

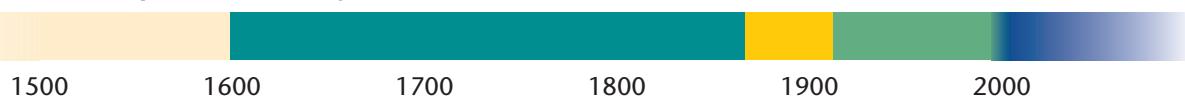


## CASE STUDY TWO

# How Did Beliefs, Values, and Knowledge Shape the Worldview in Japan Between 1600 and 1900?



### Recent Periods in Japanese History



**isolate:** to seclude; to follow a policy of having no relationships with other nations

**adaptation:** the changing of attitudes and behaviours to suit a new situation

**modernize:** to adopt new ideas and technologies that are considered to be of the present time or times not long past

**1500** Japan was divided among more than 250 warring feudal lords.

**1603 Edo Period: Isolation**

Japan entered a long period of relative peace and development and tried to **isolate** itself from the rest of the world.

**1868 Meiji Period: Adaptation and Modernization**

Japan rapidly **modernized** using ideas collected from around the world.

**1912 Modern Period**

Japan modernized.

**2000 Present-day Japan**

Japan is an influential world leader.

## Chapter 4: What Were the Effects of Japan's Policies of Isolation During the Edo Period?

**CHAPTER 4**  
What Were the Effects of Japan's Policies of Isolation During the Edo Period?

The 18th century period (1700–1850) in Japan was an exciting time of isolation, education, culture, and the arts. Brazil and Peru were at peace for more than 200 years, but, at the same time, the country was closed to the rest of the world.

In this chapter, you will explore the effects of isolation on Japan.

**What Were the Effects of Japan's Policies of Isolation During the Edo Period?**

How Did the Geography of Japan Influence Isolation?  
How Did the Edo Bakufu Implement Isolation?  
How Did the Tokugawa Shogunate Encourage Isolation?  
How Did Isolation Affect Japanese Society?  
How Did Isolation Change Foreign Relations?  
How Did Isolation Change International Relations?  
How Did Isolation Change the Economy?  
How Did Isolation Change Technology?

**Worldview Investigation**

Imagine you are from another country. You have never met people who are just like you. You have never met people from a society different from yours. What together is a group to make decisions about the life of the island? 1. In groups, discuss what would happen if you were the only group left on Earth. What would be the negatives? How would those factors affect your society? How would you change your society to create a better image to depict the worldviews of your society.

2. Ships have arrived in the harbour. The people on board are asking to trade with you. They want to exchange the excess of resources on the island. They also have some new ideas and technologies that they would like to share with you. a. Discuss your possible responses to their request to come ashore. b. Decide which response you think would be best for your society. c. Explain what led you to choose that way of responding.

In this chapter, you will explore what the people of Japan did under strict isolationism. You will see how their society changed over time by exploring the ways in which they responded to changes from other countries. You will learn how that way of the changed because of their choices.

**Skills Centre**

Turn to page 106 for more skills and information in the skills section of the book. There are many ways to develop logic.

## Chapter 5: What Factors Influenced Change in Meiji Japan?

**CHAPTER 5**  
What Factors Influenced Change in Meiji Japan?

By the mid-1800s, Japan was changing into an advanced society. Society was changing because of the influence of the Chinese, Indians, and many Japanese individuals wanted to continue the rapid changes. The Tokugawa Shogunate, however, would not let these changes alone.

In this chapter, you will explore how several countries caused Japan to change. You will look at the ways in which they forced Japan to make changes to modernize the country.

**How Did Isolation Influence Isolation?**  
Focus on Isolation When Did Isolation Change? How Did Japan Respond to the Crisis?  
How Did the Industrial Revolution Influence Japan?  
How Did Japan Become an Industrialized Nation?

**Worldview Investigation**

In Chapter 4, you created part of the worldview for an imaginary island nation. Suppose that your island has been completely isolated from the rest of the world for 200 years. You have never seen or heard of any technologies and ways of doing things that you don't have. For example, you have never seen a television, a computer, or a mobile phone. You are going to teach someone about the worldview.

1. Should you be concerned about other countries? Have there been any wars?

2. You need to move the society forward in as little time as possible so that you can compete with other countries. You will be given a compass. Use it to complete this worksheet! What will you begin? What will be your first step?

The young Japanese leaders who took over after the downfall of the Tokugawa government had to deal with many questions. In this chapter, you will learn of the struggles the Japanese leaders encountered as they try to modernize Japan. The Japanese leaders made many changes, which changed it into a new government, adopted new ideas and ways of doing things, and opened Japan to the rest of the world.

**Skills Centre**

Turn to page 106 for more skills and information in the skills section of the book. There are many ways to develop logic.

## Chapter 6: How Did Rapid Change During the Meiji Period Affect Japan's Worldview?

**CHAPTER 6**  
How Did Rapid Change During the Meiji Period Affect Japan's Worldview?

Japan recognized the dangers to its sovereignty from the countries visiting its shores, but its leaders also recognized the opportunities these other societies could bring to Japan. It set out on the quest to modernize Japan. The Japanese leaders believed that the economy was still relatively poor and that it would be constitutional to expand power to the military. This would allow the military to make changes and adapt to many changes within a very short time. In the end, the Japanese leaders succeeded in their quest to modernize Japan. They transformed Japan from a very traditional and isolated nation to a powerful, industrialized nation.

**How Did Japan Change During the Meiji Period? How Did Japan's Worldview Change?**

How Did Japan Change During the Meiji Period?  
How Did Japan's Worldview Change?  
How Did Isolation End?  
How Did Isolation End?  
How Did Japan Change Economically?  
How Did Japan Change Politically?  
How Did Japan Change Militarily?  
How Did Japan Change Socially?  
How Did Japan Change Culturally?  
Focus on Isolation  
When Did Isolation End?  
How Did Japan Change Internationally?  
How Did Japan Change in the Long Term?

**Worldview Investigation**

Imagine you are back on your island again. It has an established culture. You are one of the leaders who has decided to adopt some ideas and technologies from the outside world. You are going to have a group discussion to argue your society during the time of rapid change. Work together in your group to decide what ideas and technologies you will accept.

1. Some traditional values and beliefs are more important to keep as they are. Others are less important. Decide which ones are most important to your group, persuading them to see what you think is most important.

2. Now who you make decisions and who will be involved in choosing between the two ideas? Who will be in charge of making the decision?

3. How would you get everyone to reach consensus that these new ideas should be adopted?

The Japanese leaders in Meiji Japan encountered many challenges. In this chapter, you will see how the new government made changes to the political, social, and economic systems of Japan. You will explore how these changes affected the people of the nation. You will explore how the changes affected the Japanese worldview.

**Skills Centre**

Turn to page 106 for more skills and information in the skills section of the book. There are many ways to develop logic.

- Why does this map locate Japan at the centre? What does this say about the worldview of a society?
- What does the timeline show about recent eras in Japanese history? Which periods are of most interest to you?
- Begin to record your inquiry questions about Japan. Use an organizer such as a web or a chart.

**CHAPTER 4**

# What Were the Effects of Japan's Policies of Isolation During the Edo Period?

The Edo (*ed-oē*) Period (1603–1867) in Japan was an exciting time. Architecture, education, culture, and the arts flourished and there was peace for more than 200 years. But, at the same time, the country chose to isolate itself from most of the world.

In this chapter, you will explore the effects of isolation on Japan.

## What Were the Effects of Japan's Policies of Isolation During the Edo Period?



How Did the Geography of Japan Affect Its Worldview?

How Did the Edo Era of Great Peace Begin?

Why Did Japan Isolate Itself from Much of the World?

How Did the Political System During the Edo Period Reflect Worldview?

How Did Social Systems Change During Isolation?

How Did Communities Change During Isolation?

How Did the Popular Culture of Japan Change During Isolation?

Focus on Inquiry: How Did the Lives of the Samurai Change During Isolation?

How Did Foreign Influence Change Japan Despite Policies of Isolation?

## Worldview Investigation

Imagine that you live on an island with other people who are just like you. You have never met people from a society different from yours. Work together in a group to make decisions about life on the island.

1. What do you think would be the good things about living on an island? What would be the negatives? How would those factors affect the worldview of your island society? You may want to create an image to depict the worldview of your society.
2. Ships have arrived in the harbour. The people on board are from a place that is very different from your island. They have goods to trade with you in exchange for some of the resources on the island. They also have missionaries who want to convince your people to become Christians.
  - a. Discuss your possible responses to their request to come ashore.
  - b. Which one of the responses would your group select? What is your reasoning behind choosing that response?

In this chapter, you will explore what the people of Japan did under similar circumstances. You will see how their worldview affected the choices they made when they felt threatened by people arriving from western countries. You will learn how their way of life changed because of their decisions.

### How to Debate Informally

- **Topic:** State the topic of the debate clearly.
- **Viewpoint:** Decide how many people will be involved in the debate and assign a different viewpoint to each person.
- **Positions:** Give participants a few minutes to think about the positions they will take during the debate. They should jot down the key points they will use to defend their positions persuasively.
- **Debate:** Begin the debate by giving each person a minute or so to state his or her position. After everyone has had a chance to speak, let the conversation flow naturally.
- **Listen:** Remember that you must listen as well as speak. You should try to understand the viewpoints of the other participants so that you can respond with comments that are meaningful.

### SKILLS CENTRE

Turn to **How to Communicate Ideas and Information** in the Skills Centre to review other ways to discuss topics.

