Chapter 14: Edo Japan – A Closed Society

BIG IDEA: In what ways might a country’s choice to remain isolated both reflect its worldview and result from its worldview?

Outcomes:

- 8.1.2, 8.1.5

Vocabulary

Important people and things: (FILL IN AS YOU GO THROUGH CHAPTER)



Summarize the story about Ranald MacDonald below:

*- Why do you think the sailors who had accidentally landed in Canada weren’t allowed to return to Japan?*

* **WHAT IS THE SIGNIFICANCE OF THIS STORY?**

**GROUP DISCUSSION: “**In what ways might a country’s choice to remain isolated both reflect its worldview and result from its worldview?”

* NOTES from discussion….
*
*

*Q: Which aspects of the Japanese worldview would be the strongest motivator for it to isolate itself from the rest of the world?*

Locking out the World

Between July 2004 and 2005, Canada received 244 600 . During that same period Alberta received 17 400 international immigrants. Canada has one of the highest per capita immigration rates in the world.

In the early 1500s, Japan had welcomed traders and their fashions and firearms. But by the time Ranald MacDonald entered Japan in 1848, the attitude toward outsiders had changed. Foreign ships were being fired on the driven away. How did this come about?

Threats from the West

By the late 1500s and early 1600s, the ruling shogun came to consider foreigners a threat to his military control. If the daimyo acquired European weapons, they might challenge the shogun’s authority.

 The shogun felt that loyalty to a God and the Church were threats to his authority. In 1614, he responded to rumors about takeover plots by foreigners by ordering all missionaries to leave the country. Churches were destroyed and Japanese Christians who refused to give up their new faith faced execution. This persecution lasted until 1640, by which time it is estimated that many thousands of Japanese Christians and about 70 were put to death.

 Missionaries continued to come to Japan, usually as traders. As a result, shogun Tokugawa Iemitsu passed isolation or , laws, the penalty for breaking any of these laws was death.

***Terms of the Exclusion Laws (finish the laws by filling it in):***

* All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were no longer allowed to enter.
* The Japanese….
* Ships large enough….
* Japanese who were out of …
* Most foreign objects were…

\*\*\*GROUP DISCUSSION: What were the REASONS behind these laws? (you will be presenting your ‘reason’ to the class for your assigned law)\*\*\*

My Law: .

The Reason behind it…



 In 1639, the shogun banned ships in Japan and expelled all foreigners except for , Korean and traders. The Dutch were only allowed on a small island in the harbor of the city of Nagasaki. From the shogun’s point of view, the isolation policy was essential for national security. It was the only way to eliminate possible threats to his power and to protect the Japanese culture.

Zoom In: Exchanging Worlds pg. 310-311

Jot Notes on Will Adams: From England to Japan



Jot Notes on Nakahama Manjiro: From Japan to America



Answer the last 3 questions on page 311:



1.

2.

3.

 While all other Europeans were being expelled form Japan, a small number of Dutch were allowed to remain. The shogun considered them less threatening because they were interested in trade, not . Nevertheless, the Japanese took no chances. The families of the Dutch traders were not allowed to them. Once a year the Dutch were required to make an expensive trip to Edo to pay their respects to the and stay there for three months. There, officials asked them many questions about the , especially about current events and developments in .

 The shogun also had a small number of Japanese scholars learn about Dutch medicine and Dutch language. They were called the Dutch and were directed to educate themselves about ways. The sons of samurai were also sent by their daimyo to study the Dutch language.

 There were some positive responses to Western studies in the 1700s. Around 1720, the importation of European books into Japan was allowed with the exception of books on . Also the shogun encouraged the study of astronomy. The shogun feared that the ideas might “confuse” them and make them forget that they owed absolute obedience to him.

***BIG IDEA: In what ways did isolation lead to political, economic, and social changes in Japanese society?***

Skill power: pg. 314 – In partners, fill out this chart with examples from your OWN life.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Example | Positive | Negative |
| Faster |  |  |  |
| Bigger |  |  |  |
| Improved |  |  |  |

Change: The Positive and Negative

* After reading the opening paragraph on page 314, think about the change related to the oil and gas boom in Alberta.

PROS:

CONS:

Attitudes Towards Change

 Edo Japan was a society that had changed little in 250 years. They had a long time to establish their own particular kind of society – the result of interaction WITHIN the country. The Japanese wanted to live in a society that embodied the things that were important to them:

 - Peace, safety and .

 - Harmony, respect, and a sense that everyone has his or her place

 - Leisure time and opportunities for personal expression and enjoyment

But this security came at a cost. Life was controlled by ridged rules. People could not move from the social class of their birth and they were not encourage dot think for themselves. There was little personal freedom, such as the freedom of expression. 

 Long periods of peace and stability usually result in more for a country. In some ways, Edo had a booming and expanding economy.

List some of these ways below:



A Golden Age of Culture

* In your group, you will investigate your assigned ‘culture project’.
* Research this aspect of Japanese culture, learning as much about it as you can. Generate a short presentation, video, podcast, brochure or informative poster. Give a short dramatization or demonstration of your activity. Answer the question below the image of your activity as well in your presentation.
* Rubric (hand-out): /12

Cultural activities, like kabuki or , took place in areas called the floating world. There the rules and controls of Tokugawa society were relaxed. The merchant’s money counted for more than the samurai’s rank or . Once they had fulfilled their duties to their occupation and family, men could temporarily unwind and enjoy themselves. The shogun tried to suppress the kabuki theatre and discouraged the samurai from waiting their time and money. But rather than closing their businesses in the world, the authorities kept these entertainment districts under surveillance.

*Q: What important purpose might the floating world provide in a tightly controlled society such as Japan?*

Cracks in the Foundation

PREDICT what types of changes might start to occur in Japan and why do you think these things will happen?



 Toward the end of the Edo period, merchants gained wealth and power because more people needed their services. The merchants were in charge of storing rice and converting it into cash or credits. They also lent money at a time when everyone needed loans.

 Peasants needed money to pay their high taxes. Because of the high cost of alternate attendance and road construction many daimyo were nearing bankruptcy. There was little real work for the samurai, and many were too proud to take other jobs. Some even survived by marrying the daughters of merchants, going against strict social rules.

 Everyone looked for someone to blame. Often that was the shogun and his extravagant officials.

 In the late 1700s and early 1800s, Japan was struck by many natural disasters that brought about famines and took many lives. A third of the population died of starvation. ;and was deserted as peasants fled into the cities, where often they could not find work. Rive was so scarce that its price rose steeply. City dwellers rioted over price increases and attacked the homes of the wealthy. Many people felt that the shogunate’s responses to these problems were ineffective.

 By the early 1800s, several nations were knocking on Japan’s door. Russia, England and the in particular, requested trade of at the very least water and coal for their passing ships. In 1825, the shogunate responded with “No Second Thought Expulsion Order”

Summarize this below: 

The reason for the United States interest in Japan were largely based on geography or economics or both (Figure 14-30).

Consider this questions….

“ Were these reasons enough for the US to try to force its way into Japan, to break open a country that had declared itself closed to most Western countries for more than 200 years?”

Thoughts:

***~ if there is time…..Chapter Project Choices:***

**- pg. 325**

- Choose either 2, 3, 4 or 5. You may choose ONE other person to work with to present your information if you want. You will have THREE CLASS PERIODS TO DO THIS.