



Prince Shotoku depicted on a wall hanging and on a 1000 yen note

WITNESS HISTORY AUDIO

The Importance of Harmony

Prince Shotoku of Japan's ruling Yamato clan wanted to create an orderly society. In 604, he outlined ideals of behavior for both the royal court and ordinary people. "Harmony should be valued," he wrote, "and quarrels avoided." Shotoku's words reflected a strong Confucian influence about social order. As he stated:

“Everyone has his biases, and few men are far-sighted. Therefore some disobey their lords and fathers and keep up feuds with their neighbors. But when the superiors are in harmony with each other and inferiors are friendly, then affairs are discussed quietly and the right view of matters prevails.”

Focus Question What internal and external factors shaped Japan's civilization, and what characterized Japan's feudal age?

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how geography set Japan apart.
- Understand how China influenced Japan, and describe the Heian period.
- Summarize the Japanese feudal system.
- Explain how the Tokugawas united Japan.
- Identify how Zen Buddhism shaped culture in Japan.


Prepare to Read

Build Background Knowledge L3

Ask volunteers to share what they know about Japanese culture. Explain that in this section, they will learn about the origins of Japanese culture.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
The Importance of Harmony

Ask **What does Prince Shotoku mean by harmony?** (*People should obey their superiors, and the superiors should work together.*) **What will happen if society is harmonious?** (*Disagreements will be settled without fighting, and that decisions will be made that are best for the people.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table describing the internal and external factors that shaped Japan.

 **Reading and Note Taking**
Study Guide, p. 113

The Emergence of Japan and the Feudal Age

Objectives

- Explain how geography set Japan apart.
- Understand how China influenced Japan, and describe the Heian period.
- Summarize the Japanese feudal system.
- Explain how the Tokugawas united Japan.
- Identify how Zen Buddhism shaped culture in Japan.

Terms, People, and Places

archipelago	kana
tsunami	samurai
Shinto	bushido
selective borrowing	Zen

Note Taking

Reading Skill: Categorize Fill in a table like the one shown below with examples of internal and external factors that shaped Japan's civilization.

Influences on Japan	
Internal Factors	External Factors
• geography	•
	•

Like Korea, Japan felt the powerful influence of Chinese civilization early in its history. At the same time, the Japanese continued to maintain their own distinct culture.

Geography Sets Japan Apart


Japan is located on an **archipelago** (ahr kuh PEL uh goh), or chain of islands, about 100 miles off the Asian mainland and east of the Korean peninsula. Its four main islands are Hokkaido, Honshu, Kyushu, and Shikoku.

Seas Protect Japan Japan is about the size of Montana, but four-fifths of its land are too mountainous to farm. As a result, most people settled in narrow river valleys and along the coastal plains. A mild climate and sufficient rainfall, however, helped Japanese farmers make the most of the limited arable land.

The surrounding seas have both protected and isolated Japan. The country was close enough to the mainland to learn from Korea and China, but too far away for the Chinese to conquer. Japan thus had greater freedom to accept or reject Chinese influences than did other East Asian lands. At times, the Japanese sealed themselves off from foreign influences, choosing to go their own way. The seas that helped Japan preserve its identity also served as

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 2, p. 106; Teaching Resources, Skills Handbook p. 3**

High-Use Word

stress, p. 394

Definition and Sample Sentence

vt. to emphasize

Prince Shotoku **stressed** the importance of harmony in social relations.

Teach

Geography

L3


Instruct

- **Introduce** Direct students' attention to the map of Japan on this page. Invite students to list ways Japan's geography might have shaped its development.
- **Teach** Review Japan's geography with students. Ask **Why is the area where Japan is located called the Ring of Fire?** (*because it is subject to frequent earthquakes and volcanic eruptions*) **How has Japan's location in this area affected Japanese culture?** (*The Japanese came to fear and respect the dramatic forces of nature.*)
- **Analyzing the Visuals** Direct students' attention to the map. Ask volunteers to point to each of the four main islands of Japan—Hokkaido, Honshu, Shikoku, and Kyushu. Ask **Which island do you think is most populated? Why?** (*Honshu, because of its size and number of cities*)

Independent Practice

Have students access **Web Code nap-1241** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

Monitor Progress

- As students complete their tables, circulate to make sure they understand the internal and external influences that shaped Japan's civilization. For a completed version of the table, see  **Note Taking Transparencies, 99**
- Check answers to map skill questions.

Answers

Map Skills

1. Review locations with students.
 2. Sample: The mountain ranges on Honshu made farming difficult and forced most people to live along the coastal plains. The seas offered plentiful food resources, and the Japanese developed a thriving fishing industry.
 3. Osaka; because the map shows it was in the area of Yamato influence
- ✓ The sea kept China from conquering Japan, which allowed Japan greater freedom to accept or reject Chinese influences.

Early Japan

Geography Interactive
For: Audio guided tour
Web Code: nap-1241

Map Skills Japan is located on an archipelago. In addition to its four main islands, Japan includes over 3,000 smaller ones.

1. **Locate** (a) Edo (b) Mt. Fuji (c) Honshu (d) Kyushu
2. **Human-Environment Interaction** Explain how two geographic features might have influenced Japanese life.
3. **Draw Conclusions** Which city was more likely to feel the influence of the Yamato clan—Osaka or Edo? Why?



trade routes. The Inland Sea was an especially important link among various Japanese islands. The seas also offered plentiful food resources and the Japanese developed a thriving fishing industry.

Forces of Nature The Japanese came to fear and respect the dramatic forces of nature. Japan lies in a region known as the Ring of Fire, which is made up of a chain of volcanoes that encircle the Pacific Ocean. This region is therefore subject to frequent volcanic activity and earthquakes. Underwater earthquakes can launch killer tidal waves, called **tsunamis**, which sweep over the land without warning, wiping out everything in their path.

✓ **Checkpoint** How did the sea help Japan preserve its identity?

Early Traditions

The people we know today as the Japanese probably migrated from the Asian mainland more than 2,000 years ago. They slowly pushed the earlier inhabitants, the Ainu, onto the northernmost island of Hokkaido.

The Yamato Clan Claims Power Early Japanese society was divided into *uji*, or clans. Each *uji* had its own chief and a special god or goddess who was seen as the clan's original ancestor. Some clan leaders were women, suggesting that women enjoyed a respected position in society.

