

Chapter 13: Ancient Japan

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
139	385–89	343–47	189–97, 241–51	<ul style="list-style-type: none"> • Locate on a map the site of the ancient Japanese civilization, modern Japan and its regions, and the surrounding countries • Identify key events of the ancient Japanese civilization on a timeline • Explain why little is known of Japan's early history • Identify the civilizations that influenced Japan • Describe characteristics of the Japanese civilization • Explain how Japan forms an archipelago 	archipelago kofun
140	390–92	348–50	189–96, 198–99, 241–51	<ul style="list-style-type: none"> • Identify and label the four main islands of Japan on a map • Contrast Shintoism with biblical truth • Identify the religion from China that Prince Shotoku introduced to Japan • Analyze the importance of the Taika Reform for Japan • Identify the Father of Calligraphy • Describe the differences between how Japanese and Americans write 	kami Taika Reform calligraphy
141	393	351	200	<ul style="list-style-type: none"> • Create original art that expresses a theme for a Japanese event • Demonstrate the ability to follow directions and work cooperatively • Compare maps to determine geographic features and locations • Identify latitude and longitude for a location • Calculate distance using a map scale 	
142	394–97	352–55	189–96, 201	<ul style="list-style-type: none"> • Identify the family that rose to power during the Heian period • Identify the official language of the Japanese court • Describe the characteristics of Japanese literature and art • Describe how the Japanese blended Shintoism and Buddhism • Describe imperial court etiquette 	imperial court etiquette haiku regent
143	398	356		<ul style="list-style-type: none"> • Demonstrate an understanding of the form of a haiku • Create a haiku • Illustrate a haiku 	
144	399–402	357–60	189–96, 202–5	<ul style="list-style-type: none"> • Analyze the feudal system of government adopted by the Japanese • Distinguish the four levels of social classes in Japan's feudal system • Identify the cause for the Mongol defeat • Compare and contrast the samurai with the Christian soldier • Label places on a map of Japan 	feudalism shogun daimyo samurai kamikaze
145	403		206	<ul style="list-style-type: none"> • Recall concepts and terms from Chapter 13 	
146	403			<ul style="list-style-type: none"> • Demonstrate knowledge of concepts from Chapter 13 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 13



Ancient Japan

Chapter Overview

The focus of this chapter is ancient Japan. The student will learn about the inventions, art, music, and literature that developed and how these achievements influenced modern times. Life at the imperial court as well as life outside the court is introduced. The prominent religions and their influence today is discussed. The student will gain a greater understanding of the ancient culture and lifestyles of the people of Japan.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.

Essay questions—Beginning in this chapter, the test essay question will no longer be listed on the Chapter Summary of the Activity Manual.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

Student Text pages 343–47
Activity Manual pages 189–97,
241–51

♦ Lesson 139 ♦

Objectives

- Identify key events of the ancient Japanese civilization on a timeline
- Explain why little is known of Japan's early history
- Identify the civilizations that influenced Japan
- Describe characteristics of the Japanese civilization
- Explain how Japan forms an archipelago

Vocabulary

archipelago
kofun

Materials

- Chapter 13 Organizer, AM p. 189
- Japan Then & Now, M 13.1
- white glue, tape, or staples

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Direct attention to the picture on page 343.
- Do you know what the name of this Japanese mountain is? *Mount Fuji*
- What about the picture indicates that Mount Fuji is very high? *It has snow.*
- Notice that Mount Fuji stands alone and is not part of a mountain range. Look closely at its peak. It appears that the top point is missing. What kind of mountain do you think Mount Fuji is? *a volcano*
- Mount Fuji is Japan's highest mountain. It is a composite volcano with a symmetrical cone. Although it has been classified as an active volcano, scientists believe it has a low risk of eruption. A national park surrounds the entire area around the base of the mountain.

Teach for Understanding

Discussion

page 344

Guide the student in completing the appropriate sections of the *Chapter 13 Organizer*.

- ☒ Look at the timeline at the bottom of the page. What is the time span of the events included in this chapter? *around 250 to 1200*
- ☒ Which period on the timeline occurred earlier in history? *the Yamato period*
- ☒ Which period lasted longer—the Yamato or the Heian? *the Yamato*
- What continent is Japan part of? *Asia*
- Where did the name Japan come from? *the Chinese word jih pen*
- What does the word *jih pen* mean? *"origin of the sun"*
- ❖ Display the *Japan Then & Now* map.
- What is an archipelago? *a large group of scattered islands*
- ❖ Direct the student to point to each of Japan's four main islands as he names them.
- ❖ What kept Japan isolated from the rest of the world for centuries? *the Sea of Japan and the North Pacific Ocean (Pacific Ocean)*
- How has much of Japan's early history been passed down? *through legends and myths*
- What other civilizations have you studied that passed down their early history through legends and myths? *ancient Rome and ancient Greece*
- Describe the myth that caused some Japanese to believe that they are descendants of gods. *A god and a goddess dipped a jeweled spear into the ocean. The drops that fell from the spear formed the islands of Japan, where the god and the goddess lived. Their children were the Japanese people.*
- ☒ According to the Bible why is this myth false? *God created the whole world. Man was created by God, and all people are descendants of Adam and Eve.*
- Where did the earliest settlers in Japan likely migrate from? *northeastern Asia*
- What did some archaeologists name the early settlers who made pottery? *the Jomon*
- ☒ Caption answer: *Most of the Jomon pottery has a cord or rope design.*



Chopsticks—Japan, China, Korea, and Vietnam primarily use chopsticks for their eating utensil. Challenge the student to research the origin of chopsticks, materials used to make them, and etiquette for using them. Encourage the student to acquire a set of chopsticks and to practice picking up various small objects or food using the chopsticks.

- FOCUS**
1. Why is little known of Japan's early history?
 2. What civilizations greatly influenced Japan?

Located off the northeastern coast of Asia, an ancient tribal people were slowly rising to power. The civilization of Japan would become a world power that would help shape modern history. The name Japan comes from the Chinese words *jih pen*, meaning “origin of the sun.” Japan is an **archipelago** (AR kuh PEL uh go), or a large group of scattered islands. The four main islands of Japan are **Hokkaido** (hah KY doh), **Honshu** (HAHN shoo), **Shikoku** (shee KO koo), and **Kyushu** (kee OO shoo). For centuries Japan was isolated from the rest of the world by the Sea of Japan and the North Pacific Ocean.

Early History

Little is known of Japan's early history. Like other nations, the Japanese people did not keep records during the early development of their civilization. Like the ancient Romans and Greeks, the Japanese passed down their early history through legends and myths. For centuries these stories greatly shaped Japan's culture.

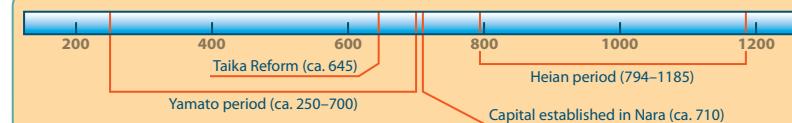
One myth tells of how the Japanese believe life began. A god and a goddess dipped a jeweled spear into the ocean. The drops that fell from the spear formed the islands of Japan, where the god and the goddess lived. Their children were the Japanese people. Even today some of the Japanese believe that they are descendants of gods.

Early Settlers

The earliest settlers in Japan likely migrated from northeastern Asia. Pieces of pottery have been found that might have been made by these early settlers. Most of this pottery has a cord or rope design. Some archaeologists have named these people the **Jomon** (JAW mawn), which means “cord pattern.” They were probably hunters, fishermen, and gatherers of plants for food.



Pottery made by the Jomon people for storing food
What was unique about Jomon pottery?



344



Answers

1. The Japanese did not keep records during the early development of their civilization.
2. the Chinese and the Korean

Bronze bell crafted in the late Yayoi period



Another group of immigrants also came to Japan. They mingled with the Jomon. Archaeologists named these immigrants the Yayoi (yah YOI). Some historians believe they are the ancestors of the Japanese people today.