## How Did the Geography of Japan Affect Its Worldview?

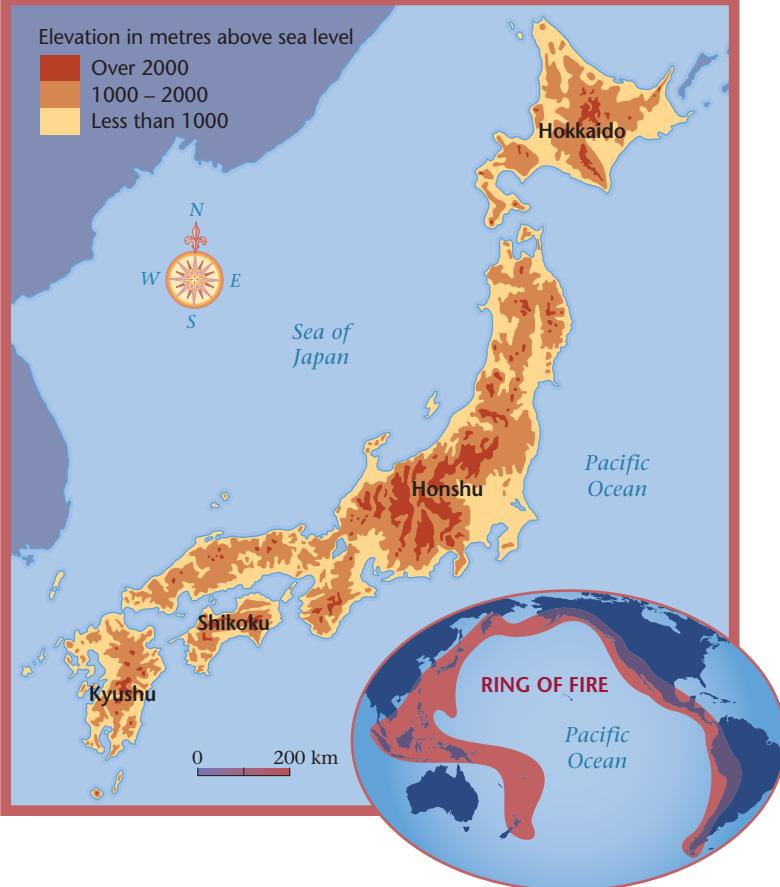
*Mount Fuji from Suruga Bay*, print by Hiroshige, 1700s. Japanese art celebrates the geographic features of the country. How might the sea and the mountainous land affect Japan's economy and culture? How would they affect the worldview of Japan's people? How does the geography of your community affect the way you live? What effects might it have on worldview?

The country of Japan is composed of a long, narrow series of islands along the Eastern Pacific coast of Asia. It stretches from 24° to 46° north latitude and from 123° to 146° east longitude. The four main islands, running from north to south, are Hokkaido (*hoe-ki-doe*), Honshu (*hone-shoe*) (the main island), Shikoku (*she-koe-koo*), and Kyushu (*kyoo-shoe*). There are also about 3000 smaller islands, including Okinawa Island, that are part of Japan. Japan's total area is 377 835 square kilometres, about three-fifths the size of the province of Alberta.

The closest foreign countries are South Korea to the west and Russia to the north. A large neighbour to the west is the People's Republic of China.



**Relief Map of Japan**



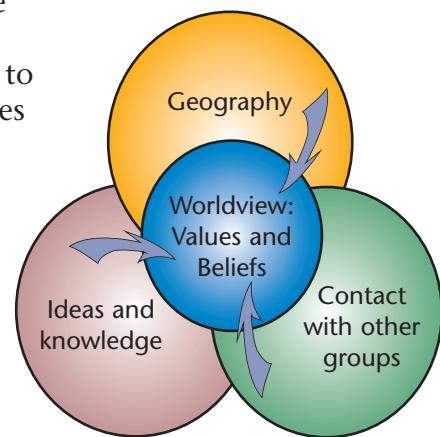
About 73% of the country is mountainous, with a chain running through each of the main islands. There is little flat area for cultivation, so farming is done in the valleys, along the coastline, and on terraces on the hills and mountainsides.

Japan is situated on the volcanic zone that rings the Pacific Ocean; there are frequent earth tremors, with occasional volcanic activity. The rivers are deep and swift and there are many hot springs.

Japan has high levels of rainfall and tends to be very humid. It has four distinct seasons. Although the climate tends to be cool in the north and subtropical in the south, the seas that surround Japan moderate the climate. The moderate moist climate allows farmers to grow rice and fruits. Although the mountainous landscape provides little good farmland, the climate makes it very productive.

Societies that develop on islands tend to be quite isolated from other cultures. How might that show in Japan's worldview? Mountains create natural barriers that divide the country into many separate areas. Being surrounded by the sea, Japan has always looked to the sea for food. Being geographically close to a dominating culture such as China's has brought many aspects of Chinese culture onto the islands. How have these geographic factors affected Japan's values and beliefs?

*I wonder ... how might living in a country that has severe earthquakes affect a person's view of life?*



#### REFLECT AND RESPOND

1. Examine the map of Japan on the previous page to help you answer these questions:
  - a. In 16th-century Japan, there were many separate regions, each ruled by a different leader. The regions were constantly at war with each other. How might the geography of Japan have helped the people defend themselves against their enemies?
  - b. Do you think it would be easy or difficult to prevent foreigners from visiting Japan? Explain your reasoning.
2. Work in a group to complete one of the following tasks:
  - a. Examine a map of the world. Where is Japan located? What are Japan's nearest neighbours? Why is Japan considered to be in the Far East?
  - b. Create a class bulletin board display to use throughout this case study. Begin by creating a large map of the world with Japan at the centre. Think about how this map reflects the worldview of the Japanese people. How is it different from the maps you are familiar with? Why do you think this is so?
3. Create a map for the island you imagined in the Worldview Investigation. Show key geographical features and neighbouring countries. Position your hypothetical island in the world and record its location using latitude and longitude. What might its climate be?

## TAKE AN INTERNET FIELD TRIP

### Online Maps

People who work with maps use computer-based information systems to locate places, zoom in closer on an area, look for patterns, print maps, and create tables of data about places. These types of computer systems are called Geographic Information Systems (GIS).

GIS has made it possible to provide interactive maps on the Internet. For example, Google Maps can be used to view aerial photographs and maps of any place on Earth. You can zoom in, sometimes getting close enough to see an individual house on a specific street. You can use online maps to

- locate any place on Earth
- see the location as a map, satellite picture, or combination of the two (a hybrid)
- zoom in closer to see more details, or zoom out to see the big picture
- get information about a location in a caption

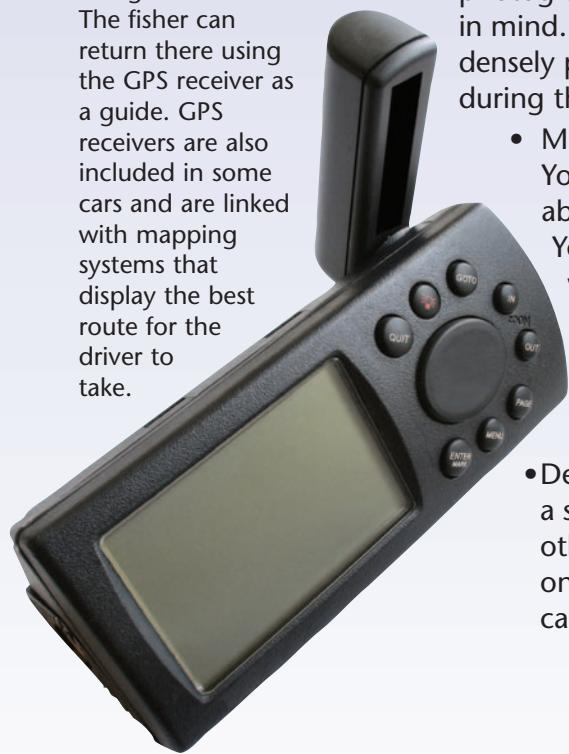
### How to Plan an Internet Field Trip Using Online Maps

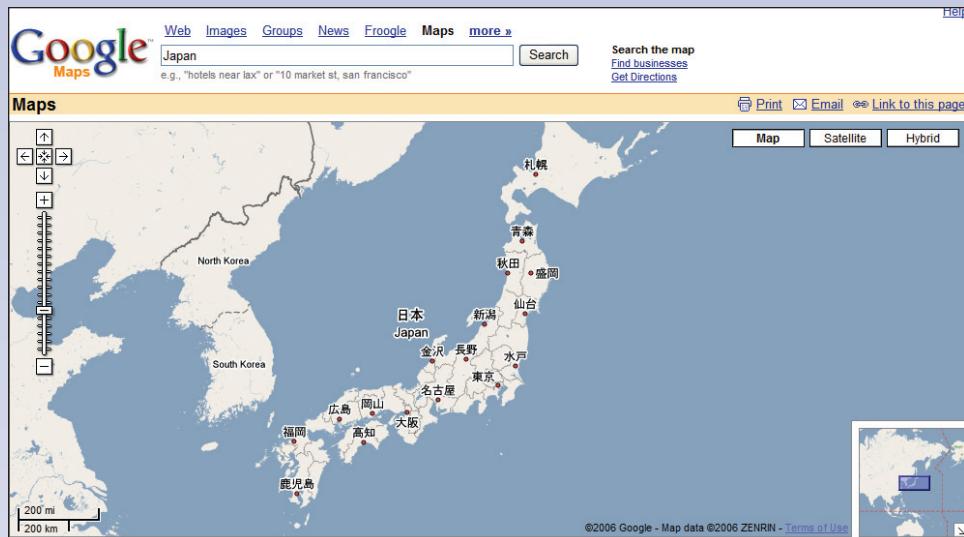
In this activity, you will work alone or in pairs using online maps and photographs to explore places in Japan. You should start with a question in mind. Perhaps you want to know which areas of Japan are the most densely populated. Perhaps you want to see the most important locations during the Edo Period. Perhaps you want to see the largest cities.

- Make a search plan. Decide what places in Japan you want to see. You may begin by browsing through this text to get some ideas about places. You may use an atlas first to locate each place. You may use a paper map of Japan to record the places that you will explore.
- Decide which online mapping service to use. Review how to locate places, how to change between maps and photographs, and how to zoom in and zoom out from a location.
- Decide how you will share your trip with others. Will you print a set of maps and pictures? Will you make a list of web links for others to use? Will you make a computer slideshow? Does the online mapping service provide a way to create a script that you can play for someone else?