Link to Geography

A Nation Quakes In 1923, an earthquake leveled Tokyo and killed more than 140,000 people. Since that disaster, the Japanese have taken measures to reduce the destructive impact of earthquakes. According to one report, "Schoolchildren practice earthquake drills . . . and soldiers rehearse helicopter rescues. Seismic monitors crisscross the country so that whenever a tremor registers, an electronic signal automati-

cally shuts down the famed bullet train to keep it from derailing at 160 miles an hour." These policies were tested in 1995, when a major earthquake occurred near the city of Kobe. About 5,000 people were killed, and more than 50,000 buildings were destroyed. Many Japanese people charged the government with an inadequate response, despite all the previous preparation.

By about A.D. 500, the Yamato clan came to dominate a corner of Honshu, the largest Japanese island. For the next 1,000 years, the Yamato Plain was the heartland of Japanese government. The Yamato set up Japan's first and only dynasty. They claimed direct descent from the sun goddess, Amaterasu, and chose the rising sun as their symbol. Later Japanese emperors were revered as living gods. While this is no longer the case, the current Japanese emperor still traces his roots to the Yamato clan.

A Religion of Nature Early Japanese clans honored kami, or superior powers that were natural or divine. The worship of the forces of nature became known as **Shinto**, meaning “the way of kami.” Although Shinto has not evolved into an international religion like Christianity, Buddhism, or Islam, its traditions survive to the present day in Japan. Hundreds of Shinto shrines dot the Japanese countryside. Though simple in design, they are generally located in beautiful, natural surroundings. Shinto shrines are dedicated to special sites or objects such as mountains or waterfalls, ancient gnarled trees, or even oddly shaped rocks.

The Korean Connection The Japanese language is distantly related to Korean but completely different from Chinese. From early on, Japan and Korea were in continuous contact with each other. Korean artisans and metalworkers settled in Japan, bringing sophisticated skills and technology. Japanese and Korean warriors crossed the sea in both directions to attack each other's strongholds. Some of the leading families at the Yamato court claimed Korean ancestors.

Missionaries from Korea had introduced Buddhism to Japan in the 500s. With it came knowledge of Chinese writing and culture that sparked a sustained period of Japanese interest in Chinese civilization.

✓ **Checkpoint** How did the Yamato clan influence future Japanese government?

Japan Looks to China

In the early 600s, Prince Shotoku of the Yamato clan decided to learn about China directly instead of through Korean sources. He sent young nobles to study in China. Over the next 200 years, many Japanese students, monks, traders, and officials visited the Tang court.

The Japanese Visit China Each visitor to China spent a year or more there—negotiating, trading, but above all studying. The visitors returned to Japan eager to spread Chinese thought, technology, and arts. They also imported Chinese ideas about government. Japanese rulers adopted the title “Heavenly Emperor” and claimed absolute power. They strengthened the central government, set up a bureaucracy, and adopted a law code similar to that of China. Still, the new bureaucracy had little real authority beyond the royal court. Out in the countryside, the old clans remained strong.

In 710, the Japanese emperor built a new capital at Nara, modeled on the Tang capital at Chang'an. There, Japanese nobles spoke Chinese and dressed in Chinese fashion. Their cooks prepared Chinese dishes and served food on Chinese-style pottery. Tea drinking, along with an elaborate tea ceremony, was imported from China. Japanese officials and scholars used Chinese characters to write official histories. Tang music and dances became very popular, as did gardens designed using Chinese influences.

Early Japanese sword and sword guards, both considered to be works of art.



Early Traditions

L3

Instruct

- **Introduce** Explain that, as in China and Korea, the rulers or emperors have been an important part of Japanese history. Ask students to predict how many dynasties would rule in Japan, based on what they have seen in other cultures. (*Explain that Japan is different than other cultures with only one dynasty.*)
- **Teach** Review the foundations of Japanese culture. Ask **On what did the Yamato clan base its right to rule?** (*They claimed descent from the sun goddess.*) **What is the basis of the Shinto religion?** (*worship of the forces of nature*) **What outside influences were introduced to Japan in this period?** (*Buddhism, Chinese writing and culture*)
- **Quick Activity** Have students write a brief paragraph explaining how Japan's culture is based on elements that were established many centuries ago.

Independent Practice

Have students create a chart contrasting the beliefs of Shinto with those of Buddhism. Encourage them to look back at earlier sections of the text to review descriptions of Buddhism if necessary.

Monitor Progress

Have students create a word web to link concepts covered in their study of early Japanese traditions.

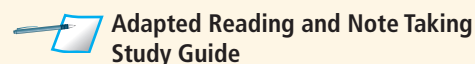
Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Write the following questions on the board: *What did I read about in this subsection? What did I learn from the reading? What do I still not understand? What conclusions can I draw from this reading?* Have students apply these questions to the subsection Early Traditions. Encourage them to use the same questions with the other subsections in Section 4.

Use the following resources to help students acquire basic skills:



Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 113
- Adapted Section Summary, p. 114

Answer

- ✓ The Yamato clan dominated an area on Honshu that became the central area of Japanese government. The clan also established Japan's first and only dynasty.

Japan Looks to China

L3

Instruct

- **Introduce: Key Terms** Direct students' attention to the key term *kana* (in blue) in the text. Ask a volunteer to explain what hangul is. (*the Korean alphabet*) Explain that kana serves the same purpose in Japan.
- **Teach** Explore how China influenced Japanese culture. Ask **How did Chinese culture come to Japan?** (*initially through Korea, but starting in the early 600s, the Japanese traveled to China to learn more about its culture*) **What Japanese traditions limited the influence of Chinese political practices?** (*The clans remained strong in the countryside, limiting the power of the central government.*) **What are two examples of Japanese adoption of Chinese culture?** (*any two: modeling the Japanese capital on the Chinese capital of Chang'an; adoption of Chinese fashions, food preparation, and dishes; adoption of tea drinking and tea ceremonies; use of Chinese characters; Chinese garden designs; pagoda architecture; emphasis on filial piety*) **What Chinese practice was not adopted?** (*use of a civil service exam to fill government posts*)
- **Quick Activity** Display **Color Transparency 75: Chinese Influence on Its Neighbors**. Have students compare the influence of China on Japan to its influence on Korea.

