

Social Studies Eight

Unit One: From Isolation to Adaptation

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Chapter One: Sharing a Unique Worldview
Worksheet One

1. Define the term Isolated or Isolation:

2. Name Japan's nearest neighbors

3. Before the 1500's, reaching Japan was very difficult. List some reasons for this difficulty.
(Read page 266)

4. a) Think about life prior to the 1500's. Were the Japanese able to rely on outside sources for goods they need to survive?

b) Were the Japanese responsible for supplying everything they needed to survive?

5. List some disadvantages of Japan's isolation:

6. Think of Japan today... Do you still think they rely on upon themselves, or do they share and trade with other cultures? Explain your answers

7. Once Japan had the ability to move beyond its own country, do you think it progressed faster or slower? Explain your answer

8. Do you think any country in this world is completely self-sufficient? Explain

9. Read the "Fast Forward" on **page 267** of your text.

Do you agree with the limits set on Canadian and American programming on our TV and radio stations? Explain

10. What are some possible reasons to support the restriction on the amount of American programming in Canada?

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Worksheet Two

1. Define Rituals:

2. Read "Voices: Nature & Culture" on page 269 of your text:

- What effect do you think the Dene way of thinking would have on how they behaved towards people new to their land?

- What causes a person to become a Dene person or to live their life according to the Dene way?

3.; What is the ancient religion of Japan? AND, what is the most important aspect of this religion?

4. Why are “kami” spirits so important and honored in the Shinto religion?

5. Based on the Shinto religion, it is very important to celebrate and honor those who have died. Do you think Canadians do the same for their loved ones who have died?
EXPLAIN

6. The Japanese have borrowed some aspects of religion from the Chinese. How does this prove that Japan is no longer an isolated country?

7. Read the “FYI” on page 270. The passage states that Japanese people consider Shinto and Buddhist practices as cultural rather than religious practices.
 - What do you think this passage is trying to say?

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Worksheet three

1. List some types of natural disasters that can take place in Japan:
2. What causes these natural disasters to occur?
3. Page 274 compares Europe and Japan before the year 1853. What was the major difference in regards to how each supplied its demands for consumer goods?
4. List three examples of how early Japanese people provided for themselves and the rest of the country:

5. Define arable land:

6. The textbook states that nature compensated for the limited amount of “arable” land in Japan? What does this mean in your own words?

7. Although “good” growing land was limited in Japan, what were some characteristics that help in regards to farming?

8. Consider the picture on page 275 of your text
 - Why do you think the Japanese people developed farm land on the side of a mountain?

 - Why did they make the farm land in a “step” fashion, and not a regular flat piece of land?

9. What are some of the important and difficult factors to consider when growing rice?
(Page 275)
10. What role did rice play in the TAX system of Japan?
11. Consider the picture on page 276 of your text.
- What are water currents?
 - Why do warm water currents come from the south and cold currents from the north?
 - Japan is located at the meeting point for warm and cold currents. How does this help their fishing industry?

12. Read the "Fast Forward" on page 277 of your text:

- Why does the Japanese government choose to use expensive rice from Japan, instead of cheaper rice from other countries?

- Why would the Japanese government "subsidize" farmers who produce rice in Japan?

- Do you think Canadian wheat farmers should be forced to sell their wheat to the Canadian government? EXPLAIN

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Worksheet Four

1. Define Homogenous

2. Based on your textbook, why do the Japanese feel they have a homogenous society?

3. Would you consider Canada to be a homogenous society? EXPLAIN your answer

4. Read the "Fast Forward" on Page 278 of your text:
 - Why did Hamamatsu officials recruit workers of Japanese heritage from Brazil and Peru?

- Why might these workers have been willing to settle in Japan?

- What was the impact of immigration on the city?

- Examine the line graph of Foreign Nationals living in Japan from 1980-2004?
What does the trend of the graph indicate?

- What does the "Fast Forward" suggest about the future of Japan as a homogenous society?

- Based on what you read, does Japan welcome cultural differences, or try to enforce people to mold to Japanese traditions?

5. Read "Distinct People: on page 279 of your text

- What is the main theme of this paragraph?

- Does the term "homogenous society" fit with history of the Ainu people and rest of Japan? Explain

- How does the "Distinct People" paragraph differ from that of the "Fast Forward"?

○ How were the Ainu people Assimilated?

○ Do you believe that assimilation has taken place in the history of Canada?
Explain:

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Worksheet Five

Begin by reading page 283 of your text:

1. Define shogun:
2. What act did he do when he became very angry and insulted?
3. When Asano realized the consequences of his actions, what did he do?
4. Define Ronin:
5. What did the Ronin decide to do once their master was dead?