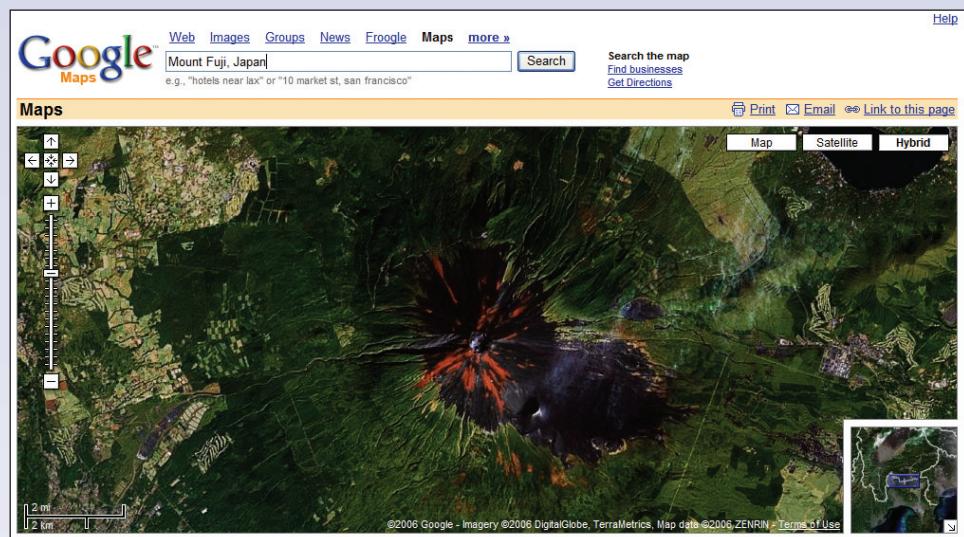
### GPS Unit

Another common mapping system is the Global Positioning System (GPS). It uses a set of 24 satellites to relay information to GPS receivers on Earth. A fisher, for example, can carry a small receiver that displays a map of the area where he or she is fishing. The exact coordinates (latitude and longitude) of an area where fishing was good can be identified. The fisher can return there using the GPS receiver as a guide. GPS receivers are also included in some cars and are linked with mapping systems that display the best route for the driver to take.





Google Maps was the first Internet service to provide satellite images and maps of the entire Earth. Then, they added images of the moon and Mars!



Mount Fuji is a dormant volcano. It most recently erupted in 1708. It stands on the border between Yamanashi and Shizuoka Prefectures and can be seen from Tokyo and Yokohama on clear days. Compare the satellite photograph with the map.



# How Did the Edo Era of Great Peace Begin?

**emperor:** the hereditary ruler of Japan

**daimyo:** a feudal lord of a region in Japan

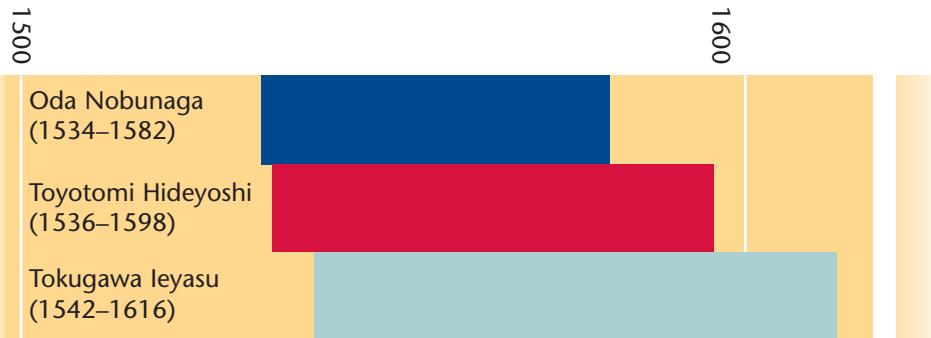
**shogun:** the leader of the military government in Japan

In 1500, Japan was not a united country like the modern nation of Japan. It consisted of about 250 small regions, all under the rule of an **emperor**, but with each region under the rule of a commander called a **daimyo** (*dime-yoe*). The daimyo were constantly at war with each other, trying to increase their holdings and power.

Although the emperor was considered the supreme ruler, the real power and authority was with the **shogun** (*show-goon*). The shogun was the leader of the military government. Three shoguns are given credit for unifying Japan in the late 1500s: Oda Nobunaga (*oh-dah-no-boo-nah-gah*), Toyotomi Hideyoshi (*toe-yo-toe-mee-hee-deh-yoe-shee*), and Tokugawa Ieyasu (*toe-koo-gah-wah-ee-eh-yah-soo*).

## SKILLS CENTRE

Turn to **How to Organize Historical Events** in the Skills Centre for more information about timelines.

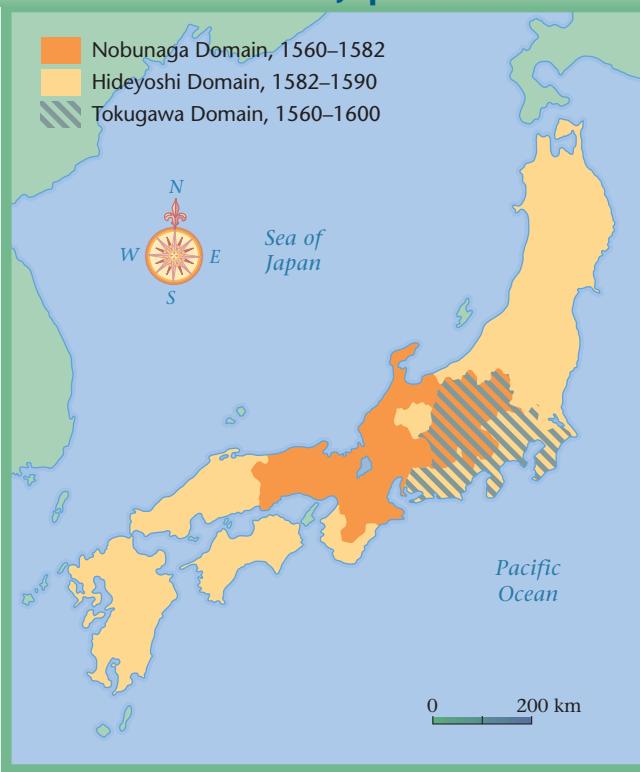


In 1568, Oda Nobunaga gained control of about one-third of the provinces of Japan, including Kyoto (*kyoe-toe*), which was the seat of the emperor and the court.

In 1582, Toyotomi Hideyoshi, called Monkey Face by his friends, succeeded Nobunaga. He continued reforms to the government and social systems.

Tokugawa Ieyasu united Japan in about 1600. His successors were the primary leaders of Japan until 1868. They ruled the country from the city of Edo, which is now called Tokyo (*toe-kyoe*, not *toe-kee-oe*).

## The Unification of Japan



## Changes Under the Three Shoguns

Shogun	Achievements
 Oda Nobunaga	<ul style="list-style-type: none"> <li>reduced the influence of Buddhist control over Japanese politics</li> <li>built a series of castles to defend his lands</li> <li>introduced new administrative practices to pave the way towards a unified Japan</li> </ul>
 Toyotomi Hideyoshi	<ul style="list-style-type: none"> <li>continued centralizing government power</li> <li>surveyed the country and changed the tax on the land from money to quantities of rice. The wealth of a landowner determined how many <b>koku</b> (koe-koō) were paid as taxes.</li> <li>created a society based on a formal class structure that included samurai (<i>sam-oo-rie</i>), who were warriors, farmers, artisans, and merchants</li> <li>created a standing army</li> <li>disarmed the farmers by making a rule that men could no longer be part farmer or part warrior. They had to choose to be one or the other.</li> <li>tried to expand his territory by attacking both Korea and China, but was defeated by both countries</li> <li>supported painters and new types of drama</li> </ul>
 Tokugawa Ieyasu	<ul style="list-style-type: none"> <li>established his government base in Edo</li> <li>finalized the unification of Japan</li> </ul> <p>The achievements of Tokugawa Ieyasu and his successors are explored throughout the rest of this chapter.</p>

**koku:** a Japanese measurement equal to approximately 175 litres of rice

Japanese names present the surnames, or family names, first. For example, Tokugawa is a surname and Ieyasu is a personal name. During the 1600s, the lower classes in Japan did not have surnames. Commoners in Europe in the Middle Ages did not have surnames either.

*I wonder ... why did some people have surnames and some did not?*

*I wonder ... how did traditional First Nations, Métis, and Inuit name their children?*

### REFLECT AND RESPOND

- How did legalizing the formal social system created by Toyotomi Hideyoshi reflect the values and beliefs of Japan at the time?
- Discuss one of these questions with your group:
  - How might the shoguns have used the geography of Japan to their advantage?
  - The three shoguns had different styles of leadership. What can you learn about their differing leadership styles from this quote?  
*If confronted by a caged nightingale that would not sing, Nobunaga would kill the bird, Hideyoshi would force it to sing, and Ieyasu would wait for it to sing.*

# Why Did Japan Isolate Itself from Much of the World?

## Foreign Influences

At the beginning of the Edo Period, Japan was actively trading with many countries. Trade routes had been formally established with Korea in the 15th century to control piracy going on between the two countries. Trade with China had opened in the 16th century through a network of trading stations established by Chinese merchants and also used by Europeans. Japanese trading ships were now travelling to the Philippines and as far as Siam (present-day Thailand). Japan had built its first ocean-going Western-style ship. Soon, ships from many European nations began arriving on Japan's shores.

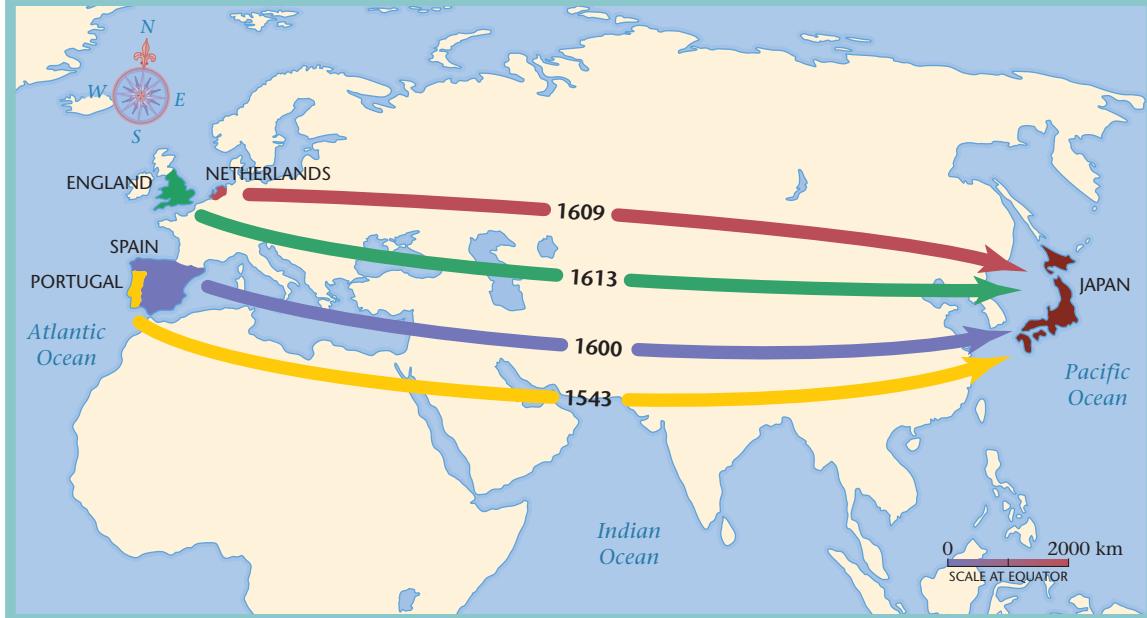
By the early 1600s, tobacco was popular in Japan. It came from the New World by way of India.

