

The Tokugawa Period

1. Question & Research Task

The Tokugawa Period, also known as the Edo Period, was a significant time in the history of Japan.

It was remarkable for its economic growth, strict social order, isolation policies, environmental protection policies, and people's growing enjoyment of arts and culture.

The people of Japan were greatly affected by this era.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How did the Tokugawa Period impact the people of Japan?

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Shogun Tokugawa Ieyasu.
Image taken from [Wikipedia](#).

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- Watch [The Shogunate: History of Japan](#)
- [Tokugawa Shogunate](#): information about the military government under Tokugawa Ieyasu, from World Book.
- [Life during the Edo period](#): from US History
- [Welcome to Edo](#): a PBS site dedicated to Edo Japan. Click on the pictures under “Choose a Character” to learn more about individual roles and their caste during Edo Japan.
- [The Four-Tiered Class System of Feudal Japan](#): an explanation of the caste system

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Select the image above to watch a video about “The Great Wave off Kanagawa”, the most famous piece of art from the Edo period.

Image taken from [WikiCommons](#)

3. Student Activity

Use the information sources on Slide 2 to complete [this caste ranking activity](#).

Rank each caste using numbers 1-5 according to who had the greatest impact on Japanese society—1 having the greatest impact and 5 having the least.

Be sure to include:

- What role each caste played in society
- How roles affected people in each caste
- Impact of this caste on Japanese society

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Saotome Iyuenari (helmet) and Ichiguchi Yoshikata (mask).
Early to mid Edo period: 17th century (helmet); 18th century (mask and armor)

Image taken from [The Ann & Gabriel Barbier-Mueller Museum](#)

4. Assessment Activity

Now that you have a new understanding of the caste system of the Tokugawa Period, answer the inquiry question:

How did the Tokugawa Period influence the people of Japan?

Support your response with details from your research on the Tokugawa Period, the caste system, and the rules of that period.

Download this [Response Organizer](#) to help you organize your thoughts and information.

Present your response using one of these tools or another method assigned by your teacher:

- [Google Docs](#)
- [Google Slideshow](#)
- [Discovery Education Board Builder](#)



Select the image above for a larger view and description of this Noh Costume (Nuihaku) with Books and Nandina Branches.

From the [Met Museum](#)

5. Enrichment Activities

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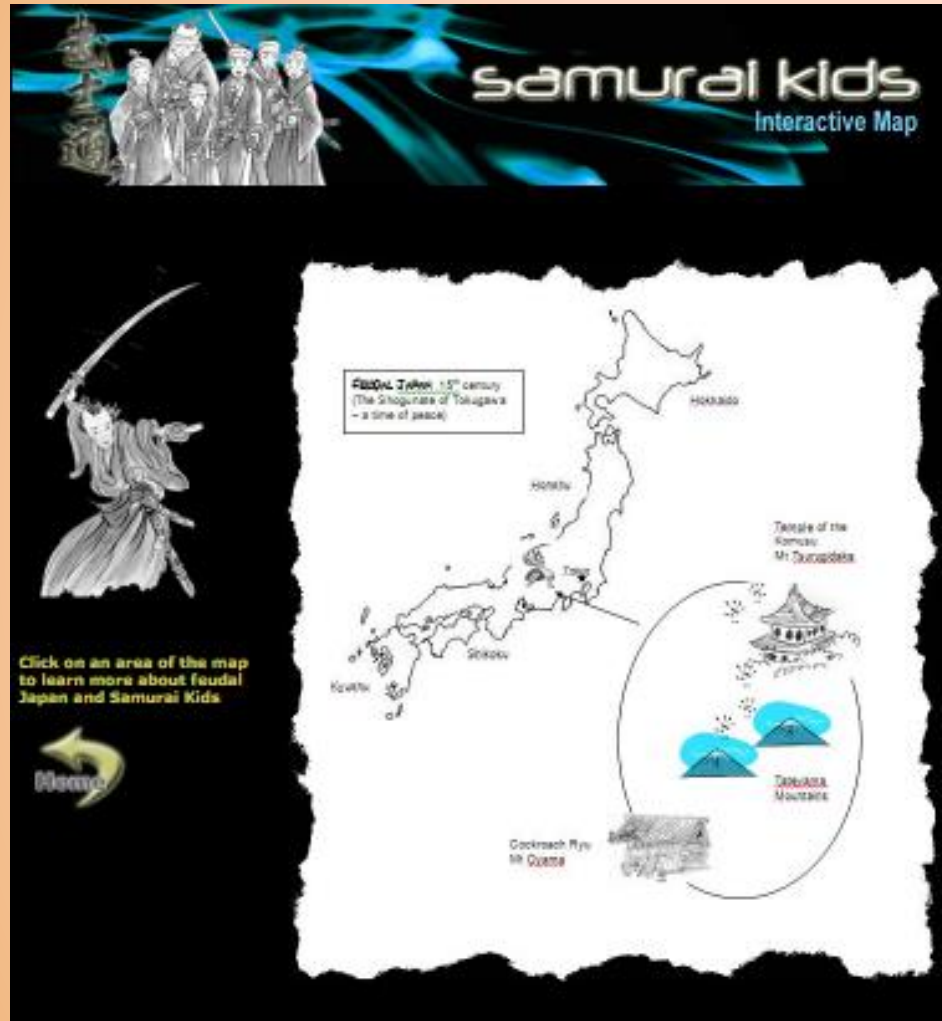
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Select the image above to explore an interactive educational map of Japan from Samurai kids. Image taken from [Samurai Kids](#).

What if the Japanese had social media during the Tokugawa Period? Create a social media profile for a person from one of the social classes you researched.

Use [Fakebook](#) to create the profile.

Using your research notes, add appropriate information in the “about” section of the profile, posts to the wall, and friends.

6. Teacher Resources

Learning Standards Alignment

[Maryland State Curriculum /Content Standards](#)

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.13. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.

D2.His.4. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D4.2. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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7th grade, Social Studies

Objective: Students will be conduct brief, focused research in order to describe how the Togugawa Period affected the Japanese people.

Time Frame: Two fifty-minute class periods

Differentiation:

- **Direct students to use comprehension tools included in databases, such as audio read-aloud, labeled reading levels, and embedded dictionaries.**
- **Organizers may be modified to meet the needs of students.**
- **Activity Assessment: Students may choose to hand write their response to the question.**

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Last updated: July 2022 Use this form to [Report Broken Links](#)

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