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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
2 class periods

# Letters from the United States: “Let Us In!”

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **RH.6-8.6**

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### DIRECTIONS

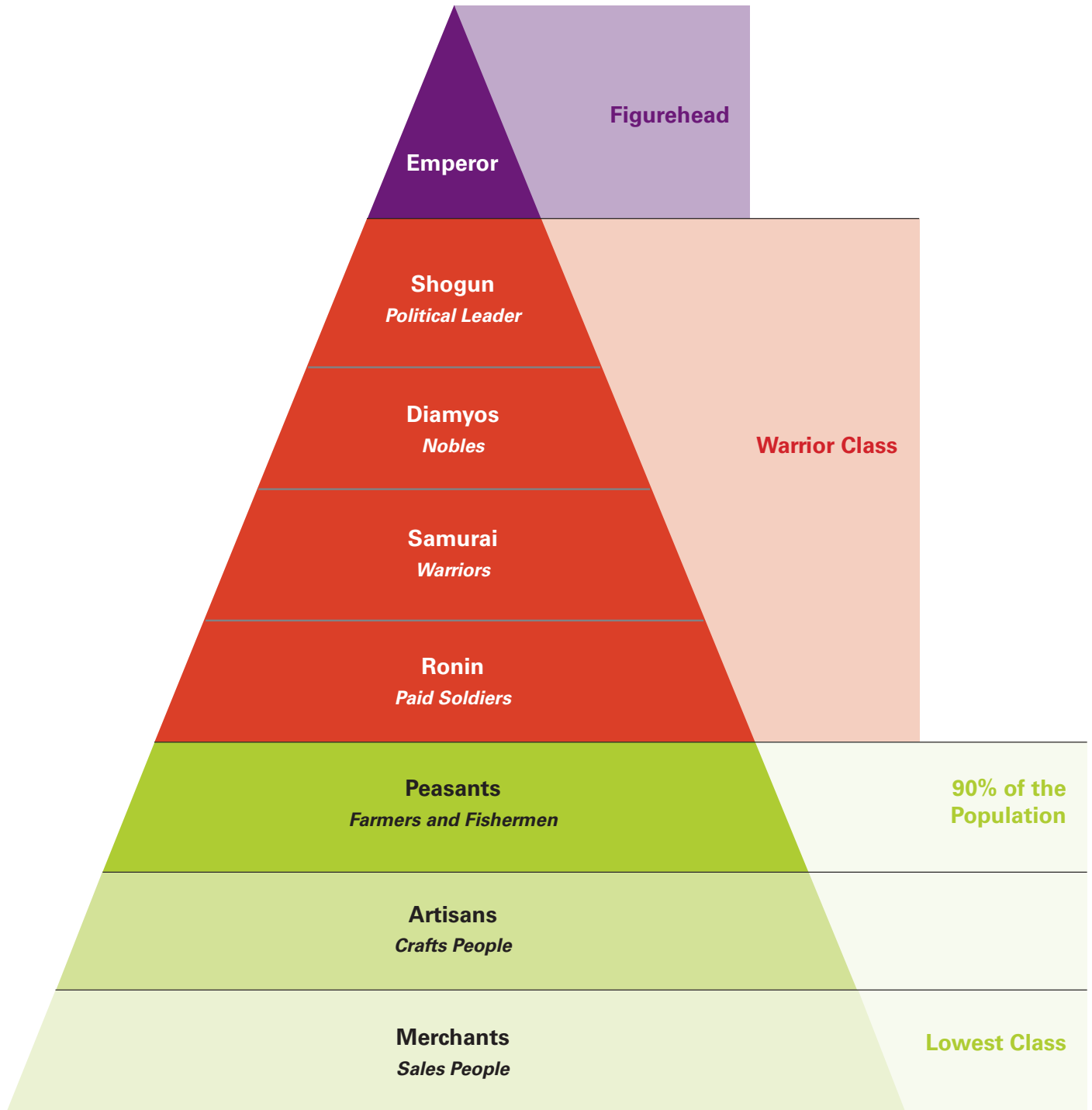
- The class reads the “Introduction” section together, highlighting reasons Japan did not want to trade with most foreign countries.
- The class reads the first six paragraphs of the “Letter from President Fillmore” together, underlining reasons for trade, highlighting threats/demands, and summarizing each paragraph in the margins next to it. Students read the rest independently, annotating similarly. Students share their annotations and summaries with a neighbor, then the class. The class completes the questions together.
- The class reads the first six paragraphs of “Letter #1 from Commodore Perry” together, underlining reasons for trade, highlighting threats/demands, and summarizing each paragraph in the margins next to it. Students read the rest independently, annotating and summarizing similarly. Students share their annotations and summaries with a neighbor, and then answer the questions together. Students share their answers with the class.
- Students read “Letter #2 from Commodore Perry” independently, underlining reasons for trade and highlighting threats/demands. When finished reading, students answer questions independently. Students share their annotations, summaries, and answers to the questions with a neighbor, then the class.
- The class brainstorms reasons why Japan would not want to trade with America and what threats Japan could make to America.
- Students independently complete “Letter from the Emperor.”
- The teacher may want to follow this activity with the argumentative paper from this book.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                          |                    |                         |
|--------------------------|--------------------|-------------------------|
| ▪ Abstain                | ▪ Emigrants        | ▪ Pacific overtures     |
| ▪ Commercial intercourse | ▪ Hereunto         | ▪ Propositions of amity |
| ▪ Commodore              | ▪ Imperial majesty | ▪ Provisions            |
| ▪ Credence               | ▪ Impracticable    | ▪ Succour               |

