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Definition

a system of military rule in Japan where a Shogun (ruler) held real political and military power while the emperor remained a symbolic figurehead

Quote

"Japan during the Tokugawa period (1603-1868) was, by Western standards, a nation without absolutely fixed borders or clearly defined sovereignty. The emperor in Kyoto was but a symbolic suzerain; actual power within the main islands was divided between the tokugawa shogunate (bakufu) and about 270 autonomous daimyo domains (han)... This system... was early modern Japan's version of feudalism"

- David L. Howell, *Territoriality and Collective Identity in Tokugawa Japan*, 2018.

Shogunate

My understanding: 4 3 2 1

Characteristics/
Examples

Name: _____ Date: _____ Class: _____

Question

NOTICE

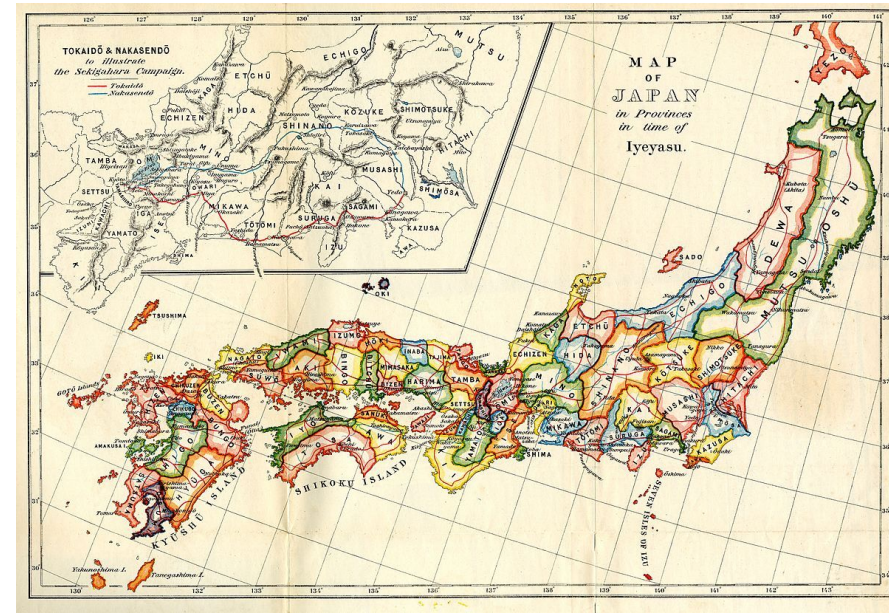
What do you see that seems interesting or important?

WONDER

What questions do you have about this map?

THINK

Why do you suppose the political structure is broken into so many different units?



Source: Murdoch and Yamagata, "Feudal Map of Japan between 1564-73," in *The History of Japan*, Kelly & Walsh, Yokohama, 1903. Public Domain

Name: _____ Date: _____ Class: _____

Definition

the warrior class in feudal Japan who served the daimyo by performing military duties; followed a strict code of honor; known for their elite combat skills, especially with swords

Quote

"The warrior-bureaucrats known as the samurai constituted the ruling class in the Edo Period (1600-1868)... This position conferred on him a house and its property, a guaranteed annual income, and high social and legal status that set him above the villagers, townspeople, and other commoners... Daughters were raised to marry a samurai household head and serve as wife and mother."
- Luke S. Roberts, *Growing Up Manly: Male Samurai Childhood in Late Edo-Era Tosa*, 2017.

Samurai

My understanding: 4 3 2 1

Characteristics/
Examples

Name: _____ Date: _____ Class: _____

Question

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

What leadership qualities did Takeko demonstrate and how might these challenge traditional expectations of women in this period?



[PLAY VIDEO:](#)

Women Were Some of the Fiercest Samurai Warriors Ever

Name: _____ Date: _____ Class: _____

Definition

also known as the Qing Dynasty; were the last imperial rulers of China; originally from Manchuria and conquered China in the 1600s

Quote

"The Manchu Qing dynasty... defined themselves as ethnically and culturally distinct from their mighty, numerous, and affluent neighbors in the south-west, the Chinese or "Han", and began to refer to themselves as "Man" or "Manchus"."

- Christine Moll-Murata, *Military Employment in Qing Dynasty China*, 2013.

Manchu Empire

My understanding: 4 3 2 1

**Characteristics/
Examples**

Name: _____ Date: _____ Class: _____

Question

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

Topic: Empire		
A:	B:	C:
D:	E:	F:
G:	H:	I:
J:	K:	L:
M:	N:	O:
P:	Q:	R:
S:	T:	U:
V:	W:	X:
Y:	Z:	

Name: _____ Date: _____ Class: _____

Definition

upper class landowners who worked as middlemen between the peasants and the central government within the Mughal empire; collected taxes and managed agricultural production

Quote

"Throughout the territories under their control, the Moguls collected taxes from the peasants through the zamindars who were allowed a certain commission for discharging this duty."
- Kaushik Roy, *From the Mamluks to the Mansabdars: A Social History of Military Service in South Asia, c. 1500 to c. 1650*, Amsterdam University Press, 2013.

