

Mrs. Martin 7<sup>th</sup> Grade Social Studies

Distance Learning Lesson Plan

Week One 4/20-4/24

Day One--Two

- Cryptogram: The Geography of Japan (pg. 2)
- Vocabulary Worksheets. (p. 344)
- Read 9.1.1: The Geography of Japan (textbook)
- Answer Review and Assess Questions using constructed response (put question in the answer)
- Create a postcard that describes 3 impressions you have after "traveling through Japan" Make sure to include a picture. I have included a template for you. (handout) (p. 5)

Day Three and Four

- Read Section 9.1.2
- Answer Review and Assess Questions using constructed response (put the question in the answer)
- Create an Acrostic Poem using the word SHINTO, that summarizes/explains how Shinto tied Japan's people together. One illustration and a border. Minimum of 36 words (6 words per letter). I have included a template for you if needed. (p. 6)
- Create an Historical Marker for a Yayoi tomb. The instructions are included on a separate sheet of paper. (p. 7)

Day Five

- Read 9.1.3 Answer the Review and Assess questions using constructed response (put question in your answer)
- Copy information from worksheet provided to you about Chinese and Korean influences on Japan. Choose your own colors to use.
- Choose one of the following to respond:
  1. Illustrate three influences
  2. write three test questions and provide answers.
  3. 3-2-1 Summary



Days 132

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Geography of Japan

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
O	W	S	H	B	C	T	K	A	M	N	U	F	V	Q	E	R	Y	D	P	Z	I	G	J	X	L

P K B D F O U U S Q Z V P Y X Q C

M O E O V A D F O H B Z E Q C

P K Q Z D O V H D Q C D F O U U

A D Q U O P B H F Q Z V P O A V Q Z D

A D U O V H D O V H C Q Z Y F O A V

A D U O V H D K Q N N O A H Q

K Q V D K Z D K A N Q N Z O V H

N X Z D K Z Q V U X 20% Q C M O E O V

A D C O Y F O W U B

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

UNIT

4

CHAPTER 9 SECTION 1

Early Japan



NATIONAL  
GEOGRAPHIC  
LEARNING

### VOCABULARY PRACTICE

#### KEY VOCABULARY

- **archipelago** (AHR-kuh-peh-luh-goh) *n.* a collection of islands
- **embassy** (EMH-bah-see) *n.* a group of people who represent their nation in a foreign country
- **regent** (REE-jehnt) *n.* a person who rules when a monarch or emperor is unable to do so
- **ritual** *n.* a formal series of acts always performed in the same way; a religious ceremony

**WDS CHART** Complete a Word-Definition-Sentence (WDS) Chart for each Key Vocabulary word.

W	_____ <i>archipelago</i> _____
D	
S	

W	
D	
S	

W	
D	
S	

W	
D	
S	



## VOCABULARY PRACTICE

## KEY VOCABULARY

- **aristocracy** (air-ih-STOCK-ruh-see) *n.* an upper class that is richer and more powerful than the rest of society
- **clan** *n.* a group of families that shares a common ancestor

**WORD MAPS** Complete Word Maps for the Key Vocabulary words *aristocracy* and *clan*.

aristocracy	clan
What is it?	What is it?
What does it do?	What does it do?
What is it like?	What is it like?



