

Social Grade 8 K&E

Module 1

Japan: From Isolation to Adaptation

Name:

Date Received:

Date in:

Mark:

◀ **K&E Social Works 8—Unit 3: Japan: From Isolation to Adaptation** ▶


Table of Contents

| | |
|--|----|
| Chapter 12— Shaping a Unique Worldview | |
| Split Page Vocabulary..... | 1 |
| Japan: Land of the Rising Sun | 3 |
| Shaping a Unique Worldview..... | 4 |
| Research Report | 13 |
| Chapter 13—Japan Under the Shogun | |
| Japan: Land of the Rising Sun | 15 |
| Japan Under the Shogun | 16 |
| Chapter 14—Edo Japan: A Closed Society | |
| Canada and Japan: Immigration..... | 19 |
| Edo Japan: A Closed Society..... | 20 |
| Chapter 15—Contact and Change in Meiji Japan | |
| Map..... | 27 |
| Contact and Change | 28 |
| Chapter 16—Return to Roots | |
| Return to Roots..... | 33 |

Chapter 12

Shaping a Unique Worldview

Name: _____ Date: _____

| Knowledge and Employability: Chapter 12 | | | |
|---|--|---|--|
| I Can | Read  | Do | Completed |
| | | | Student |
| | | | Teacher |
| <ul style="list-style-type: none"> • I can tell you why Japan was isolated from the rest of the world. | <ul style="list-style-type: none"> • Pages 265, 266 • Pages 271, 274, 275, 276 • Page 277 | <ul style="list-style-type: none"> • Split Page Vocabulary (SPV) (pp. 1-2) • Japan: Land of the Rising Sun (p. 3) • Shaping a Unique Worldview (pp. 4-12) <ul style="list-style-type: none"> - Mapping Japan #1 (pp. 4-5) - Mapping Japan #2 (p. 7) - Graphic Organizer (pp. 9-10) • Research: Natural Disaster (p. 11) | <div style="border: 1px solid black; height: 100px; width: 100%;"></div> |

**Practice: Split Page Vocabulary**

1 of 2

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

| Term | Definition | Example |
|----------------------------------|-------------------|----------------|
| Kamikaze (p. 261) Glossary | | |
| Isolated (p. 265) Glossary | | |
| Rituals (p. 268) Glossary | | |
| Matsuri (p. 270) Glossary | | |
| Tsunami (p. 271) Glossary | | |



Name: _____ Date: _____

Practice: Split Page Vocabulary

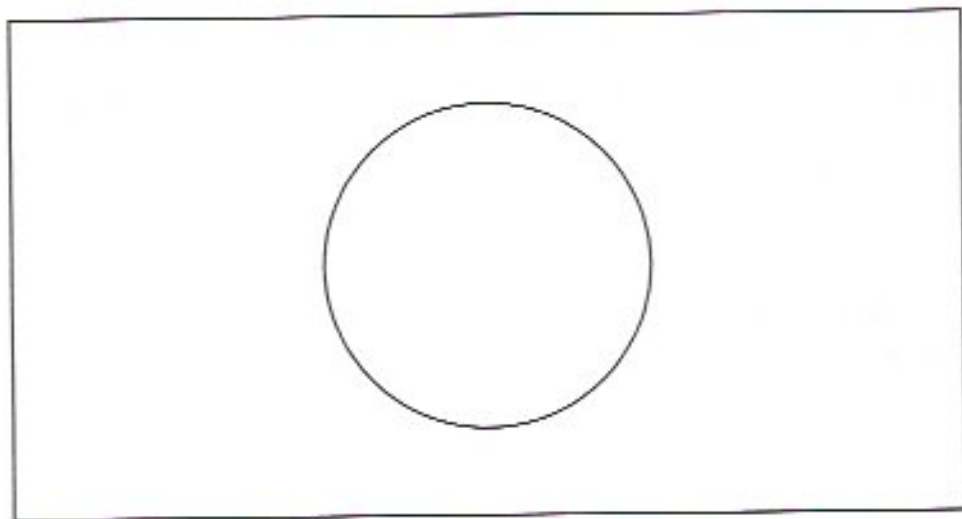
2 of 2

| Term | Definition | Example |
|--------------------------------------|-------------------|----------------|
| Stoic (p. 271) Glossary | | |
| Arable (p. 274) Glossary | | |
| Monsoon (p. 275) Glossary | | |
| Homogenous (p. 277) Glossary | | |
| Assimilation (p. 279) Glossary | | |



Practice: Japan: Land of the Rising Sun

Colour in the picture of the Japanese flag below. (page 262)



What do you think the red circle in the middle of the flag stands for?