Zamindars

My understanding: 4 3 2 1

Illustration

Name: _____ Date: _____ Class: _____

Question

Give One

Get One

PROMPT:

1. Student Name
2. What makes an empire successful or strong

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

MY ANSWER:

1.

2.

1.

2.

1.

2.

1.

2.

Name: _____ Date: _____ Class: _____

Definition elite Muslim soldiers in the Ottoman Empire; infantry formed through forced recruitment and indoctrination of Christian boys	Quote "The first regular army in history may have been the Ottoman Janissaries... it was built up out of prisoners and youngsters kidnapped from their families (in the European parts of the Empire)... who were given physical, military, and religious training, and educated in loyalty to the sultan" - Azmi Bishara, <i>The Army and Political Power in the Arab Context: Theoretical Problems</i>, 2017.
Janissaries My understanding: 4 3 2 1	
Illustration	Name: _____Date: _____Class: _____ Question

Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
	The Ottomans used gunpowder technology to breach Constantinople.	
	The devshirme system recruited Muslim boys to serve in the military.	
	The millet system allowed religious minorities to govern themselves.	
	All religious groups in the Ottoman Empire had equal status and political power.	
	The Ottomans enforced strict religious conversion policies in conquered regions.	
	The Ottomans used architecture to display imperial power.	

Name: _____ Date: _____ Class: _____

Definition	Use in a Sentence
Revision ----- My understanding: 4 3 2 1	
Illustration	Question

Name: _____ Date: _____ Class: _____

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

What reminder from the video can help you approach today's writing reflection and revision with purpose and persistence?



[PLAY VIDEO:](#)

Mindset of a Champion

Name: _____ Date: _____ Class: _____

Definition

a system of military rule in Japan where a Shogun (ruler) held real political and military power while the emperor remained a symbolic figurehead

Quote

"Japan during the Tokugawa period (1603-1868) was, by Western standards, a nation without absolutely fixed borders or clearly defined sovereignty. The emperor in Kyoto was but a symbolic suzerain; actual power within the main islands was divided between the tokugawa shogunate (bakufu) and about 270 autonomous daimyo domains (han)... This system... was early modern Japan's version of feudalism"

- David L. Howell, *Territoriality and Collective Identity in Tokugawa Japan*, 2018.

- Shogun held power
- Type of feudalism
- Emperor was symbolic

Shogunate

My understanding: 4 3 2 1

How did the Tokugawa maintain unity while having so many daimyo?

Characteristics/
Examples

Name: _____ Date: _____ Class: _____

Question

NOTICE

What do you see that seems interesting or important?

I notice that Japan is divided into many regions. Each area is named and probably represents daimyo controlled regions.

WONDER

What questions do you have about this map?

I wonder how the Tokugawa managed to maintain control and unity over so many separate and competing regions.

THINK

Why do you suppose the political structure is broken into so many different units?

I think this was the case because the daimyo controlled their own domain. This allowed for local leaders and prevented any daimyo from taking over.



Source: Murdoch and Yamagata, "Feudal Map of Japan between 1564-73," in *The History of Japan*, Kelly & Walsh, Yokohama, 1903. Public Domain

Name: _____ Date: _____ Class: _____

Definition

the warrior class in feudal Japan who served the daimyo by performing military duties; followed a strict code of honor; known for their elite combat skills, especially with swords

Quote

"The warrior-bureaucrats known as the samurai constituted the ruling class in the Edo Period (1600-1868)... This position conferred on him a house and its property, a guaranteed annual income, and high social and legal status that set him above the villagers, townspeople, and other commoners... Daughters were raised to marry a samurai household head and serve as wife and mother."
- Luke S. Roberts, *Growing Up Manly: Male Samurai Childhood in Late Edo-Era Tosa*, 2017.

Samurai

- Ruling military class
- Elite combat skills
- Received land, income, and special privileges

How were the expectations for samurai men and women different? Were samurai women ever expected to fight?

Characteristics/
Examples

Name: _____ Date: _____ Class: _____

Question

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

What leadership qualities did Takeko demonstrate and how might these challenge traditional expectations of women in this period?

Takeko showed bravery, determination, and the ability to inspire others. She refused to give in to fear and chose to lead a group of women into battle, even though it was dangerous and not expected of women at the time. By cutting her hair like a male samurai and fighting alongside men, she challenged the idea that only men could be warriors or leaders. Her actions showed that women could be just as strong and courageous in times of war.



