

YEAR 8 HUMANITIES: JAPAN UNDER THE SHOGUNS

Achievement Standard: [insert year level achievement standard. Bold the statements that will be assessed in the unit]

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They **identify the motives and actions of people at the time**. Students **explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society**. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. **When researching, students develop questions to frame an historical inquiry**. They **analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions**. Students **identify and explain different points of view in sources**. When interpreting sources, they **identify their origin and purpose, and distinguish between fact and opinion**. Students **develop texts, particularly descriptions and explanations, incorporating analysis**. In developing these texts, and organising and presenting their findings, they **use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information**.

Unit Specific Information [various forms e.g. assessment focus, context, etc]

This unit seeks to explore the way of life in shogunate Japan (c. 794-1867) including social, cultural, economic and political features. In particular, the role of the Tokugawa shogunate in imposing a feudal system and environmental policies on Japan will be examined. Students will also explore theories about the decline of the shogunate, including modernisation and westernisation. Students will come to appreciate significant cultural beliefs, values and achievements of shogunate Japan. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect and significance.

Students will demonstrate their understanding by completing a research inquiry task. They will investigate the life of an individual from the shogunate era and evaluate how the individual's values and beliefs influenced their actions.

Assessment Details:

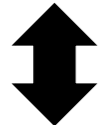
Research Inquiry Task with factorial and consequential explanations.

Due date: Week 9

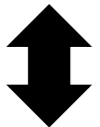


READING / VIEWING / LISTENING:
Core Text 1: History Alive 8

COMPREHENSION SKILL FOCUS:
Determining importance; synthesising



THINKING:
Investigating; interpreting; synthesising



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Research Inquiry Task with factorial and consequential explanations

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Elaborating clauses; evaluative language; nominalisation

Priority Standards

	Develop questions to frame an historical inquiry.	Develop texts, particularly descriptions and explanations, incorporating analysis.
4	In addition to Score 3, I can devise sub-questions to assist in the inquiry process and apply these inquiry skills in other subject areas.	In addition to Score 3, I can manipulate texts, incorporating evidence identified in sources to argue a stance and apply this skill in other subject areas.
3	I can: Develop questions to frame an historical inquiry	I can: develop texts, particularly descriptions and explanations, incorporating analysis
2	<p><i>Recognise or recall key vocabulary:</i> Hypothesis; inquiry; research; questions; sub-questions</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> Identify key content in task direction/question Identify evaluative requirements of task to determine the issue/focus that needs to be addressed Create a hypothesis on the topic as a starting point for further investigation Determine 3 key areas on which to focus research questions Create focus questions ensuring that they are open-ended; that they will require research, not just a yes/no answer and that they will support or refute the proposed hypothesis 	<p><i>Recognise or recall key vocabulary:</i> Factorial explanation; consequential explanation; phenomenon;</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> Identify evidence that is relevant to a question/task Use the evidence by paraphrasing, quoting or describing (in the case of images) Insert citations making use of Source number (Source ___) Explain how evidence chosen is relevant to question/task Identify links between pieces of evidence to distinguish similarities and differences (corroborating/conflicting evidence)
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
History Source Reliability Usefulness Analyse Primary source Secondary source Evaluate Corroborate Justify Relevance Accuracy	Tokugawa Shogunate Feudalism Daimyo Samurai Modernisation Westernisation	Design Question 4, Element 9: Using Structured Practice Sessions Students will be given opportunities in every lesson to practice researching skills, for example locating relevant sources, recording source details accurately and fully, taking notes effectively, paraphrasing and quoting, plus how to evaluate the relevance and usefulness of sources to create appropriate research comments. They will also be given opportunities to construct expositions using appropriate structure, elaborating clauses to specify and exemplify, how to incorporate evidence, using in-text referencing, and providing a bibliography. The gradual release of responsibility model of instruction will be used to gradually release these skills.	Design Question 5, Element 14: Generating and Defending Claims Teachers will provide strategies for students to generate and defend claims and guide them in their construction of claims and selection of evidence in support. Students will be guided as to how to distinguish evidence that supports the claim from that which doesn't, and evaluate the quality of evidence in terms of relevance and usefulness.	Critical Thinking Students will be given the opportunity to analyse information and to make decisions as to the significance of an individual to his/her society. They will need to provide reasoning for this. They will also need to reflect upon and evaluate the quality of sources that they use in terms of their relevance and usefulness.
Guaranteed Skills/Language Features:		Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> Be able to construct an appropriate exposition by arguing a point of view. It will have an appropriate thesis, provide key arguments and reiteration Exploit nominalisation to make writing more concise and effective Be able to use history metalanguage to construct written responses that utilise effective sentence structure Be able to use elaborating clauses when incorporating historical evidence, to exemplify, restate and/or comment upon findings. Be able to use evaluative language when making judgments and appreciations of content and sources used. 		Determining Importance Teachers will explicitly teach how to determine the importance of sources and how to determine the importance of what is provided within sources in order to select information discerningly when constructing research notes. Structured Note-Taking Strategies will be exploited following the school research booklet format. Synthesising Teachers will explicitly teach synthesising to demonstrate how to use research notes to provide reasoning and elaborations. Make use of the Author Says/I Say strategy and/or Different Perspectives for Reading. Strategies: Structured Note-Taking Author Says/I say Different Perspectives for Reading	Investigate Students will carry out a historical inquiry into the life of a person from shogunate Japan. They will search for evidence on this person and interpret evidence found; draw conclusions about information found. Interpret Students will use knowledge and understanding to recognise trends and draw conclusions from given information about their chosen person's significance. They will identify/draw meaning from sources to determine how this person was influenced by their society's beliefs and values. Synthesise Students will combine evidence from a range of sources (primary; secondary; literary; non-literary) to form a written exposition which supports their stance on their individual's significance.	Students will make use of ICT to research and construct their written exposition.