S

H

I

N

W

O



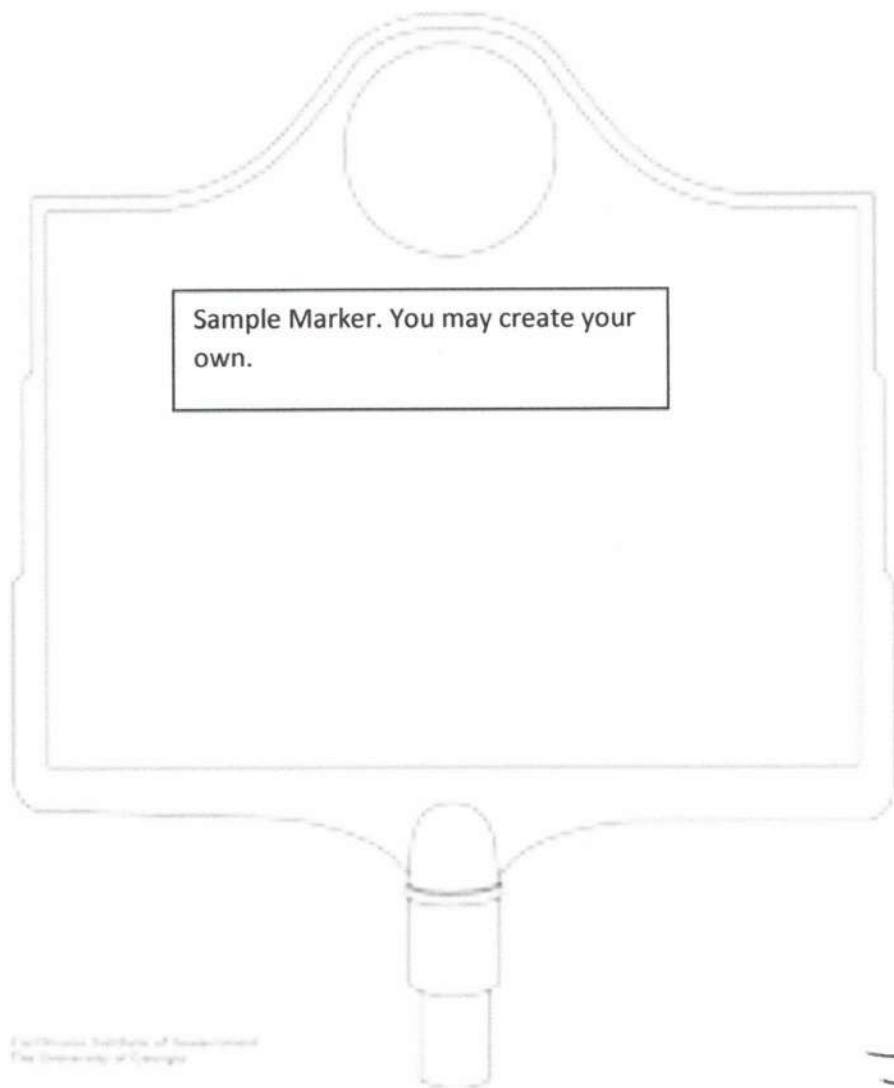
Days 3-4

## Historical Markers

Your task: using the information from section 9.1.2 of your textbook, create a sign that would be posted at the tomb of a Yayoi Chief that explains the importance of the Yayoi culture to the development of Japan.

Your marker should:

- ☐ Have a title
- ☐ Include a simple drawing to represent the culture of the Yayoi
- ☐ a paragraph to explain culture of the Yayoi place/event
- ☐ Draw a meaningful border(patterns of small drawings that relate to the title) around the marker.