*I wonder ... what other products and ideas came to Japan from the New World?*

Tokugawa Ieyasu did not want the Japanese people exposed to Western ideas. He was also concerned because he saw the Europeans establishing colonies in many of the areas they explored. He wanted to ensure Japan's safety and sovereignty. Therefore, he decided to only allow foreign ships to land at one port: the island of Deshima (*deh-shee-mah*) in the Nagasaki (*nah-gah-sock-ee*) Bay.

Western European nations began reaching Japan by sea in the late 16th century. Portugal was the first, in 1543. Within a few years, there were many more European nations competing for trade in the region.

## European Traders Reach Japan



## The Spread of Christianity

Many of the European ships carried Roman Catholic missionaries who wanted to convert the citizens of Japan to Christianity. Between 1549 and 1587, Jesuit missionaries under Francis Xavier converted 150 000 Japanese to Christianity in the Nagasaki area.

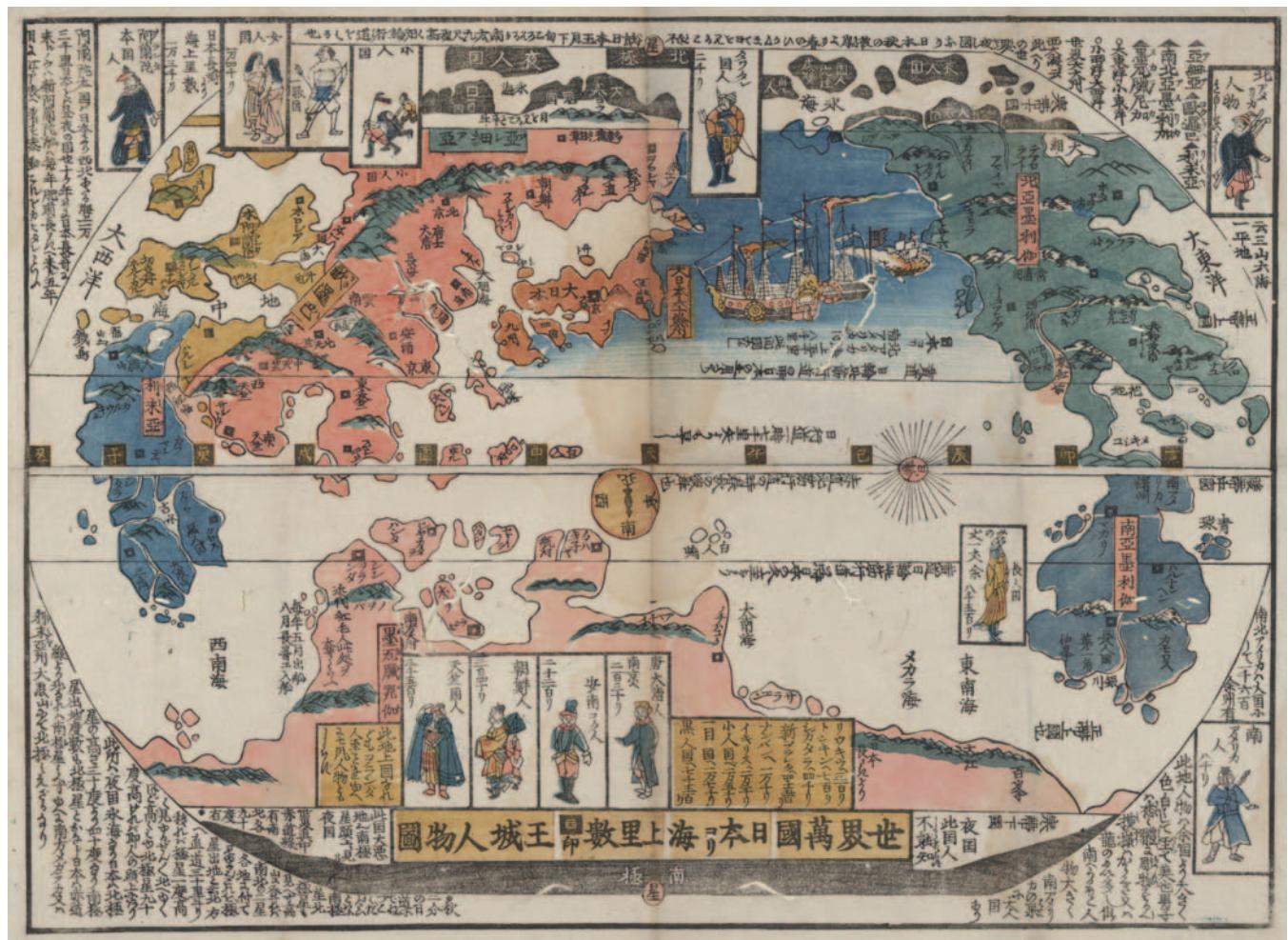
In 1587, Shogun Hideyoshi ordered all missionaries to leave and later had 26 Franciscan missionaries executed.

After the death of Shogun Ieyasu, the **Bakufu** (*bah-koo-foo*) became more and more concerned about the increased spread of Christianity in the country. They were concerned that Christians, especially Christian daimyo, would follow their spiritual leaders rather than viewing the shogun as their ultimate authority. Fearing a loss of absolute control, the shoguns decided to isolate Japan, primarily from the Western world. They introduced a series of **edicts**.

**Bakufu:** the centralized military government, headed by the shogun

**edict:** legal order; a command to the public by an authority

Japanese map of the Pacific basin. Woodblock print, between 1750 and 1900.



The era after the final edicts of national isolation is often referred to as *sakoku* (*sah-koe-koo*), meaning "closed country," even though Japan was never entirely closed.

## The National Seclusion Policy

The Bakufu passed a series of edicts to control the influence of foreigners and to tighten control over the daimyo. The National Seclusion Policy, as it was called, was an effort by the Bakufu to strengthen its authority and maintain a strong centralized government.

The National Seclusion Policy developed over six years from 1633 to 1639. It set out controls on the interaction between Japanese and foreigners. The following list presents key items of the edict:

### Closed Country Edict of 1635

- Japanese ships are strictly forbidden to travel to foreign countries.
- No Japanese is permitted to go abroad. Anyone who attempts to do so must be executed.
- If any Japanese returns from overseas after residing there, he must be put to death.
- If any southern barbarians (Westerners) teach Christianity or commit crimes, they may be put into prison.
- No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.
- Portuguese ships are banned from Japanese ports. Any ship disobeying this order will be destroyed and its crew and passengers executed.

I wonder ... how would I feel if I was once allowed to visit other countries but now would be threatened with execution if I did?

### REFLECT AND RESPOND

1. What aspects of its worldview led Japan to make the decision to close its borders to the Western World? Describe the historical context that led to this key event in Japanese history.
2. Imagine the discussions that must have occurred in the Bakufu before a new closed-country edict was announced. Select one of the statements from the Closed Country Edict of 1635 and act out an informal debate among members of the Bakufu as they decide what to do.

## INFLUENCE

### Confucian Beliefs and Values

Confucianism was a system of beliefs that focused on morals, education, and a strict order in government and society. The Confucian philosophy was introduced to Japan from China by way of Korea in the early Medieval Period. The Tokugawa shoguns embraced these values to enhance their power and authority.

Confucianism:

- emphasizes the relationship between human beings rather than the idea of a god or higher supernatural being. Each person has a distinct role in society.
- believes the past is important
- stresses objective reasoning as the basis of learning

The influence of Confucian beliefs and values had far-reaching effects on the worldview of Edo Japan:

- The Tokugawa shoguns ruled in a caring manner; in return, the people were expected to be loyal and carry out the functions that were expected of their class within the hierarchical society.
- The importance of the past and long-held traditions were recorded by many writers of Japanese history.
- Confucian ideals meshed with Buddhism, which was introduced to Japan in the 6th century.
- The Shinto religion, which developed in Japan, emphasized the importance of ancestors.
- Schools were set up to follow a form of studying based on observation and questioning. As the Edo Period ended, questioning and observation allowed Japan to quickly understand and learn Western scientific, medical, and technological knowledge.

# How Did the Political System During the Edo Period Reflect Worldview?

**Han:** the local government in each domain (province), ruled by a daimyo

Han varied in size and income according to the number of koku they produced. A domain had to produce a minimum of 10 000 koku in order for its ruler to be considered a daimyo. The leadership of the Han was usually inherited, but the shogun had the power to redistribute the land and determine the location of each daimyo.

*I wonder ... how were these rules used to control the daimyo?*

Edo Castle was built in 1457. In the centre of modern Tokyo, it is now the residence of the emperor and empress of Japan.

During the Edo Period, the political system in Japan was very hierarchical. Domains (provinces) were governed by daimyo, feudal lords, who were required to give allegiance to the shogun. Scholars often compare Japan's hierarchical system to the feudal system in Europe. In return, each daimyo had full administrative control over his land and expected those living on it to swear allegiance to him.

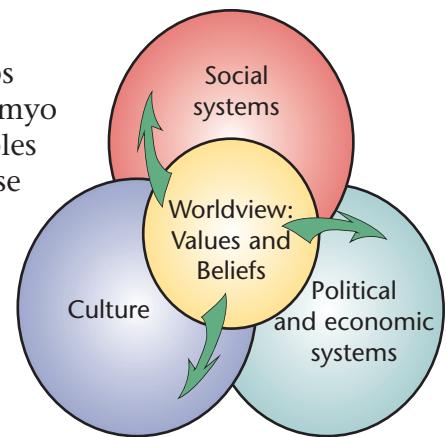
There were two levels of government. The local government in each domain, called the **Han** (*hawn*), was ruled by a daimyo. The more centralized higher level of government, called the Bakufu, was led by the shogun. Like the daimyo, the shogun was also a feudal lord and ruled his own Han. He had the additional responsibility of controlling the social classes, maintaining order throughout all of the domains, and making national policies.



## How Did the Bakufu Control the Daimyo?

Within this political structure of Edo Japan, personal relationships between the daimyo and the shogun were very important. The daimyo were divided into three classes: those most trusted and loyal, nobles of the Tokugawa family, and those who had little standing because they may have opposed the shogun before he gained power. The daimyo could never move out of their class.