12. What is the name of the period in Japan that lasted from 1600 to 1868?

13. Define daimyo:

14. Describe Japan in the 100 years before the _____ period you named in #12

15. Tokugawa Leyasu became the most powerful man in Japan around the year 1600. What did he do to gain this power?

16. What title did Leyasu gain from the emperor? Who really had the most power in Japan?

17. Define Shogunate:

18. Why did Ieyasu create the Shogunate?

19. Is there a difference between how Ieyasu CAME to power & how he HELD onto power?
EXPLAIN:

20. Why do you believe that Ieyasu did not rely on fighting and power to keep control of Japan?

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Worksheet Six

1. Leyasu and his successors (the Shogunate) took measures to ensure that Japan remained stable. Describe some details for each of the following:
 - Alternate Attendance
 - Sharing Power
 - Strict Laws

2. The measures brought forth by Leyasu (the Shogunate) were directed at one main group in Japanese society. Who were they, and why do you think they were targeted?

3. Under "Strict Laws", the daimyo had to pay for many projects in their territories, such as building roads. Why do you think the shogunate forced the daimyo to pay for these expensive projects?

4. Fill in the following in regards to the Shogun and Daimyo:

Measures that increased the Shogun's power –

Measures that decreased the Daimyo's power –

5. Which means of controlling the Daimyo would be most effective in ensuring loyalty?
WHY?

6. Define Hereditary:

7. In regards to birth, how was the class system continued in Japan under the Shogun rule?

8. Provide three examples of a "class" system in Canada:

9. Read "**Social Mobility in Canada Today**", and answer the following questions:

- What does "social mobility" mean?

- Did social mobility exist in Japan during the Shogun rule?

- List two points that suggest that social mobility **IS NOT** possible in Canada:

- List two points that suggest that social mobility **IS** possible in Canada:

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Worksheet Seven

- What do you think it would be like living in a society with no social mobility whatsoever?

- So... where do you stand? Is there social mobility in Canada? EXPLAIN:

2. Who were the Samurai?

3. Where did the Samurai live during the Edo period?

4. Read "The Way of the Warrior" on page 290 of your text:

- o List some qualities that are associated with Samurai warriors in Japan:

- o What was the Samurai privilege of "Seppuku"?

- o Why would a Samurai use "Seppuku" as a way of maintaining his honour?

6. Throughout history, the symbol of a Samurai has been very important in Japan. Why do you think the Samurai is so appealing even now in Japan?

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Worksheet Eight

1. Define Peasants:
2. What important role did the peasants play during the Edo period of Japan?
3. List some restriction peasants were forced to live by:
4. Why does your textbook compare the rules regulating peasants to those imposed on First Nations people living in Canada before 1960?
5. What was the role of Artisans during the Edo period?

6. If you were a child born to an artisan, two things about your future were guaranteed. What were they?
7. Why were artisans considered to be lower class than the peasants?
8. Who do you think should have been considered higher in class – The peasants or the artisans? Explain...
9. What was the role of merchants during the Edo period?
10. Why were merchants considered the “lowest” class in Edo Japan?

11. Complete the following summary table:

	Peasants	Artisans	Merchants
Role in society			
Class in society			
Important Points			

12. What determined the role of women during the Edo period?

13. Read "Exploring Sources" on page 293 of your text:

- What does this passage tell you about the status of women during the Edo period in Japan?

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Worksheet Nine

Read Section “Looking Out the World” starting on page 306:

1. What happened in the 1500 & 1600 hundreds that concerned the ruling shogun in Japan?
2. How did the ruling Shogun respond to Japanese people converting to a Christian religion?
3. What were the actions taken by the Shogun as a means to eliminate the Christian faith from Japan?
4. What type of laws did Shogun Tokugawa Lemitsu pass to try to eliminate outside influence in Japan?

5. Without reading any further, why do you think the Shogun was so desperate to eliminate outside influence within Japan?

6. Briefly summarize the "Exclusion Laws" passed in Japan:

7. **Read the "golden" colored passage on page 307:**

Why do you think the lower classes were more likely to defy the shogun's orders?

8. How do you think isolation from the rest of the world might have affected Japan's levels of technology and economic development?

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Worksheet Ten

Begin by Reading Page 313 of your text:

1. Why were Dutch Traders allowed to remain in Japan, while all other Europeans were forced to leave?
2. List two rules the Dutch had to adhere to while living in Japan:
3. Why did the Dutch have to travel to Edo once per year?
4. Do you see a problem here???? Why were the Dutch kept & why were the rest of the Europeans kicked out?

