**Chapter 13: Japan and the Shogun - Student Notepackage**

*Name:*

*Date:*

Vocabulary **shogun daimyo hereditary seppuku outcasts Confucianism filial piety ethical codes ronin**

***BIG IDEA: How do forms of government and decision-making reflect a society’s worldview?***

Define “shogun” below: Military ruler of edo japan.

Read the story on page 283. How are the actions of the people in this story affected by ideas of honour? What other values are demonstrated in this story? Asano had to defend his honour so he cut Kira but the 47 Ronin also had to protect his honour and took it one step further. But in both positions they killed themselves to protect their own honour. Other values in this story are dedication since they killed a man who insulted their leader.

# Power and Control

The story of the 47 ronin is one of the most beloved Japanese stories. It has been said that “to understand the story of the 47 ronin is to understand Japan.”

What do you think this mean?

I think that this means they believe that they are an honourable people and have great dedication to each other.

Are there any stories about Canada that would help people to understand Canada?

Canada does not have many official stories about themselves but the biographies of early explorers would be a good example because it shows the dedication and the hard work that we show.

The story of the 47 ronin took place during the Edo or Tokugawa period of Japanese history, which lasted from 1600 to 1868. Edo, the present-day city of Tokyo, was the capital during this time and the Tokugawa shogun were the rulers. In the hundred years up to the Edo period, Japan was locked in almost constant warfare. Powerful landowners, or nobles, known as daimyo competed with one another for territory and power.

PREDICT: What would it have taken to finally end the chaos and bring order to the country?

Unity of the people under one single rule so that they are working beside each other rather than against each other

# Unifying the Land

Tokugawa Leyasu became the most powerful man in Japan after he defeated rival daimyo and general in a great battle. Three years later in 1603, the emperor made him the shogun. Although the emperor technically ruled the land, the shogun really held all the power. He was determined to create a strong shogunate that no one would dare to challenge him or his descendants. His plan was to create a long lasting and stable government. His first step was to control the daimyo, some of whom had fought against him before he became a shogun.

What other effective measures brought stability to Japan? List and describe them below:

1. Alternate attendance meaning that the daimyo were forced to live in a different home every two years. This meant they spent money on this instead of waging war on the shogun.
2. Shared power was another one, after winning he established the Bakuhan system of government meaning that the shogun was the Japanese version of our federal government and the daimyos were the provincial or municipal governments.
3. Strict laws. The shogunate made laws such as the dress code and marriage making it difficult for the daimyos to gain wealth. These also stated that projects such as roads were to be paid by the daimyo if they were in their territory.

Fig. 13-5: Look at the table pg. 286. Discuss with a partner which means of controlling the daimyo would be most effective in ensuring loyalty? Which would ensure obedience? Write your answers below:

I think that the strict laws would be effective because the daimyo would not have enough money to raise a powerful army while the shogun would have the most powerful army basically crushing revolution.

# The Feudal Society

The story of the 47 ronin illustrates three of the levels of Japanese society: the emporer, the nobility, and the samurai. Japan had a feudal system which was based on land; local lords controlled domains and they supported themselves by collecting taxes from peasant farmers.

Membership in each class was hereditary, that is, determined by birth. Although people could not officially move up in the hierarchy, people in lower levels did manage to improve their situation through hard work, talent or gaining wealth.

There were 216 rules regulating dress for everyone from the emperor to the lowest member of society. There were rules regarding houses and possessions. There were even rules that dictated to whom each person to bow and how low. Punishments were harsh for anyone who disobeyed.

Voices: Social Mobility in Canada Today pg. 287

-We are going to get into two groups and debate for our groups side.

-After the debate, answer the “Think it through question” questions.

Questions:

1. It is possible to change your social class through money and hard work.
2. You can move through social mobility through marriage.
3. It would be a difficult life as you would not be able to have a relationship with anyone underneath you.

Read the section on pg. 289 titled “The Samurai”. Write down 5 important and interesting facts about the samurai.

