



WAR LORDS OF JAPAN

A simulation of the shogun history of feudal Japan

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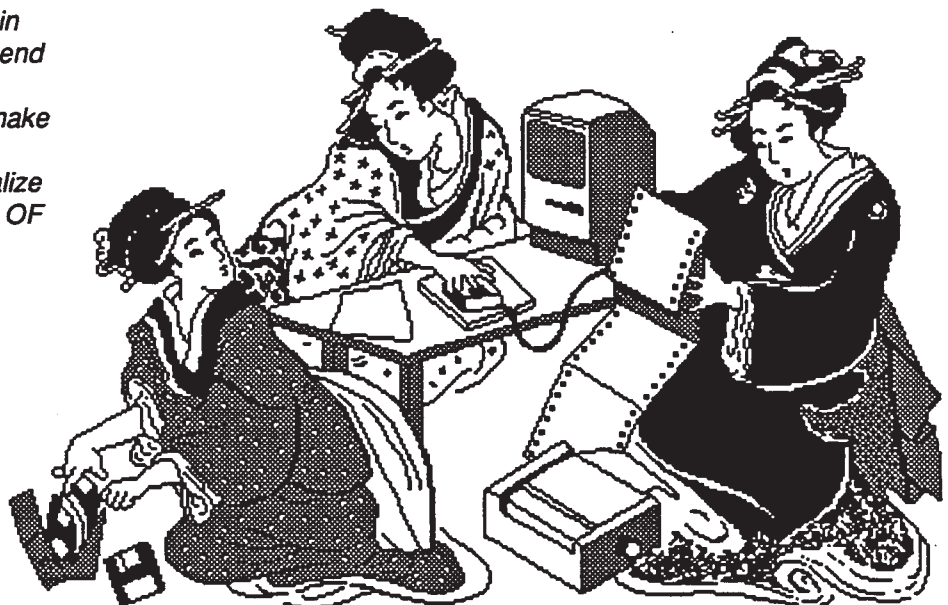
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WAR LORDS OF JAPAN places students into the time and circumstances of one of the most exciting periods of Japanese history. Students gain insights into a culture whose past is quite different from their own. At the same time they discover that strategic thought, careful planning, hard work, and a little bit of luck are the elements for success similar to all cultures.

As the history of Japan is vividly revealed, young shoguns become active participants in events that keep them eagerly involved. The facts of Japanese history are learned and comparisons are drawn between eastern and western societies. Classroom samurai understand the social order in a feudal society, discover the relationships between the military and civilian society, and learn the importance of honor and respect in any society.

Japan has rapidly developed into one of the world's most wealthy and influential nations. Students need to know about this country which has become our trading partner, ally, and friend. To better understand the present, a knowledge of the past is essential. Modern-day Japan is very much a product of its past. While experiencing **WAR LORDS OF JAPAN**, students will understand the important part history played in the development of this intriguing nation.

*While we were laying out this simulation on our Macintosh computers, we left spaces in the left margins and at the end of sections for us to make comments and for you to make comments. (Write in these spaces yourself to personalize your copy of **WAR LORDS OF JAPAN**.)*





During WAR LORDS OF JAPAN your students will experience the following:

Knowledge

1. the history of Japan
2. the Japanese attitudes that have shaped history
3. the organization of a feudal society
4. the importance of intercultural exchange
5. the strategies behind survival in early times
6. the similarities and differences between eastern and western societies
7. the geography of Japan and its surrounding area

Attitudes

1. understanding life and values in a different society
2. learning the role of honor, self-respect, and national pride
3. appreciating the art, culture, and religion of Japan
4. respecting the differences of other people and other societies
5. realizing that cooperation is important for success

Skills

1. reading and listening for information
2. discovering comparisons and differences
3. creating strategies and long-range plans
4. balancing a mathematical accounting sheet
5. cooperating with teammates
6. learning the role of history in shaping the present

WAR LORDS OF JAPAN is a simulation of life of the samurai in feudal Japan.

Working together in groups or clans, students assume the role of war lords of a historic Japanese castle. It is the late 1500s in Japan, a time known as the "Period of the Warring States." Each clan must send armies out from its castle, take over and control provinces, and attempt to take over and control the other castles. Their goal is to become shogun, supreme military ruler of Japan.