[PLAY VIDEO:](#)

Women Were Some of the Fiercest Samurai Warriors Ever

Name: _____ Date: _____ Class: _____

Definition also known as the Qing Dynasty; were the last imperial rulers of China; originally from Manchuria and conquered China in the 1600s	Quote "The Manchu Qing dynasty... defined themselves as ethnically and culturally distinct from their mighty, numerous, and affluent neighbors in the south-west, the Chinese or "Han", and began to refer to themselves as "Man" or "Manchus"." - Christine Moll-Murata, <i>Military Employment in Qing Dynasty China</i> , 2013.
- Qing Dynasty - Expanded empire	Manchu Empire My understanding: 4 3 2 1
Distinct from Chinese Characteristics/ Examples	How did Manchu rulers maintain control over such a large and diverse empire that was mostly Han? Name: _____ Date: _____ Class: _____
	Question

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

Topic: Empire		
A: Army	B: Borders	C: Conquest
D: Dominion	E: Expansion	F: Foreign Policy
G: Governance	H: Hostility	I: Invasion
J: Jurisdiction	K: Kingdom	L: Loyalty
M: Military	N: Nationalism	O: Occupation
P: Power	Q: Queen	R: Rule
S: Subjects	T: Territory	U: Unification
V: Vassals	W: War	X: Xenophobia
Y: Yuan Dynasty	Z: Zulu Kingdom	

Name: _____ Date: _____ Class: _____

Definition upper class landowners who worked as middlemen between the peasants and the central government within the Mughal empire; collected taxes and managed agricultural production	Quote "Throughout the territories under their control, the Moguls collected taxes from the peasants through the zamindars who were allowed a certain commission for discharging this duty." - Kaushik Roy, <i>From the Mamluks to the Mansabdars: A Social History of Military Service in South Asia, c. 1500 to c. 1650</i>, Amsterdam University Press, 2013.
	Zamindars My understanding: 4 3 2 1 How did the Mughal emperors make sure zamindars stayed loyal and didn't become too powerful?
Illustration	Name: _____ Date: _____ Class: _____ Question

Give One

Get One

PROMPT:

1. Student Name
2. What makes an empire successful or strong

MY ANSWER:

1. **Name**
2. **A large army**

1.

2.

1.

2.

1.

2.

1.

2.

2.

1.

2.

2.

Answers will vary but could include:

- **Strong leadership**
- **Tolerance**
- **Trade networks**
- **Innovation**
- **Loyalty**
- **Unity**

Name: _____ **Date:** _____ **Class:** _____

Definition

elite Muslim soldiers in the Ottoman Empire; infantry formed through forced recruitment and indoctrination of Christian boys

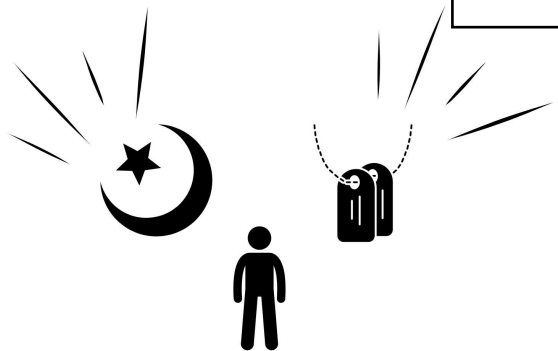
Quote

"The first regular army in history may have been the Ottoman Janissaries... it was built up out of prisoners and youngsters kidnapped from their families (in the European parts of the Empire)... who were given physical, military, and religious training, and educated in loyalty to the sultan"

- Azmi Bishara, *The Army and Political Power in the Arab Context: Theoretical Problems*, 2017.

Janissaries

My understanding: 4 3 2 1



Why did the Ottoman Empire choose to recruit Christian boys for the Janissary corps instead of relying only on Muslim volunteers?

Illustration

Name: _____ Date: _____ Class: _____

Question

Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
Answers will vary.	The Ottomans used gunpowder technology to breach Constantinople.	Agree: They used cannons to break through the Theodosian Walls in 1453.
Answers will vary.	The devshirme system recruited Muslim boys to serve in the military.	Disagree: The devshirme system conscripted Christian boys.
Answers will vary.	The millet system allowed religious minorities to govern themselves.	Agree: The millet system allowed them to maintain laws, leaders, and educational systems.
Answers will vary.	All religious groups in the Ottoman Empire had equal status and political power.	Disagree: Muslims, especially Sunni Muslims, held greater authority and privilege.
Answers will vary.	The Ottomans enforced strict religious conversion policies in conquered regions.	Disagree: The Ottomans generally allowed religious diversity and did not require mass conversions.
Answers will vary.	The Ottomans used architecture to display imperial power.	Agree: Monumental structures like the Süleymaniye Mosque symbolized wealth, power, and legitimacy.

Name: _____ Date: _____ Class: _____

Definition	Use in a Sentence
to make changes to it in order to improve it, make it more modern, or make it more suitable for a particular purpose	I make revisions to my writing to improve clarity and accuracy.
Revision My understanding: 4 3 2 1 	
Illustration	How do I know if my revision actually makes my writing stronger? Question
Name: _____ Date: _____ Class: _____	

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

What reminder from the video can help you approach today's writing reflection and revision with purpose and persistence?

The video reminded me that having a growth mindset means not giving up when something is hard, but instead seeing it as a chance to learn. During today's revision, I want to focus on how I can make my writing better, not just fix mistakes. Even if I feel frustrated or think my writing isn't good enough, I'll try to remember that improvement takes time and effort. The video also showed that champions fail many times before they succeed, so I know it's okay if my writing isn't perfect yet.



[PLAY VIDEO:](#)

Mindset of a Champion

Name: _____ Date: _____ Class: _____