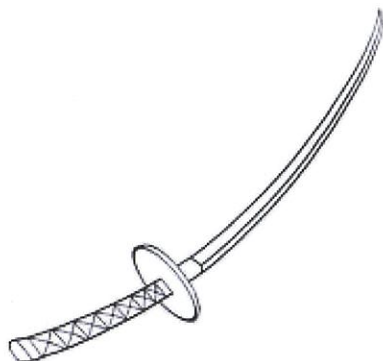


7/8 History
Student Workbook
(Mrs Felstead, Miss Nott & Mr Saunders)

Name: _____

Japan
under
the
Shoguns

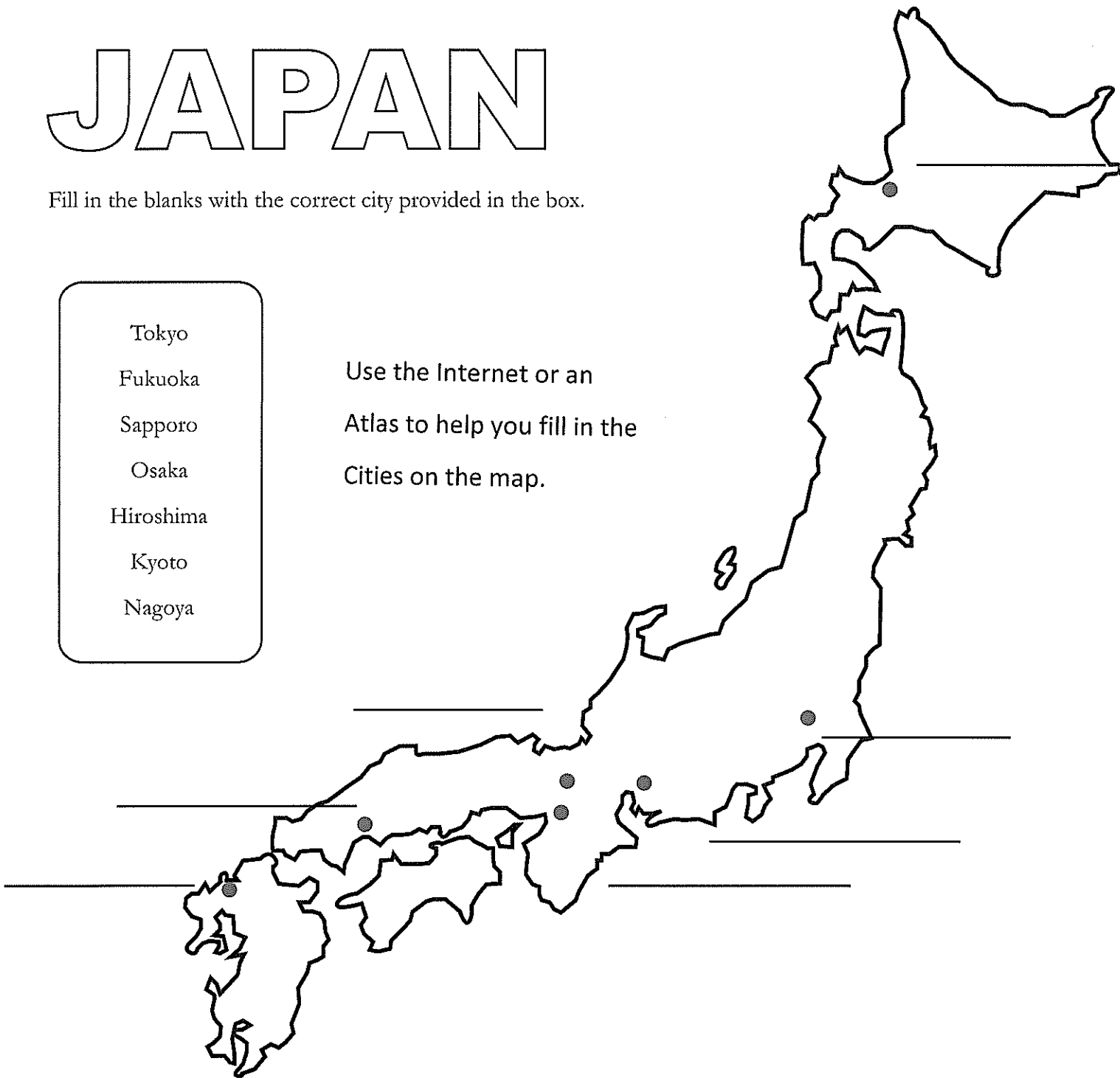


JAPAN

Fill in the blanks with the correct city provided in the box.

Tokyo
Fukuoka
Sapporo
Osaka
Hiroshima
Kyoto
Nagoya

Use the Internet or an
Atlas to help you fill in the
Cities on the map.



Tokyo is Japan's capital as well as one of the most popular and largest metropolitan cities in the world.

Hiroshima is historically remembered as the first city to be destroyed by an atomic bomb in World War II.

Sapporo is the largest city located on the island of Hokkaido.

Fukuoka is geographically close to Seoul and is known as an important harbor city.

As a thriving ancient Japanese city, Osaka is the home of the Osaka Castle built by Toyotomi Hideyoshi.

The Atsuta Shrine and the TV Tower are two of Nagoya's popular sights.

Kyoto is home to thousands of Buddhist temples and Shinto shrines.

Japan

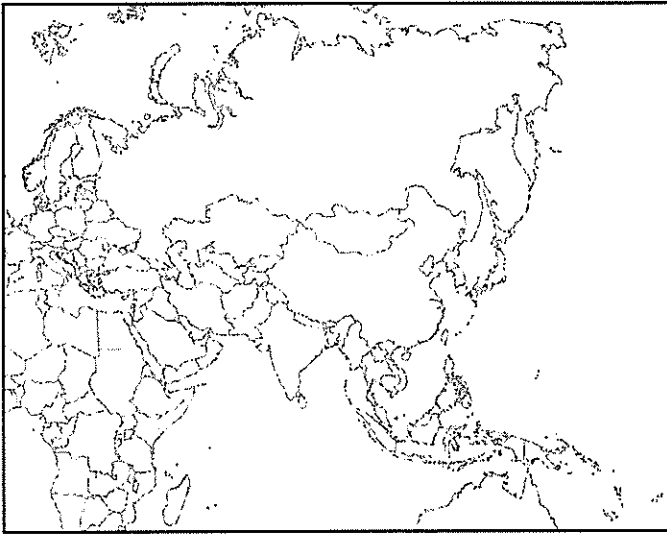
Use non-fiction books and the Internet to find out information about Japan.

Capital City:

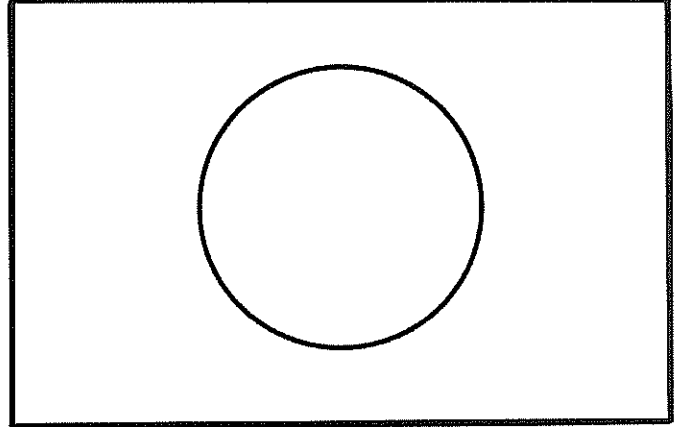
Population:

Language Spoken:

Location of Country:



Country Flag:



Bordering Countries:

Famous Landmarks:

Famous People:

Popular Food:

Popular Activities or Sports:

Traditions:

National Anthem:

Other Interesting Facts:

Key terms

Shogunate Japan refers to a period in history when the **noble families** or **clans** of Japan fought to overthrow the emperor and gain control of their country. A noble family gained control when the leader of their clan became the **shogun**. The shogun was the chief military leader in Japan. In shogunate Japan this position had become even more powerful than that of emperor.