Villages in Japan developed along freshwater sources. The Yayoi are credited for introducing farming to Japan. They used a form of irrigation to grow rice.

Among the artifacts of the Yayoi people are a pottery wheel and some metalwork. These objects show advanced craftsmanship.

Clans

By 200 BC the people of Japan were organized into clans. Each clan had its own warrior chieftain who protected his people from other clans. In return for protection, the people had to give part of their rice harvest to the chieftain. Each clan also had its own land and god.

Yamato Period

Around AD 250 the Yamato clan rose to power over rival clans and formed strong military states. The Yamato ruled

these states. They also developed organized cities, a government, social classes, and a written language.

The Yamato were influenced by the Chinese and the Koreans.

As the peoples traded, Japan borrowed Chinese and Korean concepts.

Part of the Yamato period was also known as the Kofun (ko FOON) period, named after giant tomb mounds called **kofuns**. The aristocracy during this period built these magnificent kofuns to show their wealth

and power. These tombs were circular, square, or keyhole-shaped. The keyhole-shaped kofun in the city of Nintoku was longer than five football fields. From the excavation of the kofuns, much can be learned about the ancient Japanese culture.



Aerial view of a kofun

345

Discussion

page 345

- 💡 What is the difference between a migrant and an immigrant? *A migrant moves from one region to another, whereas an immigrant moves to another region or country permanently.*
- Who were the Yayoi people? *They were immigrants that mingled with the Jomon.*
- Why were the Yayoi people significant? *Some historians believe they are the ancestors of the Japanese people today.*
- Where did most villages in Japan develop? *along freshwater sources*
- 💡 Why did villages settle near freshwater sources? *Possible answers: Fresh water is needed for drinking and food. Water sources are important for farming and transportation.*

- What are the Yayoi credited for introducing to Japan? *farming*
- For what purpose did the Japanese use irrigation? *to grow rice*
- What is significant about Yayoi artifacts? *They show advanced craftsmanship.*
- 💡 What is a clan? *a group of people who have a common ancestor*
- Describe how the early Japanese clans worked. *Each clan had its own warrior chieftain who protected his people from other clans. In return for protection the people had to give part of their rice harvest to the chieftain. Each clan also had its own land and god.*
- What clan rose to power over rival clans and formed strong military states around AD 250? *the Yamato*

Look at the History TimeLine in the Activity Manual. What civilization developed in the Americas about the same time the Yamato clan rose to power?

Mayan

What Persian period overlaps the Yamato clan?

Sassanid

➤ What were the Yamato's achievements? *They developed organized cities, a government, social classes, and a written language.*

➤ By what means did the Japanese borrow Chinese and Korean concepts? *through trade*

➤ What was part of the Yamato period also known as? *the Kofun period*

➤ What is a kofun? *a giant circular, square, or keyhole-shaped tomb*

➤ What was the purpose of the kofuns? *The aristocracy built them to show their wealth and power.*

💡 What is the shape of the kofun in the picture? *keyhole*

💡 What can be learned about the ancient Japanese culture from the excavation of the kofuns? *how people from that period lived*



Rice—Challenge the student to research and write a short report about how rice is grown and processed, the nutritional value of rice, and the different types of rice. Suggest that he include countries where most rice is grown and where in the United States it is grown.



Kofun—Challenge the student to research kofuns in Japan. Instruct him to build a three-dimensional aerial view of a kofun.

Discussion

page 346

- Where are the monuments in the pictures located?
in the Nara Prefecture, a small area in southern Japan

Explain that, in the Japanese system, the word *prefecture* refers to a district about the size of a county in the United States.

- Why did the Yamato claim that their emperor was a descendant of Jimmu Tenno? *By claiming this relationship they gained the loyalty of other clans.*
- Why was Jimmu Tenno worshiped? *According to legend he was the first emperor and a descendant of the sun goddess, Amaterasu.*
- What was the ruling family called? *the imperial family*
- What is unique about Japan's imperial family? *The Yamato clan has remained the only imperial family throughout Japanese history.*
- What Chinese achievement did the Japanese admire and want to copy for their own country? *a strong system of government*
- 💡 What are some of the achievements you admire in other people? *Answers will vary.*
- Why was the constitution developed by Prince Shotoku important? *It became the basis of the imperial government of Japan.*
- 💡 What document is the basis for the government in the United States today? *the Constitution of the United States*

Explain to the student that there is a significant difference between the constitution set up by Prince Shotoku and the Constitution of the United States.

- The constitution by Prince Shotoku was an attempt at introducing Buddhist and Confucian values into Japanese politics. It was not a constitution of law limiting the powers of government as the United States Constitution is.
- What did Shotoku encourage the Japanese to accept? *the Chinese religion and way of life*
- What was Shotoku schooled in that greatly influenced him when he became prince of Japan? *Buddhism and Confucianism*
- Why did Shotoku send representatives to China? *to learn from the Chinese civilization*
- What is Shotoku most noted for developing that established rules for Japan's officials? *the Seventeen Article Constitution*



Monuments on a mountain trail in the Nara Prefecture, a small area in southern Japan

The Imperial Rule

The Yamato chose one man to be their emperor. They claimed that their emperor was a descendant of **Jimmu Tenno**, the mythical ancestor of Japanese emperors. According to legend, he was the first emperor and a descendant of the sun goddess, Amaterasu. For this reason he was to be worshiped. By claiming a relationship to Jimmu, the Yamato gained the loyalty of other clans.

The imperial, or ruling, family of Japan came from the Yamato clan. It remained the only imperial family throughout Japan's history. All the emperors continued to claim that Jimmu Tenno was their ancestor.

The Japanese admired Chinese achievements. One of these achievements was a strong system of government. The Japanese wanted such progress in their own land. **Prince Shotoku** developed a constitution that became the basis of the imperial government of Japan. He also encouraged his people to accept the Chinese religion and way of life.

**BIOGRAPHY**

Who: Prince Shotoku

What: prince of Japan

When: AD 574–622

Where: Japan

At an early age Shotoku was schooled in Buddhism and Confucianism. Both influenced him greatly when he served as prince of Japan. Shotoku sent representatives to China to learn from the Chinese civilization. He is most noted for developing the Seventeen Article Constitution, which established rules for Japan's officials.

346



Imperial family—Challenge the student to research and write a short report about Japan's current imperial family and palace. Suggest that he include information about the current emperor, such as his personal history, his official duties, and his public activities.



Primary source: "Songs of Japan"—Direct the student to read Student Text page 425 (Resource Treasury 2). Guide a discussion with these suggested questions.

- How did the emperor entertain the imperial army? *with banquets*
- Who sang a Kume song at the banquet? *the common soldiers*
- What accompanies this song? *rhythms beaten out by hand*

- How did Michi and his soldiers trick the enemy? *Michi invited the enemy to a banquet. Meanwhile, his soldiers hid in a pit. Michi sang a song, which was the signal for the soldiers to attack the enemy.*

- Was the plan successful? *yes*

- 💡 When this song is sung today, why do the singers laugh out loud at the end of the song? *possible answers: The imperial army laughed in delight after Michi no Omi no Mikoto sang his song. Laughing signifies the success of the trick played on the enemy.*

The Region Today

Japan

Location—Japan is an archipelago of over 6,800 islands in the Pacific Ocean. It is to the east of China and Korea.

Climate—Northern and southern Japan vary in climate. Southern Japan is generally warmer. Average temperatures range from winter lows of 21°F (-6°C) in the north to summer highs of 79°F (26°C) in the south. Annual precipitation is an average of 50 inches (127 cm).

Topography—Japan is made up of four main islands and a large number of smaller islands that are the peaks of

submerged mountains. The Japanese Alps on the island of Honshu include Mount Fuji, Japan's highest mountain (12,388 ft [3776 m]). Many of Japan's mountains are volcanoes.