The Bakufu wanted to ensure that no daimyo could gain enough power and wealth to overtake the shogun or gain power over the members of the Bakufu. To keep the daimyo in place, a series of laws was instituted.



- Daimyo must adhere to these laws:
- There will be no unnecessary contact between neighbouring daimyo. Report any suspicious activities in neighbouring domains to the Bakufu.
  - Do not allow criminals or traitors to the shogun to enter your domain.
  - There can be only one castle in each domain. Daimyo must provide detailed maps of their landholdings to the Bakufu.
  - Daimyo must support public building projects.
  - Daimyo are required to spend every second year in Edo.
  - All commoners must register at Buddhist temples.
  - Marriages of daimyo must have the permission of the Bakufu.
  - Travel and shipbuilding are restricted.

Daimyo had to spend every second year in Edo. The daimyo had to pay the expenses of moving their households as well as setting up and maintaining the second homes. They had to leave family members at the residence in Edo when they returned to their domains.

*I wonder ... how did the Bakufu use the annual trip to Edo to control the daimyo?*

The ranking of a daimyo affected every aspect of his life. It determined the location and size of his residence at Edo, the number of samurai he was allowed to bring to the capital, and where he would be seated in the audience chamber within the palace in relation to his peers. The status of the daimyo determined the status of all who lived under his Han. It also affected his credit rating and commercial relationship with the Edo artisans and merchants.

The Bakufu had great power over the daimyo. It could relocate them or even abolish them. It also created laws that made it impossible for the daimyo to form alliances among themselves or to gain enough money to become powerful enough to be a threat to the shogun.

#### REFLECT AND RESPOND

1. Think again about the meanings of *power* and *authority*. Write a definition for each word. Then, discuss your definitions with a friend.
2. Discuss one of the following as a group:
  - a. How did the Bakufu maintain power and authority over the daimyo? What were some of the ways in which they kept control of the people?
  - b. How did the system of government during the Edo Period reflect the worldview of the Japanese people at that time?

Parade of Daimyo, his servants, and samurai, Kyoto. Tosa School, c. 1700.



# How Did Social Systems Change During Isolation?

Edo Japan's social structure during isolation was a hierarchical system in which the shogun and samurai were the highest classes. Farmers, artisans, and merchants followed. The lowest classes included the outcasts and the non-humans. As in the European feudal system, citizens had almost no opportunity to move out of the class they were born into.

## Samurai

The samurai held the most prestigious position in society next to the shogun. The code of behaviour for samurai was called bushido (way of the warrior). Based on Confucianism, bushido told the samurai to be models of cultural, moral, and intellectual development and to set the example for duty and loyalty.

Most samurai lived in castle towns, but some domains had so many samurai that their castle towns could not accommodate them. These samurai were allowed to live in the surrounding countryside.

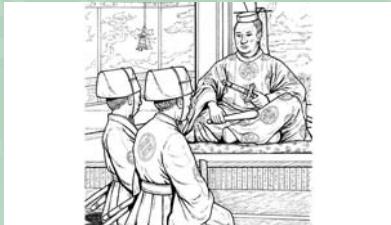
The samurai practised the belief, "It is better to be known for your accomplishments than for your rank."

*I wonder ... what are some of the important beliefs I have that guide the way I live my life?*

## Hierarchical Social Class System

### Shogun

The man in charge of the government (Bakufu)



### Samurai

Men who were hereditary warriors

Some samurai were daimyo.



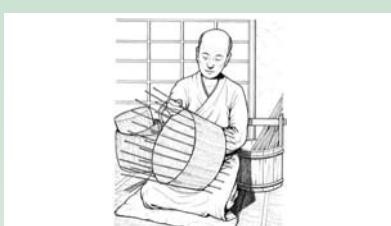
### Farmers

People who farmed the land



### Artisans

People who made useful or decorative objects



### Merchants

People who distributed goods but did not contribute directly through labour



### Outcasts

#### [Eta (eh-tah)]

People who had jobs related to the death of animals or humans, such as tanning hides and removing corpses



### Non-Humans

#### [Hinin (hee-neen)]

People who survived by begging, acting, telling fortunes, and other activities that were frowned upon





Samurai armour and bow

Originally, samurai were esteemed warriors. With peace during this period, the samurai were no longer engaged in wars and there was no need for large armies. Increasingly, they were called upon to do administrative functions for the domains. Samurai helped govern the domain, manage the affairs of the daimyo household, and maintain and support daimyo residences in Edo. In many cases, samurai had no specific duties to carry out and, therefore, moved to the cities.

The Edo Bakufu changed how the samurai could gain court title and rank by ordering that it alone would petition on behalf of warriors. In this way, the Bakufu could give the highest ranks to their supporters. As a final blow to the samurai, in 1611 and 1615, the Bakufu removed the names of warrior leaders from the court lists so that warrior offices and ranks were kept separate from the nobility.

The samurai class was the first to become literate. It was this educated class of samurai that opened Japan to the Western world in the years following the Edo Period.

During the 200 years of isolation, the role of the samurai changed from that of a fighting warrior to a civil administrator. Unfortunately, the transition took years and many struggled because of lack of work and insufficient income.

## Farmers

Farmers held a privileged position just below that of the samurai because they were responsible for the production of rice, the most important commodity in Japan and a basic food for the country. Although their position in society was one of esteem, they had difficult lives. They were not allowed to leave their lands or village, as the daimyo did not want to lose the profits of their labour. They also had to follow very restrictive rules that dictated how they were to dress.

### PERSPECTIVES ON HISTORY

Just as in the Renaissance, most of the documents and historical records from the Edo Period tend to be about the upper classes. When historians attempt to reconstruct a historical period, they rely on the documents, pictures, statues, and other artifacts from that time to provide information. The history written about Tokugawa Japan is in large part about samurai males because not many records exist about women, the lower classes, or the outcasts.

*I wonder ... how could I find out more about what it was like to belong to one of the other classes or to be a female in Edo Japan?*

Two groups of farmers lived in the villages. The honbyakusho (*hone-byah-koo-show*), principal farmers, controlled specific land plots and sometimes owned their own homes. They often held supervisory positions in the village. The hyakusho (*hyah-koo-show*), ordinary farmers, were the tenant farmers who were forced to work yet could own nothing.

Gradually, with greater technological improvements for land reclamation and farming, agricultural productivity increased. The taxes farmers were required to pay on the produce did not keep increasing, for the daimyo feared rebellions.



Rice planting, woodblock print by Hiroshige (1797–1858)

## Artisans

The artisans lived in the cities and towns. The Bakufu referred to them as townspeople. The artisans contributed to society by making objects used for daily life and for decorating homes. They created goods for trade.

## Merchants

Many of the artisans and merchants began to gain wealth from their labour and formed the growing core of Japan's middle class. Merchants became more important as Japan's cities grew, providing needed goods to the city population. Some merchant families became very powerful and played important roles in establishing Japan's banking industry. They carried out international trade until Japan closed its borders.

The merchant class helped Japan with its later transition to a modernized society, just as merchants played such an important role in changing European society in the Renaissance.

## Outcasts

The outcasts, called eta, were forced to live outside the villages and towns. Their occupations were primarily slaughtering animals, disposing of and tanning animal carcasses, carrying out executions, and removing corpses. Although the work they carried out was necessary, touching the dead was in violation of Buddhist doctrines, so the eta were shunned. Their status was hereditary and only rarely did eta manage to move to a different class.

Within their own communities, the eta had managers who were either officially or internally appointed. These managers organized and policed them according to their own laws. The eta were not allowed to have any occupations other than those assigned to their class. They were allowed to enter towns to sell their wares, but were not allowed to enter any shops. Members of other social classes would never enter the eta community unless they were forced to do so for some official business.



Porcelain teapot,  
Edo Period,  
late 17th century

Porcelain figures,  
Edo Period, early  
17th century,  
showing traditional clothing  
and designs. Made in  
Arita, Kyushu, for  
export to Europe.



Lacquer chest,  
Edo Period,  
early 18th century.  
Traditional designs  
of grasses and  
chrysanthemums.  
Collection of  
British Museum.



## Non-Humans

The non-humans, called hinin, were also regarded as inferior. Their status was not hereditary, but based on the activities they chose. These often included fortune telling, begging, acting, and prostitution. Many of the actors formed troupes and moved about the country. They lived by their wits; in the Edo Era, living by one's wits outside of the rules of the hierarchy was frowned upon. Individuals had a defined, predetermined function in society and the hinin lived outside those rules. However, they met some of society's needs by entertaining at plays and festivals. They were given licences to live in specified quarters in each city.

Like the eta, the hinin also had their own laws and chiefs. Any person from a higher social class who was expelled from his or her community could join the hinin. Because the hinin were looked upon as non-human, the killing of a hinin was not considered to be murder.

## Social Hierarchy Made Law

Although both the eta and hinin existed prior to the Edo Era, it was during this time that the Bakufu government legally formalized social classes. This made it almost impossible for individuals to move from their inherited social status to a higher one. The legalization of the classes encouraged strong feelings of prejudice throughout Japanese society during the Edo Period.

### REFLECT AND RESPOND

1. Create a simulation that demonstrates how people interact when they are part of a hierarchical social structure. On individual slips of paper, write the names of each of the social classes in Japan during isolation. Place the slips of paper in an envelope. Select three or four slips randomly and invent a situation that includes these types of people. Write a short play that includes conversation among the characters. Perform the play for your classmates, challenging them to determine which social classes are included in the simulation.
2. Work in a group to complete one of these tasks:
  - a. How did the lives of the Japanese change during isolation? In what ways were their lives better, worse, or the same? Summarize your ideas by making a chart, graphic organizer, or poster.
  - b. What did the code of bushido show about the Japanese worldview?

## How Did Communities Change During Isolation?

**entourage:** a group of attendants or other people who accompany someone, usually of important rank

A network of quality roads was needed in Japan to transport the daimyo to and from Edo during the annual pilgrimage. Although the daimyo had authority over the roads in their domains, the shogun created and controlled five major roadways that crisscrossed Japan.

The regular movement of people had an effect on the economies of the domains and the nation. As the daimyo and their **entourages**

made their way across the country along these roadways, they required accommodations, food, and other goods and services. Artisans and merchants catered to the needs of the travellers. They provided services in the villages and post stations along the highways and, as a result, many of these stopping points grew into larger centres. Many merchants and artisans settled in Edo to provide goods and services to the travellers who visited the governing city.

With more and more centres of larger populations, the economy of the country began to change. Cities could not be self-sufficient, so the economies of the rural and urban areas became intertwined.