 Color Transparencies, 75

Independent Practice

Form students into groups and assign each group an area of culture. Have them prepare displays or oral presentations that analyze the influence of China on Japan's culture in their assigned area. Discuss the idea of "selective borrowing."

Monitor Progress

Have students make a two-column chart to analyze Chinese influences on Japan. In the left column, have them list different aspects of culture. In the right, have them describe the cultural practice and explain how the people of Japan adapted it.

Answer

- ✓ by sending nobles, students, monks, traders, and officials to the Chinese court

As Buddhism spread, the Japanese adopted pagoda architecture. Buddhist monasteries grew rich and powerful. Confucian ideas and ethics also took root. They included an emphasis on filial piety, the careful management of relationships between superior and inferior, and respect for learning.

Selective Borrowing Preserves Culture In time, the initial enthusiasm for everything Chinese died down. The Japanese kept some Chinese ways but discarded or modified others. This process is known as **selective borrowing**. Japan, for example, never accepted the Chinese civil service examination to choose officials based on merit. Instead, they maintained their tradition of inherited status through family position. Officials were the educated sons of nobles.

By the 800s, as Tang China began to decline, the Japanese court turned away from its model. After absorbing all they could from China, the Japanese spent the next 400 years digesting and modifying these cultural borrowings to produce their own unique civilization. The Japanese asserted their identity by revising the Chinese system of writing and adding **kana**, or phonetic symbols representing syllables. Japanese artists developed their own styles.

- ✓ **Checkpoint** How did Japan seek out Chinese influences?

The Heian Period

This blending of cultures took place from 794 to 1185. During this time, the imperial capital was in Heian (hay ahn), present-day Kyoto. There, emperors performed traditional religious ceremonies, while wealthy court families like the Fujiwara wielded real power. The Fujiwara married their daughters to the heirs to the throne, thus ensuring their authority.

Women Shape the Court At the Heian court, an elegant and sophisticated culture blossomed. Noblewomen and noblemen lived in a fairy-tale atmosphere of beautiful pavilions, gardens, and lotus pools. Elaborate rules of etiquette governed court ceremony. Courtiers dressed with extraordinary care in delicate, multicolored silk. Draping one's sleeve out a carriage window was a fine art.

Although men at court still studied Chinese, women were forbidden to learn the language. Despite these restrictions, it was Heian women who produced the most important works of Japanese literature of the period.

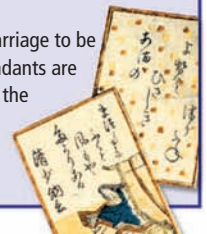


In the 900s, Sei Shonagon, a lady-in-waiting to the empress during the Heian period, wrote *The Pillow Book*. In a witty series of anecdotes and personal observations, she provides vivid details of court manners, amusements, decor, and dress. In one section, Shonagon discusses the importance of keeping up a good appearance at court:

Primary Source

“Nothing can be worse than allowing the driver of one's ox-carriage to be poorly dressed. It does not matter too much if the other attendants are shabby, since they can remain at the rear of the carriage; but the drivers are bound to be noticed and, if they are badly turned out, it makes a painful impression.”

—Sei Shonagon, *The Pillow Book*



Connect to Our World

Connections to Today While kana has been widely adopted in Japan, Chinese characters are still in use as well. In fact, the two are used together. Chinese characters—called *kanji*—are used to convey the content of a message. Kana characters are employed to serve grammatical purposes. To complicate matters further, the Japanese have two systems

of kana writing. *Katakana* forms are more angular. They are used for headlines, to present foreign words, and in children's books. The more common form, *hiragana*, is used in most other situations. Students in Japan today need to learn 1,945 *kanji* characters, plus 46 *katakana* and 46 *hiragana* characters, along with some variations on each set.

Lady Murasaki Writes the World's First Novel The best-known Heian writer was Murasaki Shikibu. Her monumental work, *The Tale of Genji*, was the world's first full-length novel.

The Tale of Genji recounts the adventures and loves of the fictional Prince Genji and his son. In one scene, Genji moves with ease through the festivities at an elaborate “Chinese banquet.” After dinner, “under the great cherry tree of the Southern court,” the entertainment begins. The main event of the evening is a Chinese poetry contest. Genji and other guests are given a “rhyme word,” which they must use to compose a poem in Chinese. Genji's poem is the hit of the banquet.

Elegant though they are, the Heian poems and romances are haunted by a sense of sadness. The writers lament that love does not last and the beauty of the world is soon gone. Perhaps this feeling of melancholy was prophetic. While noble men and women strolled through manicured gardens, clouds of rebellion and civil war were gathering.

Checkpoint How did women influence culture at the Heian court?

Warriors Establish Feudalism

Feudal warfare swept Japan in the 1400s. Disorder continued through the following century. Yet, despite the turmoil, a new Japanese culture arose. While the emperor presided over the splendid court at Heian, rival clans battled for control of the countryside. Local warlords and even some Buddhist temples formed armed bands loyal to them rather than to the central government. As these armies struggled for power, Japan evolved a feudal system. As in the feudal world of medieval Europe, a warrior aristocracy dominated Japanese society.

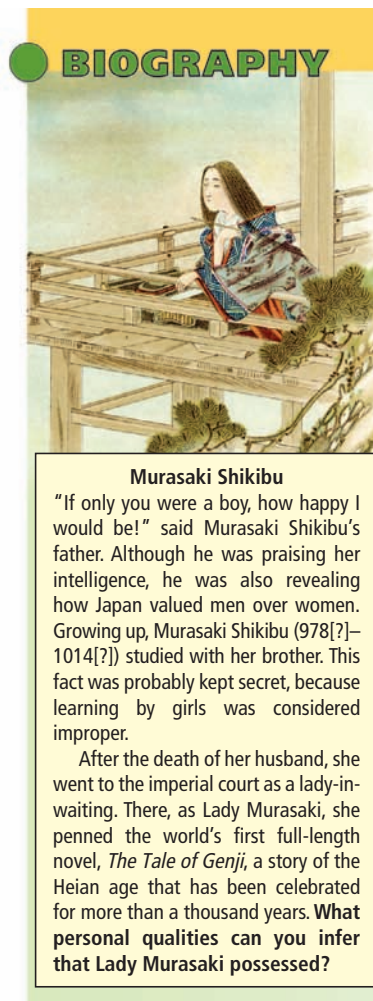
In theory, the emperor stood at the head of Japanese feudal society. In fact, he was a powerless, though revered, figurehead. Real power lay in the hands of the shogun, or supreme military commander. Minamoto Yoritomo was appointed shogun in 1192. He set up the Kamakura shogunate, the first of three military dynasties that would rule Japan for almost 700 years.

