

Important Concepts . . .

Preview Review



Social Studies
W3 - Lesson 2:

Grade 8 **TEACHER KEY**
Japan Under the Shogun
& Edo Japan: A Closed
Society

Important Concepts of Grade 8 Social Studies

W1 - Lesson 1	Introduction to Worldview
W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
W1 - Lesson 3	The Exchange of Ideas
W1 - Lesson 4	The Age of Exploration
W1 - Lesson 5	Quiz
W2 - Lesson 1	The People of the Sun
W2 - Lesson 2	Spain Looks Westward
W2 - Lesson 3	A Deadly Meeting
W2 - Lesson 4	Changing a Worldview
W2 - Lesson 5	Quiz
W3 - Lesson 1	Shaping a Unique Worldview
W3 - Lesson 2	Japan Under the Shogun & Edo Japan: A Closed Society
W3 - Lesson 3	Contact and Change in Meiji Japan
W3 - Lesson 4	Return to Roots
W3 - Lesson 5	Quiz

Materials Required

Textbook Required
Worldviews: Contact
and Change

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 2

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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W3 – Lesson 2:

Japan Under the Shogun &
Edo Japan: A Closed Society

OBJECTIVES

By the end of this lesson, you should

- understand how the Shogun used the feudal system and the hierarchical social classes to maintain control of Japan
- discover the ways Japan isolated itself from the rest of the world
- know how isolation during the Edo period led to changes in Japan
- understand how changes resulting from isolation affected Japan economically, politically, and socially during the Edo period

GLOSSARY

bakuhan – the system of two levels of government set up in Edo Japan

Confucianism – an ancient Chinese ethical and philosophical system developed from the teachings of the Chinese philosopher Confucius

daimyo – Japanese landowners or nobles who served below the shogun during Japan's feudal period

Edo period – a period of Japan's history from 1600 to 1853 that was a time of relative peace; also known as the Tokugawa period

ethical code – a set of rules that define standards of right and wrong

Exclusion Laws – a set of laws that maintained Japan's isolation from the outside world

filial piety – respect for parents and ancestors

goningumi – neighbourhood associations made up of five families

hereditary – passed to a child from the parents

noh – a form of classic Japanese musical drama

outcasts – people who are rejected from society

ronin – a samurai without a feudal lord

samurai – a Japanese warrior and a member of the feudal military aristocracy

shogun – a military dictator of Japan

shogunate – a form of government in which the ruler is an absolute dictator

Tokugawa period – the period of Japan's history from 1600 to 1853; also known as the Edo period

W3 – Lesson 2: Japan Under the Shogun & Edo Japan: A Closed Society

Reading 1: Power and Control & Honour and Duty

Every country has a story that strikes a deep chord within the hearts of its citizens. In the United States, people remember the heroes of the Alamo. In Canada, people recall the heroism of Laura Secord. In Japan, one story stands out.

A significant story for the Japanese is the story of the 47 masterless **samurai** or **ronin**. This story exemplifies the samurai spirit and the bond between a samurai and his master. This is a story that captures the spirit of the Japanese.

The story of the 47 ronin is a story about honour and duty. Honour and duty were a very important aspect of **Edo** society.

For over two hundred and fifty years, the samurai supported the **shogun**. During this time, Japanese society was a rigid structure in which strict rules governed the behaviour of individuals.

To learn more about Japanese society during the Edo period, read pages 283 to 286, 289, 291 to 292, 294 to 296, and 299 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 1.



Activity 1: Power and Control & Honour and Duty

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss the questions as a group. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What measures did Tokugawa Ieyasu and his successors take to control the daimyo?
 - ***To lords that Tokugawa did not trust, he gave land next to the domains of loyal lords.***
 - ***Alternate attendance – The daimyo was required to establish two homes and spend every other year in Edo. They were also required to leave members of their families in Edo when away from Edo. These expenses prevented the daimyo from challenging the shogun.***
 - ***Sharing Power – The bakuhan system gave control of local affairs to the daimyo, while federal concerns were controlled by the shogun.***
 - ***Strict Laws – The shogunate controlled many aspects of the daimyo's lives by approving marriages, establishing a dress code, and requiring the daimyo to pay for projects such as road building.***

2. Complete the following chart to show how the shogun increased in power. Use Figure 13-5 on page 286 in your textbook, ***Worldviews: Contact and Change***, to assist you.