Name: _____ Date: _____

Practice: Shaping a Unique Worldview

1 of 7

Assignment: Mapping Japan

Map 1

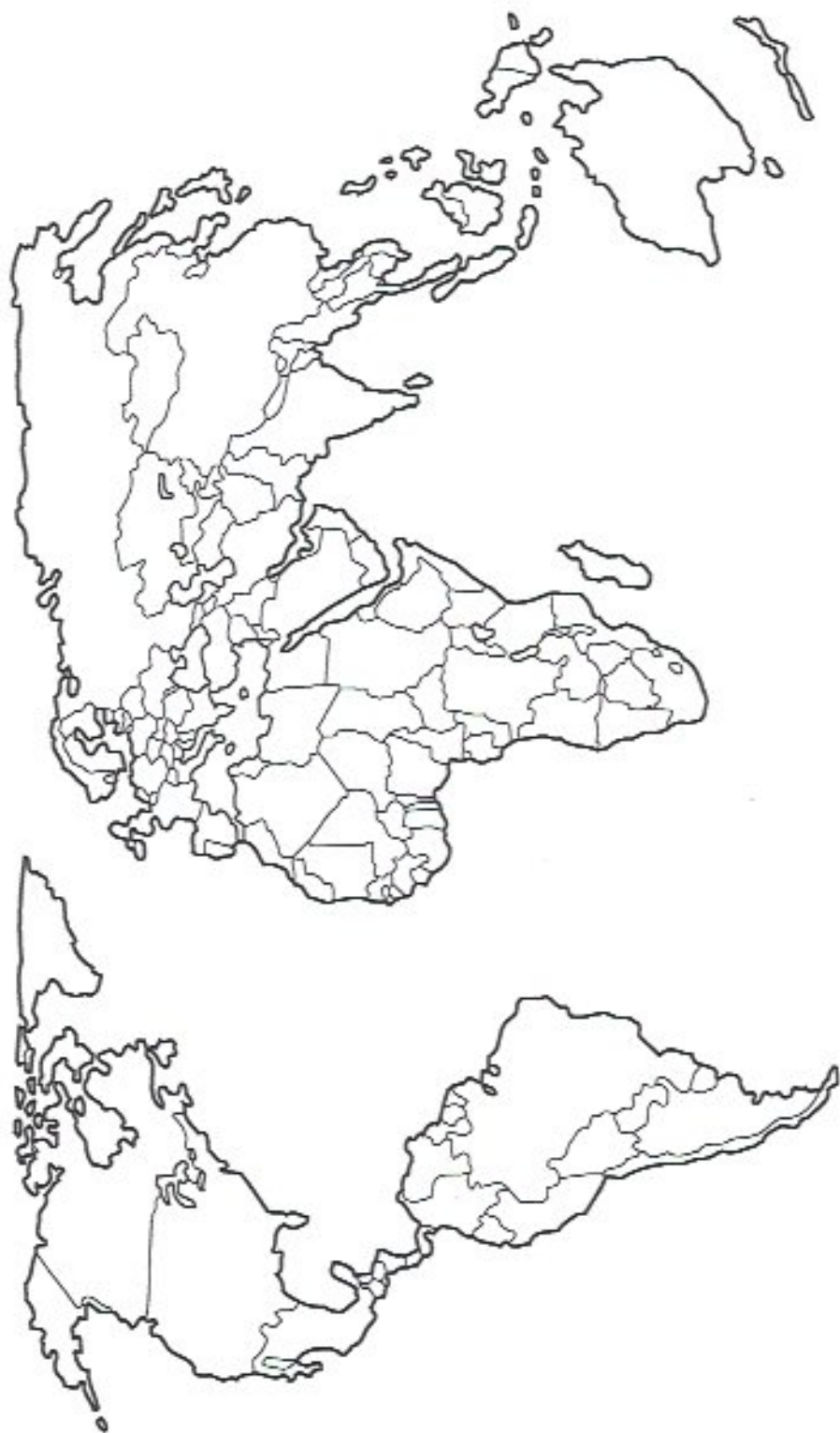
1. On the world map on the next page, colour Japan green.
2. Label each continent (use page 265).
 - North America
 - South America
 - Europe
 - Asia
 - Australia
 - Africa
 - Antarctica
3. Label each ocean.