The Ways of the Warriors Often the shogun controlled only a small part of Japan. He distributed lands to vassal lords who agreed to support him with their armies in time of need. These great warrior lords were later called daimyo (DY myoh). They, in turn, granted land to lesser warriors called **samurai**, meaning “those who serve.” Samurai were the fighting aristocracy of a war-torn land.

Like medieval Christian knights in Europe, samurai were heavily armed and trained in the skills of fighting. They also developed their own code of values. Known as **bushido**, or the “way of the warrior,” the code emphasized honor, bravery, and absolute loyalty to one's lord.

Noblewomen Lose Ground At first, some noblewomen in Japanese feudal society trained in the military arts. A few even became legendary warriors. At times, some noblewomen supervised their family's estates.

As the age of the samurai progressed, however, the position of women declined steadily. When feudal warfare increased, inheritance was limited to sons. Unlike the European ideal of chivalry, the samurai code did not set women on a pedestal. The wife of a warrior had to accept the same hardships as her husband and owed the same loyalty to his overlord.



BIOGRAPHY

Murasaki Shikibu

“If only you were a boy, how happy I would be!” said Murasaki Shikibu's father. Although he was praising her intelligence, he was also revealing how Japan valued men over women. Growing up, Murasaki Shikibu (978[?]-1014[?]) studied with her brother. This fact was probably kept secret, because learning by girls was considered improper.

After the death of her husband, she went to the imperial court as a lady-in-waiting. There, as Lady Murasaki, she penned the world's first full-length novel, *The Tale of Genji*, a story of the Heian age that has been celebrated for more than a thousand years. **What personal qualities can you infer that Lady Murasaki possessed?**

WITNESS HISTORY VIDEO

Watch *The Samurai of Japan* on the **Witness History Discovery School™** video program to learn about the samurai.



The Heian Period

L3

Instruct

- **Introduce** Write the word *style* on the board. Ask volunteers to explain how style—clothing styles, hairstyles, the way a person moves and speaks—can convey a message about a person. Explain that in this subsection, they will learn about a period in Japan when a person's style was very important.
- **Teach** Guide students to grasp the key points about the Heian period. Ask **What gave the period its name?** (*The imperial capital was in the city of Heian.*) **Who had real power in this period?** (*wealthy court families like the Fujiwara, not the emperor*) **Why are the women of the Heian court important?** (*They produced the most important works of Japanese literature of the period.*) **What did Lady Murasaki do?** (*wrote the world's first full-length novel, The Tale of Genji*)
- **Analyzing the Visuals** Direct students' attention to the images of women from the Heian period on this page and the previous page. Discuss the style of dress and hairstyles shown. Ask **Would these clothing styles make it easy or difficult for a person to work?** Lead students to infer that the people who wore these clothes did not engage in manual labor but lived lives of elegant leisure.

Independent Practice

Have students carefully read the Primary Source quotation by Sei Shonagon on the opposite page. Then have them write a similar quotation that shows how the smallest detail about a person can make an impression on other people.

Monitor Progress

Have students write four questions and answers that focus on key issues of The Heian Period.

History Background

Elegant Life in the Heian Court The Heian court was among the most elegant and elaborate in history. Lively social gatherings took place in the beautiful gardens of the “dwellers among the clouds,” as the nobles of the court were called. During these parties, poetry was recited and composed, and courtiers might rise or fall in rank depending on their

skill in turning a line. As it was indelicate for a woman to be seen standing upright, couples lounged on the ground. They often stationed themselves beside winding streams of cool mountain water. Occasionally, a cup of wine floated by. Guests would take a sip and return the cup to the water so it could continue downstream to be available for other guests.

Answers

- ✓ They produced the most important works of Japanese literature of the period.

BIOGRAPHY intelligence, creativity, confidence

Warriors

L3

Instruct

- **Introduce** Ask volunteers to describe feudalism in medieval Europe. After they have identified key elements, such as the loyalty between lord and vassal and the importance of knights, ask the class to predict what shape feudalism would take in Japan.
- **Teach** Review the establishment of the shogunate in Japan. Ask **What were the positions of the emperor and the shogun?** (*The emperor stood at the head of feudal society, but he was a powerless figurehead. The shogun had real power, though his power was limited by his ability to call on the armies of the daimyos.*) **What role did the samurai play?** (*They were warriors granted land by the daimyo in return for loyalty.*)
- **Quick Activity** Show students *The Samurai of Japan* from the **Witness History Discovery School™** video program. Ask **What were the similarities between European and Japanese societies during the Middle Ages?** (*Both were based on feudal systems, made up of lords and vassals in Europe and daimyo and samurai in Japan.*)

Independent Practice

- **Viewpoints** To help students better understand the samurai, have them read the selection *The Samurai in Fact and Fiction* and complete the worksheet.
- All in One** Teaching Resources, Unit 2, p. 111
- Have students write a paragraph contrasting the role of the emperor of Japan under the shogunate with that of the emperor of China. They should address such issues as who had more power.

Monitor Progress

To check students' understanding, ask them to summarize the information shown in the feudalism chart in paragraph form.

Answers

- Chart Skills** merchants; they sit on a lower level than the peasants and artisans on the chart.
- ✓ It was "the way of the warrior," and it made honor, bravery, and absolute loyalty to one's lord important values for the samurai.

Peasants, Artisans, and Merchants Far below the samurai in the social hierarchy were the peasants, artisans, and merchants. Peasants, who made up 75 percent of the population, formed the backbone of feudal society in Japan. Peasant families cultivated rice and other crops on the estates of samurai. Some peasants also served as foot soldiers in feudal wars. On rare occasions, an able peasant soldier might rise through the ranks to become a samurai himself.

Artisans, such as armorers and swordmakers, provided necessary goods for the samurai class. Merchants had the lowest rank in Japanese feudal society. However, as you will see, their status gradually improved.