Key term	Definition
shogunate Japan (shoh-guhn-ait Ja-pan)	This is the period when shoguns ruled Japan. During this time there were still emperors, but they had no real power. This period lasted from approximately 1185 CE to 1867 CE.
shogun (shoh-guhn)	The shogun was originally Japan's chief military leader. Later the shogun became the person with the real power.
emperor (em-per-er)	The emperor was originally the male ruler of the empire. During the time of the shoguns the emperor had less power, but still performed important religious duties.
Imperial family (em-pahy-r-yal fam-a-lee)	The close relatives of the emperor.
daimyo (dah-ee-myoh)	A lord who ruled over an area.
shugo-daimyo (shuh-gyo dah-ee-myoh)	A great lord or governor who ruled over a province (large area of land).
historical records (his-stawr-i-kuhl re-kawds)	Written information relating to historical figures or events.
legends (lehj-uhnds)	Stories from the past that have not been proven.
rebel (reb-uhl)	Refuse to follow the ruler's or leader's commands.
clan (klan)	A noble family who shared power and privilege and worked together for the good of their family.

Imperial Japan

Read the Resource sheet, 'Key terms', then answer the following questions.

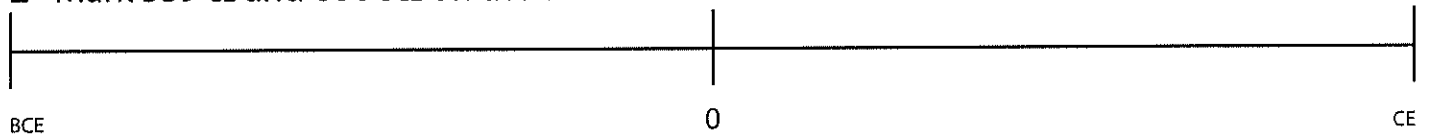
-  **1** Read the following passage. Circle any key terms from the Resource sheet.

Historical records show that the same Imperial family has ruled Japan since 539 CE, but some legends claim that they have been in power since the 600s BCE – almost 1000 years longer. The emperor is the male head of the Imperial family. There have been many emperors during this period.

Legends say that the first emperor was called Jimmu. He was the son of the sun goddess Amaterasu. Many emperors claimed to be the sons of gods or goddesses because this gave them greater power. Peasants were less likely to rebel against a ruler who was related to a god.

Although the Imperial family was once the most powerful family in all of Japan, over time they gradually lost their power. The emperor and his family still had their courts and still lived in luxury, but by about 1185 CE, the real power was now held by the shogun.

- 2** Mark 539 CE and 600 BCE on the timeline.



- 3** Who was in control of Japan at first?

- 4** Why might people have seen the emperor Jimmu as powerful?

- 5** Who ended up taking control of Japan?


- 6** What did their title mean? Why might this have made it easier for them to gain power?

- 7** What is the difference between legend and historical records? Why is this important?

Japanese lands

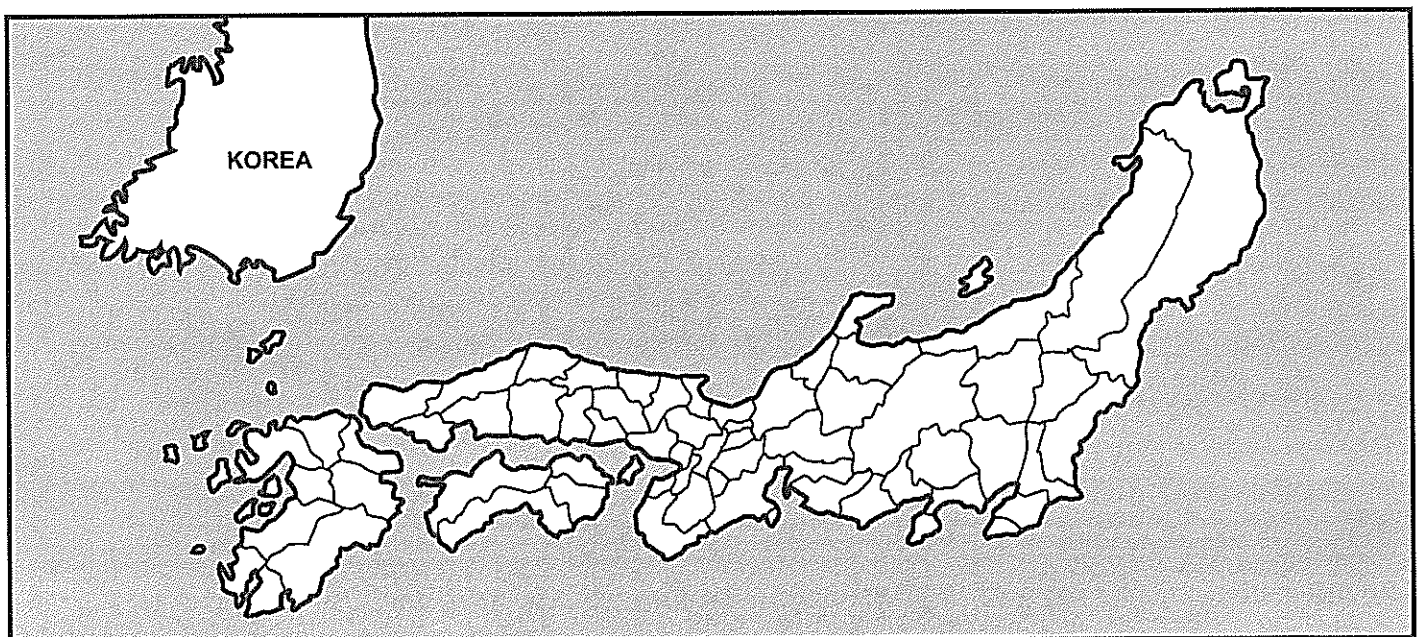
Japan is made up of hundreds of different-sized inhabited islands. Most people travelled from place to place on foot, although sometimes an **ox cart** was used. Rich people often used horses or **palanquins** to travel. A palanquin is a covered wagon that does not have wheels. It is carried on the shoulders of four men. Boats and ships were used to travel between the islands of Japan.

The emperors, and later the shoguns, were not able to control all of Japan without help, so they separated Japan into smaller **provinces**. The provinces were ruled by great lords called shugo-daimyo. Each province was separated into smaller areas, which were each controlled by lesser lords, called daimyo. The daimyo passed their power down to their children or descendants.

-  **1** What is the difference between a shugo daimyo and a daimyo? (Hint: Read the Resource sheet, 'Key terms'.)


- 2** Look carefully at the map below. Colour in the following areas:

- Japan – green
- Korea – red
- oceans – blue
- Identify the largest and smallest province in Japan and shade them in orange.



The provinces of medieval Japan

Japan and its neighbours

 1 Use the words in each word bank to complete the paragraphs below.

relationships traded neighbours	Japan's nearest _____ are Korea and China. Throughout history they have often had close _____ as they _____, fought and learnt from each other.
Buddhism Confucianism alphabet	Japan took many of its ideas from China. Around 500 CE the Japanese adopted the Chinese _____. In 605 CE, two Chinese religions, _____ and _____, became the official religions of Japan.
administration captured Korea	Around 663 CE, _____ was invaded by China. Many Koreans moved to Japan to avoid being _____ by the Chinese. The Koreans had a great knowledge of _____, law, court ceremony and military tactics. This knowledge helped Japan to develop many of its government structures.
brocades exported saffron	The three countries often traded with each other. Japan _____ many items, including gold, mercury, pearls, sulphur and pine. The Japanese also made folding fans, folding screens and swords, which were very popular trading items. Japan was able to trade their goods with Chinese traders for rich fabrics such as _____, damasks and silks. They also got writing implements, books, paintings and copper coins. Korea mainly exported ginseng and _____, which were costly herbs and spices.
heads shogun noses	In the late 1500s, one _____ decided that he wanted to become the emperor of China as well as controlling all of Japan. His first step was to attack Korea so that he had a safe port to attack China from. The samurai cut off the _____ of their fallen enemies to prove how many they had killed. These had to be transported by boat back to Japan. They eventually decided to just send the _____, pickled in large barrels, to prove how many Koreans they had killed.