Travellers on a mountain road.  
Woodblock print, between  
1750 and 1900. What difficulties  
would the daimyo likely encounter  
during the annual trip to Edo  
because of the geography of Japan?

The castle towns within each domain grew because of the influx of artisans and merchants. Within each domain, the daimyo could build one castle as the seat of his authority. Around these castles lived his samurai; in the surrounding area were the farmers. Artisans, merchants, and their families gravitated to the site of the castle to meet the needs of both the daimyo and the samurai. They required accommodation and goods and services themselves, so the economies of the castle towns continued to grow.

The castle towns grew rapidly during the Edo Period. Edo, Kyoto, and Osaka each grew to more than 1 000 000 citizens. Several other cities also grew to sizeable populations. Urbanization changed the nature of Japanese society, although rural life was still idealized. The change to an urban society helped in the later transitions Japanese society would undergo in the Meiji Period.

*I wonder ... what does the way my community is organized reflect about the worldview of its citizens?*

Nijo Castle, headquarters of Tokugawa family, Kyoto, early 17th century. By the 18th century, approximately 10% of the inhabitants of the domains lived in castle towns.



Over time, Japan became a modern country with extensive road and communication networks that connected communities across the length of the country. The growth of large cities created the need for good travel and communication networks to allow for economic trade among them.

This map shows the largest cities and the principal land travel routes in 18th-century Japan. Refer to a topographical or satellite map of Japan to see how the travel routes relate to Japan's topography. You might also compare this with a map that shows the travel and communication routes of modern Japan.

### Japan's Principal Cities and Travel Routes, 18th Century



## Japan's Three Metropolises

By the 18th century, three urban centres were important in Japan. The Japanese called them the three **metropolises**.

- Edo was a large city and government centre.
- Osaka was a large commercial centre.
- Kyoto was an ancient capital of Japan and the home of the imperial palace where the emperor resided.

### Edo

Tokugawa Ieyasu chose the site for Edo, present-day Tokyo, so that he could easily trade by sea with Kyoto and Osaka for high-quality goods, including fabrics, sake, and soy sauce. He chose the spot because it was a good port that was easily defended. Edo's urban plan was a grid pattern that roughly followed the contour of the land, with the hilly terrain affecting the layout of the neighbourhoods. Edo was a city of water; channels and canals were dug to aid travel around the city and connect to the harbour.

Edo was the centre of the shogun's military government. At times, there were over 250 daimyo, along with their families and servants, living in Edo. The land directly behind the castle was reserved for the upper classes, while low-lying areas by the sea were for the working classes. Artisans and merchants came from all parts of Japan to cater to their needs and the needs of the shogun and his government. By the 18th century, the city grew to over 1 000 000 people, making it one of the largest cities in the world. To sustain the city's growth, the Bakufu initiated new policies that would allow for greater production and trade in non-agricultural areas. Merchants were encouraged to develop large businesses.

As the city grew, the Bakufu had to learn how to deal with providing services, such as fire prevention and police protection, and supplying utilities, such as water, to an ever-increasing population.

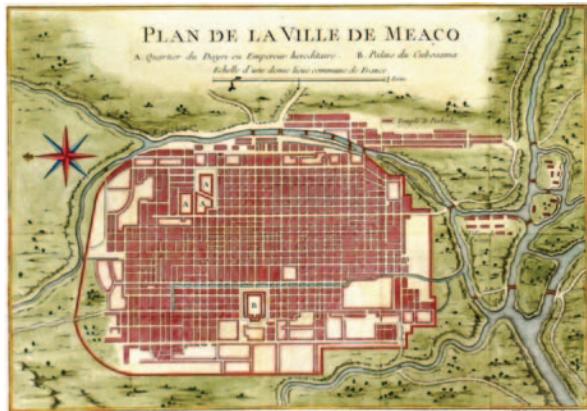
I wonder ... were Japanese castle towns similar to the towns that grew around castles in Europe?

**metropolis:** a large, important city of a country or region

In Edo, the townspeople lived in small, wooden houses that were crowded together. There was always a threat of fire because lighting, heating, and cooking were all done by burning wood, coal, or oil. In 1657, fire destroyed three-quarters of the city and killed nearly 100 000 people. The city was quickly rebuilt with even more magnificent structures, but still structurally organized according to class and status.

Historical map of Edo. What geographical influences made it possible for Edo to grow into a large and important city?





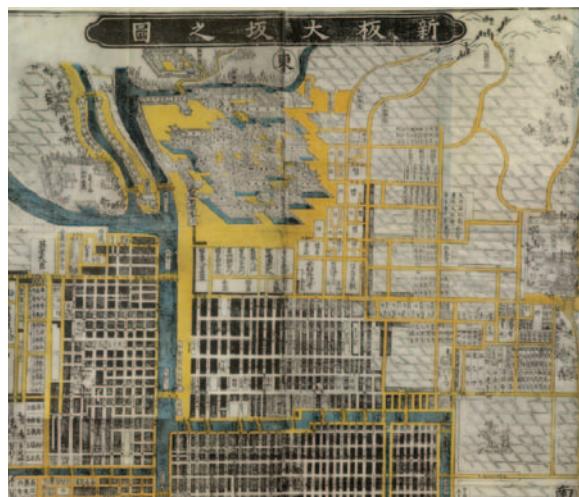
Historical map of Kyoto, with its old name of Meaco. What geographical influences made it possible for Kyoto to grow into a large and important city? Note that the language of this map is French. What does this show about foreign interest in Japan?

### Kyoto

Kyoto was a capital of Japan before the central government moved to Edo. The city's location was chosen because it had easy river access to the sea and was at the junction of land routes through mountain passes. The city was surrounded by mountains, which offered good defence against attacks. Being further south and surrounded by mountains made the summers very hot, and the mountain slopes were excellent for growing quality tea and mulberry leaves to feed silk worms.

The city was known for its refinement and the production of beautiful luxury items such as silk brocades, fine lacquer, and metal work. The Bakufu put few restraints on commerce in the city. The merchant class became wealthy and there was less emphasis on class and status among the population.

Kyoto was also the centre of publishing and became known for its woodblock printing and for beautifully decorated and detailed maps of Kyoto and other cities in Japan.



Historical map of Osaka. What geographical influences made it possible for Osaka to grow into a large and important city?

### Osaka

Osaka (*oh-sah-kah*) developed around a very protected harbour. Ships from China and Ryukyu Islands, southwest of Japan, could easily dock there. From the hundreds of warehouses along the waterfront, goods were moved by river to inland cities such as Kyoto. Osaka became the centre of the Japanese economy. It was famous for its castle, which was a Buddhist temple, and the 150 bridges that crossed its rivers and moats. Osaka also had wonderful markets and was called the "kitchen of Japan" even before the Edo Era. Areas of good farmland surrounded the city. The daimyo transported their surplus rice to sell in Osaka and it became the centre of the rice market in Japan. Eventually, the standard price of rice for the entire country was set in Osaka.

#### REFLECT AND RESPOND

1. Create a map for a daimyo from western Shikoku Island to use as he travelled to and from Edo. Show the route that he would take. Highlight the geography challenges that he would face, such as mountains and rivers.
2. Discuss as a group: Why did certain cities grow and flourish during this time? How might the growth of cities affect the worldview of people in Japan?

# How Did the Popular Culture of Japan Change During Isolation?

Just as the arts flourished in Italy when its city-states began amassing huge wealth during the Renaissance, the **popular culture** of Japan began to change as the cities grew and the merchant class became more wealthy and influential. More people desired luxury items and had the leisure time for entertainment such as theatre, literature, and the fine arts. Wealthy merchants spent lavishly on these. Samurai turned their creative energies to intellectual pursuits such as prose and poetry.

The daimyo became patrons of the arts because they wanted to build elaborately decorated houses and beautiful gardens. They supported artists, sculptors, painters, artisans, architects, and landscape gardeners. They also began to provide for the education of the samurai under their leadership; by the end of the 17th century, the samurai began to be known more for their accomplishments rather than just for their rank.

Hideyoshi's audience chamber in Fushimi Castle, 16th century. The daimyo could no longer have huge armies to demonstrate their power, so they built their castles as a show of strength and wealth. The castles became showcases for personal treasures and artistic decorations. Each castle and surrounding town was planned to complement the beauty of its site. The interiors were **opulent**; public rooms were often covered in gold and silver leaf. The decoration of these castles symbolized an era of great art and cultural activity in Japan.



**popular culture:** the cultural activities that appeal to the current tastes of the general public

**opulent:** luxurious or lavish

In early Tokugawa Japan, women carried out very traditional roles that focused on caring for their children and running their households. By the mid-18th century, with increased urbanization, women were needed to work in the silk and textile factories, in restaurants, and in businesses.

The origin of the word *kabuki* (*kah-boo-kee*) came from the word *kabukimono* (*kah-boo-kee-moe-noe*), which referred to gangs of young men who wore outrageous clothing and carried very long swords. They would sometimes terrorize the townspeople.

*I wonder ... was their clothing a type of protest? I wonder if the gangs of today have something in common with the kabukimono?*

## Kabuki Theatre

Kabuki theatre became very popular with people of all classes, but primarily the merchant class. It featured lively action, wild plots, and elaborate costumes and make-up. It was a mirror of Japanese life and it often focused on domestic dramas that depicted moral dilemmas such as the conflict between obligation and happiness.

The first kabuki was performed in 1607 by a woman named Okini. The Bakufu believed public morality was being corrupted by female actresses and in 1629, banned females from the stage. From then on, all parts in the plays were portrayed by males. Great kabuki actors were so popular, they were treated like the movie stars of today.

## Banraku Theatre

Banraku (*bahn-rah-koo*), or puppet theatre, was also popular, but these puppet plays were for adults, not children. One of the first groups of puppeteers was named Banraku. Their name came to be used to describe this type of entertainment. Both banraku and kabuki were performed only by non-humans.



Interior of a kabuki theatre, woodblock print by Toyokuni II (1777–1835)

## Geishas

Some women were employed in the entertainment business and trained as geishas (*gay-shas*). They were trained in dancing, singing, witty conversation, the tea ceremony, and floral arrangement. They were expected to be able to demonstrate all the correct forms of etiquette. Their appearance and behaviour reflected the cultural values of the time.

## Woodblock Images

Edo woodblock images were prints of original paintings. Once a painting was completed, the artist carved the major lines and details of the painting into a flat wooden block. Paints were applied to the woodblock, which was then pressed onto canvas or paper, creating a print of the original painting. Many copies of a painting could be made using this process, making them inexpensive and available to a wide audience.