Practice: Shaping a Unique Worldview

2 of 7

Map 1



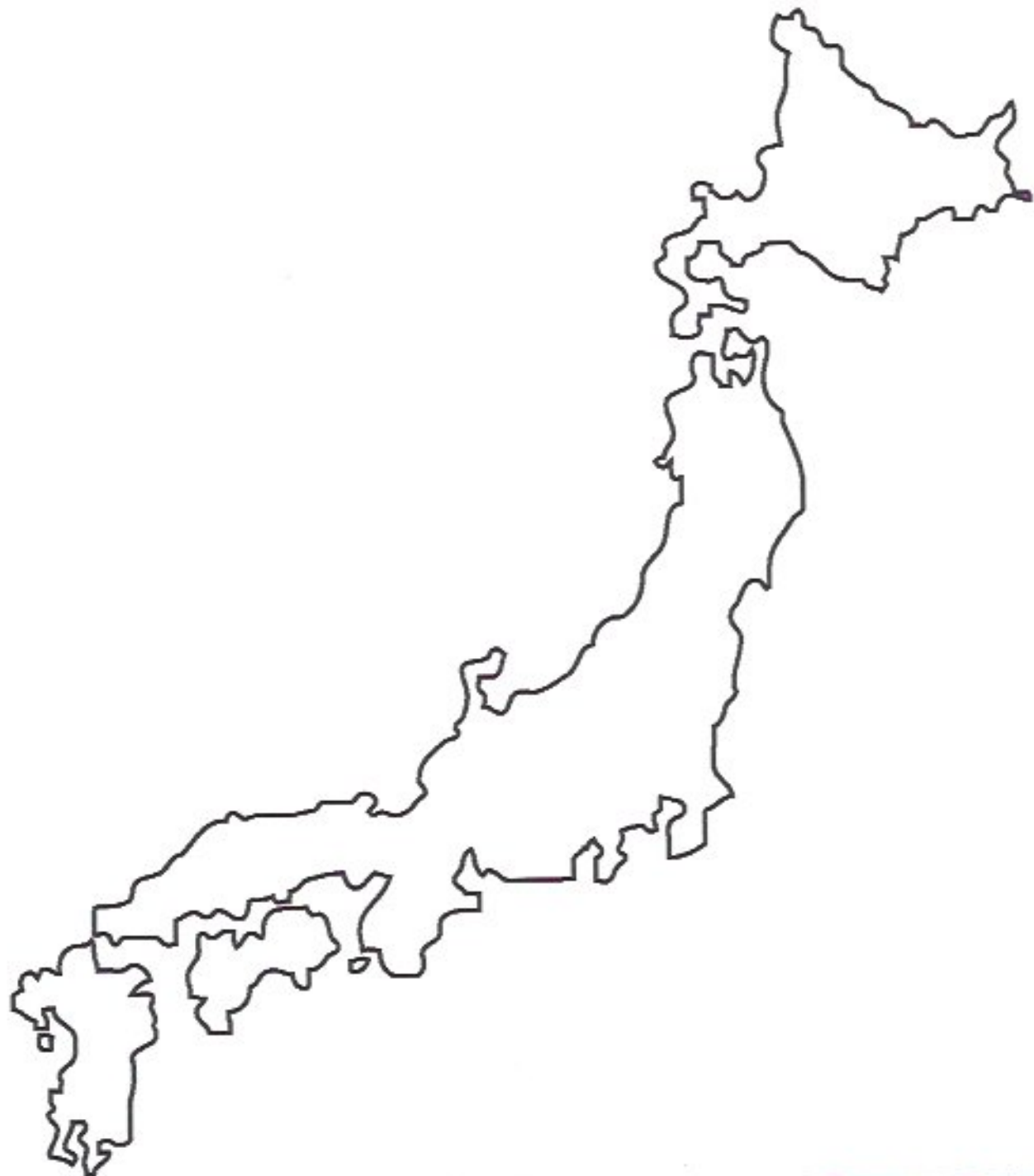


Practice: Shaping a Unique Worldview

3 of 7

Map 2

1. Label each island that makes up Japan.
2. Label Mount Fuji.
3. Label the Sea of Japan.



**Practice:** Shaping a Unique Worldview 4 of 7**Directions:**

Using the page numbers listed below, fill in the note sheet.

| How has physical geography shaped Japan's worldview? | |
|---|--|
| Isolation | Resources/Climate (pages 274, 275, 276) |
| Why is Japan isolated from its neighbours? (pages 265, 266) | Resources: Climate: |

**How has physical geography shaped Japan's worldview?**

| Size/Landscape (page 265) | Natural Disasters |
|---|-------------------|
| <ul style="list-style-type: none">• Land area – _____• Size compared to Alberta – _____• Population – 1600 – _____• Population – 2007 – _____• Forested mountains and steep valleys cover _____ of Japan• Only _____ % of the land is level enough for agriculture and settlement.• Areas of high population density (lots of people living in the area) are along the _____. | Page 271 |

Think About It: (page 277)

Why do the people of Japan think of themselves as homogeneous?

