

Subject/Grade: Social Studies 7 Lesson Title: Japan- Intro to Power and Authority
Teacher: Kristin Jerkovits and Ian Bonnell

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.

- (a) Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.

Key Understandings: ('I Can' statements)

- I can describe differences between Japanese and Canadian culture
- I can compare world issues that are important in Japan and/or Canada
- I can understand that other countries have different governmental structures and this can affect citizen's daily lives

Essential or Key Questions:

- **How do various forms of government affect people's lives?**

Prerequisite Learning:

(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)

- Different types of government that exist (democracy, etc)
- Difference between local and federal governments
- Differences between rural and urban areas (ie Japan is very densely populated compared to Canada)
- Different cultures value different things
- Different society structures face different issues
- Freedom might look different in other countries

Instructional Strategy(ies)

- Graphic organizer
- Brainstorming
- Reflection
- Discussion

Stage 2: Determine Evidence for Assessing Learning

Formative: Student Notebooks - KWL Charts, Journal Responses

Stage 3: Build Learning Plan

<p>Set (Engagement):</p> <p>of Time:</p> <p>1) Youtube video - Opening Essay from Japanese Canadian, CBC, for 2020 Tokyo Olympics</p> <p>https://youtu.be/4-VuoaEy1wU</p> <p>mins 10 sec</p>	<p>Length</p> <p>5</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Pearson Saskatchewan Social Studies 7 Textbook - Student Notebooks
<p>Development:</p> <p>of Time:</p> <p>1) KWL Charts (Individual time for K and W)</p> <p>10 mins</p> <p>2) Group Share</p> <p>5-10 mins</p> <p>Possible answers for know/want to know:</p> <ul style="list-style-type: none"> - What type of government does Japan have? (Constitutional Monarchy, they have a royal family as well as a parliamentary government. The emperor does not hold political power and holds diplomatic role) - Is Japan a free country? (Yes) - What does Japan's military look like? (Powerful military, near top 5 in world) - Is Japan a safe country to live in? (Yes, they have very low crime rate; Tokyo has been rated as the safest city in the world to live in) - Does Japan mandate education for children? (Yes, over 95% of their citizens finish highschool, compared to 88% in Canada) - Poverty in Japan? (Fairly low and similar to Canada (10-15%), very low homelessness compared to population) <p>3) Read Textbook Pg 122 - 125 as a class</p> <p>5-10 mins</p>	<p>Length</p>	<ul style="list-style-type: none"> - Handouts (KWL Charts, Long Answer Responses, Journal Question) <p>Possible Adaptations/</p> <p>Differentiation:</p> <ul style="list-style-type: none"> - Read as a class or read individually - Answer long answers individually or in pairs <p>Management Strategies:</p> <ul style="list-style-type: none"> - Exchanging

<p>4) Long Answer Responses (individual) 20 mins</p> <p>5) Journal Question: What current world issues concern you? (individual or small groups) 10 mins</p> <p>Possible answers: child labour, child marriage, food supply, climate change, war and conflict, racism, gender inequality, fair wages and poverty, healthcare access, education access, policing and crime</p> <p>Learning Closure: Length of Time:</p> <p>1) KWL Charts (individual time for L) 5 mins</p> <p>2) Group Share of What we learned 5 mins</p>	<p>perspectives</p> <ul style="list-style-type: none"> - Call and response <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Physical distancing, masks on at all times, stay in assigned seating areas
<p>Stage 4: Reflection</p>	
<p>The was fun. We had a great lesson with the students. My big takeaway was to explain in greater detail, how to fill out the KWL chart. I grazed over it thinking the kids understood, but one student filled out the wrong column. I will pay greater attention to the explanation of what to fill out next time.</p>	