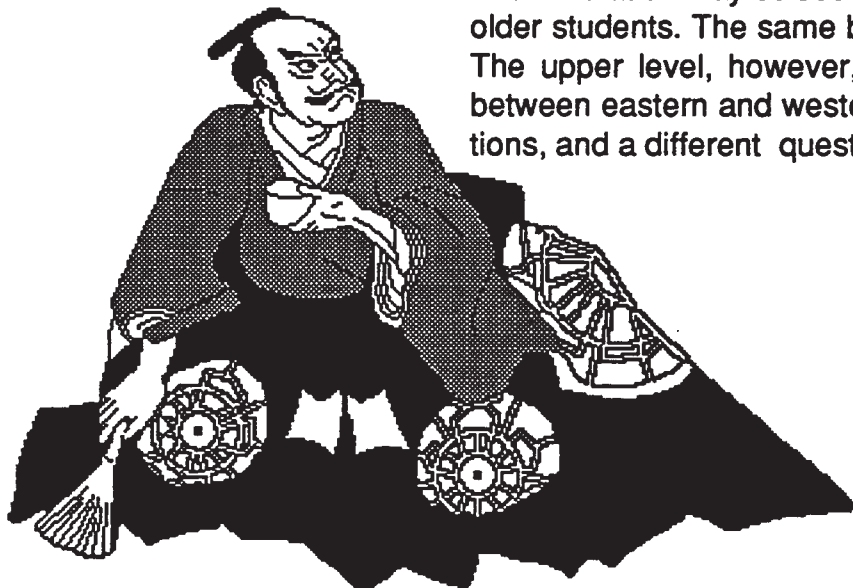
Each clan earns moves on a classroom map and essential rice, which is used as money, by doing the following:

- learning facts about Japan;
- creating a daily packet;
- writing reports;
- working an accounting sheet; and
- participating in other Japan-related activities.

In addition, students are rewarded for demonstrating honorable behavior and respect toward their teacher and peers.

As teacher, you assume the role of emperor, guiding students through the simulation as it flows from day to day. Daily BACKGROUND ESSAYS are the focus of the day's activities. Question-and-answer rounds reinforce the daily lessons and provide additional income (rice) for each group. In this way Japan's amazing history is revealed.

The simulation may be used with either upper elementary or older students. The same basic rules apply for both levels. The upper level, however, contains cultural comparisons between eastern and western cultures, more difficult questions, and a different questioning style.



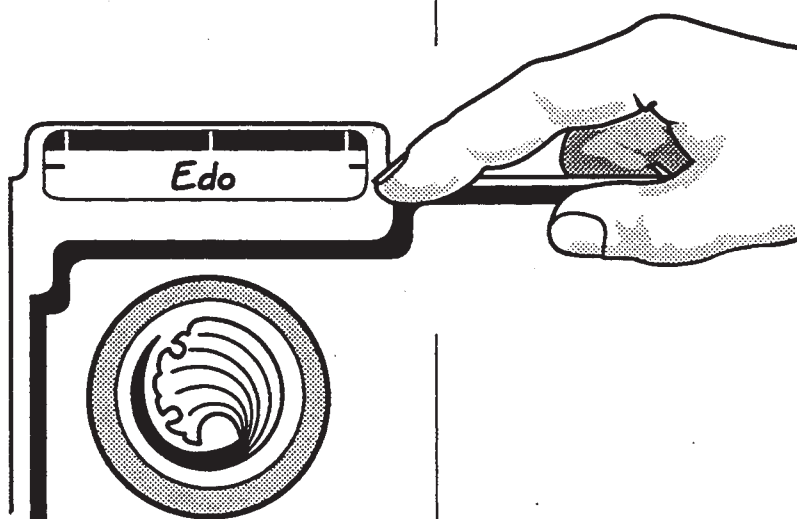


Before you begin WAR LORDS OF JAPAN, make the following preparation:

1. **Study** *Carefully study all the pages in both this Teacher Guide and the Student Guide several days in advance. You may find it helpful to take a few notes as you go along if you sense you have questions you wish to answer during or after your reading.*
2. **GAME MAP** Use the GAME MAP MASTER on page 22 to make a display copy. Directions for making the large classroom map are found on this page. Start this activity early on order to stimulate student interest in the upcoming simulation.
3. **Colored pins** Requisition 20 to 25 push pins for each clan or castle. You will want a different color for each castle. Students should select the color to represent their group before the simulation begins. Place pins by color in a line along sides and bottom of the large GAME MAP (see number 2 above).
4. **Required duplication** (Run these forms through your school copier to produce the number indicated in parentheses. Then place each title in separate class folders.)
 - FAMILY CRESTS (20 only)
 - BASIC TEST (double class set)
 - THE GEOGRAPHY OF JAPAN (class set)
 - JAPAN GEOGRAPHY QUIZ (class set)
 - ARMY MOVE PLAN (60)
 - ACCOUNTING SHEETS (60)
 - SAMURAI JOURNAL EXAMPLE (class set)
 - ART ASSIGNMENT #1 (class set)
 - ART ASSIGNMENT #2 (class set)
 - JAPANESE CALLIGRAPHY #1 (class set)
 - JAPANESE CALLIGRAPHY #2 (class set)
 - COOPERATIVE SKILLS TALLY SHEET (class set)
 - DEVELOPING COOPERATIVE SOCIAL SKILLS (class set)
 - JAPAN TIMELINE (class set)