Remember:

Homogeneous means that people see themselves as the same, having a similar nature and character.



Practice: Shaping a Unique Worldview

6 of 7

Assignment: Research a Natural Disaster

1. Choose a natural disaster that has had a major impact in your local, national, or international community.

2. Describe why the natural disaster occurred.
Example: What is a _____ and why does it occur?

3. Describe what happened in your natural disaster.

4. Explain the immediate and the lasting impact of the natural disaster on the people in the area.

5. Answer the question, "How did the natural disaster change the worldview of the people who lived in the area?"



Name: _____ Date: _____

Practice: Shaping a Unique Worldview

7 of 7

How do I write about this?

Paragraph 1

Hook: Use an interesting fact or a statistic about the natural disaster.

General Statement: Include a general idea about your natural disaster.

Thesis Statement: What are you going to be talking about in your report?

Paragraph 2

Describe why the natural disaster occurred.

Example: What is a _____ and why does it occur?

Paragraph 3

Describe what happened in the natural disaster you picked.

Paragraph 4

Explain the immediate and the lasting impact of the natural disaster on the people in the area.

Paragraph 5

Answer the question, "How did the natural disaster change the worldview of the people who lived in the area?"


Practice: Research Report 1 of 2


| | Excellent 4 | Good 3 | Adequate 2 | Needs Work 1 |
|---------------------|---|---|--|---|
| RESEARCH | <ul style="list-style-type: none"> • Researches a variety of sources; text, workbook, library, internet | <ul style="list-style-type: none"> • Researches three sources | <ul style="list-style-type: none"> • Researches two sources | <ul style="list-style-type: none"> • Researches one source |
| ORGANIZATION | <ul style="list-style-type: none"> • Includes thoughtful, interesting, and easy-to-read ideas about the topic • Includes thoughtful, interesting, and easy-to-read introduction that includes a hook and a thesis statement | <ul style="list-style-type: none"> • Includes interesting, easy-to-read ideas about the topic • Includes interesting introduction that includes a hook and a thesis statement | <ul style="list-style-type: none"> • Includes ideas about the topic • Includes an introduction | <ul style="list-style-type: none"> • Includes few ideas • Introduction is missing |
| | <ul style="list-style-type: none"> • Uses organized paragraphs supported by excellent details | <ul style="list-style-type: none"> • Uses organized paragraphs | <ul style="list-style-type: none"> • Uses paragraphs | <ul style="list-style-type: none"> • Limited or no paragraph organization |
| | <ul style="list-style-type: none"> • Includes a thoughtful and interesting conclusion | <ul style="list-style-type: none"> • Includes an interesting conclusion | <ul style="list-style-type: none"> • Includes a conclusion | <ul style="list-style-type: none"> • Conclusion is missing |

**Practice: Research Report** 2 of 2

| | Excellent 4 | Good 3 | Adequate 2 | Needs Work 1 |
|----------------|--|--|--|--|
| CONTENT | <ul style="list-style-type: none"> Project promotes an excellent understanding of the topic Historical facts are accurate, detailed, and elaborate | <ul style="list-style-type: none"> Project promotes a good understanding of the topic Historical facts are accurate and detailed | <ul style="list-style-type: none"> Project promotes an adequate understanding of the topic Some historical facts are present | <ul style="list-style-type: none"> Project shows limited understanding of the topic Historical facts are missing or inaccurate |
| TOTAL | Wow! | | | |
| | To think about... | | | |
| | | | | |

Chapter 13 Japan Under the Shogun

Name: _____ Date: _____

| Knowledge and Employability: Chapter 13 | | | |
|--|--|---|------------------|
| I Can | Read  | Do | Completed |
| | | | Student |
| <ul style="list-style-type: none"> • I can tell you why Japan was isolated from the rest of the world. • I can tell you about the roles of different people in Japanese Society. | <ul style="list-style-type: none"> • Page 283 • Page 285 • Page 289 • Page 291 • Page 292 • Page 294 • Page 301 | <ul style="list-style-type: none"> • Page 15, questions 1-2 • Page 15, questions 1-4 • Page 16, questions 1-2 • Page 17, questions 3-6 • Page 18, question 1 | |

**Practice:** Japan: Land of the Rising Sun

Honour is a very important idea in Japanese society. Read the story about the shogun on page 283.

