

# Mongul Empire and Japan

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**GRADE LEVEL:** 7<sup>TH</sup> GRADE

**SUBJECT:** WORLD HISTORY

**CLASS TIME:** 50 MINUTES

**DURATION OF LESSON PLAN:** ONE DAY

## **State Standards Addressed:**

**Content Statement:** 4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.

**Content Elaborations:** The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an insular and isolated society that continued to the 19th century.

**Content Statement:** 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

**Content Elaborations:** Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

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## OBJECTIVES

- Students will gain an understanding of why the Mongols failed to conquer Japan.
- Students will gain an understanding as to what the consequences of their failure to conquer meant for the Japanese.
- Students will review historical sources as they investigate historical scrolls.

### 1. POST-ASSESSMENT

- Students will take a short quiz over the material later in the week.
- Students will be graded on a “Question and Answer” class discussion format.
- Students will take a comprehensive assessment over the Mongol invasions of China and Korea, as well as their attempted invasions of Japan.

### 2. MATERIALS/RESOURCES

- *East Asia: A New History* by Rhoads Murphey
- Map of East Asia
- The Mongol Empire "Kublai Khan" by the History Channel
- Takezaki Suenaga's *Scrolls of the Mongol Invasions of Japan*.

### 3. NEW VOCABLUARY

- Kamakura—leader of Japan
- Khubilai—leader of Mongol
- “Divine Wind”

### 4. INTRODUCTION/“THE HOOK”

- Students will engage in CPA's—Check Point Assessments, which a basic “Question and Answer” Discussion, in which I grade students on their answers/comprehension over previously taught material. The CPA's will be over what we previously covered regarding the Mongols and their invasion of China and Korea. This will lead into today's lessons, which are the attempted invasions of Japan.

### 5. PROCEDURES

Time	Activity
10 minutes	Intro/CPA's
10 minutes	Discussion of Mongol invasion of Japan
10 minutes	Discussion of Takezaki Suenaga's <i>Scrolls of the Mongol Invasions of Japan</i> .
15 minutes	History Channel movie clip
5 minutes	Closure; Question and Answer Session

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### 6. CLOSURE

- A review of the lesson will take place, with opportunities for students to ask questions and/or comment. I will also check for understanding by randomly selecting students to answer questions.

### 7. DIFFERENTIATED INSTRUCTIONAL STRATEGIES

- These methods diversify the lesson by utilizing different learning techniques, such as direct instruction, film, class discussion, review, and maps.

### 8. REFLECTION

#### List of Resources:

- *East Asia: A New History* by Rhoads Murphey
- Map of East Asia
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