Natural Resources—Japan has few natural resources. The mountainous terrain leaves less than 15 percent of land that can be farmed. Small deposits of coal, zinc, copper, lead, and gold can be found. Several short, swift rivers are used to provide electricity and to irrigate rice paddies.



347

Discussion

page 347

Display the *Japan Then & Now* map.

Caption answer: *Sea of Japan*

► How many islands make up Japan's archipelago? *over 6,800*

► What is Japan's highest mountain?
Mount Fuji

► On which island are the Japanese Alps and Mount Fuji located? *Honshu*

► What are many of Japan's mountains?
volcanoes

💡 Is the Japanese climate similar to where you live? *Answers will vary.*

► What do the Japanese use the rivers for?
to provide electricity and to irrigate rice paddies

💡 How can a river provide electricity? *The energy from the river's water flow can be converted to electricity through a generator.*

Allow time for the student to assemble the first Japanese lantern on Activity Manual pages 189–90. (See Teacher Helps.)

Activity Manual

Study Skill—pages 189–96

Japanese lanterns help the student organize the information in this chapter.

Reinforcement—page 197



Japanese lanterns—The Chapter 13 Organizer in the Activity Manual consists of four Japanese lanterns. The lantern handle and assembly instructions can be found on the back of each lantern. The lanterns may be put together with white glue, staples, or cellophane tape. The lanterns may be folded flat for transportation between school and home.



Mount Fuji—Direct the student to research Mount Fuji and record what type of volcano it is and its distinctive features. Suggest that he include a timeline of people who have climbed Mount Fuji.



Current events—Challenge the student to find a news article about Japan and give a report on it.

◆ Lesson 140 ◆**Objectives**

- Contrast Shintoism with biblical truth
- Identify the religion from China that Prince Shotoku introduced to Japan
- Analyze the importance of the Taika Reform for Japan
- Identify the Father of Calligraphy
- Describe the differences between how Japanese and Americans write

Vocabulary

kami
Taika Reform
calligraphy

Materials

- ❑ Chapter 13 Organizer, p. 191
• white glue, tape, or staples

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction**► From what country did Japan copy ideas? *China***

Refer the student to the picture of the Chinese temple on page 153.

**► Buildings with this design are called pagodas.
Pagodas are religious buildings in China as well as Japan.**

As time permits, direct the student to find the pagoda on *The Silk Road* map on page 166.

► This lesson presents ideas that Japan borrowed from China as Japan developed its own religion and government.**Teach for Understanding****Discussion**

page 348

Guide the student in completing the appropriate sections of the *Chapter 13 Organizer*.

- What was the main religion of Japan? *Shintoism*
- What does the word *Shinto* mean? “*the way of the gods*”
- Why is nature important to the Shinto religion? *Shintoism teaches that everything in nature has a spirit that should be worshiped as a god.*
- What are the gods or nature spirits of Shintoism called? *kami*

- FOCUS
1. What religion did Prince Shotoku help spread in Japan?
 2. What changes did the Taika Reform bring to Japan?

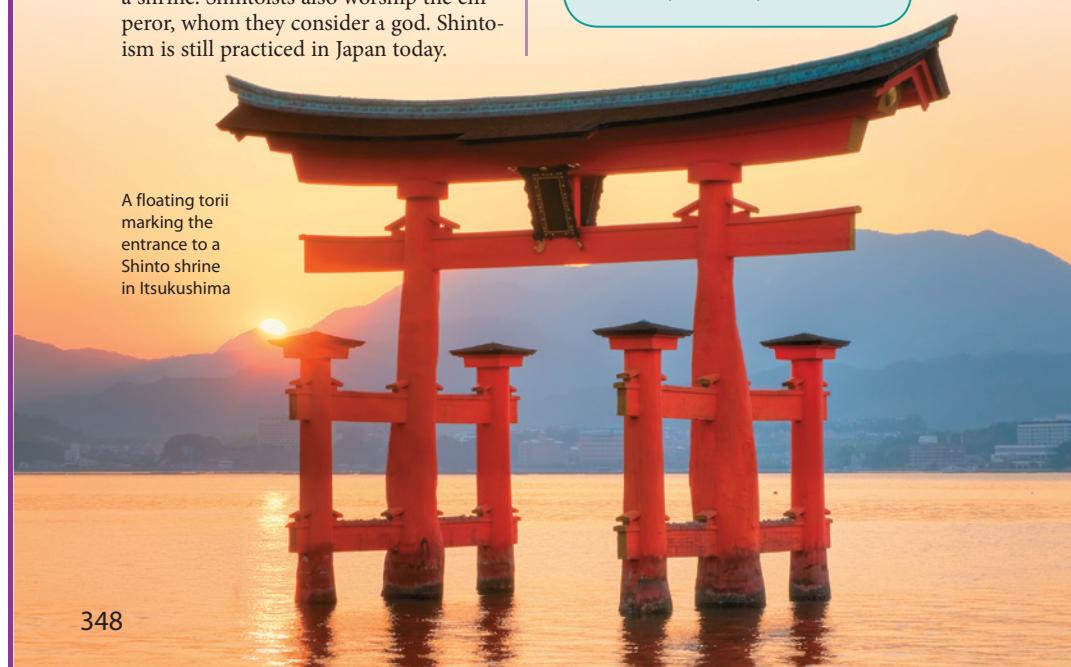
Religion

The main religion of Japan was **Shintoism**. *Shinto* means “the way of the gods.” This religion is a form of nature worship. It teaches that every object or creature in nature has a spirit that should be worshiped as a god. These gods, or nature spirits, are called **kami**. The most important **kami** is the sun goddess, Amaterasu. A **kami** can also reside in an object such as a mirror. The Shintoists worship these objects, called *shintai*, in a shrine. Shintoists also worship the emperor, whom they consider a god. Shintoism is still practiced in Japan today.

SHINTO BELIEFS

Shintoism teaches that the **kami** are spirits of animals, natural objects like mountains or streams, and even ideas like growth. Shintoists worship these spirits either at home or in shrines. The Bible teaches that there is only one God and that He alone should be worshiped. God’s Word also warns people against worshiping His creation instead of Him (Rom. 1:18–25).

Shintoism teaches that the main purpose of existence is to lead a moral life. The Bible teaches that a person should live a moral life by the power of the Holy Spirit (Rom. 8:1–17). The reason Christians should live moral lives is to bring glory to God and to serve Him (1 Cor. 6:20).



348

► Why is the goddess Amaterasu important to the Shintoists? *They believe she is the most important kami, the sun goddess.***► Why do Shintoists worship the emperor? *They consider him a god.***

❑ Discuss the contrasts between Shinto beliefs and biblical truth. Use the *Shinto Beliefs* box to guide the discussion, allowing the students to look up and read the Bible verses to examine biblical truth.

❑ A torii is the gate to a Shinto temple.

**Additional pronunciation**

torii (TOR ee EE)

Hear Japanese words—Check www.bjupress.com/resources for possible Web links to sites that provide audio of Japanese words.

Kami—This is a broad term that can indicate a spirit, spirituality, a god, a lord, or even an illustrious ancestor.

FOCUS Answers

1. Buddhism
2. A civil service examination, new laws, and a tax system were established. Governmental positions were given to men of ability. Governmental officials, instead of clan chieftains, gathered the taxes.

In addition to Shintoism, Buddhism is practiced in Japan. Prince Shotoku is credited for spreading this second religion. He sent students to China to learn about Buddhism and encouraged the Japanese to practice it. Several Buddhist temples were built throughout Japan. Many Japanese practice a mixture of both Shintoism and Buddhism.



Built by Prince Shotoku, this Buddhist temple is one of the oldest wooden structures in the world and one of Japan's national treasures.
What is the five-story tower called?