1. Why do you think the ronin felt they had to avenge the death of their master?

2. Why do you think the ronin took their own lives after avenging the death of their master?

Power and Control

What difference can a leader make? Before the Edo period in Japan, powerful landowners, called daimyo, were in constant competition with each other and were always at war. This changed when a powerful leader, Tokugawa Ieyasu, defeated other daimyo in battle. The Emperor made him the shogun. The shogun held all of the power.

To hold on to his power, the shogun (page 285):

1. Gave lords loyal to him the land next to his enemies.

2. _____
3. _____
4. _____



Name: _____ Date: _____

Practice: Japan Under the Shogun 1 of 3

What was society like in Japan during this time; what would you have done? _____

Rules

Japan had a strict hierarchy (levels where groups at the top had a lot of power and groups at the bottom had no power). People were born into the hierarchy.

There were over 216 rules just on how to dress. People who were peasants (the poorest) were not allowed to wear silk. There were also many rules for bowing and how low someone had to bow.

Roles in Society

1. Describe the samurai and what their role was in Japanese society. (page 289)

2. How were the lives of the peasants in Japan similar to the lives of the First Nations people in Canada before 1960? (page 291)



Practice: Japan: Land of the Rising Sun 2 of 3

3. Why was the status of an artisan lower than the status of the peasant? (page 291)

4. Why were merchants at the bottom of the social order? (page 292)

5. Why were some people considered outcasts? (page 294)

6. What was the social status of women? (page 292)



Honour

Honour, obedience to authority, and responsibility to the group is very important in Japan. The samurai organized the lower class people into groups called **goningumi**, where each person was responsible for the behaviour of the others in the group. All of them could be punished if one of them did something wrong.

Contact With the West

In 1534, the Japanese came into contact with people they called the "**southern barbarians**." They were talking about the Portuguese. The Portuguese were very different from the Japanese.


| Portuguese | Japanese |
|----------------------------------|-----------------------------|
| Favoured competition | Worked as a group |
| Individual values were important | Group values were important |
| Flexible social structure | Strict social structure |

1. What new belief did the Portuguese bring with them? (page 301)

Chapter 14

Edo Japan: A Closed Society

Name: _____ Date: _____

| Knowledge and Employability: Chapter 14 | | | Completed | |
|--|--|---|------------------|----------------|
| I Can | Read  | Do | Student | Teacher |
| <ul style="list-style-type: none"> • I can tell you why Japan was isolated from the rest of the world. • I can tell you about the Japanese immigration policy. | <ul style="list-style-type: none"> • Workbook (p. 19) <ul style="list-style-type: none"> – Articles 1–2 • Workbook (pp. 22–22) • Page 307 | <ul style="list-style-type: none"> • Edo Japan: A Closed Society (p. 20) <ul style="list-style-type: none"> – Immigration (p. 23) – Exclusion Laws Graphic Organizer (p. 24) – Exploring Culture (p. 25) – Getting Your Opinion (p. 26) | | |

NOTES:

Canada and Japan: Immigration

Read each article below.

Article 1

Canada has the highest per capita immigration rate in the world,^[9] driven by economic policy and family reunification. In 2001, 250,640 people immigrated to Canada. Newcomers settled mostly in the major urban areas of Toronto, Vancouver, and Montreal. By the 1990s and 2000s, almost all of Canada's immigrants came from Asia.^[10] Canadian society is often depicted as being very progressive, diverse, and multicultural.

Article 2

Japan accepted just 16 refugees in 1999, while the United States took in 85,010 for resettlement, according to the UNHCR. New Zealand, which is smaller than Japan, accepted 1,140 refugees in 1999. Just 305 persons were recognized as refugees by Japan from 1981, when Japan ratified the U.N. Convention Relating to the Status of Refugees, to 2002.^[13]^[14] Japanese Minister Taro Aso has called Japan a "one race" nation.^[15]

<http://en.wikipedia.org/wiki/Immigration>



Name: _____ Date: _____

Practice: Edo Japan: A Closed society

1. Read article 1 and article 2. What is the difference between the Canadian and Japanese immigration policies?

2. Why is there such a difference between Canada and Japan's current immigration policies?

NOTES:

Anger as Japan Moves to Fingerprint Foreigners

November 21, 2007

Japan is to fingerprint and photograph foreigners entering the country from next month in an anti-terrorism policy that is stirring anger among foreign residents and human rights activists.