- Only samurai were allowed to have swords, they had a large sword that was very sharp and a smaller blade to finish a defeated enemy.

- Samurai were posted as peacetime officers and law officials.

- Very respected

- Lowest respected samurai were Ronin, samurai without masters

-Samurai forced to have thrifty and simple lives.

Fill in the chart after watching the short presentation/representations in class:

|  |  |
| --- | --- |
| Peasants | One of the lowest class, mostly farmers. Their lives were controlled by laws that forced them to do specific tasks. Even needed specific permission to travel outside district. Similar to first nations in 1960’s Canada. |
| Artisans | Lower in class than pheasants, because they were not primary producers. Forced to do tasks which the father before did, and was forced to be in his class. |
| Merchants | Lower than even Artisans, because they were not primary producers or even secondary producers. Government could confiscate their shop if they were in trouble. |

## Women in Japan

* The class that women in Japan were born into, determined their responsibilities as it did for the men.
* Women did not have legal existence in the Edo period; they could not own property.

# Outside Edo Society

Define the word “outcasts” below:

Japanese people who were shunned or ignored because of the work they did.

In Japan, usually outcasts had occupations that in some way involved death. Leather tanners, butchers, and those who disposed of animal carcasses were all outcasts. People with leprosy and some entertainers were also considered outcasts. Under the Tokugawa shogun, outcasts had to live apart from the rest of society, and they were not allowed to change their jobs, enter a peasant’s home, or be in a city after 8 pm.

The Ainu, Japan’s indigenous people, also were outcasts from the feudal hierarchy. Although they had lived for many thousands of years on the islands of Japan, they were excluded from Japanese society. It wasn’t until 1997 the Ainu people were officially recognized by Japanese government as an indigenous people. This meant that their distinct culture would be protected and supported.

# Honour and Duty

Consider the following questions for discussion...

- “Think it through” pg. 295 Top and Bottom

The Tokugawa shogun did not create the Japanese social structure but they used its values and social controls to support their rule. “Social controls” are the rules and customs in a society that regulate people’s behaviour. The purpose of social controls is to maintain order in a society.

The teachings of Confucianism played an important role in the Japanese acceptance of class distinctions.

Who was Confucius?

Confucianism taught that everyone had a proper place in society. If everyone accepted their duties and obligations, there would be peace and order. If not, there would be chaos and suffering.

Many of Confucius’s sayings encouraged people to be modest and work and study hard. He stressed the need for rituals of proper behaviour and compassion. One of his famous sayings was

“What you do not wish for yourself, do not do to others. “

Define “filial piety” below:

Faithfulness or devotion to parents.

# Voices: Social Uniformity

Essay Question

“Should St. Mary’s School implement a school uniform? Why or why not?” Complete your answer in essay format.

# First Contact with the West

The Portuguese arrived in 1543, and because they approached Japan from a southerly direction, they became known as the “southern barbarians.” They were soon followed by Spanish, Dutch, and British traders and by Christian missionaries.

The Portuguese and Japanese had favourable impressions of each other, but they did have many cultural and religious differences.

Francis Xavier, a Jesuit, arrived in Japan in 1549 to start missions to convert the upper classes, the daimyo and the samurai, to Christianity. Many Portuguese and Spanish Jesuits came after Xavier. The Portuguese also sent Franciscan priests, who worked with the poor and lower classes. Both the Japanese and Portuguese religions have ethical codes.

Define “ethical codes” below:

These are codes ruling how people should behave, for example, we both

The story of the 47 Ronin showed that the Japanese were expected to be totally to their daimyo, emperor and shogun. The Christian missionaries, on the other hand, taught that a person’s spiritual loyalty should be to God in heaven. The rulers that European Christians obeyed represented and served that higher heavenly authority. It became clear to the shogunate that what Christianity stood for was very different from the beliefs that were considered an essential part of the Japanese identity.

Explore the Big Ideas

Questions 1: Complete below

294 to 302