## Social Classes of Japan



Source: Japan Under the Shoguns. "Compare the Lives of the Nobles and the Shi-no-ko-sho in Feudal Japan: The Key Beliefs and Values of Feudal Japan."  
<http://japan-under-the-shoguns.yolasite.com>.

## UKIYO-E <sup>1/2</sup>

Ukiyo-e is a style of woodblock print developed in Japan in the seventeenth century. There are various translations for the word, but a common modern English equivalent is “pictures of the floating world.” These images rose to great popularity in Japan and played a significant role in one of the most important art movements in history.

The earliest known woodblock prints in Japan are from the eighth century. For a long period of time these were mostly used to reprint texts, Buddhist scriptures in particular. Movable type was created in China in the eleventh century CE, but it was not widely adopted in Japan because of the sheer number of characters required to represent the Japanese language. (Even though the Chinese invented the first movable type, it did not catch on there for the same reason.) As a result woodblock printing was still used in Japan after Europe had moved on



to metal movable type. Woodblock prints could also be used for art, and in 1765 an important technological change enabled multiple colors to be made on a single print. Before this, only a few colors at most could be used for a print, or colors were painted on afterwards.

This innovation occurred during a time in Japan’s history that was particularly receptive to art. This period from 1603 to 1867 is often referred to as the Tokugawa period, and it was a time of relative peace. This period is also sometimes called the Edo Period, because the city of Edo (later Tokyo) emerged as a major commercial center. During this time society was heavily stratified, with merchants being considered one of the lowest classes in Japan. But many merchants were growing quite rich and they, along with other non-elites, began to buy items, such as art, that had previously only been obtainable for nobles. To appeal to popular tastes, prints depicted kabuki stars, vistas, and scenes of everyday life. Various ukiyo-e artists would become quite famous, including Hokusai, Hiroshige, Utamaro, Sharaku, and Kuniyoshi.

Although many ukiyo-e artists became well known, the process for making their prints was much more than a sum of its parts. It required four people: artist, carver, printer, and publisher. The artist designed the print. The carver engraved the designs on the wood blocks. The printer applied the specific pigments of inks and made the image, which they then repeated, sometimes into the thousands for a single image. The publisher paid the other three people

CHAPTER 4

# Writing Standards

## ARGUMENTATIVE WRITING

Trade Policies

**WHST.6-8.1**  
**WHST.6-8.5**  
**WHST.6-8.9**  
**WHST.6-8.10**

## INFORMATIVE WRITING

Historical Periods of Japan Research Paper

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

## NARRATIVE WRITING

Japan's Age of War Video Game

**W.6.3-W.8.3**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.6**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**