

# Implementation Plan

Respectfully Submitted by

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## **Implementation Plan:**

Designed for: 9<sup>th</sup> Grade

Course: This Plan will be taught in a “Level 3” (mainstream) World History – Part I course.

### Objectives:

- Students will be able to trace the origins of feudalism in Japanese history.
- Students will be able to recognize the role of the samurai in Feudal Japan.
- Students will be able to identify key components of a samurai’s training, armament, and discipline.

### Sources/materials to be used:

Farah, Mounir A., and Andrea Berens Karls. *World History: The Human Experience, The Early Ages*. Columbus: Glencoe/McGraw-Hill, 2003.

- course textbook

Musashi, Miyamoto. *A Book of Five Rings*. Translated by Victor Harris. Woodstock: The Overlook Press, 1974.

- primary source book from NCTA seminar

*Secrets of the Samurai Sword*. DVD. Directed by John Wate. 2007, 2008; Boston, MA: WGBH Educational Foundation.

- documentary DVD from NCTA seminar

LCD projector, DVD player, speakers – already in classroom

Sufficient copies of pages for handouts (listed below)

## Bibliography

“Teaching about Heian Japan” by Melinda Varner. *Education about Asia*. Volume 10, Number 3. Winter 2005.

“Once and Future Warriors: The Samurai in Japanese History” by Karl Friday. *Education about Asia*. Volume 10, Number 3. Winter 2005.

“Can Samurai Teach Critical Thinking? Primary Sources in the Classroom” by Ethan Segal. *Education about Asia*. Volume 15, Number 3. Winter 2010.

*East Asia: A Cultural, Social, and Political History* by Patricia Ebrey, Anne, Walthall, and James Palais. Copyright 2009 by Houghton Mifflin Company. Boston, MA.

## Procedures for teaching:

Prior to starting into this Plan students will have read the information on shoguns, samurai, daimyo, and Bushido in their textbooks, pages 363 to 364, and so they will have very introductory exposure. However, because the textbook only provides six paragraphs on this fascinating period of Japanese history, this Plan seeks to deepen students' understanding of Japan's Feudal Age during our East and South Asia Unit (Chapter 14).

On the first day of the Plan students will be introduced to the NOVA documentary *Secrets of the Samurai Sword* and will begin watching it. The run time of this video is 56 minutes and so its viewing it will stretch over two 40 minute periods. Students will spend about 35 minutes watching the video on Day 1 and then watch the remainder of the video on Day 2 of the Plan. Students will recognize several of the key terms from the textbook used throughout this video while also being introduced to new information. Students will work on the first assessment of this Plan by writing down twenty (20) facts about the samurai while watching the video. This will be collected at the end of the period on Day 2 of the Plan.

After the conclusion of the video on Day 2, the teacher will conduct a “debriefing” whole class discussion with students for the remainder of the period asking them what they thought about the content presented in the video.

Toward the end of the period on Day 2 the teacher will explain the evening's Homework due for Day 3 of the Plan. Students will read pages 1 to 7 of the “Translator's Introduction” from *A Book of Five Rings* by Miyamoto Musashi and complete the attached worksheet.

On Day 3 of the Plan the teacher will collect the worksheet Homework and then introduce lecture on the life of Miyamoto Musashi with the attached PowerPoint (unfinished rough draft). This Lecture will be based on pages 7 to 32 of the “Translators Introduction.”

On Day 4 of the Plan the students will begin the Case Study activity. The teacher will divide students into four even sized groups. Each group will review the following books: The Ground Book pages 37 to 50,

The Water Book pages 53 to 67, The Fire Book pages 69 to 83, and The Wind Book and The Book of the Void pages 85 to 95.

The assignment for this activity will be to summarize the group's assigned Book and give a creative presentation of about 5-10 minutes to the class on Day 5 of the Plan. Students will have the entire period of Day 4 to work on reading their Book and then planning as a group how they want to present it. This is an opportunity for students to explore a primary document will also summing up what they've learned through the week to give a brief presentation.

Day 5 of the Plan will consist of group presentations.

#### Evaluation of what I learned:

The NCTA seminar definitely permitted me access to materials that I would not have known about otherwise at this point in my career. With having a year of experience in teaching this subject matter and now having completed the first half of the seminar, I have a much better understanding of how I can realistically incorporate my Implementation Plan for next school year. The materials provided by NCTA along with the themes presented throughout the seminar sessions, and the development of lessons there from, have absolutely filled a void in my background and will enable me to become a more knowledgeable professional.