Japan Holds Off Mongols During the feudal age, most fighting took place between rival warlords, but the Mongol conquest of China and Korea also threatened Japan. When the Japanese refused to accept Mongol rule, Kublai Khan launched an invasion from Korea in 1274. A fleet carrying 30,000 troops arrived, but shortly afterwards a typhoon wrecked many Mongol ships and drove the invaders back to the mainland.

In 1281, the Mongols landed an even larger invasion force, but again a typhoon destroyed much of the Mongol fleet. The Japanese credited their miraculous delivery to the kamikaze (kah muh KAH zee), or divine winds. The Mongol failure reinforced the Japanese sense that they were a people set apart who enjoyed the special protection of the gods.

- ✓ **Checkpoint** What was bushido and why was it important?

The Tokugawas Unite Japan

The Kamakura shogunate crumbled in the aftermath of the Mongol invasions. A new dynasty took power in 1338, but the level of warfare increased after 1450. To defend their castles, daimyo gave arms to peasants as well as to samurai, which led to even more ruthless fighting. A popular saying of the time declared, "The warrior does not care if he's called a dog or beast. The main thing is winning."

Gradually, several powerful warriors united large parts of Japan. By 1590, the brilliant general Toyotomi Hideyoshi (hee day YOH shee), a commoner by birth, had brought most of Japan under his control. He then tried, but failed, to conquer Korea and China. In 1600, the daimyo Tokugawa Ieyasu (toh koo gah wah ee AY ah soo) defeated his rivals to become master of Japan. Three years later, he was named shogun. The Tokugawa shogunate would go on to rule Japan until 1868.

Central Government Imposed The Tokugawa shoguns were determined to end feudal warfare. They maintained the outward forms of feudal

Feudal Society in Japan

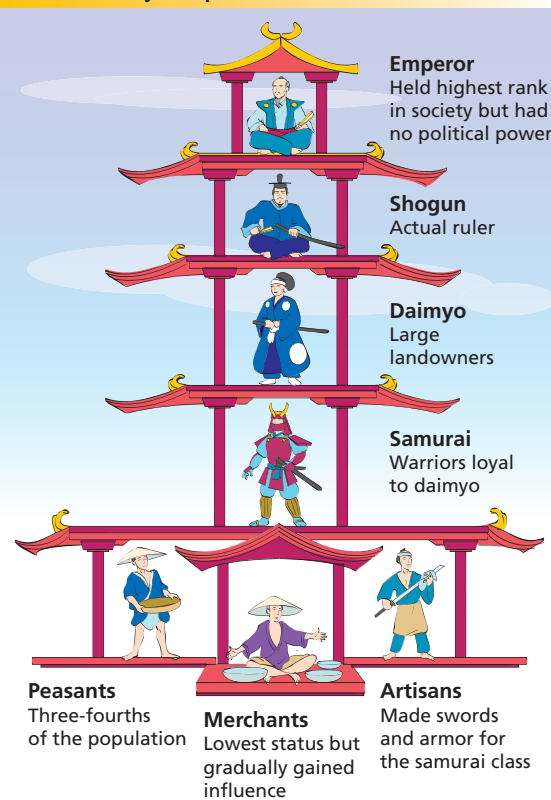


Chart Skills The organizational chart above illustrates the social levels of feudal society in Japan. *According to the chart, who occupied the lowest position? How does the chart show this?*

Differentiated

Instruction

Solutions for All Learners

L4 Advanced Readers

Invite students to learn more about bushido, the samurai's code of values. Have them learn what principles were to guide the samurai in their conduct toward their lords, toward each other, and toward others in society. Then have them write a story that illustrates the values

of the samurai. Suggest they use a story that they are familiar with for the basic outline of the plot and then change it to suit the values of Japanese culture. Invite students to read their stories to the class.

CODE OF THE SAMURAI

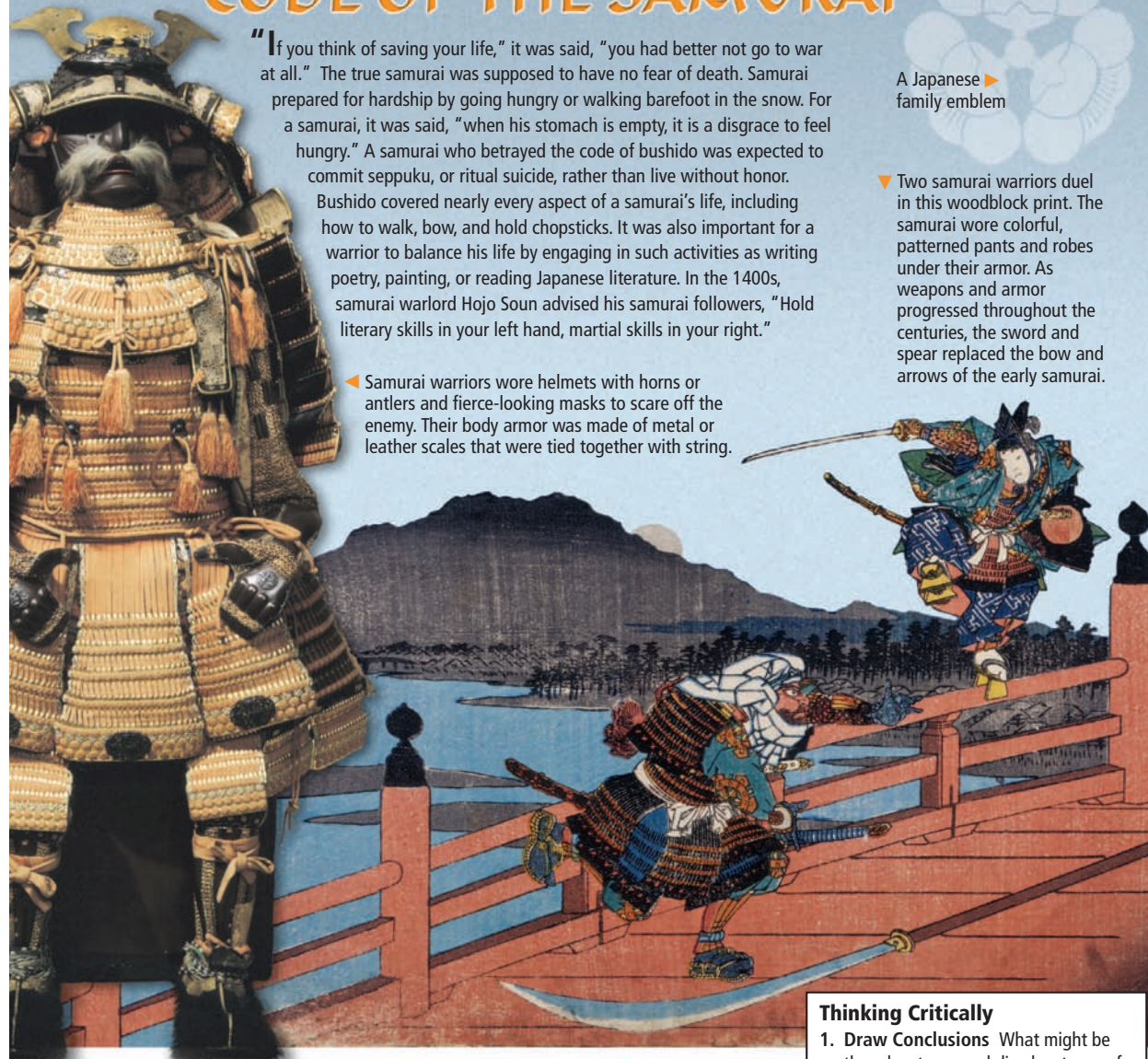
"If you think of saving your life," it was said, "you had better not go to war at all." The true samurai was supposed to have no fear of death. Samurai prepared for hardship by going hungry or walking barefoot in the snow. For a samurai, it was said, "when his stomach is empty, it is a disgrace to feel hungry." A samurai who betrayed the code of bushido was expected to commit seppuku, or ritual suicide, rather than live without honor.