Anyone considered to be a terrorist, or refusing to cooperate, will be denied entry and deported.

"This will greatly contribute to preventing international terrorist activities on our soil," Immigration Bureau official Naoto Nikai said in a briefing on the system, which starts on November 20.

The checks are similar to the "US Visit" system introduced in the United States after the attacks on September 11, 2001.

But Japan, unlike the United States, will require resident foreigners as well as visitors to be fingerprinted and photographed every time they re-enter the country.

"It certainly doesn't make people who've been here for 30 or 40 years feel like they're even human beings basically," said businessman Terrie Lloyd, who has dual Australian and New Zealand citizenship and has been based in Japan for 24 years.

"There has not been a single incident of foreign terrorism in Japan, and there have been plenty of Japanese terrorists," he said.

There are more than two million foreigners registered as residents in Japan, of whom 40 per cent are classed as permanent residents.

The pictures and fingerprints obtained by immigration officials will be made available to police and may be shared with foreign immigration authorities and governments.

cont'd

Diplomats and children under 16 are excluded from the new requirement, as are "special" permanent residents of Korean and Chinese origin, many of whom are descended from those brought to Japan as forced labour before and during World War Two.

Local government fingerprinting of foreign residents when issuing registration cards, long a source of friction, was abolished in 2000.

Amnesty International is calling for the immigration plan to be abandoned.

"Making only foreigners provide this data is discriminatory," said Sonoko Kawakami of Amnesty's Japan office.

"They are saying 'terrorist equals foreigner.' It's an exclusionary policy that could encourage xenophobia."

The new system is being introduced as Japan campaigns to attract more tourists.

More than 6.7 million foreign visitors came to Japan in 2006, government statistics show. Immigration officials say they are unsure how long tourists can expect to wait in line for the checks to be made.

Britain is set to require non-European foreign nationals to register biometric details when applying for visas from next year.

REUTERS

<http://www.theage.com.au/news/world/anger-as-japan-moves-to-fingerprint-foreigners/2007/10/26/1192941320246.html>