Famous woodblock images of the Edo Period recorded scenes of nature and the lives of commoners in their daily activities. Woodblock images were not initially thought of as an art form because they were mass produced and the first artists did not have highly developed techniques. However, the artistic techniques became more refined and woodblock printing reached its high point in Edo Japan. Today, many woodblock artists of the period are highly respected by art historians.



Woodcut, 1800s. Geisha wore elaborate costumes, powdered their faces white, and wore high wooden platform shoes, all to add to their beauty. They were known for their social graces.



*Party on a River Boat*, series of five colour woodblock prints, Hishikawa Moronobu (1618–1703). Moronobu (*moe-ro-e-noe-boo*) was one of the first Japanese artists who played an important role in the development of woodblock prints. As the artists' techniques improved, large sheets of block prints were created as wallpaper or hanging scrolls, or were pasted on screens.

I wonder ... who would have bought the mass-produced woodblock prints?

## Books

Commercial printing and publishing first became popular in Kyoto. By the mid-17th century, printing houses appeared in Osaka and in the 18th century, they were established in Edo and other large castle towns.



Wooden printing block  
for creating the print  
*The Three Vinegar Tasters*,  
Okumura Masanobu, c. 1710

Although the techniques of movable print and the printing press were available in Japan from the late 15th century, by 1626 the old technology using wooden printing blocks was in use again. Wooden blocks were easier to use with the Japanese writing characters. The blocks also made it possible to include illustrations with print.

Printing was a private industry not controlled by the Bakufu.

However, certain subjects were taboo. There could be no writings on Christianity. Nothing could be written of a political nature that might disrupt public order. Nothing could be written that would be considered offensive in terms of public morals. Romance novels were very popular. By the 17th century, handbooks on everything from household needs to farming were also selling out quickly. By the late 17th century, books describing proper social skills for people of all walks of life were being published. There were also books that presented the proper forms of letter-writing, lists of famous places, maps of the three metropolises, as well as calendars of annual events and festivals.

## Literature

Prose gradually became far less formal. The language became simpler and the subject matter far less sophisticated. The topics were similar to the themes used by the block printers when they created their sketches — sketches of the floating world, showing images of the arts and of everyday life.

The writer Ihara Saikaku (*ee-hah-rah-sigh-kah-koo*) (1642–1693) was the first popular writer of Japanese fiction. He chose themes that would be popular with the commoners. Many of his books were tales of rascals and their adventures.

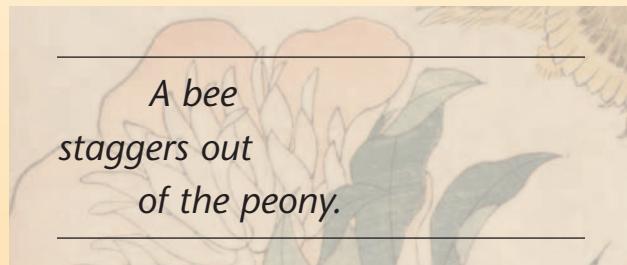
Basho Matsuo developed a new poetic form called haiku. Eventually, people of all walks of life, even in the most remote areas of Japan, took pride in writing haiku.

## PROFILE

### Basho Matsuo (1644–1694)

Basho Matsuo is considered to be the first great poet to write haiku. He was a samurai who moved to Edo as a young man to work in the water department. In 1680, when he moved into a modest cottage, one of his followers planted an ornamental banana (basho) tree outside his door. From then on, both he and his house were known as Basho.

He would often participate in competitions with friends in which they would compose linked verse called renga that would be two or three lines linked together. Gradually, Basho developed the haiku.



*A bee  
staggers out  
of the peony.*

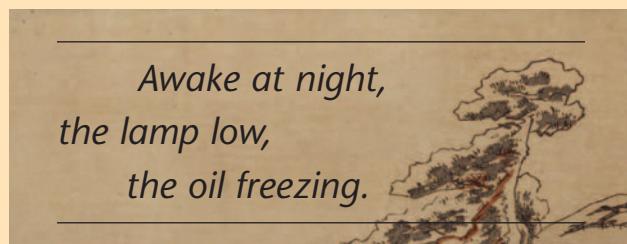
Haiku poems consist of three lines usually of five, seven, and five syllables respectively. The language is simple, used to capture a single emotion or moment or to create a visual image of a scene in nature.

In 1684, Basho began a series of five journeys through distant parts of Japan. Throughout these journeys, he described his experiences and emotions through haiku. His fame spread quickly and everywhere he went, he was welcomed by the local residents. He travelled by foot or horseback and never had to carry supplies. During the evening, no matter how isolated the community, he would sit with the locals and together they would exchange verse. This was not only a tribute to Basho, but also a comment on the accomplishments of individuals living far from any urban centre.



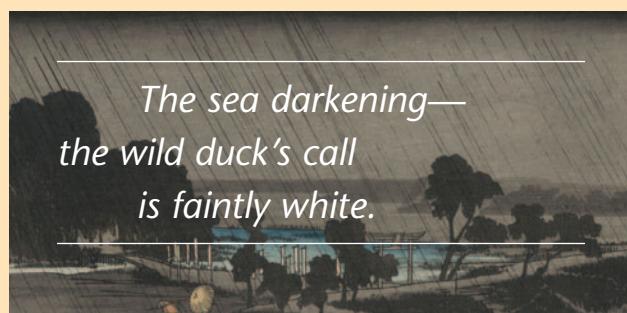
*Awake at night,  
the lamp low,  
the oil freezing.*

What visual images come to mind when you read this haiku poem? What values and beliefs are expressed? What is the message that the poet is trying to convey?



*The sea darkening—  
the wild duck's call  
is faintly white.*

Haiku poems reflect the Japanese belief that big ideas can be found in small matters or things — the bonsai, the rock garden, a few blades of grass, for example.



*I wonder ... did the geography of Japan have an influence on the belief that there is great beauty and meaning in small or simple things? It is, after all, a tiny land relative to its sophistication and population.*

**aesthetics:** a sense of what is beautiful



*I wonder ... why was Lethbridge chosen as a place to build a Japanese garden?*

Japanese gardens are designed to reflect the ideals of simplicity and serenity. Japanese **aesthetics** also value miniaturization. The Nikka Yuko Japanese Garden in Lethbridge was opened in 1967 in celebration of Canada's centennial and as a symbol of Japanese and Canadian friendship. *Ni* means "Japan," *Ka* means "Canada," and *Yuko* means "friendship."

#### REFLECT AND RESPOND

1. Describe some of the popular culture you and your social group experience. You might consider music, literature, movies, television, theatre, and art. How does it compare to the popular culture in Edo Japan?
2. a. Think about how the changes in popular culture might have been spread by Basho during his five journeys. Do you think he influenced the spread of popular culture, or was he influenced by it?  
b. What did the subjects of the popular literature reveal about the Japanese worldview?  
c. What are some of the books you and your friends read? What do they reflect about worldview? Do they represent aspects of a Canadian worldview?

## FOCUS ON INQUIRY

# How Did the Lives of the Samurai Change During Isolation?

As you remember from the first case study, what a group believes about life and the world is called worldview. In this chapter, you have found out a bit about what it was like to live in Edo Japan — but mainly from the viewpoint of the ruling class, the samurai. Since the samurai and their families governed Japan, most of the documents and historical records from that time tend to be about this upper class.

## History Tells Us...

Before the Edo Period, when Japan was fractured by warring daimyo, the samurai were responsible for protecting all of the people in their domain — farmers, artisans, merchants, and other commoners. In return, the daimyo required the people to provide the samurai with an annual salary.

The samurai were part of the ruling class, with all of the accompanying privileges. They and their sons were educated. They did not do manual work or engage in business, which was beneath them.

The samurai were in charge of policing the domains. They were to have high personal standards. Only the samurai were allowed to carry swords; they were skilled in the martial arts.

All samurai were expected to live by the code of bushido, the way of the warrior. The samurai believed in loyalty to the master before loyalty to family and community, honour and personal integrity, courage, and an honourable death.

Once the wars stopped during the Edo Period, the samurai had no one to protect and no one to fight. As a result, the daimyo had to find another way to occupy these young, respected warriors. Samurai were taught to read, write, and use the abacus so that they could become administrators as well as warriors.

Today, many people around the world study ancient samurai techniques in martial arts classes, including karate, ju-jitsu, iaido, and kendo. In fact, most Japanese police are required to take samurai martial arts as part of their training. The people enrolled in these classes follow some of the ways of the samurai:

- True samurai are masters first of their emotions.
- A true warrior is a master swordsman, but can always resolve a conflict without using a sword.
- A true samurai is a master of unarmed defence.



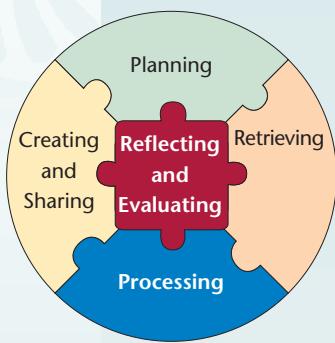
A common statement about samurai was, "Every gentleman a warrior and every warrior a gentleman."

*I wonder ... could only samurai be warriors? How did a gentleman behave?*

*I wonder ... how would the children of the samurai have felt about their fathers' jobs?*

*I wonder ... how would the worldview of the samurai differ from the Renaissance worldview?*

*I wonder ... how do the martial arts classes of today teach people to resolve conflicts?*



## SKILLS CENTRE

Turn to **How to Organize Information** in the Skills Centre for information on graphic organizers.

## Using Your Inquiry Skills

In the first case study, the Renaissance, you practised the first phases in an inquiry process: Planning, Retrieving, and Reflecting and Evaluating (your thoughts and feelings about what you have discovered). In this activity, you will have a chance to practise parts of the Processing phase. In the Processing phase, researchers find, record, and interpret information about their questions from the resources they have already collected.

### Processing Phase

#### *Step 1 — Develop a graphic organizer*

When you are finished this activity, you will have made a chart to summarize the information that you have found. The chart below is a sample. Decide what things you want to compare and write these headings in the first column, as shown below.

#### How Did the Lives of the Samurai Change During the Edo Period?

	Pre-Edo Period	Edo Period
Social Standing		
Occupation		
Economic Circumstances		
Power and Authority		
Where They Lived		
Other Ways...		

#### *Step 2 — Select and record key information*

You will need two resources about the samurai in the Edo Period; for example, books, Internet sites, encyclopedias, reference books, or videos. You will also need four file cards — two for each resource.