How the emperors lost power

Emperors of Japan were originally very powerful. The emperor controlled most of Japan, and was treated with respect. However, as daimyo gained power, one emperor, Prince Shotoku, became concerned that he was losing control of his country.

Prince Shotoku (574 CE–622 CE) feared that the daimyo might decide to rebel and take over the country. He decided that the emperor should rule through officials who were appointed by the emperor, rather than through the powerful daimyo.

At first, using officials to help rule Japan went well. It was easier to remove an official who did not do his job properly than a lord. However, over time emperors became more interested in studying or amusing themselves, rather than ruling their country. This made it easy for officials to stay in their jobs. These officials then became the new daimyo. As advisors to the emperor, the daimyo became very powerful. This meant that people were no longer chosen because of their ability, but because of their family. Eventually, the head of the most powerful family became shogun.



1 What did the emperors do to keep power?

2 How did the emperors lose power?

Fujiwara clan

The Fujiwara clan ruled Japan from approximately 794–1185 CE. A family of court officials, they became very powerful because they:

- were the key advisors to the emperor
- made all decisions about the running of Japan
- married their daughters and sisters into the Imperial family
- forced emperors to give up their throne so their young heirs could take over
- controlled the lives of the child emperors
- gave retired emperors luxuries and entertainments, so they would not fight to regain control of the country.


 **1** List two things the Fujiwara clan did to stay powerful.

- _____
- _____

2 How might the Fujiwara's actions have angered other clans?

3 Imagine that you were part of the Fujiwara clan. Explain the reasons behind your actions.

The battle to rule Japan

 1 Use the words in the word bank to complete the following sentences.

The **Fujiwara** clan became so powerful that many other c____ became jealous. They also wanted the power to c____ the emperor. Eventually, one of the emperors became s____ enough to rule without the Fujiwara clan's help, and made the **Taira** clan his advisors. This gave the Taira clan power over both the emperor and his children.

This frustrated both the F____ clan and another powerful family, the **Minamoto**. However, they were unable to act against the emperor, as he was seen as god-like. In 1180 CE, the Taira clan decided to replace the 19-year-old emperor with his newborn c____. Many clans saw the move as an attempt by the Taira clan to become emperors themselves, and the Minamoto clan finally were able to f_____.

There were many f_____ battles between the two clans. The Taira were s_____ by the c_____ emperor, and the Minamoto were supported by the Fujiwara clan and one of the retired emperors.

The f_____ sea battle of Dannoura was in 1185. At f_____ the Taira clan looked like they were going to win, but the Minamoto clan f_____ hard. Many of the Taira family, realising that they couldn't win, committed s_____ by jumping off the s_____. The young emperor, Antoku, drowned, along with his mother and grandmother, rather than be c_____. Emperor Antoku was succeeded by his younger brother, Go-Toba.

Minamoto Yoritomo, the head of the Minamoto clan, became the first s_____ in Japan. Emperor Go-Toba c_____ to enjoy his luxuries and power without the responsibility of having to govern Japan. But the rest of the c_____ belonged to the shogun.

Word bank

country
current
control
continued
captured
clans
child
supported
suicide
strong
shogun
ships
final
fight
first
Fujiwara
fierce
fought

Minamoto clan

The Kamakuran shogunate

Minamoto Yoritomo took control of Japan using a **bakufu**, or 'tent government'. It was called this because in battles, the generals gave orders from their tents. This made them look less threatening to the emperor's permanent government. Yoritomo ruled Japan through his military strength. He made his capital city at Kamakura. Even though the emperor still lived in Heian, Kamakura was seen as the real capital city of Japan. Sometimes this period is referred to as the Kamakuran shogunate.

The end of the Minamoto rule

The **Minamoto** clan only ruled for a short period of time. After Yoritomo died, his two sons both tried to rule as shogun, but both were killed. They were not considered to be as powerful as their father. In the end Yoritomo's widow, Hojo Masaka, helped to take control of the country with her clan, the **Hojo**.

The Hojo clan

The Hojo clan were very good at ruling Japan and easily stayed in command for almost a century. However, they became worried when the Mongols tried to invade Japan in 1274 and 1281. The Mongols were a tribe of **nomads** (people who move from place to place) who had already invaded and conquered China. The shoguns had always seen the Chinese emperors as powerful rulers. The shoguns believed that if China could be invaded then Japan could be too.

 1 When did the Mongols try to invade Japan? (Hint: There are two dates.)


2 Why were the Japanese worried about a Mongol invasion?

3 Who was ruling Japan at the time? Why?

Mongol invasion

A **proper noun** refers to the name of a specific person, place, group, event or important object. Examples include Melbourne, Paul and Alice in Wonderland. Proper nouns always start with a capital letter.

A **common noun** is the name given to a type of person, place or thing. Examples include city, woman and book.

 **1** Identify whether the underlined words below are common nouns or proper nouns. Circle the correct option.

Each time the Mongols tried to invade, the shogun had to raise a large army (common/proper) to try and defeat them. This was very expensive. The shogun had to pay the soldiers (common/proper) and had to produce lots of weapons. They had to raise taxes (common/proper) in order to pay for all the supplies.

The Kamakuran shoguns were lucky because each time the Mongols (common/proper) tried to invade there was a typhoon (a kind of cyclone) that destroyed the Mongol army. They called this wind (common/proper) a 'divine wind' or 'kamikaze'.

2 Reorder the word parts to make a word.

- | | | | |
|-----------------------------|-------|----------------------------|-------|
| a ls + go + Mon | _____ | e we + ons + ap | _____ |
| b n + gu + sho | _____ | f va + in + de | _____ |
| c pen + ex + si + ve | _____ | g o + ty + on + ph | _____ |
| d so + ld + rs + ie | _____ | h mi + ka + ze + ka | _____ |

3 Imagine that you were one of the warriors waiting for the Mongols to attack. How would you feel before the battle? Why?

4 How would you feel after the 'divine wind'? Why?

Age of warring states

After the Mongol invasions, the Minamoto/Hojo clan lost support and other groups tried to gain control. The Emperor Go-Daigo and a noble clan, the **Ashikaga**, both tried to rule Japan. The Ashikaga finally took control of the whole country before losing power due to in-fighting about who would be the next shogun.

This was followed by a 150-year period of war between daimyo, called the **Onin War** or 'age of warring states'. During this time daimyo families rose and fell in power, and many daimyo died as others took over their lands.




Some people believe this time of warring to be bad. But I do not. I see it as an opportunity. I started off with six warriors to support me. But I used them wisely. When my nephew looked like he would lose his inheritance, I came with my men and fought for him. We won. My nephew honoured me by giving me a castle for supporting him. I then fought others and gained more land. Soon I had many warriors and my clan became powerful.

Hojo Soun (1432–1519)

Even though I am called the emperor I have no real power. It is the shogun who controls Japan, and he does not even control all of it anymore. I could not even hold the ceremony to make me emperor for ten years. I had to ask many daimyo for donations so I could afford to have the ceremony.



Emperor Go-Daigo (1496–1557)

-  1 Identify two reasons why a time called 'the age of warring states' might be a bad thing.

