

Important Concepts . . .

# Preview Review



**Social Studies Grade 8**

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

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## Materials Required

### Textbook Required

*Worldviews: Contact  
and Change*

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 2

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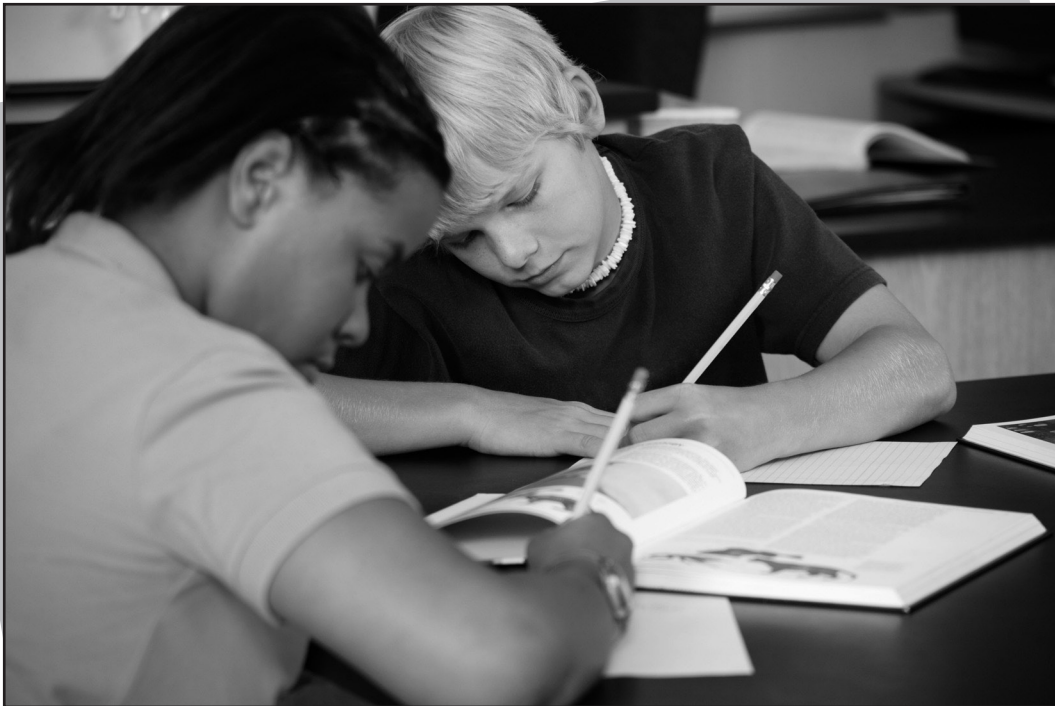
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# **Preview/Review Concepts for Grade Eight Social Studies**



## ***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?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.	
	Needing permission to marry or to alter their castles, the daimyo could not make military alliances against the shogun or build up their defences.
	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	
Peasants	
Artisans	
Merchants	
Women	
Outcasts	
Ainu	



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

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

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

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- 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?

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

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

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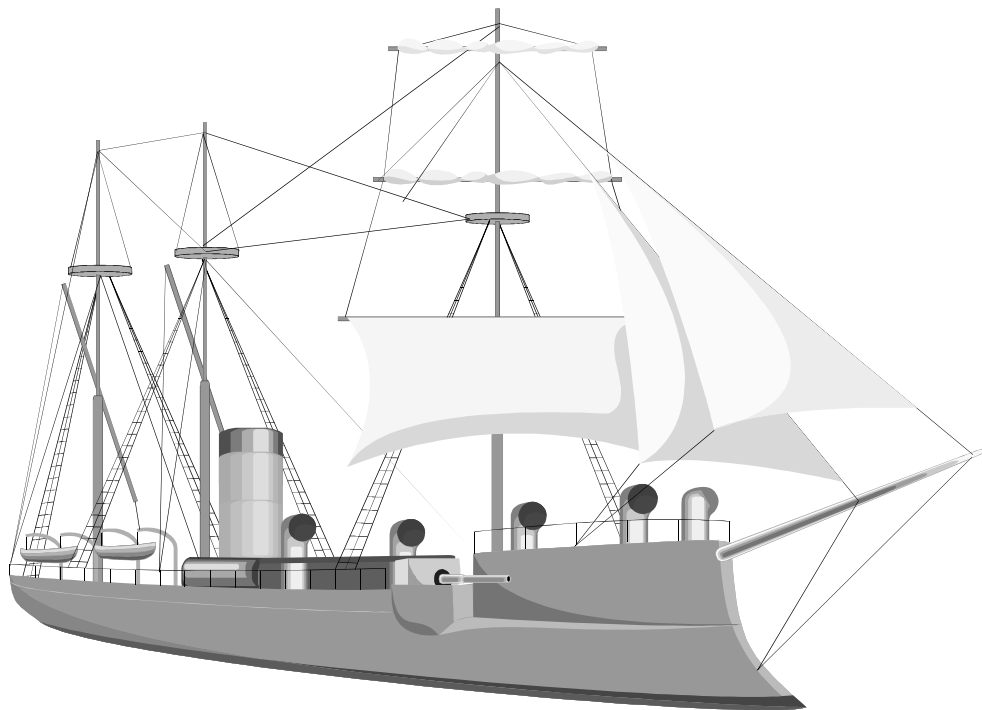
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## Reading 2: First Contact with the West