5. Define Dutch Scholars:

6. What are some examples of western influence moving into Japan?

7. Read "A new Way of Thinking" on page 313

- From what you know of the Japanese beliefs and view of the world, how might they react to ideas of trusting only what can be seen?

- Describe how Western science was much different than Japanese science:

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Worksheet Eleven

1. How did the Japanese describe an "Ideal Society"?
2. As Japan and its people moved towards an ideal society, all citizens were faced with many hardships. List them below:
3. Why did the shogun NOT allow people to think for themselves and use their freedom of expression? (In other words, what was the shogun protecting?)

4. During this period, the economy was “booming”. What were some characteristics of this booming economy?

5. What effect did Japan’s isolation have on its booming economy?

6. Read “Conserving and Managing Resources” on page 316:

- Why did isolation lead to a rapid depletion of Japan’s natural resources?

- What problem arose due to Japan rapid consumption of wood?

- As wood became more scarce, how did the Japanese resolve this problem...
Bring in wood from other countries, OR replant and rely on their own land?

7. Read "What Makes a Society Civilized?" on page 316:

- Define civilized

- List some points suggested by Elgin in regards to Japan being civilized:

- Why did Commodore Perry consider Japan to be uncivilized?

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Worksheet Twelve

2. State why each of the following groups were unhappy towards the end of the Edo period:

○ Peasants –

○ Daimyo –

○ Samurai

3. Why did the Samurai choose to marry daughters of merchants?

4. Who did these groups blame for their hardships?

5. How did the natural disasters of the 1700 & 1800's lead to further disapproval of the Shogun? (There are a few points to list here).

6. Another blow to the popularity of the Shogun was the "No Second Thought Expulsion Order". Explain how this order turned more Japanese people against the Shogun:

7. You need to remember that the country was in turmoil, due to the hardships brought by the natural disasters. How could have meeting with other nations helped the situation?

8. **Read "Views for the West" on page 323:**
 - What criteria did the British use to decide that Japan was wrong?

 - Were the British justified in saying that Japan did not have the right to exclude other nations from its riches?

- From the American perspective, why was trade between Japan and the U.S a good idea?

9. Summarize steps taken by the Shogun in Japan that lead to its fall from power:

10. Why did the Shogun refuse to allow the American to land their ships in Japan? What were they trying to avoid?

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Worksheet Thirteen

1. Begin by Reading “Pressure from the Outside” on page 328 of your text:

- What took place on July 14, 1853?

- What did Perry bring to Japan on that date, and what did it ask for?

- Perry came to Japan with a strong force of troops and equipment. Why do you think he decided to come to Japan in this fashion?

- Other than intimidation, why do you think the Shogun decided to accept the American’s demands?

- What were the terms of the final agreement between the US and Japan?

- The reading suggests that the Japanese were very unhappy with the agreements that were signed. Suggest some reasons for this unhappiness?

2.Explain the American idea of “Manifest Destiny”

3.How did Manifest Destiny influence the U.S in regards to its interactions with Japan?

4. Read “The Japanese Response to Perry” on page 331:

- Based on this section, what were some reasons that the Japanese did not refuse the demands of Perry?

- How did the “Opium War” of 1839 persuade the Japanese to open their borders to the Americans?

5. Read “Song of the Black Ships” on page 331:

- Who is the “sacred master? Why is he described this way?

- What does the poem reveal about the Japanese and how they felt about what was happening to their country?

- Can you predict from reading this poem what might happen to the shogun's government?

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Worksheet Fourteen

1. Read "Pressures from Within" on page 333 of your text:

- When Perry arrived in Japan, there were three distinct ways of thinking amongst the Japanese people. Copy the table from your book into the space below:

- Consider the first idea. This is not the course that was chosen by the majority of the Japanese. Can you provide an explanation why?

- The second idea represents a mix between American and Japanese perspectives. Why would the Japanese welcome American technology, but still want to maintain its values and culture?

3. Read "Culture Shock" on page 334 of your text:

- What does "Culture Shock" mean?
- Explain how culture shock applies to the meeting of the Japanese and Americans?
- Consider Figure 15-8. Why would the Japanese people have a problem with the seating at the treaty ceremony?

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Worksheet Fifteen

1. Read “Disorder and Civil War” on page 335 of your text:

- What evidence can you find that the Shogun rule was coming to an end?

- How did the Shogun finally fall as ruler of Japan?