Buddhist missionaries from China were sent to Japan. They had a significant influence there. Many Buddhist missionaries were scholars and teachers. They taught the Japanese how to read and write Chinese, study Chinese literature, and create art in the Chinese style. The missionaries also brought new customs and new styles of clothing. Later, many Japanese traveled to China to study in the Buddhist schools.

Government

The Yamato emperor controlled the government. He chose people from the most powerful families to help him

govern the many clans. An official passed his position to his son. The government paid an official by giving him control over land and farmers.

About 645, a time of political and economic changes came to Japan. This was known as the "Great Change" or **Taika** (tie EE kuh) **Reform**. The leaders of Japan wanted to weaken the influence of the clan chieftains. They modeled their changes in the Japanese government after the strong centralized Chinese government. The Japanese established a civil service examination. Governmental positions were given to men of ability. New laws were established and a tax system was put into place. Clan chieftains no longer collected the taxes. Instead governmental officials gathered the taxes for the emperor.



Japanese artist's rendition of a woman weaving
How did Chinese art influence Japanese art?

349

Discussion page 349

- What other religion besides Shintoism is practiced in Japan? *Buddhism*
- Who was credited for bringing Buddhism to Japan? *Prince Shotoku*
- How did Prince Shotoku help spread Buddhism? *He sent students to China to learn about Buddhism. He encouraged the Japanese to practice it. He had several Buddhist temples built throughout Japan.*

Caption answer (top picture): *pagoda*
➤ What was different about how Shintoism and Buddhism were practiced in Japan? *Many Japanese practiced a blend of the two.*

- In what ways did the Buddhist missionaries influence the Japanese? *They taught the Japanese how to read and write Chinese, study Chinese literature, and create art in the Chinese style. They also brought new customs and new styles of clothing.*
- What was one reason some Japanese traveled to China? *to study in the Buddhist schools*
- Who controlled the government in Japan during the Yamato period? *the Yamato emperor*
- Why do you think the emperor chose people from the most powerful families to help him govern the many clans? *possible answer: The clans that the families were from respected the families and would listen to them.*

- How did a person achieve a position in government? *A position was passed down from father to son.*
- How were governmental officials paid? *They were given control over land and farmers.*
- What happened in 645? *A time of political and economic changes came to Japan called the "Great Change" or Taika Reform.*
- What was the main purpose of the Taika Reform? *The leaders of Japan wanted to weaken the influence of the clan chieftains.*
- What did the Japanese model their changes in the government after? *the strong centralized Chinese government*
- How was the Japanese government changed as a result of the reforms? *A civil service examination, new laws, and a tax system were established. Governmental positions were given to men of ability. Governmental officials, instead of clan chieftains, gathered the taxes.*
- 💡 What do you think were the positive and negative effects of Japan's new form of government? *possible answers: Positive—More people were given an opportunity to serve in the government. They were chosen for their ability rather than what family they came from. Negative—A strong central government generally has less concern for individual people and local problems.*
- 💡 Caption answer (bottom picture): *The Japanese used the Chinese art style.*
- 💡 Look at the History TimeLine in the Activity Manual. What happened in Mecca fifteen years before the Taika Reform occurred in Japan? *Muhammad's army took control of Mecca.*
- 💡 Who was ruling the Byzantine Empire in Europe when Muhammad took over Mecca? *Heraclius*



Shinto comparison—Challenge the student to make a comparison between what the Bible teaches in Genesis 1:26–30 and Shintoism.

Things People Did

Discussion

page 350

- What is calligraphy? *the art of fine handwriting*
- Who was credited for being the Father of Chinese Calligraphy? *Wang Xizhi*
- Who introduced calligraphy to the Japanese? *Buddhist missionaries from China*
- How did the Japanese change the Chinese calligraphy? *They adapted the Chinese characters to the Japanese language.*
- What is Japanese calligraphy called? *shodo*
- Which style of shodo is used in newspapers? *kaisho*
- What style is used by students to take notes? *gyosho*
- 💡 When do you think soshō calligraphy would be used? *possible answers: certificates, announcements, invitations*

Describe the differences between the way the student in the picture is holding his brush to the way you hold your pencil when writing. *possible answer: The student in the picture is holding the upper end of the brush without his hand touching the paper. You write by holding the lower end of a pencil or pen with your hand resting on the paper.*

Compared to writing regular print, do you think shodo would be easier or more difficult to write?
Answers will vary.

Allow time for the student to assemble the second Japanese lantern on Activity Manual pages 191–92.

Activity Manual

Study Skill—pages 189–96

Review—pages 198–99

This Study Guide reviews Lessons 139 and 140.

Assessment

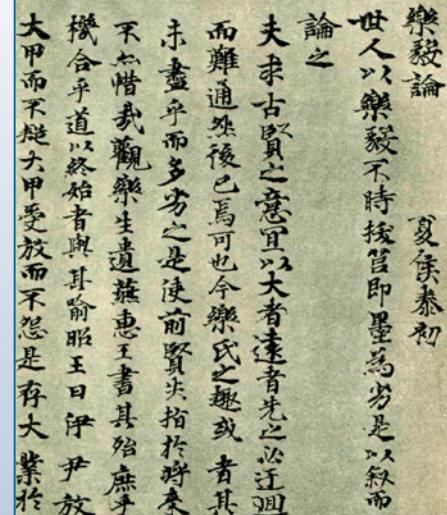
Quiz 13

The quiz may be given anytime after completing this lesson.

Writing in Calligraphy

Calligraphy is the art of fine handwriting. Chinese calligrapher **Wang Xizhi** (WAHNG shih-zhi) is credited for being the father of this art form. Calligraphy was introduced to the Japanese by Buddhist missionaries from China. The Japanese adapted the Chinese characters to the Japanese language.

Japanese calligraphy is called *shodo*. One style of shodo is called *kaisho*, which means “correct writing.” This is a formal block style used in most publications in Japan, such as newspapers and magazines. Another style is called *gyosho*, which means “traveling writing.” Students use this semicursive style to write notes. A third style, *soshō*, means “grass writing.” This is a flowing cursive style used in formal Japanese calligraphy.



Copy of Wang Xizhi's calligraphy by Empress Komyo in 744



The handle of the brush is held in the middle with three fingers. The hand does not touch the paper. The student sits straight with his back away from the chair.

350



Japanese writing—Display examples of the different Japanese writing styles. Find samples on the Internet, in books, or in other sources. Some Internet sites provide tools for translating English words into Japanese.

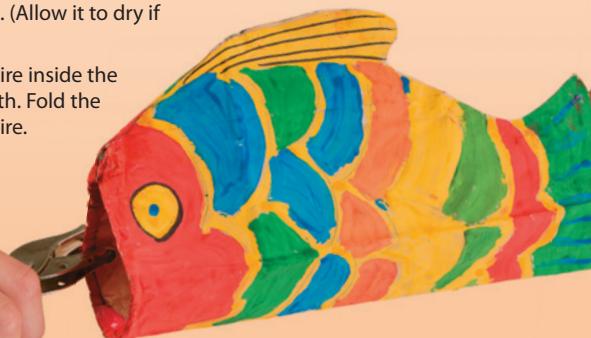
Possible key words: *Japanese writing, shodo, kaisho, gyosho, translating Japanese*

Discovering How

Making a Japanese Windsock

Every year on May 5, the Japanese celebrate a holiday called Children's Day. This day celebrates the health and happiness of all children. The people fly *koinobori*, windsocks shaped like carp. *Koi* means "carp" and *nobori* means "streamer" or "flag." The Japanese consider the carp a strong and determined fish. Carp can swim upstream against the swift flow of water. Families display a *koinobori* for each member of the family.