- 2 Not everybody found the age of warring states to be bad. Suggest two reasons why this time may have been good for some people.

End of warring states

For a long time it seemed that the **civil wars** in Japan would never end. The lords fought against each other to try and gain more power and more land. However, they all fought in the same way, using the same swords and bows. This made it difficult for any lord to gain control and become the shogun of all Japan.

Finally, a man named **Oda Nobunaga** took control of all of Japan by fighting with new technology, including:


- firearms (guns) bought from Portuguese traders
- infantry units (groups of soldiers who walked from place to place) of 500 men, all armed with guns
- cannons to help destroy castles
- iron fans to signal to the troops on the battlefield. (Fans were used to communicate important information to the soldiers.)

Unfortunately, Oda Nobunaga was killed during a tea ceremony by one of his own generals in 1584, shortly after he had gained control of Japan.

His second in command, **Toyotomi Hideyoshi**, became the new shogun. He was determined to make sure there would never be another civil war by:

- ordering all peasants to give up their weapons and return to farming
- ordering samurai to live in castle towns, where they could be controlled
- changing the tax system to make it easier.

However, Toyotomi Hideyoshi's reign was almost as short as Nobunaga's, leaving his infant son as shogun – a position that many men would kill for.

-  **1** List two ways that Oda Nobunaga and Toyotomi Hideyoshi tried to gain control of Japan.


- 2** What do you think might have happened after Toyotomi Hideyoshi died? Think about his son, the country and the position of shogun.

Tokugawa Ieyasu's childhood

Tokugawa Ieyasu was an important daimyo who had been a strong ally of both Oda Nobunaga and Toyotomi Hideyoshi. An ally is a person or group who joins and fights on the same side as another person. After their deaths, Ieyasu became a regent to the infant shogun. This meant that Ieyasu ruled on the infant shogun's behalf until the infant was old enough to rule for himself.

Here is some interesting information about Ieyasu's childhood.

- Ieyasu was born in a time of war. His father was **Matsudaira Hirotada** and his mother was **Odainokata**.
- Ieyasu's father had a bitter feud with a neighbour, **Oda Nobuhide**.
- When Ieyasu was one year old, his father divorced his mother because some of her family had joined the Oda clan.
- Hirotada (Ieyasu's father) had to find strong allies to help him fight the Oda clan. He turned to a man named **Imagawa Yoshimoto** for help.
- Yoshimoto agreed to help, but only if Hirotada gave him Ieyasu as a hostage. Being a hostage meant that Ieyasu would live with Yoshimoto and the Imagawa clan. It also meant Ieyasu could be killed if his father did not do as Yoshimoto asked.
- But Ieyasu did not make it to the Imagawa clan. On his way there, he was captured and taken hostage by his father's enemy, Oda Nobuhide.
- Nobuhide threatened to kill Ieyasu if Hirotada did not do what he said. Hirotada said that they could kill his son, but Nobuhide did not. Instead he kept the boy hostage for three years.
- After Nobuhide and Hirotada had both died, Imagawa Yoshimoto fought with the Oda clan until they gave Ieyasu to him.
- Ieyasu lived as a hostage with the Imagawa clan until he was fifteen.

 **1** Identify the following characters and write their names in the table: Oda Nobuhide, Odainokata, Imagawa Yoshimoto, Matsudaira Hirotada.

Tokugawa Ieyasu's ...	Father	Mother	Father's bitter enemy	Father's ally

The rise of Tokugawa Ieyasu

I had a difficult life. Growing up as a hostage taught me to look after myself.

I worked hard to become a strong and powerful warrior. I became the head of the **Matsudaira clan** after my father's death, but the **Imagawa clan** still treated me as a hostage. I had to fight in their wars. If I didn't fight for the Imagawa clan, my family could be hurt.

After **Yoshimoto**, the head of the Imagawa clan, died, I decided I needed a powerful ally. I wanted to join **Oda Nobunaga** and the **Oda clan**, even though our fathers had been bitter enemies. Nobunaga looked like a powerful leader. I tricked the Imagawa clan into freeing my wife and son by taking another family hostage. At last I could join Oda Nobunaga.

I grew stronger by expanding my land and fighting more battles. When another daimyo wanted to fight me, Oda Nobunaga sent 3000 troops to help me win the battle.

I was feared and respected for my strong leadership, and became one of the most powerful daimyo in all of Japan.



Different names

In shogunate Japan, people would sometimes change their names to represent important events in their life, or to connect to more important families. Tokugawa Ieyasu was known by a number of different names:

Matsudaira Takechiyo – when he was born

Matsudaira Jirosaburo Motonobu – when he became an adult at fifteen

Matsudaira Kurandonosuke Motoyasu – when he married

Tokugawa Ieyasu – when he was becoming a strong warlord, to connect him to the emperors of the past

Tokugawa Ieyasu

Read the Resource sheet, 'The rise of Tokugawa Ieyasu', then answer the following questions.

 **1** Are the following statements true or false?

Tokugawa Ieyasu was always his name. True False

Ieyasu had a son with his first wife. True False

The Imagawa clan sent 3000 soldiers to help Ieyasu in battle. True False

Oda Nobunaga's father and Tokugawa Ieyasu were bitter enemies. True False

2 In shogunate Japan, names were often changed to signify that important events had occurred. Explain why Ieyasu's name changes were so important. (Hint: Think about some of the events that he celebrated by changing his name.)

3 Tokugawa Ieyasu was seen as a strong leader by other daimyo. Write a definition of what a leader is.

4 Of all of the actions described in the Resource sheet, which two do you think show that Ieyasu was a strong leader?

Action:	Why does this show he was a strong leader?
Action:	Why does this show he was a strong leader?

Tokugawan shogunate

Until Toyotomi Hideyoshi's young son was old enough to rule by himself the country was ruled by his **regents**, including Tokugawa Ieyasu. A regent is someone who rules for a child until they are old enough to rule by themselves.


This was Ieyasu's chance to take over Japan and become shogun. He went to war against the other regents. It was a difficult battle. Many thought Ieyasu would not win, but in the end one of the generals changed sides and joined Ieyasu. He won, and was named shogun by the emperor.

The Tokugawan family ruled for 250 years. They stayed in power by enforcing peace amongst their followers, preventing them from taking over each other's land and becoming more powerful. Tokugawa Ieyasu also made his daimyo spend half of the year in the capital with him and the other half in their homes. While they were in their homes they had to leave their wives and children with Ieyasu. This made the daimyo afraid to start a rebellion, because they did not want to endanger their families.

Primary and secondary sources

When studying history you are often asked to look at primary and secondary sources. Primary sources were written or created during the time period they are about, e.g. diaries, newspaper articles and pottery. Secondary sources were written or created after the time period. These include textbooks, documentaries and reconstructed items.

The passage at the top of the page is a secondary source. It was written for this book using facts about shogunate Japan.

-  1 List one advantage and one disadvantage of using secondary sources.