Increasing the Shogun's Power	Decreasing the Daimyo's Power
The Shogun enforced an existing law that banned peasants from owning weapons or swords.	<i>Without weapons, the peasants were useless to the local daimyo who might try to raise armies.</i>
<i>A network of secret police was established. Anyone accused of threatening the shogun's power was considered guilty and punished severely.</i>	Needing permission to marry or to alter their castles, the daimyo could not make military alliances against the shogun or build up their defences.
<i>One-quarter of all the agricultural land, mines, ports, and cities in Japan were owned by the shogun.</i>	Loyal daimyo were given villages to govern. It was their responsibility to collect taxes, keep order, and pay for road building and flood control projects in the area.

3. Complete the following chart describing the position of each class in the Japanese feudal system. The shogun is shown as an example.

Group	Position
Shogun	Held the real power in Japan.
Samurai	<i>Warrior classes served the shogun. They lived in castle towns controlled by the shogun or daimyo they served.</i>
Peasants	<i>Farmers were considered important. Laws controlled all aspects of their lives.</i>
Artisans	<i>Their status was lower than the peasants. Sons were expected to follow their father's craft. They lived in the towns and cities.</i>
Merchants	<i>Merchants were at the bottom of the social order because they did not produce anything.</i>
Women	<i>Women were considered lower than men. They did not have legal existence and could not own property.</i>
Outcasts	<i>Outcasts were shunned by other classes and lived apart from the rest of society.</i>
Ainu	<i>Ainu were treated as outcasts and were separate from the feudal hierarchy.</i>

4. a. What are “social controls”? What is the purpose of these controls?

“Social controls” are the rules and customs in a society that regulate people’s behaviour. These controls are used to maintain order in a society.

- b. How did the Tokugawa shogun benefit from Japan’s social structure?

They were able to use the country’s values and social controls to support their rule of the country.

5. a. What did Confucianism teach about social structure?

Confucianism taught that every person had a place in society. Peace and order would result if people accepted their duties and responsibilities. Chaos and suffering would be the results of this did not happen.

- b. Confucius taught that there were five basic relationships and each had a responsibility to each other. What were the duties and obligations between a ruler and a subject?

The ruler’s duties and obligations included being a wise and just leader, supporting and providing for others, and protecting others.

The subject’s duties and obligations included the need to obey, respect, and honour the ruler.

6. What was emphasized in the samurai schools and schools for commoners during the Edo period?

The Confucian ideals of duty were stressed in these schools. The devotion to one's parents (called filial piety) was particularly emphasized.

7. How did the samurai keep order in Japanese society?

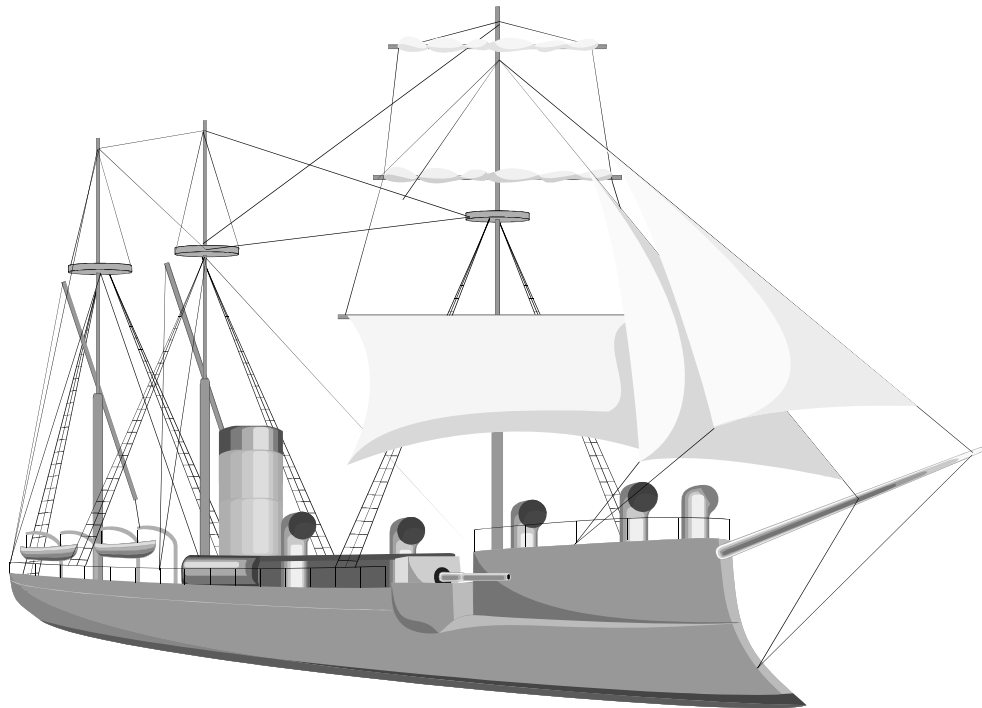
The samurai organized lower class citizens into groups of five families called goninumi. Each person in these groups was responsible for the behaviour of others in the group.