- Get a paper lunch bag, a pencil, crayons or paints, chenille wire, paper clips, yarn or ribbon, and a hole punch.
- Cut the bottom out of the bag. Flatten the bag and sketch a fish so the bottom of the fish is along the fold. Cut out the fish.
- Sketch eyes, scales, and other details onto the fish. Decorate it with crayons or paints. (Allow it to dry if paint is used.)
- Glue a chenille wire inside the edge of the mouth. Fold the paper over the wire.
- Put glue along the inside of the top edge of the fish and press the top edges together. Leave the tail and mouth edges open.
- Punch holes on either side of the mouth and thread a strand of yarn or a ribbon through each hole and knot. Tie the ends of the yarn together for hanging. Hang the fish and watch it swim in the breeze.



351

♦ Lesson 141 ♦

Objectives

- Create original art that expresses a theme for a Japanese event
- Demonstrate the ability to follow directions and work cooperatively

Vocabulary

There are no vocabulary words to introduce.

Materials

These materials are needed for each student.

- paper lunch bag
- 4 or 5 paper clips
- yarn or ribbon, at least 40" long
- chenille wire, at least 10" long

These materials are needed for each group of students.

- paints or crayons
- hole punch

Introduction

- On Children's Day in Japan, a *koinobori* is displayed for each member of the family. In this activity you will be making your own *koinobori*.

Teach for Understanding

Discussion

page 351

- Read the Discovering How page.
► Gather the materials you need to complete the activity.

Guide the student in following the steps.

Make a sample windsock to better prepare yourself for helping the student.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

Activity Manual

Map Skill—page 200

The page provides practice in map skills while following a series of directions.

Additional pronunciation

koinobori—KOY NO bo REE

TEACHER HELPS Alternative directions—A variety of instructions for making fish windsocks are on the Internet and in craft books. Possible key words: *koinobori*, *fish windsock instructions*, *carp windsock instructions*



Japanese holiday—Children are considered to be one of Japan's greatest assets. The Japanese promote the health and happiness of children by a celebration called Children's Day. Children are encouraged to express their gratitude to their parents during this holiday. Challenge the student to research the origin and history of Children's Day.

◆ Lesson 142 ◆**Objectives**

- Identify the family that rose to power during the Heian period
- Identify the official language of the Japanese court
- Describe the characteristics of Japanese literature and art
- Describe how the Japanese blended Shintoism and Buddhism
- Describe imperial court etiquette

Vocabulary

imperial court	haiku
etiquette	regent

Materials

- Chapter 13 Organizer, pp. 193, 195
- Japan Then & Now from Lesson 139
- white glue, tape, or staples

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Write the words *Ohayou gozaimasu* (oh-HYE-OH goh-ZYE-mahs) for display. Say the words aloud and explain that these words mean “good morning” in Japanese.

Write the word *sensei* (SEN SAY) for display. This is the Japanese word for “teacher.”

Guide the student in saying the phrase “Ohayou gozaimasu, sensei.” Direct him to say this phrase in reply when you say, “Ohayou gozaimasu.”

Teach for Understanding**Discussion**

page 352

Guide the student in completing the appropriate sections of the *Chapter 13 Organizer*.

- Display the *Japan Then & Now* map.
- Where was the first permanent capital of Japan established? *Nara*
- Where was the capital moved? *Heian-kyo*
- Locate the two cities on the map.
- What happened after the capital was moved to Heian-kyo? *The Heian period began.*
- What was significant about the Heian period? *It was a time of peace and security. Japan began to develop a culture independent of the Chinese.*

- FOCUS**
- What was the official language of the Japanese imperial court?
 - What role did the Fujiwara family assume during the Heian period?

Heian Period

The Japanese government established its first permanent capital at **Nara** in 710. Nara had broad streets, governmental offices, and large public squares. Later, the capital was moved to **Heian-kyo**. Today Heian-kyo is the city of Kyoto (kee OH toh).

After the capital was moved to Heian-kyo, a period called the Heian (HAY AHN) followed. It was named after the capital city and was a time of peace

and security. Japan began to develop a culture independent of the Chinese during this time.

Life at the Court

The nobles who followed the emperor to Heian-kyo lived near him to win his favor. This group of nobles, known as the **imperial court**, served or advised the emperor. Life at the imperial court demanded strict rules of behavior. Court **etiquette**, or manners, included proper actions and responses for all activities, whether accepting a piece of food or meeting the emperor. Above all, a person at the court was supposed to have composure and not show his emotions at any time. If someone did not follow these rules, he was not welcome at court.

The nobles of the court loved beauty and elegance. Many nobles supported



An artist's rendition of court culture during the Heian period.
What design elements are seen in each lady's clothing?

352

- Why did the nobles follow the emperor to Heian-kyo? *to live near him and to win his favor*
- What was the purpose of the imperial court? *to serve or advise the emperor*
- What is etiquette? *manners, or proper actions and responses expected in society*
- Describe life at the imperial court. *There were strict rules of behavior for all activities, such as accepting a piece of food or meeting the emperor. A person at the court was supposed to have composure and not show his emotions at any time.*
- What happened if someone did not follow the imperial court rules of behavior? *He was not welcome at court.*
- Caption answer: *possible answers: big sashes, elevated shoes, wide sleeves on dresses*

FOCUS Answers

- Chinese
- the role of regent

the arts. The court became the center of culture and learning. The Heian period was the golden age of the arts in Japan.

The love of beauty by the nobles began with their own appearance. The nobles loved elaborate outfits. For example, the women wore long gowns of twelve layers of colored silk. As the wind blew, the various colors showed in shifting patterns. Both men and women wore makeup. They blackened their teeth because white teeth were considered ugly.

Nobles often carried decorative fans. The fans were painted with flowers, trees, and birds. Some fans had flowers and long silk cords attached to them.

Language

During the Heian period the Japanese nobles took care in how they spoke and wrote. Chinese was the official language used by the men of the imperial court. Japanese scholars spent many years learning Chinese.

Although the Japanese had a common spoken language, they had no written language of their own. The Japanese language differed greatly from Chinese.

In the Heian period the Japanese began to include phonetic alphabets in their own writing system. Japanese is still a difficult language to master today.

Literature

Writing was very popular among the nobles, especially the women. Since the women were not trained in Chinese writing as the men were,

women wrote in the common Japanese language. They spent their leisure time writing about their experiences in the imperial court. Most of the literature that has survived the Heian period are writings by women.

One of the greatest writers in early Japan was **Lady Murasaki Shikibu** (MOO-rah-SAH-kee SHEE-kee-BOO). As a lady at the court, she wrote what has been called the world's first true novel. Her six-volume *The Tale of Genji* tells the story of Prince Genji, his life at court, and his countless loves. A modern edition of the novel fills over four thousand pages.

Poetry was an important part of Japanese culture. To be accepted in Heian society, a person had to write poetry. One type of Japanese poem that is still popular today is the haiku. **Haiku** (HY koo) is a verse form with seventeen syllables and a *kigo*. A *kigo* is a word that hints in what season the poem takes place. The words in a haiku are chosen according to meaning and syllables. The poet tries to develop a mood and a picture with his words.



Statue of Lady Murasaki Shikibu, author of *The Tale of Genji*

353

Discussion

page 353

- When was the golden age of the arts in Japan? *during the Heian period*
- Why did the Japanese blacken their teeth? *White teeth were considered ugly.*
- What did the Japanese not have? *a written language*
- What became popular among the nobles? *writing*
- Why did the women write in the common Japanese language? *The women were not trained in Chinese writing as the men were.*
- Who was one of the greatest writers in early Japan? *Lady Murasaki Shikibu*

- What is Lady Murasaki Shikibu known for doing? *She wrote *The Tale of Genji*, which is considered the world's first true novel.*
- What did a person have to write to be accepted in Heian society? *poetry*
- What is a haiku? *a type of Japanese poem that consists of a verse form with seventeen syllables and a kigo*
- What is a kigo? *a word that hints in what season the poem (haiku) takes place*
- Why was a statue of Lady Murasaki Shikibu made? *possible answers: She was the author of the world's first novel. The Japanese wanted to commemorate her and her accomplishments.*



Dress styles—To help the student understand how styles change, ask him to bring to school pictures of his parents and grandparents from earlier times in their lives. Direct him to compare the styles seen in the pictures to the styles of current times.