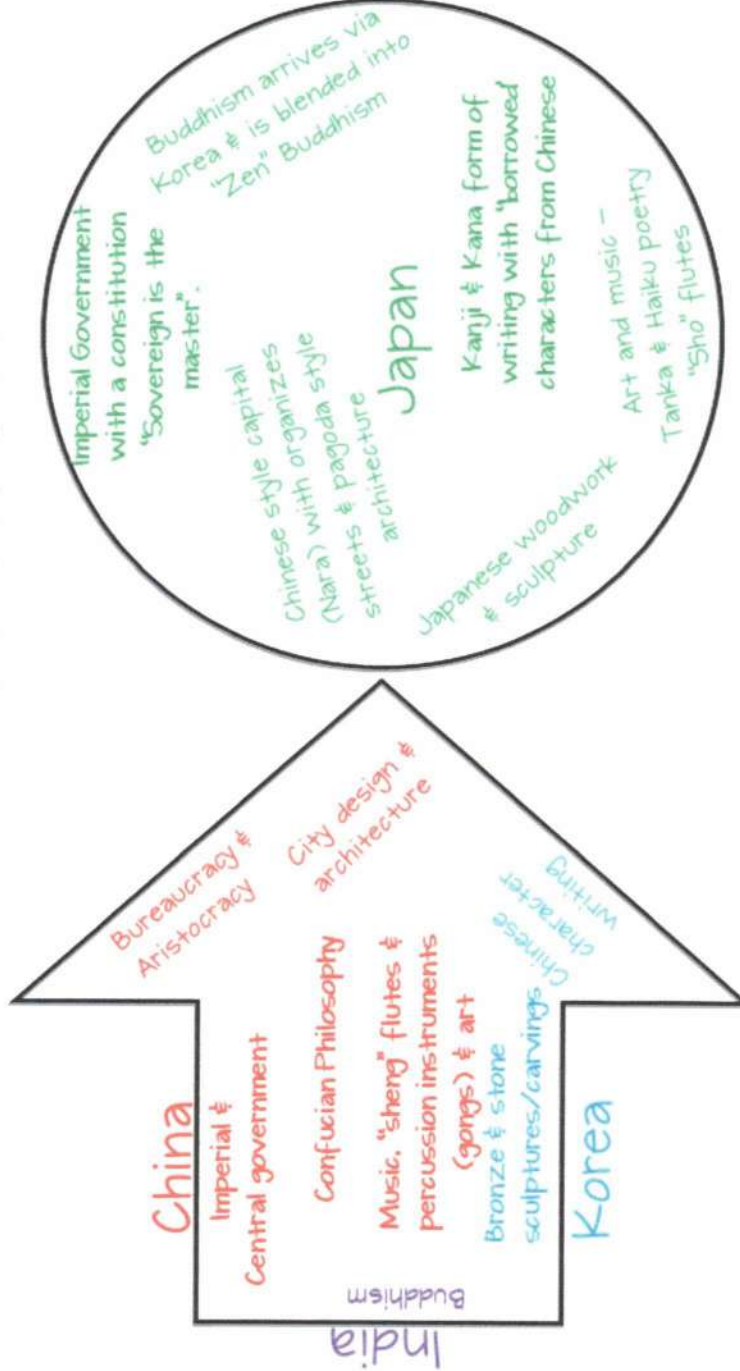


# Cultural Diffusion in Japan

Teacher Notes

## Cultural Diffusion

**BIG IDEA:** the Japanese blended elements from other cultures with their own traditions to create a unique culture.



**BIG IDEA:** Ideas, customs, and objects came to Japan from India, China, & Korea between the 6<sup>th</sup> & 9<sup>th</sup> centuries.



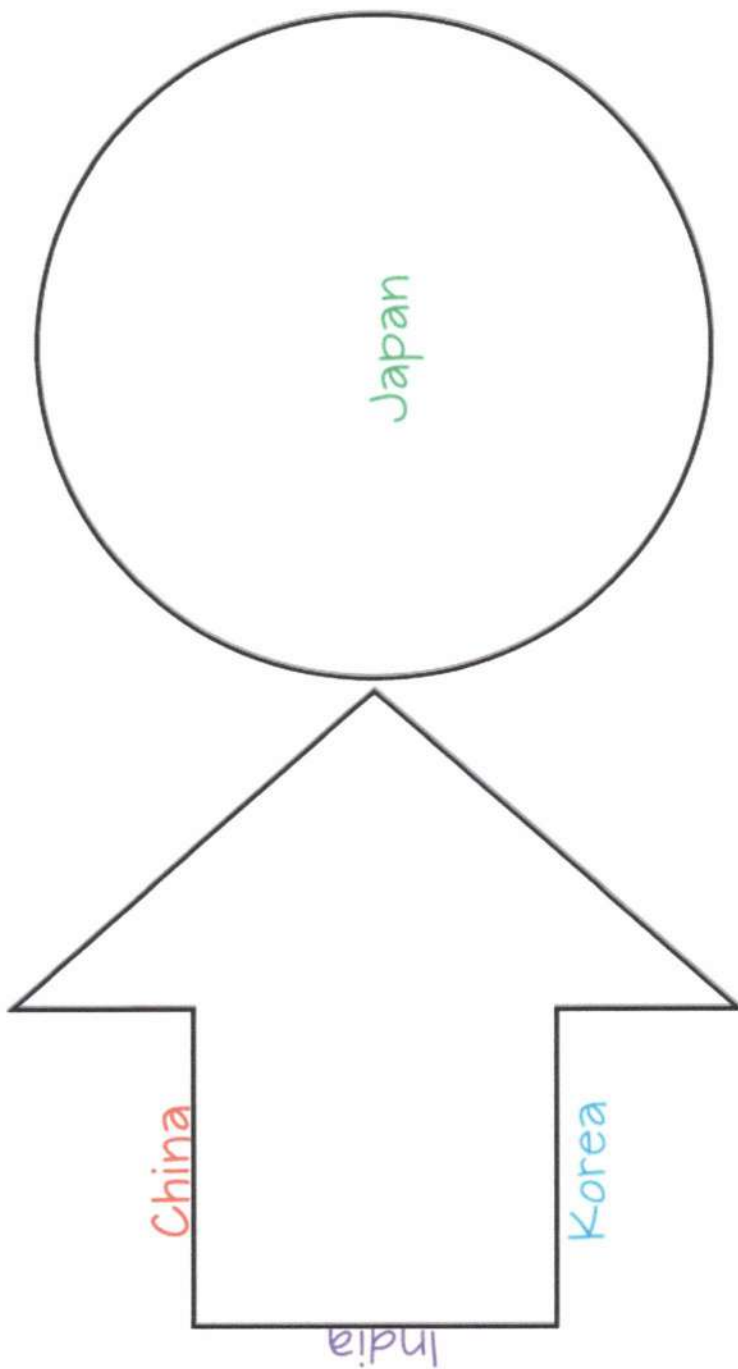
# Cultural Diffusion in Japan

Day 5

Directions: Copy information from teacher  
Copy handout, Use color.

## Cultural Diffusion

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