Reading 2: First Contact with the West

The shogun demanded absolute obedience. The Japanese society provided him with the means to establish his control, and the religion of Japan stressed the importance of people accepting their roles in society without question.

In the mid 1500s, the Portuguese arrived on the shores of Japan. The shogun became concerned about the ideas that the Portuguese expressed. The Portuguese stressed the importance of competition and the individual. The Portuguese ideas of right and wrong were not always the same as the Japanese **ethical code**.

To discover what concerned the shogun about these new ideas, read pages 300 to 302 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 2.



Activity 2: First Contact with the West

Complete each of the following sentences by writing the correct word or phrase on the lines provided. If you are working in a classroom, you may discuss the questions as a group. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. The Portuguese approached Japan from the south and became known as the **southern** **barbarians**.
2. Portuguese society favoured competition, the **individual**, and a more **flexible** social structure than the Japanese.
3. Japanese religious beliefs were a combination of **Shinto** worship, the Confucian code of **conduct**, and the **Buddhist** value of self-discipline.
4. There were some similarities between the beliefs of the Christians and the Japanese. However, the Christian idea of **one** god was new to the Japanese.
5. The story of the **47** **ronin** showed that the Japanese were expected to be totally loyal to their daimyo, emperor, and the **shogun**.
6. Christian missionaries taught that a person's **spiritual** **loyalty** should be to God in heaven.
7. It became clear to the shogunate that what Christianity stood for was very **different** from the beliefs that were considered an **essential** part of the Japanese identity.

Reading 3: Locking Out the World

Within fifty years of contact with the Europeans, the ruling shogun became concerned that the ideas and the religion of the Europeans was beginning to undermine his authority.

The shogun feared that if the daimyo acquired European weapons, they could threaten his authority. He had to take steps to prevent that from happening.

To discover what the shogun did to maintain his authority, read pages 305 to 308, 312, and 313 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 3.



Activity 3: Locking Out the World

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What were the terms of the Exclusion Laws?

- ***All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were not allowed to enter.***
- ***Japanese were not allowed to go abroad.***
- ***Ships capable of long voyages could no longer be built. Those that had been built were destroyed.***
- ***Japanese who were out of the country could not return.***
- ***Most foreign objects were forbidden. Foreign books with Christian messages or scientific content were banned.***

2. Why did the shogun feel that an isolation policy was needed?

The shogun felt the isolation policy was essential for national security. It was seen as the only way to eliminate threats to the shogun's power and to protect the Japanese culture. The shogun feared that Western ideas might confuse the Japanese and make them forget that they owed absolute obedience to him.

3. Why did the shogun allow the Dutch to remain? What did the Dutch have to do to continue their relations with the shogun?

The shogun allowed the Dutch to remain because he thought the Dutch were more interested in trade than in religion.

Dutch families could not live with the Dutch traders, and the Japanese servants could not speak to the Dutch. Once a year, the Dutch were required to go to Edo and pay their respects to the shogun.

Reading 4: Change Within Isolation

The absolute authority of the shogun brought over 250 years of peace to Japan. During this time, the Japanese people prospered. Very little crime was reported because the Tokugawa **shogunate's** harsh punishments discouraged bandits and pirates.

This period of peace and prosperity saw the development of **noh** and the golden age of culture.

Prosperity brought changes to the Japanese society. To discover how Japan changed during this time, read pages 314 to 315, and 317 to 319 in your textbook, **Worldview: Contact and Change**. Then complete Activity 4.



Activity 4: Change within Isolation

Complete the following questions. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- Complete the following chart to show the Japanese view of an ideal society and what sacrifices were made to accomplish this ideal.

Ideal Society	Sacrifices Made
<i>Peace, safety, and security</i>	Life was controlled by rigid rules.
<i>Harmony, respect, and a sense that everyone has his or her place</i>	People could not move from the social class of their birth. They were not encouraged to think for themselves.
Leisure time and opportunities for personal expression and the enjoyment of the arts, sports, entertainment, and crafts	<i>There was little personal freedom.</i>

- Why was crime generally not a problem under the Tokugawa shogunate?

Japan's social controls and the threat of harsh punishments by the government discouraged negative behaviours.

3. Long periods of stability brought changes to all aspects of Japanese society. Identify the positive and negative effects on the Japanese economy. You should have one point for each bullet provided below.