Kimono—The traditional clothing of Japan is the kimono. Challenge the student to research the history and the significance of kimonos using the Internet or the library. Encourage him to draw and label an example of a kimono. Direct him to write a descriptive paragraph about the kimono's design and cultural significance.

Discussion

page 354

- What are two characteristics of Japanese art? *brilliant colors and the use of everyday objects*
- What was the special art form that involved flower arranging called? *ikebana*
- What flower was chosen to be the theme for one of Japan's festivals? *chrysanthemum*
- How did the emperor use the chrysanthemum? *He adopted it for his official seal and crest.*
- What is hanging near the imperial crest? *the Japanese flag*
- Japan is known as "the land of the rising sun." The circle on the flag symbolizes the sun.
- 💡 Why do you think the sun became the symbol of Japan? *possible answer: The sun goddess was Japan's main god.*
- How did the nobles add beauty to buildings? *by surrounding the buildings with elegant gardens and ponds*
- What two religions did the Japanese blend? *Shintoism and Buddhism*
- Why did the Japanese worship at Shinto shrines? *to obtain help for their daily lives*
- Why did the Japanese worship in Buddhist temples? *to prepare for the life to come*

**Additional pronunciation**

ikebana (EE keh BAH nah)



Landscape design—To help the student see the beauty that the Japanese added to their buildings, gather pictures of public buildings with gardens and water elements that give curb appeal, and pictures of buildings without curb appeal. Give the student an opportunity to compare and contrast the pictures. Discuss the differences in the beauty seen in the pictures.

Comparing Japanese and Chinese art—Challenge the student to create a display comparing Japanese and Chinese art. Instruct him to find representations of paintings from Japan and from China. He may place nonadhesive tabs to mark paintings in books.

Arts and Architecture

Even today, one can see how Japanese art and architecture reflect Chinese art. However, the Japanese also developed their own artistic patterns. One characteristic of Japanese art was its use of brilliant colors. Bright colors made paintings full of life and activity. In architecture, colors were used to decorate houses and temples. A second characteristic of Japanese art was its use of everyday objects. Artists made and painted objects such as fans, combs, boxes, baskets, and carved furniture. These objects were beautiful as well as useful.

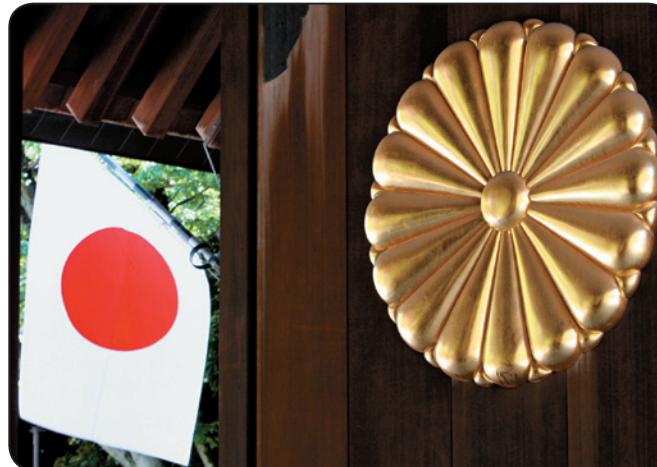
The Japanese also liked to arrange flowers. *Ikebana* was a special art form that involved flower arranging. Colors and types of flowers were chosen carefully to match the occasion and the season. For example, chrysanthemums were used in the month of May. Every year a Chrysanthemum Festival was held. At

that time the emperor inspected the palace flower gardens. One emperor adopted the chrysanthemum for his official seal and crest. This seal and crest are still used today.

The nobles of Heian-kyo worked to make their city beautiful. They admired Chinese architecture and modeled Heian-kyo after the Chinese city, Chang'an. They copied Chinese building styles, especially those of temples. For other buildings, the nobles liked simple, airy designs. To add beauty to these buildings, the nobles surrounded them with elegant gardens and ponds.

Religion

During the Heian period, religion was a part of everyday life. The Japanese blended Shintoism with Buddhism. They worshiped at Shinto shrines to obtain help for their daily lives. They worshiped in Buddhist temples to prepare for the



The Japanese flag and imperial crest

life to come. Religion shaped Japanese culture and affected art, architecture, and education.

Government

During the Heian period, Japan's central government was strong. However, it would soon be challenged. Instead of the emperor being in authority, the key posts in government came to rest in the hands of powerful families. One family, the **Fujiwara**, had their daughters marry the sons of the imperial family. Whenever an imperial heir was born to one of these daughters, the reigning emperor was forced to give up his throne. A Fujiwara court official then ruled as regent for the

infant emperor. A **regent** is a person who rules in place of a rightful ruler who is unable to fulfill his duties because of age, illness, or other reasons.

As regents, the Fujiwara family controlled the Japanese government during much of the Heian period, which was from 794 to 1185. They became wealthy and powerful. However, they also brought corruption to the government. By 1156 the country was in a civil war. After almost thirty years of fighting, the power struggle ended with the rule of Japan shifting to military officials. Although the line of the imperial family continued, the emperor did not have any power. Thus began the feudal age of Japan.



Reconstruction of the Heian Palace

355

Discussion

page 355

► How significant was religion in the development of the Japanese culture? *It shaped Japanese culture and affected art, architecture, and education.*

💡 How is religion treated differently in the United States from in Japan? *In the United States no one religion is given preferential treatment. Everyone is free to practice his own religion. The government is not allowed to establish an official religion.*

► How did the power of the Japanese government shift from the emperor to the Fujiwara family? *The Fujiwara arranged for their daughters to marry the sons of the imperial family. When an imperial heir was born to one of these daughters, the reigning emperor was forced to give up his throne.*

► What is a regent? *a person who rules in place of a rightful ruler who is unable to fulfill his duties because of age, illness, or other reasons*

► What were some possible factors that caused the Japanese civil war in 1156? *possible answers: The Fujiwara family had become wealthy and powerful. They had brought corruption to the government. There was a power struggle.*

► How did the government change as a result of the civil war? *The rule of Japan shifted to military officials, beginning the feudal age of Japan.*

Allow time for the student to assemble the third Japanese lantern on Activity Manual pages 193–94.

Activity Manual

Study Skill—pages 189–96

Reinforcement—page 201



Celebration of the Japanese culture—

Instruct the student to prepare for a Japanese celebration. Hang Japanese decorations, display a Japanese flag, play Japanese music, make Japanese food and eat with chopsticks, and wear clothes native to the Japanese culture. Instruct some students to read Japanese haiku or give a presentation on the history of Japan. Consider inviting parents and grandparents. You may want to use the lanterns and windsocks the students made in this chapter for decorations. The students could read some of their own haiku.

♦ Lesson 143 ♦**Objectives**

- Demonstrate an understanding of the form of a haiku
- Create a haiku
- Illustrate a haiku

Vocabulary

There are no vocabulary words to introduce.

Materials

- drawing paper for each student

Introduction

Read aloud the two examples of haiku on the page.

- **What kind of poetry did I read to you?** *haiku*
- **How many syllables does a haiku have?** *seventeen*

Direct attention to the two haiku on the page.

- **Do the lines of the haiku rhyme?** *no*

Guide the student as he reads each of the haiku and counts the syllables in each line.

- **How many syllables are in each line?** *5, 7, and 5*

Teach for Understanding**Discussion**

page 356

- **Read and follow the steps.**

Guide the student in choosing a topic in nature for his haiku and illustration.

Remind the student to carefully choose words to have the correct number of syllables in each line and to choose a one-word title.