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 \_\_\_\_\_.
2. Portuguese society favoured competition, the \_\_\_\_\_, and a more \_\_\_\_\_ social structure than the Japanese.
3. Japanese religious beliefs were a combination of \_\_\_\_\_ worship, the Confucian code of \_\_\_\_\_, and the \_\_\_\_\_ value of self-discipline.
4. There were some similarities between the beliefs of the Christians and the Japanese. However, the Christian idea of \_\_\_\_\_ god was new to the Japanese.
5. The story of the \_\_\_\_\_ showed that the Japanese were expected to be totally loyal to their daimyo, emperor, and the \_\_\_\_\_.
6. Christian missionaries taught that a person's \_\_\_\_\_ should be to God in heaven.
7. It became clear to the shogunate that what Christianity stood for was very \_\_\_\_\_ from the beliefs that were considered an \_\_\_\_\_ 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?

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

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

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## 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
	Life was controlled by rigid rules.
	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	

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

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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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Negative:

- \_\_\_\_\_
- \_\_\_\_\_

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

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5. What was the floating world?

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

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

- \_\_\_\_\_ 1. Although the emperor technically ruled the country, the shogun really held all the power.

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- \_\_\_\_\_ 2. A daimyo was required to stay in Edo every third year.

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- \_\_\_\_\_ 3. The shogunate established two levels of government called the kami system.

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- \_\_\_\_\_ 4. The shogun was required to pay for the building of roads.

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- \_\_\_\_\_ 5. Japan's rigid social structure was intended to help the shogun maintain control.

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

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

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

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\_\_\_\_\_ 9. Confucius taught that there were six basic relationships.

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

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## 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)

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

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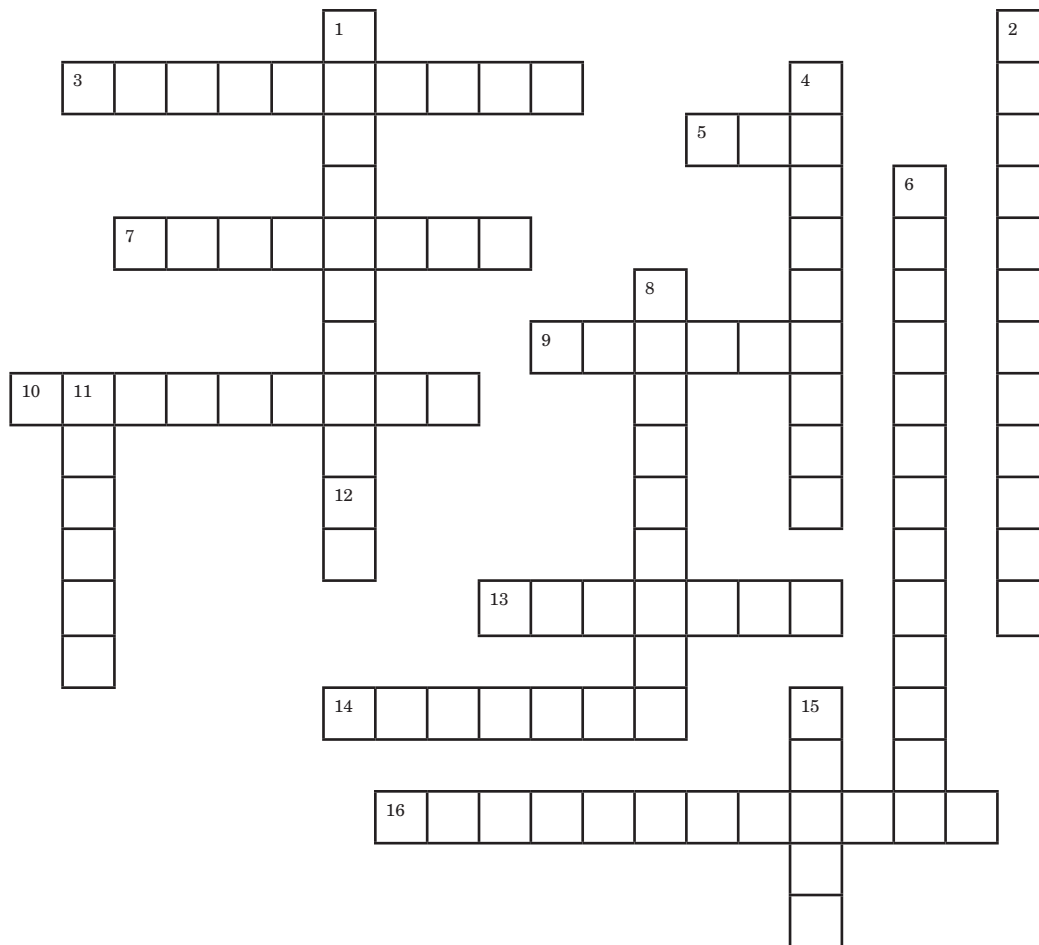
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**Total:** \_\_\_\_\_  
**25 marks**

## 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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