Positive:

- *Farmers increased production by irrigation and producing two crops a year.*
- *Improved roads helped increase trade.*
- *Population increased in urban centres.*
- *Silver and gold coins were introduced as currency.*

Negative:

- *Lack of foreign trade, overtaxing the peasants, and using rice for payment in transactions held the economy back.*

4. Identify **four** aspects of Japanese culture that developed during this period.

Students may identify any four of the following aspects of Japanese culture:
kabuki, tea ceremony, sumo wrestling, haiku, bunraku, woodblock
printing, martial arts (such as kendo), or noh.

5. What was the floating world?

The floating world was a place where the rules and controls of the
shogunate were relaxed. It was where dance, music, and the theatre were
allowed. There a man could unwind and enjoy himself.

Reading 5: Cracks in the Foundation

No matter how hard people try, they cannot stop things from changing. Change can occur over a long period of time, or it can occur very rapidly. Rocks become grains of sand over a long time of being exposed to rain, wind, and ice, but a flash flood can change the landscape in a matter of seconds.

After two hundred and fifty years, the shogun could no longer successfully discourage change. The Japanese society began to change and the time of the shogun came to an end.

To find out how the shogun's power began to weaken, read pages 320 to 321 and 323 to 324 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 5.



Activity 5: Cracks in the Foundation

To complete Activity 5, use the list of words provided. Choose the best word(s) to complete each statement, and write the correct word(s) on the lines provided. The words will only be used once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

bankruptcy	English	knocking	starvation
dwellers	floods	merchants	social
discouraged	French	responded	shogun
Edo	force	samurai	ineffective
trade	economic		

1. Ranald MacDonald was given the job of teaching **English** to a group of interpreters.
2. No matter how hard the shogun **discouraged** change, they could not stop the clock.
3. Toward the end of the **Edo** period, **merchants** gained wealth and power.
4. Because of the high cost of alternate attendance and road building, many daimyo were nearing **bankruptcy**.
5. There was little work for the **samurai**. Some samurai married the daughters of merchants, which went against strict **social** rules.
6. In the late 1700s and early 1800s, a third of the population died of **starvation**. Many people felt the shogunate was **ineffective** at dealing with Japan's problems.
7. In the early 1800s, several nations were **knocking** on Japan's door. They wanted **trade** or coal and water for passing ships.
8. In 1825, the shogunate **responded** with the "No Second Thought Expulsion Order".
9. The United States had geographic and **economic** reasons for its interest in Japan.

W3 – Lesson 2: Japan Under the Shogun & Edo Japan: A Closed Society Review Assignment

Complete pages 16 to 19 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

Section A: Matching

Match the word on the left with the correct definition or idea on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks.

<u> H </u>	noh	A.	samurai without a feudal lord
<u> F </u>	daimyo	B.	a time of relative peace in feudal Japan
<u> J </u>	Confucius	C.	a military dictator of Japan
<u> A </u>	ronin	D.	people who are rejected from society
<u> C </u>	shogun	E.	used as currency
<u> D </u>	outcasts	F.	a Japanese landowner or noble
<u> I </u>	filial piety	G.	a Japanese warrior
<u> G </u>	samurai	H.	a Japanese musical drama
<u> E </u>	rice	I.	respect for parents and ancestors
<u> B </u>	Edo period	J.	a Chinese philosopher

Section B: True or False

Read each of the following statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. **Then correctly rewrite the statement to make the statement true.** (10 marks)

- T** 1. Although the emperor technically ruled the country, the shogun really held all the power.

- F** 2. A daimyo was required to stay in Edo every third year.

 A daimyo was required to stay in Edo every second year.

- F** 3. The shogunate established two levels of government called the kami system.

 The shogunate established two levels of government called the bakuhan system.

- F** 4. The shogun was required to pay for the building of roads.

 The daimyo were required to pay for the building of roads.

- T** 5. Japan's rigid social structure was intended to help the shogun maintain control.

T 6. Samurai were forbidden to become involved in trade or business.

 F 7. Because gold was used as currency during most of the Edo period, merchants performed a function similar to that of bankers.

Because rice was used as currency during most of the Edo period, merchants performed a function similar to that of bankers.

 T 8. The Ainu were treated as outcasts by the Japanese society.

 F 9. Confucius taught that there were six basic relationships.

Confucius taught that there were five basic relationships.

 T 10. Japanese religious beliefs were a combination of Shinto worship and the Confucian code of correct behaviour.

Section C: Short Answer

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. What were **two** of the terms included in the Exclusion Laws? Why were these laws passed? (3 marks)

Students may identify any two of the following terms.