Bushido covered nearly every aspect of a samurai's life, including how to walk, bow, and hold chopsticks. It was also important for a warrior to balance his life by engaging in such activities as writing poetry, painting, or reading Japanese literature. In the 1400s, samurai warlord Hojo Soun advised his samurai followers, "Hold literary skills in your left hand, martial skills in your right."

◀ Samurai warriors wore helmets with horns or antlers and fierce-looking masks to scare off the enemy. Their body armor was made of metal or leather scales that were tied together with string.

A Japanese ▶ family emblem

▼ Two samurai warriors duel in this woodblock print. The samurai wore colorful, patterned pants and robes under their armor. As weapons and armor progressed throughout the centuries, the sword and spear replaced the bow and arrows of the early samurai.



society but imposed central government control on all Japan. For this reason, their system of government is called centralized feudalism.

The Tokugawas created a unified, orderly society. To control the daimyo, they required these great lords to live in the shogun's capital at Edo (present-day Tokyo) every other year. A daimyo's wife and children had to remain in Edo full time, giving the shogun a powerful check on the entire family. The shogun also forbade daimyo to repair their castles or marry without permission.

Thinking Critically

- 1. Draw Conclusions** What might be the advantages and disadvantages of the type of armor used by a samurai?
- 2. Synthesize Information** How did the rules that governed the samurai affect their way of life?

Connect to Our World


Connections to Today Nearly 1,500 years ago, warriors in China, Japan, and Korea learned specific fighting techniques. These techniques, developed originally by Buddhist monks from India and Tibet, were called the martial, or military, arts. Today, millions of people around the world learn and practice different

forms of martial arts. Discipline, mental as well as physical, is a key to success. Those who practice the Korean art of taekwon do commit themselves to 11 "tenets," or principles. These include showing respect for teachers, parents, and other elders, and always finishing what you begin.

The Tokugawas

L3

Instruct

- **Introduce** Invite volunteers to recall what happened in China and Korea when many different kingdoms were frequently at war with one another. Guide students to see that a group of fragmented states was eventually united under the control of one strong leader.
 - **Teach** Ask **How did the situation worsen before the Tokugawa shogunate was established?** (*The level of warfare increased, and wars became even more ruthless when peasants were armed.*) **Why would the Tokugawa shoguns want to end feudalism in Japan?** (*Sample: to end the warfare; to break the power of the daimyo and thus increase their own power*) **How did the Tokugawa shogunate affect Japanese society?** (*Society became more rigid, and women faced greater restrictions.*) **Which group was most likely to favor the Tokugawa shogunate—peasants, women, or merchants?** **Why?** (*merchants; because they gained influence during this period*)
 - **Analyzing the Visuals** Direct students' attention to the illustration of the samurai on this page. Then display **Color Transparency 73: Samurai armor**. Discuss why samurai needed such elaborate armor. Then ask whether students think all features of a samurai's armor were for practical purposes. Make sure they explain their reasoning.  **Color Transparencies, 73**
- ### Monitor Progress
- Have students make a chart with the following entries in the left column: *emperor, shogun, daimyo, samurai, women, peasants, merchants*. Have them describe the position of each group during the Tokugawa shogunate and note any changes in their status or opportunities compared to earlier times.
 - Have students create a timeline showing key dates in the Kamakura and Tokugawa shogunates.

Answers

Thinking Critically

1. Sample: Advantages: protection, scare the enemy; Disadvantages: possible restricted movement, uncomfortable
2. Bushido affected every aspect of a samurai's life. It also affected the samurai's family, given the strict guidelines and possibility of seppuku.

Zen Buddhism/Artistic Traditions Change

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask **What does it mean to say that Zen Buddhism “stressed compassion for all”?** (*It emphasized how important compassion for all was.*)

- **Teach** Discuss the different manifestations of culture described in these two subsections. Ask **What values or practices did Zen emphasize?** (*devotion to duty, the uncluttered mind, compassion for all, freedom and discipline, devotion to nature, proper performance of rituals*) **Which groups in society were more likely to embrace these values? Why?** (*Sample: samurai; because these values were important to samurai culture*) **What groups would probably find Kabuki entertaining? Why?** (*Sample: city dwellers, perhaps the middle class; because it was less refined*)

- **Quick Activity** Write the following Zen saying on the board: **Better to see the face than to hear the name.** Discuss the meaning of the statement with the class. Explain that Zen Buddhism entered Japan in the feudal age and had great influence on Japanese culture.

Independent Practice

Have students create a chart that compares and contrasts the tastes and values of the samurai with those of urban dwellers who enjoyed the new forms of art and entertainment available.

Monitor Progress

Have students make an outline of these two subsections. They should use the subsection headings as the Roman numeral headings in their outlines.