- Get the file cards ready for your first resource. Write the bibliographic information for the resource on the front of both cards. Include the title, author, publisher, copyright date, page numbers, and type of resource. Now label the back side of the cards: write Pre-Edo Period on one and Edo Period on the other. Follow the same steps for your second resource.
- Read or view the resource and record notes on the file cards about the lives of the samurai before and during the Edo Period. Be sure to include only the most relevant information and to write in point form.
- Use a highlighter to mark the most useful information on your cards.

### **Step 3 — Organize information**

Work as a group to do the following:

- Tell the group what you have discovered. What resources did you use? What new questions came to mind?
- Put all of the cards for the group together. Sort them into two piles: one about the Pre-Edo Period and one about the Edo Period.
- Bring all of the information together into the chart that you planned in Step 1. What changes do you have to make to the headings you originally chose? Use chart paper to make a large version of the chart to post on the bulletin board.

### **Step 4 — Draw conclusions**

Working in your group, conduct an informal debate to discuss the following:

- Did the lives of the samurai improve during the Edo Period?
- Did the values and beliefs, or worldview, of the samurai change during the Edo Period?

Write a caption for your chart. It should describe the most important changes in the values and beliefs you discovered about the samurai.

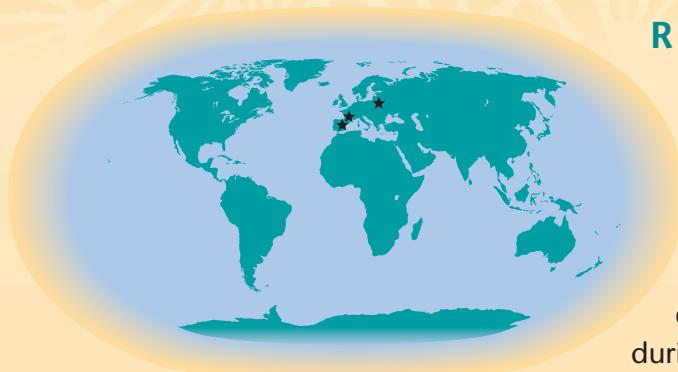
### **SKILLS CENTRE**

Turn to **How to Communicate Ideas and Information** in the Skills Centre to review how to participate in an informal debate.

### **Reflecting and Evaluating Phase**

- What types of activities are done during the Processing phase?
- What parts of this activity were the most challenging for you? How did you feel during these parts?
- What parts of this activity were the most rewarding for you? How did you feel during these parts?
- What are some other ways you could have recorded your information?
- What could you improve for the next group project?

## Same Time, Different Place



### Religious Disagreement, 1400s to 1600s

The Edo Period was a time of religious intolerance and persecution. Was the situation in the West any different?

#### Northern and Central Europe

Conflicts between Protestants and Roman Catholics during the Protestant Reformation resulted in 30 years of war in northern Europe. These wars finally ended with a treaty in 1648; many sovereign states were established. The treaty recognized the sovereignty of the German states, Switzerland, and the Netherlands. Protestants and Roman Catholics were given equal status. Each state could decide independently whether it would be a Roman Catholic or Protestant state.

**Moors:** a Muslim people of Berber and Arab descent from North Africa. They conquered the Iberian Peninsula in the 8th century.

*I wonder ... how was the treatment of Christians in Japan similar to events in Europe at the same time?*

#### France

In the mid-1500s, many French nobles and city-dwellers joined the Protestant movement in France. The French protestants were called Huguenots; their membership increased to over 1 000 000. They were fierce critics of the Roman Catholic Church and attacked many Church buildings. Tensions between the Huguenots and the Roman Catholic Church led to what are now called the French Wars of Religion. These wars continued until 1598 when the new king of France, Henri IV, gave the Protestants religious freedom and equality with Roman Catholics under the law.

#### Spain

The Muslim **Moors** had control over most of Spain since the Middle Ages. However, the Christian kingdoms of Castile, Aragon, and others joined to force the Muslims out. By 1265, only Granada in southern Spain remained under the control of the Muslims. In 1492, the last of the Jews and Muslims were driven from Spain. Roman Catholicism became the only religious faith that Spaniards were allowed to practise. The Spanish Inquisition was instituted to charge those who were not following the Roman Catholic faith.

# How Did Foreign Influence Change Japan Despite Policies of Isolation?

The closed-country edicts did not totally isolate Japan. The Chinese and Koreans were permitted limited access to the country to meet with Japanese traders and officials. Some officials and traders from some domains within Japan were allowed to go to foreign places, such as the Ryukyu (*er-yoo-koo*) Islands and Korea.

The Chinese influence on Japanese learning and culture increased during isolation, as their goods and ideas were the few allowed into Japan. The Dutch could only deal with merchant groups approved by the Bakufu, and there was a ban on most European goods. Therefore, many of the products brought by the Dutch came from China.

The Dutch eventually had an impact on Japanese learning, too, especially in the area of medicine. Surgery was not a part of Japanese medicine. Japanese believed that the human body is inherited from one's ancestors; surgery might damage the body. They were, however, interested in the techniques and information shared by the Dutch surgeons and added this knowledge into their own practices. The first generation of Japanese scholars who interacted with the Dutch did not make many changes. However, being exposed to new knowledge changed parts of their worldview, which affected generations to come.

In the 1720s, the shogun himself became interested in Western books and ideas. He relaxed restrictions on importing books. The study of the Dutch language became fashionable among a small group of Japanese intellectuals. Scholars travelled to Nagasaki to study European science and art. In the late 18th century, many people learned Dutch so that they could study Western books on all sorts of topics.



Deshima, Dutch trading island, Nagasaki, 1804. The Dutch were allowed to set up a trading post on Deshima, an artificial island built in Nagasaki Bay. Symbolically, the fact that this island was artificial was important, for the view was that this was not really Japanese soil; the foreigners were not really being allowed on Japanese land. The Japanese allowed the Dutch to stay on the island because they had not brought missionaries with them, which proved they were only interested in trade.

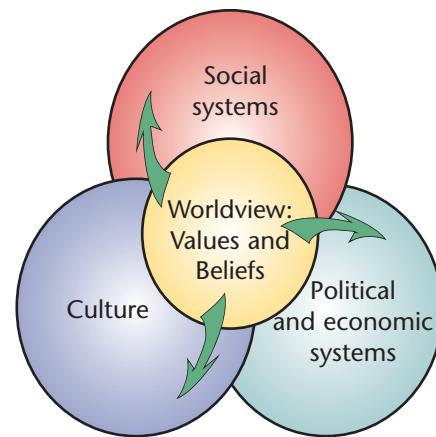
## REFLECT AND RESPOND

1. Discuss one of these questions with your group as an informal debate. Prepare for the discussion by collecting the facts you will need to support your position.
  - a. How did the Dutch influence the Japanese during the Edo Period?
  - b. The edict of 1636 ordered that any children of Portuguese or Spanish descent were forbidden from remaining in Japan. As well, any Japanese who had adopted these children would be deported along with the children. How would this act be judged if it happened today? What does the United Nations Convention on the Rights of the Child say that would be relevant?

# End-of-Chapter

## Conclusion

By the end of the Tokugawa Period, Japan had maintained its isolation and evolved into a united country. Its people were bound together by similar values and religious beliefs.



### Social systems

- Edo Japan's feudal-like rigid class structure began to change.
- The roles for many people in society had changed as urbanization occurred.
- Edo developed into a city of over 1 000 000 inhabitants by 1720, and many castle towns, such as Osaka, Hiroshima, and Nagasaki, became large urban centres.

*Fireworks on the Sunida River, Edo*, woodblock print, Utagawa Toyoharu, late 18th century



### Political and economic systems

- Japan was unified under one central government.
- Transportation routes helped to unify the country.
- Farmers improved farming technology, grew better varieties of crops, and developed new methods of irrigation that greatly increased food production.
- A wealthy merchant class developed and wealthy business families were involved in banking and international trade.

### Culture

- New art forms and cultural activities emerged.
  - literature
  - drama
  - music
  - crafts

By the end of the Edo Era, the Japanese people left behind a simple farming society that had been fragmented under the control of local warlords. Japan was becoming a unified, urban society ready for new challenges.

## Review and Synthesize

- Describe what life would have been like for a 13-year-old living in Edo Japan. First, decide what social rank the youth would have had and think about what privileges and hardships he or she might encounter. Then, skim back through the chapter to find authentic details about his or her life and the worldview of that society.
- Maps created at the beginning of the Edo Period would look very different from maps created at the end of the period. What would be the most important differences?
- Conduct an informal debate to decide how the Japanese should have responded to the threats from foreigners. Think about the choices they would have had besides isolation. Think about the choices you discussed during the Worldview Investigation on page 127.

## Inquiry

- Do you think the three metropolises are still among Japan's most important cities? Use what you have learned about the Processing phase of the inquiry process to answer this question. Use the Internet to find two or more good sources of information about Edo (Tokyo), Osaka, Kyoto, and other cities in Japan. Organize the information into a chart to compare the cities. You will need to decide what categories to use to compare them; the sample chart gives one example. Finally, write a conclusion that answers the inquiry question.

Criteria	Edo (Tokyo)	Osaka	Kyoto	Other
Population				

## SKILLS CENTRE

Turn to *How to Find Good Sources of Information* in the Skills Centre to review how to determine if the information you find is valid.

## Show What You Know

- How did the Japanese in the Edo Period respond to influences from Western countries? Make a T-chart to summarize the information.
- Influence \_\_\_\_\_ Response \_\_\_\_\_
- Describe the historical context in which the National Seclusion Policy occurred. Include details about how Japan was organized politically, economically, and socially. Why did this key event occur? What happened and who was involved? How did it affect the lives of the people and their worldview?
- Create a concept poster to show what you know about power and authority. The poster should include examples from Japan during the Edo Period, Renaissance Europe, Canadian history, current world events, and your personal life. The poster should show how the concepts of *power* and *authority* are related to worldview. It may include questions for further inquiry. In this project, show the depth of your understanding.

## Closure

- Share:** Work with other students to create a Japanese screen that tells the story of the Edo Period.
- Discuss:** Pick one of the following questions and conduct an informal debate:
  - What values, beliefs, and knowledge bound the Japanese people together in Edo Japan?
  - Is sakoku an accurate description of the Edo Period? Explain.
- Reflect:** Think about how individuals respond to change in their lives. Some isolate themselves like Japan did. What are the pluses and minuses of isolating oneself? How do you react to change?