You may choose for the student to type and print his haiku to add to his illustration.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

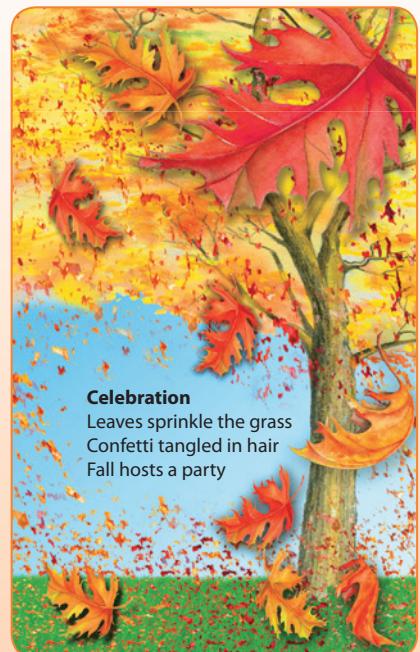


Nature pictures—You may choose to provide books, magazines, or other resources with nature photos for the student to use for reference.

Discovering How**Writing a Haiku**

The poet Matsuo Basho is credited for making haiku a popular form of poetry. Since haiku is usually focused on nature, Basho traveled the Japanese countryside to gain inspiration for his writings.

1. You will need paper and a pencil.
2. Go outside and look at your surroundings. What do you see? Select an object or a scene to describe in your haiku.
3. Write your haiku with 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the last line. The lines do not need to rhyme. Remember to include a word or an idea that lets the reader know what season the haiku is taking place in.
4. Illustrate your haiku.



Celebration
Leaves sprinkle the grass
Confetti tangled in hair
Fall hosts a party



Playground
Sloping string of grass
Droplets quiver at the top
To ride the green slide

356

Teach for Understanding**Discussion**

page 357

Guide the student in completing the fourth lantern of the *Chapter 13 Organizer*.

- What was the name of the system of social classes that developed during the late Heian period? *feudalism*
- Describe how feudalism in Japan worked. *The ruler divided the land among the nobles, who then subdivided it among the peasants, all in exchange for loyalty and allegiance.*
- What were the four groups that made up Japan's feudal society? *emperor and shogun, daimyo, samurai, and peasants*
- 💡 Why do you think the emperor was willing to give supreme political power to the shogun? *The emperor was interested in being the religious leader and rewarded the loyalty and allegiance of the shogun by giving him the political power.*
- Who was appointed as the first shogun? *Yoritomo*
- 💡 Explain how it was possible for the emperor to be at the top of the feudal system but not have any political power. *Possible answers: Emperors claimed divine ancestry, so they still had a high social status. After the civil war in Japan, governmental power shifted to military officials. Later, as the religious leader, the emperor chose a shogun to be the supreme political power.*
- To what extent did the daimyo have power? *They had military and economic power to rule over their lands and had armies to protect and work those lands.*
- 💡 How would your name be said if you were from Japan? *(Last names should precede first names.)*



How would your name be said if you were from Japan? (Last names should precede first names.)



Daimyo and samurai—The words *daimyo* and *samurai* may be used as either singular or plural.

**Answers**

1. emperor and shogun, daimyo, samurai, and peasants
2. kamikaze



The first shogun was Minamoto Yoritomo. (In Japan a person's family name comes first, followed by his first name.)

shogun, was chosen by the emperor and given supreme political power.

In 1192 **Yoritomo** (yoh ree toh moh), the leader of the Minamoto clan, was appointed as the first shogun for winning the war amongst the clans. He became the supreme military leader of Japan and set up his government from the city of Kamakura. This military government was known as a *shogunate*. Shoguns continued to rule for the next seven hundred years while the imperial emperor had no power but was still the official ruler.

Next in the feudal system were the **daimyo** (DY mee oh), who were the chief nobles or powerful warlords. The daimyo had military and economic power to rule over their lands. They also had armies to protect their lands and the workers on

357

Lesson 144**Objectives**

- Analyze the feudal system of government adopted by the Japanese
- Distinguish the four levels of social classes in Japan's feudal system
- Identify the cause for the Mongol defeat

Vocabulary

feudalism	samurai
shogun	kamikaze
daimyo	

Materials

③ Chapter 13 Organizer from Lesson 142

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What do you think of when someone mentions medieval times? *Possible answers: European castles, kings, knights, shields, swords, and horses*
- Japan had many people and things similar to those of medieval times. In today's lesson you will learn about a Japanese system that was similar to one in Europe.

Discussion

page 358

- Who made up the daimyo's armies? *samurai*
- What skills did the samurai warrior master? *horsemanship, fencing, archery, and jujitsu*
- What is jujitsu? *a form of self-defense that uses no weapons*
- Why did the samurai protect the daimyo? *The samurai worked under the daimyo. It was the samurai's duty, a characteristic that was part of the samurai's code of conduct. A samurai was given special privileges.*
- What privileges did the samurai have that the peasants did not have? *a surname, a family crest, and the right to carry two swords*
- 💡 What do people in the United States military receive for an outstanding performance? *possible answers: a medal, a ribbon, a commendation*
- 💡 What kind of reward do you like to receive for accomplishing good work? *Answers will vary.*
- Why was the samurai's code of conduct important? *It required the qualities that make good soldiers.*
- What was another name for the samurai's code of conduct? *"way of the warrior"*
- Why were farmers highly valued? *They produced the food.*
- Whom did the farmers pay their taxes to? *the government or the daimyo*
- What natural resources did the artisans use to make their products? *metal and wood*
- Why were the merchants in the lowest class? *because they relied on others for their livelihood*
- What were the main ways that the early Japanese made a living? *fishing and hunting*
- 📷 Caption answer: *possible answer: Since it was a cavalry weapon, the long handle was probably used to reach an enemy on a horse.*

them. The most powerful daimyo often became shoguns.

The daimyo's armies were made up of **samurai** (SAM uh rY), the next feudal class. The samurai warrior mastered the skills of horsemanship, fencing, archery, and *jujitsu* (a form of self-defense that uses no weapons). The samurai worked under the daimyo. It was a samurai's duty to protect the daimyo. A samurai had additional privileges that included being able to have a surname, a family crest, and the right to carry two swords. The samurai lived by a strict code of conduct called the "way of the warrior," which demanded loyalty, honor, duty, justice, courage, sincerity, and politeness.

The last class of the Japanese feudal system was the peasants. The peasants were divided into several subclasses. The highest-ranking peasants were the farmers. If a farmer owned his own land, he had a higher position than a farmer who did not own land. Farmers were highly valued because they produced the food. They paid their taxes by giving a percentage of their crops to the government or to the daimyo.

The artisans were in the next peasant subclass. They made products from metal and wood for the other classes. These products included tools for the

His armor was made from layers of metal or leather. It was brightly painted and laced together with silk or leather.



A samurai's helmet was often carefully decorated.

A samurai usually carried two swords. The shorter one was called the *wakizashi*, and the longer one was the *katana*.

A samurai carried a *naginata*, a blade mounted on a long handle. It was used against cavalry. *Why do you think the long handle was necessary?*

358



Feudal social classes—Farmers were supposed to be highly regarded in the Japanese feudal system. In reality, however, they were not treated well economically. Farmers were not allowed to eat any of the rice they grew. They had to hand it all over to the government and then wait to get some back as charity.

Merchants were on the bottom rung of feudal Japanese society. Regardless, many merchants were able to build large fortunes. As their economic power grew, the restrictions against them weakened. Eventually the feudal system fell apart.



Clothing—Challenge the student to research the clothing of the Japanese noblemen, shoguns, and samurai to learn about the differences of how each group dressed. Encourage the student to present his findings.



The Granger Collection, New York

A late-1500s painting of farmers paying taxes in rice to their local daimyo

jobs and trades developed as the needs in society increased.