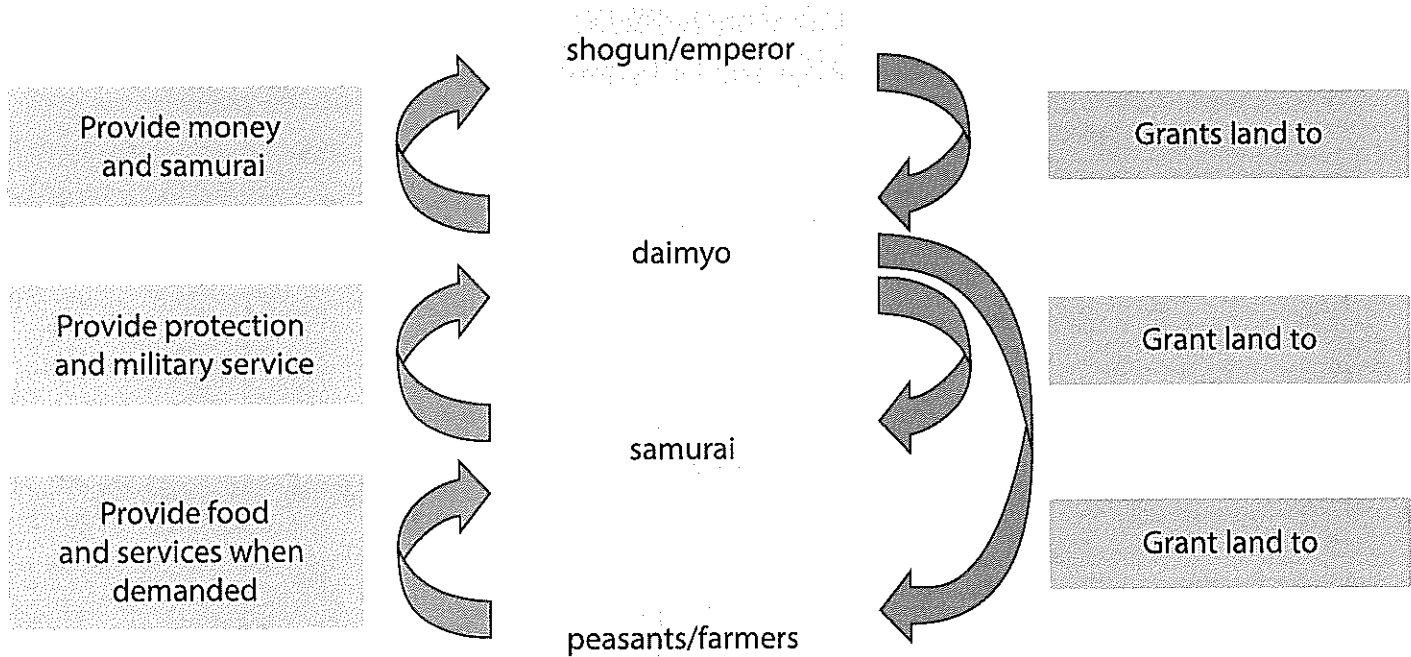
- 2 How might you be able to identify something as a primary source?

Feudal Japan

Sometimes when people talk about Japan during the time of the shoguns, they describe it as a **feudal society**.

A feudal society is one where the higher and lower members of the society owe each other particular **duties** and receive benefits in return. Usually these benefits come in the form of land. The duties might include military service or paying taxes.

Diagram of Japanese feudal society



1 What did peasants/farmers have to do? What did they get in return?

2 How did the shogun or emperor benefit from giving land to the daimyo?


3 Not everyone in Japanese society fitted into this structure. Merchants, craftspeople and some people who worked in 'unclean' occupations (such as butchers) were not included. Why do you think these groups were excluded? (Hint: Look at what people gave and what they received in return.)

Japanese hierarchy

There were many groups in shogunate Japanese society. Those at the top, like the shogun or emperor, were often treated with respect, but those at the bottom, such as craftspeople and merchants, were not.

Person/group	Who made up this group?	How did they live?	Interesting fact
shogun	The shogun was only one person. His title meant 'war-general'.	The shogun was the ruler of Japan. He lived in the capital city. He was both rich and powerful.	The shogun was so powerful he didn't need the support of the emperor.
emperor	The emperor was only one person. The position of emperor was handed down from father to son.	Emperors used to rule all of Japan, but after they lost power to the shoguns, they only ruled their royal city at Kyoto.	The Japanese people believed that the emperors communicated with the nature gods of the Shinto religion and worked to protect Japan.
daimyo	The daimyo were the lords.	Some daimyo were rich with large lands and many warriors. Others were less powerful.	Shugo-daimyo were more powerful than daimyo, and controlled their lands as well as other daimyo.
samurai and warriors	The samurai and other warriors usually worked for a daimyo, emperor or shogun.	These warriors were trained for a long period of time. They were very honourable.	Samurai were not only expected to fight well, but to be very cultured, too. They had to read books and write poetry.
farmers	The farmers were those who worked on the land.	Farmers' lives were often hard. Sometimes farmers were forced to fight for their daimyo.	At some points in Japanese history, farmers were not allowed to leave the land and try other jobs.
craftspeople	The craftspeople were those who made things, such as blacksmiths and tailors.	Craftspeople often lived in the cities. Children were often apprenticed to learn their skills.	Despite making beautiful and useful things, their work was often not valued.
merchants	The merchants were sellers and traders.	Merchants could be quite rich. They often bought items made by the craftspeople and sold them in other countries.	The merchants were often seen as the least important group because they made nothing and were not warlike.

Different jobs

 Read the Resource sheet, 'Japanese hierarchy', and then read each of the statements below. Which group does each person belong to?



My name is Hachiro. I work hard in the fields to support my family. I cannot leave the land and find a job somewhere else. If I do, my daimyo can hunt me down and punish me. It isn't a great life, but it is the best I can do.

1 Which group in society do I belong to?



My name is Ashikaga Yoshimitsu. I am a strong leader and rule from Edo with my military government. I can control the daimyo and shugo-daimyo without any help from the emperor.

2 Which group in society do I belong to?



My name is Rikyu. I mostly live in the cities and make my money buying items from craftspeople and selling them to other people. Sometimes I travel to other countries to sell my products. Even though I make a lot of money, I am not very popular or respected.


3 Which group in society do I belong to?

4 Imagine that you are a person living in feudal Japan. Which group would you like to belong to? Why? _____

Lowest classes

The lowest classes of Japanese society – farmers, merchants and craftspeople – made up 80 to 90 per cent of the people living in shogunate Japan. Even though they formed the majority of the population, we don't know as much about their lives as we do about the lives of the daimyo and shoguns. This is because most historical records are written ones. Not many lower-class people could read or write, so their lives were not recorded. Many of the rich lords knew how to write, and they also paid people to write stories about their lives.

Even though many merchants were also rich, it was not considered important for them to record their lives.

-  **1** Why do we know more about the daimyo and shoguns than about the lower classes in Japanese society?
-

Usually only people in the higher classes had family names or surnames. Lower-class people were often identified by the area they lived in. Sometimes a lower-class person would be given a family name as a gift from their daimyo.

- 2** Who had surnames? Why do you think only this group had surnames?
-
-

The lower-class people were often restricted in what they could do or wear. Farmers and other peasants usually wore rough and scratchy fabrics made of ramie or hemp. They did not wear silk as it was too expensive. The merchants, even if they were rich, were also supposed to wear dull and rough clothing. However, many merchants would line their clothes with silk. When they moved, people could see the rich cloth underneath.


- 3** List one similarity between merchants and farmers.
-

- 4** List one difference between merchants and farmers.
-

Women

- Feudal Japan was a very patriarchal society. Men were in control and women were expected to obey them. Women had very little control over their lives. Their families decided who they married and whether they could divorce. These marriages usually strengthened alliances between families.
- Japanese women were usually expected to follow the idea of **sanju** or 'three-fold submission'. This meant she was expected to be obedient to parents (both hers and her husband's), her husband and her grown-up male children.
- Women in all classes had important roles to play. Their first job was often to be a wife and mother. They were expected to give birth and look after the children.
 - In the daimyo classes, a woman was also expected to help organise the household.
 - Samurai wives were expected to help with practical battle advice and exercising the horses.
 - Women from lower classes, such as farmers and craftspeople, also helped their families with their work.

Some women chose to become Buddhist nuns. This was one of the only options for women who did not want to marry, or for widows after their husbands had died. It was also a way for women to get an education.