- *All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were no longer allowed to enter.*
- *The Japanese were not allowed to go abroad.*
- *Ships large enough to make long voyages could no longer be built. Existing ones were destroyed.*
- *Japanese who were out of the country could not return.*
- *Most foreign objects were forbidden. Foreign books with Christian messages or scientific content were banned.*

The Exclusion Laws were passed because the shogun was concerned about the influence of the Western countries on Japan. He wanted to maintain control and ensure Japan's national security and sovereignty.

2. Identify **two** positive results of Japan's stability on the economy during the Edo period. (2 marks)

Students may identify any two of the following results.

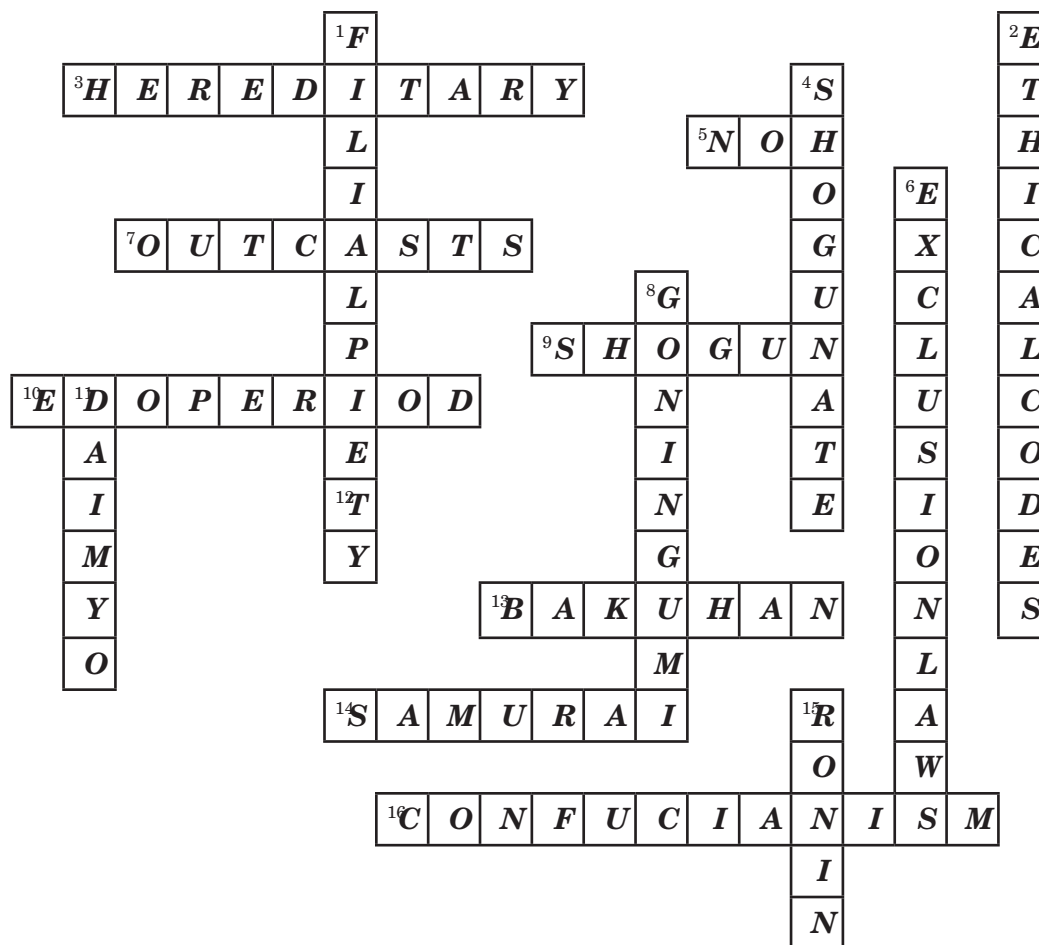
- *Farmers increased production by irrigating and growing two crops in one growing season.*
- *Road improvements helped increase trade.*
- *People moved into the urban centres.*
- *Silver and gold coins were introduced as currency.*

Total: _____
25 marks

Japan Under the Shogun & Edo Japan: A Closed Society

Bonus Crossword Puzzle

Use the clues below to identify the word(s) to complete the crossword puzzle.



Across

3. passed on to a child from parents
5. a Japanese musical drama
7. people who are rejected from society
10. a time of relative peace in feudal Japan
13. a system of 2 levels of government in the Edo period
14. a Japanese warrior
16. an ancient Chinese ethical and philosophical system

Down

1. respect for parents and ancestors
2. rules that define standards of right and wrong
4. a form of government led by an absolute dictator
6. laws that maintained Japan's isolation from the outside world
8. neighbourhood associations of 5 families
11. a Japanese noble who served below the shogun
15. samurai without a feudal lord



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