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
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Historical Knowledge and Understanding	<ul style="list-style-type: none"> The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) 	<ul style="list-style-type: none"> describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)
	<ul style="list-style-type: none"> The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade 	<ul style="list-style-type: none"> describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors), workers (for example, farmers, artisans and traders) explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853
	<ul style="list-style-type: none"> The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate 	<ul style="list-style-type: none"> investigating the demand for available land and the patterns of land use in the period outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)
	<ul style="list-style-type: none"> Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology 	<ul style="list-style-type: none"> describing internal pressures in shogunate Japan (for example, the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine) describing the increasing exposure to Western technology and ideas (for example, the establishment of a naval school with Dutch instructors, the translation of Western books) evaluating the significance of the Meiji Restoration of 1868 AD (CE) that restored imperial rule to Japan
Historical Skills	<ul style="list-style-type: none"> Use historical terms and concepts 	<ul style="list-style-type: none"> understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan
	<ul style="list-style-type: none"> Identify a range of questions about the past to inform a historical inquiry Identify and locate a range of relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus posing a key question such as: 'Why was the Tokugawa shogunate significant?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What interpretations have been developed over time?') compiling a list of different sources needed in an inquiry and their possible locations
	<ul style="list-style-type: none"> Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources 	<ul style="list-style-type: none"> explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features) creating categories to organise the information obtained from sources designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance) recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society

		<ul style="list-style-type: none"> distinguishing between fact and opinion or interpretation
	<ul style="list-style-type: none"> Identify and describe points of view, attitudes and values in primary and secondary sources 	<ul style="list-style-type: none"> describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society
	<ul style="list-style-type: none"> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> using scaffolds illustrating the structural and language features of particular text types (for example, descriptions and explanations) to create a text that communicates specific findings about the past creating an exposition, supporting a particular thesis, to evaluate the significance of the life of an individual from the Tokugawa Shogunate and how the values and beliefs of society influenced this individual Be able to construct an appropriate exposition by arguing a point of view. It will have an appropriate thesis, provide key arguments and reiteration Exploit nominalisation to make writing more concise and effective Be able to use history metalanguage to construct written responses that utilise effective sentence structure Be able to use elaborating clauses when incorporating historical evidence, to exemplify, restate and/or comment upon findings. Be able to use evaluative language when making judgments and appreciations of content and sources used.

Possible Habit of Mind: Question and Posing Problems

<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Understand what it means to ask questions and pose problems.</p>	<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Understand what it means to ask questions and pose problems.</p>	<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Understand what it means to ask questions and pose problems.</p>	<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Understand what it means to ask questions and pose problems.</p>	<p>Exploring Meaning of the HOM By the end of this unit students will be able to: Understand what it means to ask questions and pose problems.</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none">X Comprehending texts through listening, reading and viewingX Composing texts through speaking, writing and creatingX Text knowledgeX Grammar knowledgeX Word knowledgeX Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"><input type="checkbox"/> Estimating and calculating with whole numbersX Recognising and using patterns and relationships<input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates<input type="checkbox"/> Using spatial reasoningX Interpreting statistical information<input type="checkbox"/> Using measurement	<p>Literacy</p> <ul style="list-style-type: none">X Comprehending texts through listening, reading and viewingX Composing texts through speaking, writing and creatingX Text knowledgeX Grammar knowledgeX Word knowledgeX Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"><input type="checkbox"/> Estimating and calculating with whole numbersX Recognising and using patterns and relationships<input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates<input type="checkbox"/> Using spatial reasoningX Interpreting statistical information<input type="checkbox"/> Using measurement	<p>Literacy</p> <ul style="list-style-type: none">X Comprehending texts through listening, reading and viewingX Composing texts through speaking, writing and creatingX Text knowledgeX Grammar knowledgeX Word knowledgeX Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"><input type="checkbox"/> Estimating and calculating with whole numbersX Recognising and using patterns and relationships<input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates<input type="checkbox"/> Using spatial reasoningX Interpreting statistical information<input type="checkbox"/> Using measurement
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Cross Curriculum Priorities:

X Asia and Australia's engagement with Asia (Oceania)

Differentiation [for small groups or individuals]:

Year 8 learning support classes will access further scaffolding for formative tasks

Year 8 Academic Excellence classes will be examined using a formative test instrument with some higher order tasks in order to challenge them.