 **1** Read the information above and then match each of the underlined words with the correct definition below.

- a _____ women whose husbands have died
- b _____ following orders and requests without complaint
- c _____ the house and all the people who live in it
- d _____ the jobs and actions that a person must do
- e _____ a social system where men are in charge
- f _____ a formal agreement for two groups to work together

2 List three ways that women's lives today are different to the way women lived in shogunate Japan. _____

Religion

Religion was very important to the Japanese. Many religions were followed in shogunate Japan, including Shintoism, Buddhism, Confucianism, Taoism and Catholicism.

Each religion had different core beliefs. Shintoism, which was the first recorded Japanese religion, focused on worshipping the spirits of natural features and forces, such as mountains and trees. Buddhism, on the other hand, focused on overcoming suffering through **enlightenment**. Taoism focused on the idea of being in harmony with the powers of the universe, while Confucianism focused on behaving correctly. Catholicism, the last religion to arrive in Japan, focused around the teachings of Jesus Christ.

There was very little religious debate. People could worship two different religions without experiencing any conflict. Many Japanese worshipped the Shinto religion, which told them how to live their lives, as well as Buddhism, which explained what happened to people when they died.

Zen Buddhism became very popular in the 1100s. This was a form of Buddhism that encouraged people to see the beauty in simple things. Its practices included meditation to clear the mind of worry and fear. Many daimyo had temples built into their castles to practise meditation.

 **1** Connect each religion listed in the word bank to its core belief.


- a _____ Believed in worshipping nature spirits.
- b _____ Believed in the concept of harmony.
- c _____ Believed in the importance of Jesus Christ.
- d _____ Believed in seeing the beauty in simple things.
- e _____ Believed in the importance of correct behaviour.
- f _____ Believed that suffering could be overcome through enlightenment.

Word bank

Catholicism
 Confucianism
 Buddhism
 Shintoism
 Taoism
 Zen Buddhism

Culture

Although centred around the importance of war, shogunate Japan was also a strongly cultural time. As well as being soldiers, the daimyo and samurai were expected to have a strong understanding of cultural activities and to participate in them. Many of these warriors wrote poetry, and others supported drama troupes and schools.

 **1** The bold words have been spelt backwards. Rewrite them to complete the passages.

Noh drama

Noh drama began around 300 CE. The **srotca** _____ all wore richly decorated costumes, and many also wore masks. They would chant their lines and move slowly to music. The stories were often taken from **msihdduB** _____ and were often performed at temples or religious festivals.

Kabuki theatre

Kabuki theatre began around 1603. It was originally started by **nemow** _____, but later it was only performed by men, who played both male and female parts. The plays are performed using folk dancing and **suoigiler** _____ temple dancing.

Sumo wrestling

Sumo **gniltserw** _____ has been a part of Japanese history for a long time. The wrestlers use the **thgiew** _____ of their bodies to help push their opponents over. Sumo wrestling began as an important Shinto ritual that was designed to please the gods.

Tea ceremony

Tea first came to Japan from **anihC** _____. It was originally used to help keep monks alert during meditation. To assist **noitatidem** _____, it became usual to prepare the tea in a slow and careful manner.

Poetry

Poetry has always been an important part of Japanese culture. One of Japan's most famous poets, Matsuo Basho (1644 CE–1694 CE), developed the **ukiah** _____ poem style, which uses 17 syllables. Poets would often write haikus about **erutan** _____.

Poetry

Some Japanese poems use a particular number of **syllables** in each line. A syllable is like a beat in a word. Any time there is a new vowel sound, there is a new syllable. The examples below show where one syllable ends and another begins.

- cat (one syllable)
- ra-bbit (two syllables)
- mon-key (two syllables)
- el-e-phant (three syllables)

Haiku poems

A haiku poem has three lines, and uses 17 syllables. The first line has five syllables, the second line has seven and the last line has five. A haiku records a single moment or feeling, rather than telling a whole story.

Haiku poem	Counting the syllables	Syllables
Wrapping dumplings in	Wrap-ping dump-lings in	5
bamboo leaves, with one finger	bam-boo leaves, with one fin-ger	7
she tidies her hair.	she ti-dies her hair.	5

(written by Matsuo Basho, a famous poet)

Writing your own haiku

Many ancient haikus were about nature, the moon, cherry trees or mountains. Pick a topic and brainstorm ideas about that topic. Now try writing your poem. Remember to count out the syllables.

Haiku poem	Counting the syllables	Syllables
_____	_____	5
_____	_____	7
_____	_____	5

Female authors


Two of the most famous books in shogunate Japan were written by women – Murasaki Shikibu and Sei Shonagan.

Murasaki Shikibu wrote a famous story called *The Tale of Genji* around 1010 CE. This was a tale about the life and loves of a handsome and intelligent nobleman called Genji, which means ‘the shining prince’. Murasaki Shikibu was a lady-in-waiting to Empress Shoshi. During this time she wrote both *The Tale of Genji* and a diary in which she recorded her thoughts about court life.

‘And yet—though I would not wish to seem wanting in gratitude, it is undeniable that a man of no learning is somewhat daunted at the thought of being forever his wife’s inferior.’
The Tale of Genji


Sei Shonagan was a lady-in-waiting to the Empress Sadako. The daughter of a poet, Shonagan wrote a book called *The Pillow Book* around 1000 CE. The book recorded all her thoughts and feelings about court life. Its chapters included ‘Annoying things’ and ‘Things which distract in moments of boredom’.

‘In spring it is the dawn that is most beautiful. As the light creeps over the hills, their outlines are dyed a faint red and wisps of purplish cloud trail over them.’
The Pillow Book

 The text in the two boxes is from **primary sources**. They were written by these authors. Read the information above again and then work with a partner to answer the following questions.

	What did she write about?	What does this tell us about life in Japan?
Murasaki Shikibu		
Sei Shonagan		

Education

 1 Read the table below, then answer the questions in the second column.

Shogunate Japan	Where I live now
<p>In shogunate Japan, the father was the head of the family and his wife and children had to obey him. He was expected to provide for and look after the family. From the age of fifteen, children were treated as adults.</p>	<p>Who works in my family?</p> <p>At what age would I be seen as an adult?</p>
<p>Although there were some schools for lower-class children, most were for samurai or daimyo children.</p> <p>The main subjects that were studied were Chinese texts and calligraphy. Calligraphy is beautiful, decorative handwriting.</p>	<p>Who can go to school now?</p> <p>What are the main subjects I study at school?</p>
<p>Children in lower social classes generally learnt their skills from their parents, working on the family farm or making crafts. Sometimes the children might be apprenticed to someone else, who would teach them the skills needed for jobs like blacksmithing or sword smithing.</p>	<p>What skills have I learnt from my parents?</p> <p>What jobs do my parents do? Do I want to do the same job when I grow up?</p>
<p>Many daimyo set up special schools to teach battle skills and tactics to the sons of samurai. These boys usually also learnt to read and write, and sometimes studied poetry. They were also taught not to fear death.</p>	<p>What skills or knowledge am I learning that will help me when I am an adult?</p>
<p>Women were often taught skills by their mothers. Sometimes, if they were in a higher social class, they might also learn to read, write and play a musical instrument. Some daughters of samurai were taught about flower arranging and tea ceremonies to help them find good husbands.</p>	<p>How are women treated differently now?</p> <p>Are there any ways in which women's education today is similar to how it was then?</p>

Samurai

The word **samurai** means 'one who serves'. Samurai warriors were originally trained to serve the emperor; later they served the shogun and daimyo. Some daimyo used to be samurai warriors. The samurai were recognisable by their body armour, which was an overcoat of metal plates tied together with cord. They also wore two swords and tied their hair in a large topknot.

The samurai were highly trained warriors. Skilled samurai could ride a horse at full gallop while shooting arrows at three different targets. They were also skilled swordfighters and could move quickly. Many trained themselves to be able to squat blindfolded on a mat then in one movement cut down four targets – one at each corner of the mat – before sitting down again with their sword sheathed.