The Mongols

In the late 1200s a people from China called the Mongols tried to attack

Japan twice. The shoguns were strong enough to turn back both invasions. In the second invasion the Japanese samurai fought the Mongols for fifty-three days. Suddenly, the sky darkened and a typhoon swept across the Sea of Japan. Much of the Mongol fleet was destroyed, and many Mongols drowned. Others were slain by the samurai. As a result, the Mongol invasion failed. The Japanese



A Mongol Buddhist monk trying to calm a typhoon

359

Discussion

page 359

- Who attacked Japan in the late 1200s? *people from China called the Mongols*
- What helped the Japanese defeat the Mongols in the second invasion? *a typhoon*
- 📍 Look at the top picture. What are the farmers paying taxes with? *rice*
- 📍 Locate the daimyo. *possible answer: the person in the dark clothing in the upper left of the painting*
- 📍 Discuss what it looks like the other people are doing and relate it to culture.
- 📍 Look at the bottom picture. Was the Mongol Buddhist monk successful in trying to calm the typhoon? *no*



Typhoon—A typhoon is a tropical cyclone that forms a large low-pressure system. Typhoons originate over the Northwest Pacific Ocean. Over the Atlantic Ocean, typhoons are called hurricanes.

Challenge the student to research typhoons in Japan to find out when the typhoon season begins and ends, what the peak season is for typhoons, what parts of Japan are usually hit the hardest, how typhoons are named, and how many typhoons hit Japan yearly. Allow time for the student to present his findings.

Discussion

page 360

- What name was given to the typhoon that stopped the Mongol attack? *kamikaze*
- What is the meaning of *kamikaze*? “*divine wind*”
- 💡 How is the word *kamikaze* used today? *Answers will vary but should include that it describes Japanese pilots during World War II who deliberately tried to crash their planes into enemy ships.*
- What was the result of the Japanese victory over the Mongols? *Japan's treasury was drained. The samurai resented the government when they were not paid. The shoguns began to lose their power. Power struggles continued, and the country isolated itself from the rest of the world.*
- Why did the Allied sailors fear the kamikazes during World War II? *because kamikazes deliberately crashed their planes into ships*
- What was the result of kamikaze missions during World War II? *They sank or crippled three hundred U.S. warships in the final ten months of the war and inflicted fifteen thousand casualties.*

Caption answer: *his life*

The highest gift has been offered to everyone. Christ died that we might have salvation. [Bible Promises: E. Christ as Sacrifice]

Allow time for the student to assemble the fourth Japanese lantern on Activity Manual pages 195–96.

Activity Manual

Study Skill—pages 189–96

Expansion & Bible Connection—pages 202–3

These pages compare and contrast the samurai with the Christian soldier.

Review—pages 204–5

This *Study Guide* reviews Lessons 141–42 and 144.

named the strong storm **kamikaze** (KAH mih KAH zee), meaning “divine wind.” The Japanese believed that spirits had sent the kamikaze.

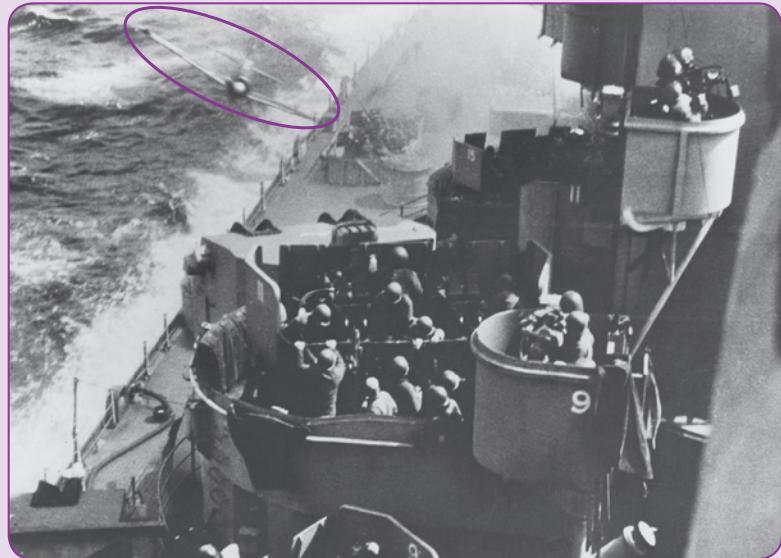
The Japanese victory over the Mongols drained Japan’s treasury. The loyal

samurai resented the government when they were not paid. The shoguns began to lose their power. Over the next five hundred years, power struggles continued and the country once again isolated itself from the rest of the world.

KAMIKAZE

Kamikaze pilot in World War II

What was the highest gift a person could give the emperor?



During World War II, Allied sailors came to fear a new type of Japanese attack. This attack was done by kamikazes, Japanese pilots who deliberately tried to crash their planes into an enemy ship. Such attacks were the product of the Japanese belief that the highest gift one could give the emperor was one’s life. Japan had already lost its first-rate pilots and its best planes. In kamikaze warfare, the Japanese could load out-of-

date or poorly built planes with explosives and let inexperienced pilots fly them. The planes had only to dive into a ship. The results were devastating. Although many of the kamikaze missions were stopped, too many got through. The emperor’s kamikazes sank or crippled three hundred U.S. warships in the final ten months of the war and inflicted fifteen thousand casualties.

360

**Commander Mitsuo Fuchida**—A

commander and later a senior operations officer, Mitsuo Fuchida fought the United States during World War II. He was the lead pilot in the raid on Pearl Harbor. Encourage the student to research how Mitsuo Fuchida later accepted Christ as his Savior.

Pearl Harbor—Challenge the student to write a newspaper article on the USS Arizona Memorial.

Chapter 13 Summary

Name _____

Define these terms

archipelago	kami
calligraphy	kamikaze
daimyo	kofun
etiquette	regent
feudalism	samurai
haiku	shogun
imperial court	

Locate these places

Heian-kyo
Hokkaido
Honshu
Kyushu
Nara
Pacific Ocean
Shikoku

Tell about these people

Jimmu Tenno
Lady Murasaki Shikibu
Prince Shotoku
Wang Xizhi
Yoritomo

Explain what happened

ca. 645—Taika Reform

Be able to . . .

- Identify how the Japanese people were organized
- Identify who the Japanese believed their emperor was a descendant of
- Identify the clan that was the imperial family of Japan
- Identify who developed the constitution and the country he patterned the government after
- Contrast Shintoism with the biblical truth
- Identify the religion that Prince Shotoku introduced to Japan and its origin
- Identify who influenced the Japanese in the arts and written language
- Identify the family that rose to power during the Heian period
- Describe the rules of behavior for life at court
- Identify the official language of the Japanese court
- Identify the Heian period as the golden age of Japan
- Describe Japanese literature during the golden age
- Describe two characteristics of Japanese art
- Explain how the Japanese blended two religions
- Identify who controlled the government before and after the civil war
- Describe the social classes under feudalism
- Describe the life of a samurai
- Identify the cause of the Mongol defeats
- Explain the difference in meaning of *kamikaze* in ancient times and during World War II

206 | Chapter 13; Lesson 145; pp. 344–60
Chapter Review



A torii, which is a traditional gate found at the entrance of or within a Shinto shrine

© 2012 SUI Press. Reproduction prohibited.

◆ Lesson 145 ◆

Objective

- Recall concepts and terms from Chapter 13

Introduction

Materials for the Chapter 13 Test will be taken from Activity Manual pages 198–99 and 204–5. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual pages 189–96 may help with review and study. You may choose to review Chapter 13 by playing “Feudal Feud” or a game from the Game Bank (G 1–2).

Activity Manual

Chapter Review—page 206

This page lists the terms and concepts to be reviewed.

Activity

Feudal Feud

Display the *Feudal Feud* game maps (G 5). Divide the class into the shoguns and the samurai. As a student answers a review question correctly, he colors a section of his team’s map to show that he has conquered it. The team that conquers more land wins.

◆ Lesson 146 ◆

Objective

- Demonstrate knowledge of concepts from Chapter 13 by taking the test

Assessment

Tests—Chapter 13