2. Read “A Changing Order” on page 336 of your text:

- What name did Prince Mutshuhito choose for himself when he became Emperor of Japan?

- Define Enlightened:

- Japan was currently undergoing as “transition period”. Why do you think the new emperor believed that his rule would be enlightened?

 - Why were the three years following 1867 known as the “Meiji Restoration” period?

 - Read the caption for figure 15-11. What does this change suggest about Emperor Meiji’s attitude toward the west?
3. The samurai helped the emperor regain power in Japan. What role did they play in the government?
4. Define Oligarchy:

5. Why did the samurai, or oligarchy, realize they had to change the way in which Japan was run?

6. To help Japan succeed in the world, the newly formed government had two goals? What were they?

7. What was the motivation for moving the emperor to the capital city of Tokyo?

8. **Read “The Five Charter Oath” on page 338 of your text:**
 - Restate each of the terms of the Oath in your own words:

- Which of the terms demonstrate a move to a more democratic government and society?

- How is the first term different from the way the Shogunate made decisions in Japan?

- How is the second term different from the way classes were defined and treated under the Shogunate?

- In regards to the Burakumin people, what was the goal of the Emancipation Edict?

- Did the Emancipation Edict achieve the goal of eliminating discrimination against the Burakumin people?

- Based on the last caption in this reading, can you gauge the amount of discrimination in Japan today? How do you know?

3. When the Meiji came into power, what was their initial goal for the education system of Japan?

4. How did the goal of the system change in the early 1880's?

5. In North America, the goal of schools is to teach students how to think. In Japan, the goal was to teach students what to think. Which of these two models of education do you agree with and why?

6. Think of your own education so far. Do you think your education has focused on teaching how to think, or what to think? Explain your choice:
(Class Discussion as well).

7. After the oath and rise of the Meiji Empire, life for many did not drastically change:

- Describe how the traditional family remained the same:

- What happened to the classes within Japanese society?

- List three possible reasons to explain why life did not change drastically for many during the Meiji period?

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Worksheet Seventeen

Begin by reading page 343:

1. In your own words, describe the Industrial Revolution:
2. List some changes that took place during the industrial revolution:
3. Over how many years did the industrial revolution take place in Europe and North America?
4. The textbook states that the Industrial Revolution took place in a much shorter period of time than it did in Europe and America. Suggest two reasons why the process was so much quicker in Japan.

Look at figure 15-19 on page 344:

5. Choose two inventions of the industrial revolution and why they were so important in our lives:

6. How did the Japanese government go about collecting new ideas and technology?

7. Why were people from the west forced to leave Japan as soon as they had trained workers to replace them?

8. Read "Two Perspectives on Trade" on page 347:

- Why does the first writer believe that Japan is losing out in its dealings with the West?
- What sort of reasons does the second writer give for open trade between Japan and the West?

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Worksheet Eighteen

Begin by reading page 352:

1. Define Conservative:
2. Give an example of how both wealthy and poor people accepted Western influence in Japan:
3. Suggest two reasons why some Japanese people were “conservative”:
4. Would conservative Japanese people support the new Meiji government? Explain why or why not:

5. Define Westernization:

6. What did the Japanese government believe would happen if they continued with the process of Westernization?

7. Westerners who came to Japan in the mid 1800's were often shocked and upset by Japanese customs. List three "offensive" customs that were outlawed:

8. Why did the Japanese government give into the influence of the Westerners? What were they trying to accomplish?

9. List some other behaviours and customs that were changed during Westernization:

Read "Backlash Against Westernization" on page 356:

11. Define Backlash:

12. Based on what you have read, do you think the Japanese had justification to turn against Westernization? Explain:

13. The building of Deer Cry Pavilion was a large factor in the backlash. State two points that support why the Japanese people were becoming upset:

14. **Read the quote by Ian Burma.** What attitude towards the Japanese people is reflected in this quote?

SAMURAI POSTER

You have just learned about the Samurai and their role in Japan's history and culture. Now, you are going to have a chance to make a Google Presentation, which is a way of visually showing what you have learned.

Here is what you need to do:

- A large and appealing title for the presentation
- A "Who were the Samurai" slide. This needs to describe who they were within Japanese culture
- A "Weapons" slide. This needs to describe what weapons that samurai had. Include pictures
- A "What they Wore" slide. This needs to describe what they wore. Include pictures
- A "Seppuku" slide. This needs to describe what Seppuku was and how it related to honour
- A "Why important" slide. This needs to describe why the Samurai are still very important and appealing in Japanese culture today
- Include lots of pictures!!!