Samurai, although fierce warriors, were also cultured men who wrote poetry, studied the art of the tea ceremony and took part in flower arranging. They were also expected to have good **etiquette**. This means that they knew how to behave properly in social situations. They also read books on warfare and military tactics. Many samurai also followed Zen Buddhism and practised meditation.

Other warriors during this time included the **bushi**, or 'fighting man' – lower-class men who were not as highly trained or cultured as the samurai. **Ninjas** were samurai who had been trained as spies. There were also the **ronin**, who were samurai without a lord; they worked for pay, not honour.



Samurai were fierce warriors.

Warrior lives

 Read the Resource sheet, 'Samurai', then complete the sentences below by choosing the correct word from each word bank.

1 Warriors who fought only for pay were the _____.

bushi ronin ninjas

2 Samurai were very cultured men who often engaged in a _____.

tea ceremony origami kamikaze

3 The Samurai were so well trained, they could cut down four targets even while _____.

deaf sleeping blindfolded

4 The word 'samurai' means 'one who _____':

fight lives serves

5 Some samurai, if they fought well enough, could become _____ themselves.

ronin bushi daimyo

6 The samurai were recognisable by their _____.

body armour very long swords elaborate make-up

7 If the samurai warriors did not have good _____ skills, they were seen as barbarians.

etiquette dancing communication

8 Samurai often used _____ and _____ when riding to fight the enemy.

bows daggers sheaths stars arrows nunchuks

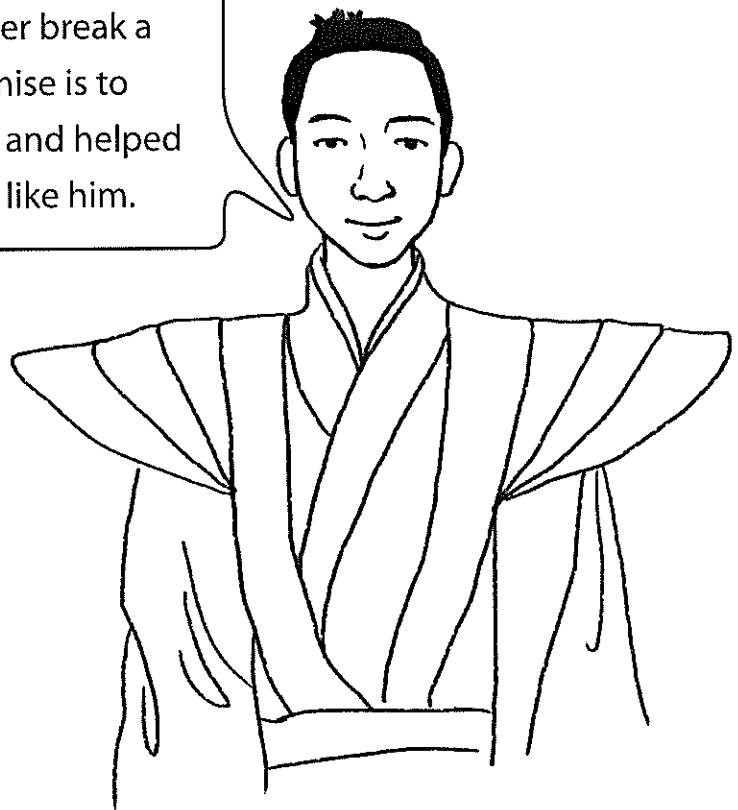
Bushido

My name is Morichika. I am training to become a samurai. One of the most important things that I have to learn is to follow a code called Bushido, or 'the way of the warrior'. The Bushido says that I must be loyal and I must know the difference between right and wrong. These ideas will guide my actions as a samurai.

The word 'samurai' means 'someone who serves'. In serving our lord, we must be loyal to the death. If we are not loyal then we become like the ronin, who fight for money, not honour.


I am still a little scared of suffering or dying, so part of my training is to learn to accept my own death. The best samurai do not show any emotion when they are about to die. It is considered an honour to die in battle, or for samurai to kill themselves if their lord dies in battle. I am hoping that my lord is strong and I can fight for him.

As a samurai I will be expected to help the weak and use my fighting skills for good. Sometimes I read stories of famous samurai who defended the honour of those who cannot fight. The strongest samurai never complain about hardships and never break a promise, no matter how difficult the promise is to keep. One samurai, Yoriyoshi, fed his men and helped care for the injured. One day I hope to be like him.



The way of the warrior

Samurai were feared warriors but their code of behaviour was very important to them. Read the Resource sheet, 'Bushido', then answer the following questions.

-  **1** Together with a partner, pretend you are training to be samurai. Identify which parts of the Bushido code you would find easy to follow and which parts you would find difficult. Write an explanation for each answer.


Remember, there are no right or wrong answers. Some people might find enduring suffering easy, while others would find it harder. Some might find tending the sick difficult, while others would be happy to do that.

Easy to follow	Hard to follow

Crime and punishment

The information below is missing these four important words:

and	was	they	their
-----	-----	------	-------

 1 Fill in the blanks to make sense of the paragraphs.

In small villages it _____ easy to identify criminals. People would be shamed into behaving well, because _____ knew that everyone _____ keeping an eye on them. In the bigger towns _____ cities, however, crime _____ harder to control.

As trained warriors with a rigid code of honour, samurai were often used to hunt down criminals _____ try them. Some samurai were chosen to be magistrates; these were the judges for court cases. Other samurai became doshin, a type of police officer. _____ would use hooked sticks to catch the swords of attackers. Criminals had to be taken alive. In order to do this, the suspects would be surrounded by ladders _____ long spears. _____ were then tied up quickly. Suspects had to confess in order to be found guilty _____ punished. _____ would be tortured until _____ confessed.

If the suspect _____ found guilty, _____ could be punished in a number of ways. If _____ committed murder, robbery or adultery, _____ could be killed. If _____ crime _____ arson, _____ were usually burnt alive. Other criminals could be banished or placed under house arrest, or women could have _____ hair shaved off.

If samurai were accused of a crime, _____ were given a choice between execution _____ seppuku. Seppuku _____ a form of suicide. It involved the samurai using his own sword to cut across his stomach _____ then through his throat. Sometimes a servant would behead them, if _____ were still alive. Those who committed seppuku would be seen as having kept _____ dignity. _____ possessions remained with _____ family.


Land use

Japan is a chain of thousands of small islands. These islands cover a distance of 2000 kilometres. Most of them are very narrow, and their long coasts are constantly battered by rough seas and violent typhoons. Most of these islands are covered in mountains and forests, which makes it hard to farm the land. Only about 14 per cent of Japan's land is suitable for farming.

Peasants made up 80–90 per cent of the population of shogunate Japan. Those who lived on the coasts mostly worked as fishermen, while those further inland worked as farmers. They would sell and barter food at weekly markets.

Some areas developed local **industries** where people would work in forestry or mining, or make precious items like paper. They would then send these items to the ports, which were small towns near a good harbour, to trade with people from other islands or countries.

Shogunate Japan had many cities. The streets were often organised in grid patterns, and the buildings in the cities were made up of homes and open-fronted shops. These buildings all used to be made of wood, which meant that fire was a big danger.

 Complete the following sentences.

- 1 Peasants usually worked as _____
- 2 People often built their houses out of wood because _____

- 3 Two important industries in shogunate Japan were _____

- 4 It was hard to farm the land because _____

- 5 Fire was a big danger in Japanese cities because _____

Forests and power

Forests in Japan were very important. They provided timber that was used for heating and for building ships, houses, forts and many day-to-day items. But the forests were not only important because they supplied wood. The daimyo and the shogun's power came from the way they used the forests.

