader of Japan.
2. Many artisans and merchants formed _____ for protection and profit.
3. The Yayoi formed _____ that were connected by blood or marriage.
4. In _____, a person clears the mind of all thoughts and desires.
5. The _____ is an unrhymed poem of five lines.
6. The _____ had the most military power in the warrior class.
7. _____ pledged loyalty to a noble in return for land.
8. Buddhism was divided into many different _____.

Multiple Choice (2 points each)

9. _____ The early Japanese group known for the cord marks on pottery were:
 - a. The Yayoi
 - b. The Jomon
 - c. The Yamoto
 - d. The Yoritomos
10. _____ Yamato leader who took the title "emperor of heaven."
 - a. Ashikaga Takauji
 - b. Shotoku
 - c. Jimmu
 - d. Murasaki Shikibu
11. _____ Honshu, Shikoku, Kyushu, and _____ are the four largest islands in Japan.
 - a. Kyoto
 - b. Hokkaido
 - c. Kamakura
 - d. Tokyo

12. The _____, daimyo, and samurai were part of the warrior class.
- a. Shogun
 - b. Emperor
 - c. Merchants
 - d. Peasants
13. _____ The peasants paid their taxes by using:
- a. sushi
 - b. silk
 - c. rice
 - d. rice and work
14. _____ Who were the artisans which were respected by the warrior class?
- a. wood workers
 - b. sword makers
 - c. metal workers
 - d. artists
15. _____ Peasants were:
- a. The largest class
 - b. Farmers and Fishermen
 - c. given high social status
 - d. a and b only