Practice: Edo Japan: A Closed Society

Assignment: Immigration

1. Why does the Japanese Immigration Bureau want to implement the policy of fingerprinting all tourists?

2. Why is Japan's Amnesty International office unhappy about the policy?



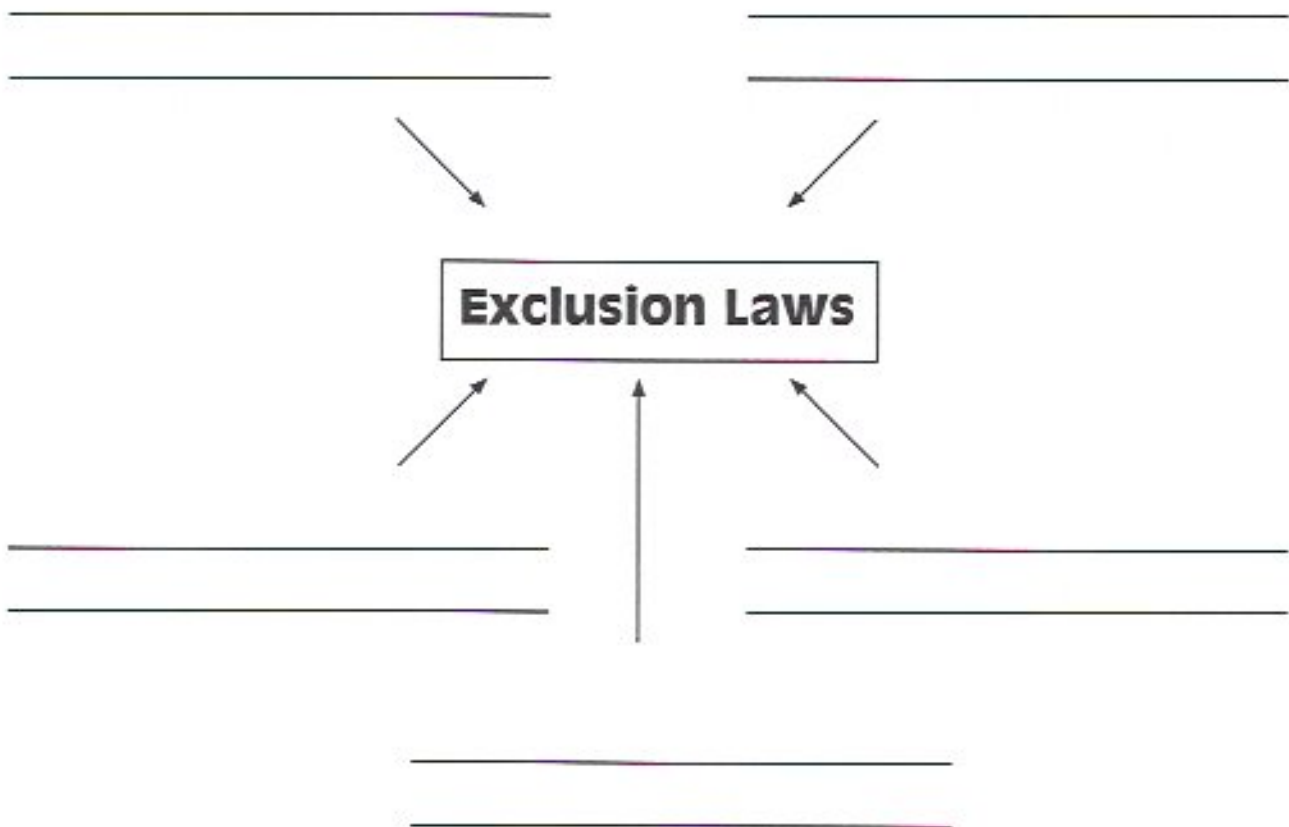
Name: _____ Date: _____

Practice: Edo Japan: A Closed Society

During the Edo period, the shogun wanted to limit foreigners coming to Japan because he felt they threatened his military power. He was really concerned about Christians and their church, and in 1614 ordered all of the Christian missionaries to leave the country. Any Japanese who were Christian had to give up their religion or be executed. He passed a set of Exclusion Laws and, if they were broken, the penalty was death.

Assignment: Exclusion Laws

1. Fill in the blanks of the graphic organizer below. (page 307)



**Practice:** Edo Japan: A Closed Society**Peace and Stability**

The Japanese lived without change, and with peace and stability, for a very long period of time. They wanted an ideal society with peace, security, harmony, respect, order, leisure time, and opportunities to enjoy art, entertainment, and recreation.

However, their lives were controlled by a strict set of rules and they had little personal freedom.

During this long period of peace, the Japanese were able to develop their arts and culture.

Assignment: Exploring Culture

| | | |
|--------|-----------------------|----------------|
| Kabuki | Japanese tea ceremony | sumo wrestling |
| Haiku | bunraku | kendo |
| Noh | woodblock prints | samurai |


Directions:

1. Choose three of the terms from the chart.
2. Get three index cards from your teacher.
3. On one side of the index card, describe the term.
4. On the other side of the index card, illustrate (draw) a scene describing the term.

Chapter 15

Contact and Change in Meiji Japan

Name: _____ Date: _____

| Knowledge and Employability: Chapter 15 | | | |
|--|---|---|-------------------------------|
| I Can | Read  | Do | Completed |
| | | | Student Teacher |
| <ul style="list-style-type: none"> • I can tell you what motivated Japan to change. • I can tell you how Japan adapted to contact with other cultures. | <ul style="list-style-type: none"> • Workbook (p. 27) • Pages 333, 336, 337 • Workbook (p. 31) | <ul style="list-style-type: none"> • Contact and Change (p. 28) <ul style="list-style-type: none"> - The Meiji Restoration (pp. 28-29) - Technology (p. 32) | |

NOTES:

Map



In the early 1800s, the United States was very interested in doing business with Japan. Japan was their closest neighbour across the Pacific Ocean, and the United States had lots of money and products to trade. In 1853, Commodore Perry sailed into Uraga Harbour with a letter from his president.

In the letter, the United States listed their demands:

- trade
- protection for shipwrecked American sailors
- right to buy coal for ships

The Japanese agreed to these in a treaty. Why? They were worried about Perry's military strength. The U.S. owned weapons they had never seen, and they did not want to fight a war they could not win. Japan had seen what happened in China. (China had lost in an earlier war to Britain, and was forced to sign unequal treaties.)



Name: _____ Date: _____

Practice: Contact and Change 1 of 3

1. Read the quote in the chart on page 333 of your Worldviews text, "Honour the Emperor; expel the barbarians." What did some Japanese feel was the solution to their problem?

The Meiji Restoration

1. What was the Meiji Restoration? (page 336, paragraph 3)

Name: _____ Date: _____



Practice: Contact and Change 2 of 3

2. What were the goals of the Meiji leaders? (page 337)

3. Why was it important to get the people to rally around the Emperor? (page 337)

NOTES:

Did you see the movie "The Last Samurai" with Tom Cruise? The Last Samurai was a fictionalized account of what happened around this time.