5. **Optional duplication** (These items may be read to the class if you prefer not to duplicate them.)
- BACKGROUND ESSAYS (9 total; class sets for each daily)
 - ESSAY OBJECTIVE TESTS (9 total; class set daily)
 - FORTUNE CARDS (1 sheet for each group of eight; then cut apart. Stack cards 1 through 8 in one pile to be read *sequentially*. Put cards 9 through 16 in another pile. These will be selected at random by team leaders during Day 10's play.)
(These items may be placed on the greenboard if you prefer not to duplicate them.)
 - COMPARISON/CONTRAST INFORMATION SHEETS (class set for advanced students)
 - EXTRA CREDIT WRITING IDEAS #1 AND #2 (class set)
6. **Setting up castle teams** The simulation is designed for six teams of six students each, but team size can be as low as three and as high as six. Simply adjust them to your situation by having students do dual roles if your teams have less than six members. Since an ideal cooperative learning group consists of a blend of both sexes and abilities, we recommend you dictate each team membership, but you can leave this to chance and have students draw numbers 1 through 6 if you like.
7. **Castle folders** Set up Castle Folders for each of your teams. In each folder place the following:



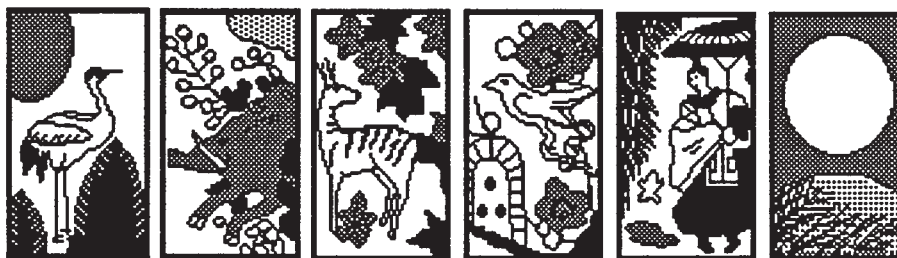
- ACCOUNTING SHEET (1 copy)
- SAMURAI JOURNAL EXAMPLE (1 copy)
- ART ASSIGNMENT #1 (1 copy)
- CALIGRAPHER'S ASSIGNMENT #1 (1 copy)
- COOPERATIVE SKILLS TALLY SHEET (1 copy)
- FAMILY CREST SET (1 copy)
- ARMY MOVE PLAN (1 copy)



UNIT TIME CHART

This Unit Time Chart is intended as an example. Alter it as desired.

M	Tu	W	Th	F
<p>Introductory directions ➡</p> <p>BASIC TEST as pre-test</p> <p>Organize teams</p> <p>Pass out Student Guides</p> <p>Explain roles</p> <p>Review of game rules</p> <p style="text-align: center;">1</p>	<p>Pass out GEOGRAPHY OF JAPAN assignment</p> <p>Review ACCOUNTING SHEET</p> <p>BKGRD ESSAY 1: Jimmu</p> <p style="text-align: center;">2</p>	<p>BKGRD ESSAY 2: Prince Shotoku</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">3</p>	<p>BKGRD ESSAY 3: Yoritomo</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">4</p>	<p>BKGRD ESSAY 4: Kublai Khan</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">5</p>
<p>BKGRD ESSAY 5: Hideyoshi</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">6</p>	<p>BKGRD ESSAY 6: Ieyasu Tokugawa</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">7</p>	<p>BKGRD ESSAY 7: Commodore Perry</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">8</p>	<p>BKGRD ESSAY 8: World War II</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p style="text-align: center;">9</p>	<p>BKGRD ESSAY 9: Modern Japan</p> <p>JAPAN TIMELINE filled out</p> <p>Review of unit using QUIZZES</p> <p>Final questions and exam</p> <p>"Final Day" activities if there is time; otherwise, schedule an additional day</p> <p style="text-align: center;">10</p>



The steps below will help you introduce WAR LORDS OF JAPAN to your students. These procedures are the same for both levels of the simulation. You may need more than the first day (or the first hour) to cover these first steps. If you do, simply continue on in the sequence listed.

1. Give the BASIC TEST as a pre-test. File in a folder so that when you give this test later as post-test the students will demonstrate to you and to themselves how much they have learned.
2. Have students move into one of six classroom areas you have designated for the castle teams: Edo, Nagasaki, Osaka, Hokkaido, Shikoku, and Sendi.
3. Briefly motivate your students by generally explaining what is going to happen during the simulation.
4. Pass out the Student Guides and have students rapidly read them to get an overview of the rules and roles they are going to play.
5. Assign a role to teach student in each group or allow students to select their own for the first day of simulation play. Tell them they have five minutes to study their role responsibilities.
6. Pass out the Castle Folders and have the leaders give each member his/her first assignment sheet.
7. Explain how each team is to function by fulfilling these roles on sequential days. *Stress how they are not going to be locked into one role.* Briefly cover each role's responsibility. Point out where you have placed Class Folders on a shelf or table in front of the room. Indicate these contain extra assignment sheets which teams will use on succeeding days.
8. Have the Leaders conduct a brief discussion about how to give their individual castles a distinctive personality. Each leader should discuss with his/her clan members which FAMILY CREST the artist should choose and modify. (The FAMILY CREST options are in the Castle Folders. They are intended to inspire, not dictate. Artists may modify them as desired.) Tell the teams' artist that