Answers

- ✓ They reduced the power of the daimyo by forcing them to live in the capital every other year and by making them send their wives and children to live in the capital at all times.

Caption Zen gardens created an environment conducive to mindfulness. They also embraced the Zen values of simplicity and beauty.



Zen Gardening

Zen beliefs shaped Japanese culture in many ways. At Zen monasteries, upper-class men learned to express devotion to nature in such activities as landscape gardening. *How did Zen gardening reflect Zen values?*

New laws fixed the old social order rigidly in place and upheld a strict moral code. Only samurai were allowed to serve in the military or hold government jobs. They were expected to follow the traditions of bushido. Peasants had to remain on the land. People in lower classes were forbidden to wear luxuries such as silk clothing.

The Economy Booms While the shoguns tried to hold back social change, the Japanese economy grew by leaps and bounds. With peace restored to the countryside, agriculture improved and expanded. New seeds, tools, and the use of fertilizer led to a greater output of crops.

Food surpluses supported rapid population growth. Towns sprang up on the lands around the castles of daimyo. Edo grew into a booming city, where artisans and merchants flocked to supply the needs of the daimyo and their families.

Trade flourished within Japan. New roads linked castle towns and Edo. Each year, daimyo and their servants traveled to and from the capital, creating a demand for food and services along the route. In the cities, a wealthy merchant class emerged. In accordance with Confucian tradition, merchants had low social status. Japanese merchants, however, were able to gain influence by lending money to daimyo and samurai. Sometimes, merchants further improved their social position by arranging to marry their daughters into the samurai class.

✓ **Checkpoint** How did the Tokugawas set up centralized feudalism?

Zen Buddhism Shapes Culture

During Japan's feudal age, a Buddhist sect from China won widespread acceptance among samurai. Known in Japan as **Zen**, it emphasized self-reliance, meditation, and devotion to duty.

Zen had seemingly contradictory traditions. Zen monks were great scholars, yet they valued the uncluttered mind and stressed the importance of reaching a moment of “non-knowing.” Zen stressed compassion for all, yet samurai fought to kill. In Zen monasteries, monks sought to experience absolute freedom, yet rigid rules were in place.

Vocabulary Builder

stressed—(stresd) *vt.* emphasized

Link to Literature

Zen Thought Kenko, a Zen priest from feudal Japan, wrote the following text, which expresses the Zen view that the world is fleeting: “If we were never to fade away . . . but linger on forever in the world, how things would lose their power to move us! The most precious thing in life is its uncertainty. The May

fly waits not for the evening, the summer cicada knows neither spring nor autumn. What a wonderfully unhurried feeling it is to live even a single year in perfect serenity! If that is not enough for you, you might live a thousand years, and still feel it was but a single night's dream. We cannot live forever in this world.”

Zen Buddhists believed that people could seek enlightenment through meditation and through the precise performance of everyday tasks. For example, the elaborate rituals of the tea ceremony reflected Zen values of peace, simplicity, and love of beauty. Zen reverence for nature also influenced the development of fine landscape paintings.

 **Checkpoint** How was Zen Buddhism similar to bushido?

Artistic Traditions Change


Cities such as Edo and Osaka were home to an explosion in the arts and theater. At stylish entertainment quarters, sophisticated nobles mixed with the urban middle class. Urban culture emphasized luxuries and pleasures and differed greatly from the feudal culture that had dominated Japan for centuries.

New Drama Develops In the 1300s, feudal culture had produced Noh plays performed on a square, wooden stage without scenery. Men wore elegant carved masks while a chorus chanted important lines to musical accompaniment. The action was slow, and each movement had a special meaning. Many Noh plays presented Zen Buddhist themes, emphasizing the need to renounce selfish desires. Others recounted fairy tales or the struggles between powerful feudal lords.

In the 1600s, towns gave rise to a popular new form of drama called Kabuki. Kabuki was influenced by Noh plays, but it was less refined and included comedy or melodrama. Puppet plays, known as bunraku, were also enormously popular in towns. A narrator told a story while handlers silently manipulated near-life-sized puppets. Bunraku plays catered to popular middle-class tastes.

Painting and Printmaking Japanese paintings often reflected the influence of Chinese landscape paintings, yet Japanese artists developed their own styles. On magnificent scrolls, painters boldly recreated historical events, such as the Mongol invasions.

In the 1600s, the vigorous urban culture produced a flood of colorful woodblock prints to satisfy middle-class tastes. Some woodblock artists produced humorous prints. Their fresh colors and simple lines give us a strong sense of the pleasures of town life in Japan.

 **Checkpoint** What new art forms catered to the growing middle class?

SECTION 4 Assessment

Terms, People, and Places

- For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

- Reading Skill: Categorize** Use your completed table to answer the Focus Question: What internal and external factors shaped Japan's civilization, and what characterized Japan's feudal age?

Comprehension and Critical Thinking

- Make Comparisons** How was the Japanese development of kana similar to the Korean development of hangul?
- Analyze Information** How did the Japanese preserve their own identity and culture?
- Recognize Causes and Effects** Describe three results of the centralized feudalism imposed by the Tokugawas.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1241

Writing About History

Quick Write: Write a Thesis Statement and Introduction Review this section by thinking about cause and effect relationships in Japanese history. Write a thesis statement and introductory paragraph for an essay that discusses a cause and effect in ancient Japan. Remember that an introduction should map out what the essay will discuss.


Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

 **Teaching Resources, Unit 2, p. 104**


- To further assess student understanding, use  **Progress Monitoring Transparencies, 51**

Reteach

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 114**

L3

 **Adapted Reading and Note Taking Study Guide, p. 114**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 114**



L2

Extend

L4

See this chapter's Professional Development pages for the Extend Online activity on Asian games that were popular during this chapter's time period.

Answers

-  It emphasized discipline and devotion to duty.
-  Kabuki theater, which was less refined than Noh theater and included comedy and melodrama; puppet plays, or bunraku; and colorful woodblock prints

Section 4 Assessment

- Sentences should reflect an understanding of each term, person, or place listed in the beginning of the section.
- Internal factors: division of Japanese society into clans, domination by the Yamato clan, development of the Shinto religion; External factors: influence of China and Buddhist missionaries from Korea. Japan's feudal age was characterized by

- the development of samurai culture.
- Both more accurately reflected the spoken language.
- The Japanese stopped borrowing from Chinese culture and refined what they had absorbed.
- They created a unified, orderly society; the social system became more rigid; women faced greater restrictions; the economy grew.