Technology

It is hard to imagine Japan being behind the rest of the world in technology, but in the 1800s it was true. The Industrial Revolution made dramatic changes to how goods were produced in the West. Japan had to industrialize in a hurry. They sent missions around the world and hired experts to install factory machinery at home and to train Japanese workers on how to use them.

NOTES:

Technology

Japan is considered a leader in innovation today. Read the article below and then answer the questions.

Japanese technology: small gadgets, big influence



By Marina Kamimura
CNN Tokyo Bureau Chief
January 6, 2000

Web posted at: 5:33 p.m. EST (2233 GMT)

TOKYO (CNN)—The land of the rising sun has developed a reputation during the past half-century for being a veritable paradise for technological products and gadgets.

Think Japan and think of popular, personal products, such as the Walkman, high-tech electronics, a gamut of developments involving computer wizardry, and even the karaoke sing-along. Given the Japanese penchant for the robotic and the small, it's probably not surprising that the Japanese developed miniature cameras to allow physicians to probe deep inside the human body.

Along the way, the Japanese earned a reputation for liking the wacky as well: virtual pets, a bra with sensors for flying objects, even a washing machine to clean humans.

Some critics have said much of Japanese technology lacks true ingenuity and is instead a modification of discoveries made by others. Japanese companies let their record of innovative products speak for itself.

As the century draws to a close, even the Japanese admit their tardiness in embracing what some have called the greatest technological innovation of this century — the Internet.

Still, few would dispute the large role Japanese technology has played in shaping the world as it enters the next millennium.

<http://www.cnn.com/SPECIALS/views/y/1999/12/tokyo.kamimura.dec17/>



Name: _____ Date: _____

Practice: Contact and Change 3 of 3


Assignment: Technology

1. What do you have in your home that comes from Japan?

2. What other forms of technology do you know about that come from Japan?

Chapter 16 Return to Roots

Name: _____ Date: _____

| Knowledge and Employability: Chapter 16 | | | | |
|---|---|---|------------------|----------------|
| I Can | Read  | Do | Completed | |
| | | | Student | Teacher |
| <ul style="list-style-type: none"> • I can tell you how Japan adapted to contact with other cultures. • I can tell you the impact that change had on Japan. | <ul style="list-style-type: none"> • Workbook (p. 33) • Page 362 | <ul style="list-style-type: none"> • Return to Roots <ul style="list-style-type: none"> - Traditional vs. Modern Graphic Organizer (p. 33) - Strong Army, strong Country (p. 34) - War with China, Russia Graphic Organizer (p. 35) - In Your Opinion (p. 36) | | |

**Practice:** Return to Roots

1 of 4

Traditional vs. Modern

Change isn't always easy. Think about your own life. Are there trends or change that you adjust easily to, but your parents or grandparents do not?

| Traditional | Modern |
|---------------------------------|------------------------|
| Example: Writing letters | Example: E-mail |
| | |
| | |
| | |
| | |

Westernization

Westernization is the adoption of Western ideas and culture.

During the mid 1800s, the Meiji government adopted many western customs. They did this because they wanted to change the unequal treaties that existed with the West. They felt that they would be able to win respect for Japan and be stronger with Western countries if they appeared modern; dressing the same, eating the same way, and outlawing behaviour that outsiders did not like.

Not all Japanese liked this new and improved way of living and there was a **backlash** against Westernization. The people felt they were losing their own cultural traditions and beliefs. Japan tried to put both old and new ways into building their government.



Name: _____ Date: _____

Practice: Return to Roots 2 of 4

In the new constitution, the emperor's powers were sacred and Japanese people were granted some rights.

Strong Army, Strong Country

The Meiji leaders learned that to be strong countries: (page 362)

- _____
- _____
- _____

Japan moved to strengthen its military by requiring that all males serve in the military for 3 years. After that, it took over several island groups—the Ryukyu Islands, the Bonin Islands, and the Kurile Islands.

War With China and Russia

Why did Japan go to war? Answer the questions on the graphic organizer on the following page.



Practice: Return to Roots

3 of 4

China
What happened?

Russia
What happened?



War with Russia and China
What did Japan want?



Name: _____ Date: _____

Practice: Return to Roots

4 of 4

In Your Opinion...

Why do you think Japan has been so successful in the 20th century?

Hint: Use page 369 to help you.

Some examples of their successes include:

Robotics

Computers

Automobiles

Anime

Manga

Video Games

What else can you think of?