Writing About History

Responses should include a thesis statement and an introductory paragraph that examines cause and effect in relation to a topic about ancient Japan.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1241**.

Kabuki Theater

Objectives

- Understand how Kabuki developed.
- List the key features of Kabuki.

Build Background Knowledge L3

Share with students that in the late 1600s, Kabuki plays became more sophisticated and stylized, reaching the height of their popularity around 1700. After a period of decline, the plays enjoyed a revival in the late 1800s. Today, Kabuki is still a popular form of entertainment in Japan. The cities of Kyoto, Osaka, and Tokyo all have Kabuki theaters. Ask students to think of reasons why Kabuki has survived the passage of time.

Instruct L3

Ask students to study the visuals on this page. Point out the image of the *onnagata*, the actor portraying the *aragoto* style, and the modern Kabuki play scene. Ask **What can you conclude about Kabuki from looking at these images?** (Sample: Actors dress in colorful, elaborate costumes; make-up helps emphasize specific characteristics such as aggressiveness; Kabuki plays are still performed today.)

Monitor Progress

Organize the class into groups and assign the following roles: researchers, writers, costume designers, actors. Researchers should gather more information on Kabuki—specifically on plots of Kabuki plays. Using this information, writers should collaborate to create a script for a short Kabuki play. Costume designers should draw sketches of the Kabuki costumes worn in the 1600s. Finally, actors should perform the play for the class.

Thinking Critically

1. Kabuki aimed for a wider audience than Noh plays, presenting works that were more accessible to the middle class. It incorporated themes of comedy and family drama, in contrast to the more moralistic Noh style. Kabuki plays also had more elaborate sets and costumes.
2. Sample: Males play all female roles in Kabuki plays, whereas in a typical play in the United States, female performers play female roles.

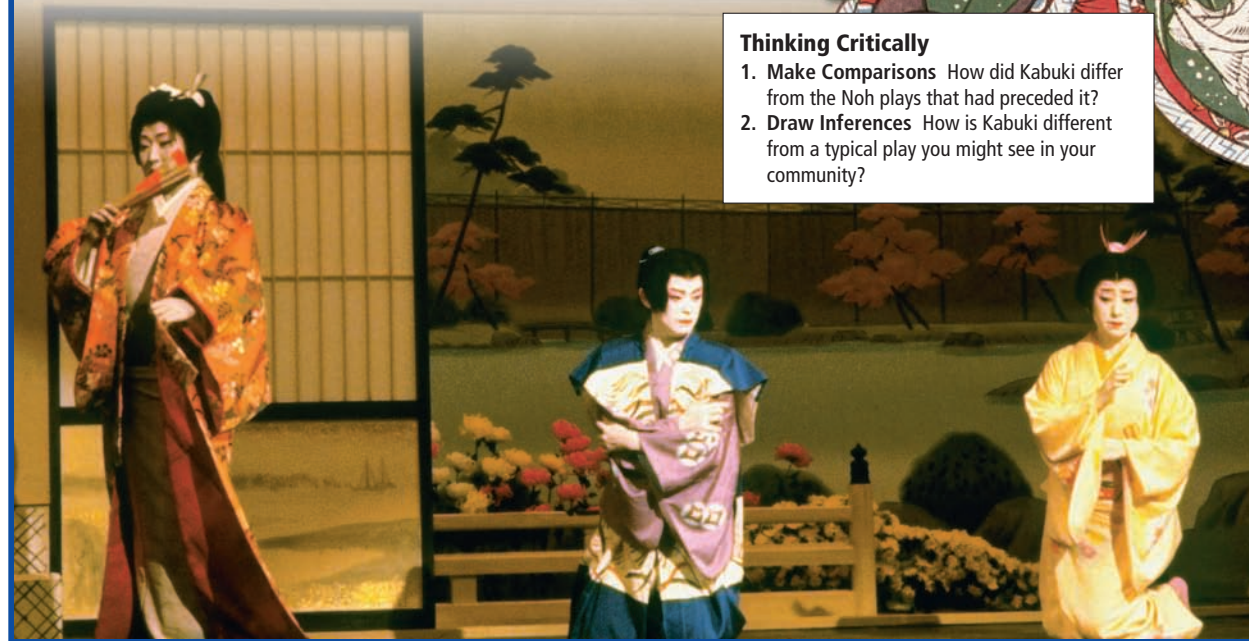
Kabuki Theater

Kabuki is one of the most popular styles of traditional Japanese theater. Kabuki emerged in towns in the early 1600s and was less refined than the Noh plays that had previously been performed for feudal audiences. While actors in Noh plays use slow movements to tell a story, Kabuki actors often use lively and exaggerated movements. Although a woman named Okuni was credited with creating Kabuki, women have been banned from playing Kabuki roles for most of the theater's 400-year history.

▼ The first Kabuki plays were staged in a dry riverbed in Kyoto and featured female casts and dancing. A 1629 edict barred women from acting in Kabuki plays. With women banned from Kabuki, men known as *onnagata* played female roles. The *onnagata* achieved their impersonations with the help of elaborate costumes and make-up. Today, Kabuki artists perform a repertoire of about 300 plays involving everything from tragedies to light family comedies.

▶ As Kabuki developed, various acting styles emerged. One of the best known was the *aragoto* or "rough business" style, which emphasized aggressiveness and masculinity. Actors employing this style would often strike an exaggerated pose known as a *mie*, which involved crossing the eyes and making a dramatic face.

An *onnagata*, or actor who plays the part of a woman ▼



Thinking Critically

1. **Make Comparisons** How did Kabuki differ from the Noh plays that had preceded it?
2. **Draw Inferences** How is Kabuki different from a typical play you might see in your community?

Link to Music

Kabuki Music A key aspect of Kabuki is the music that accompanies it. Musicians use several instruments. Foremost among them is the *samisen*, a three-stringed guitar-like instrument that provides the principal music during Kabuki dances. Musicians also play various

drums: the *shime daiko* sounds at the beginning and end of a performance, and the *tsuzumi* drum is the main percussion instrument. The *odaiko* drum is used to simulate wind or rain sounds. Flutes called *takebue* and *nohkan* also accompany Kabuki performances.