In shogunate Japan, power was gained by having large expanses of land. The more **fertile** land the daimyo had, the more peasants they could control. Many daimyo increased their land by cutting down their forests. They were able to sell the wood and make buildings with it. With more good land came power and wealth. These daimyo could afford to train more samurai to protect them, and they soon became a threat to the emperor, and later the shogun.


Tokugawa Ieyasu and his family realised the importance of controlling the daimyo if they wanted to stay in power. This meant that they had to control the use of the land. They banned the daimyo from cutting down forests, so they could not increase their land.

In order to prevent the daimyo from starting a war to expand their land, Tokugawa took a quarter of Japan for his own control. He then created barrier lands for his most trusted followers, while former enemies, described as 'outer lords' or **tozama**, were given lands on the extreme edges of the country. They were spied on regularly to make sure that they did not destroy the forests, build new castles or form alliances. The daimyo no longer had an easy way to build power against their rulers.



Forests

Read the Resource sheet, 'Forests and power', then answer the following questions.

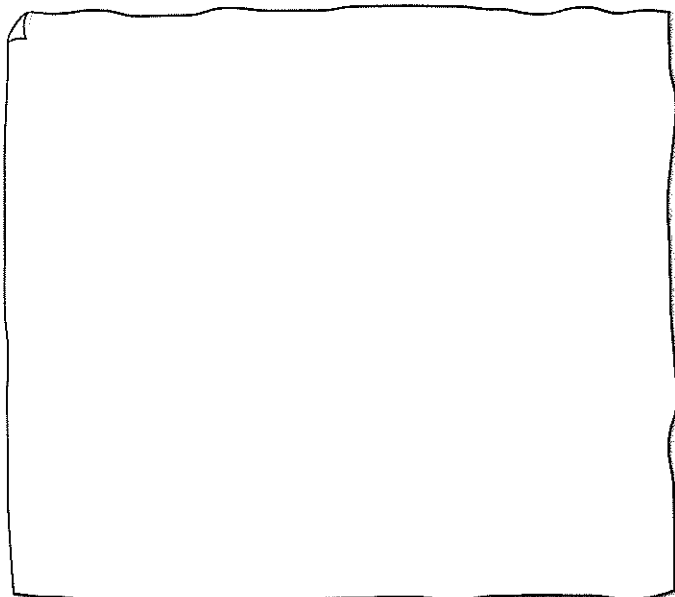
-  1 List four items that were made using wood from the forests.

- 2 Why were forests so important to the daimyo?

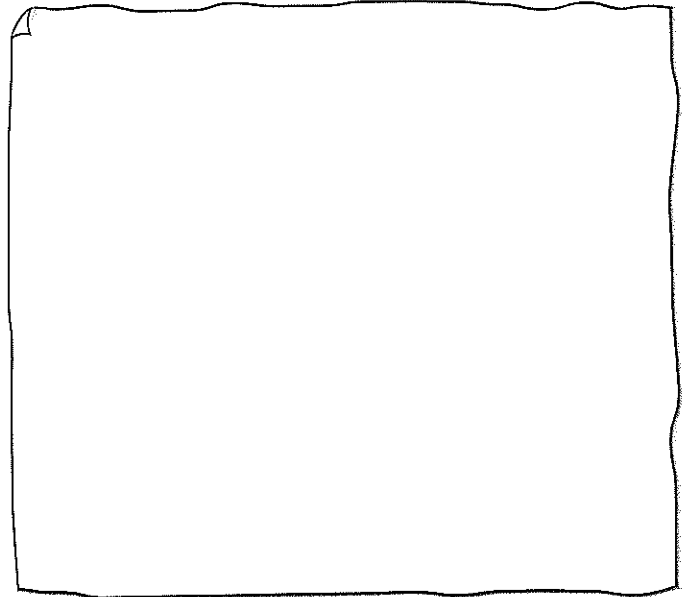
- 3 Why were Tokugawa Ieyasu and the other Tokugawan shoguns concerned about the destruction of forests?

- 4 How did the Tokugawan shogunate make sure that the forests were left standing?

- 5 Make two different posters advertising the forest to show how each group wanted the area to be used. Remember that the daimyo wanted to get rid of the forests and the Tokugawan shoguns wanted to keep them.




Poster for daimyo

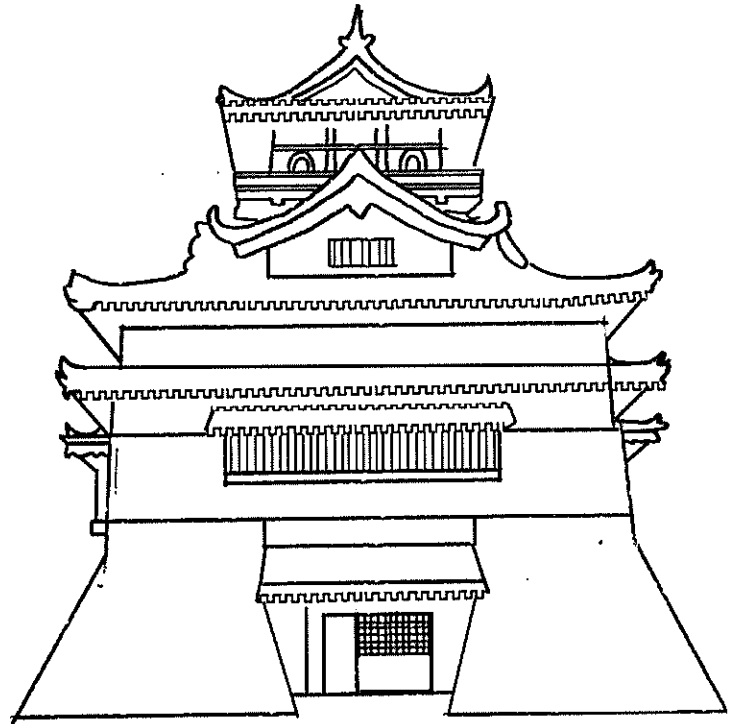


Poster for Tokugawan shogunate

Castles and towns

 1 Unscramble the words in bold to complete the passage.

Japanese castles were **esfroestr** _____ designed to protect the daimyo from attack. They were usually **utlib** _____ on steep mountainsides, which made them easier to **fneded** _____. Often these castles would be protected by a **otam** _____. They were also surrounded by stone or wooden **csenfe** _____. The fortresses became very **greal** _____ and complicated during the Ashikiga period, when many daimyo fought against each other to gain **ndal** _____ and power.



Originally, the **ltsaces** _____ were not for living in. The daimyo and soldiers usually lived outside the castle, at the foot of the **ntiomuan** _____. Their houses were often part of small **wsnot** _____, called jokamachi or 'under castle towns'. Later, the daimyo's quarters were built inside the castles, to make them **rfaes** _____. The soldier's houses were organised so that the **gerihh** _____ a soldier's rank, the closer he lived to the castle. Some highly respected soldiers **vdlei** _____ within the moated area.


Inside the castles there were often warehouses for **odof** _____, kitchens to cook in and wells to collect **treaw** _____. This meant the defenders had food and water even if they were **rdnue** _____ siege and could not **pcesae** _____. They also often had a donjon, or large **wroet** _____, which helped the daimyo watch **yemne** _____ movements and command his soldiers. When the **ydoiam** _____ and their family lived in the castle, they would often make special **rsneagd** _____. Each stone, tree and **ptha** _____ had its own special meaning and was positioned to help people **deitmeat** _____.

Keeping the peasants down

In shogunate Japan, many peasants were given small pockets of land that they had to work hard on in order to survive. To receive the land, the peasants had to pay two forms of taxes to their daimyo: nengu, which was a tax paid in rice, and zokuji, which was paid in other ways, such as with money or service. Adult males also had to work 60 days a year for their daimyo. This work could include cutting down trees, draining marshes, setting up irrigation channels, digging ditches, and building public buildings and roads. In return for this work, their daimyo would protect them.

Although owning land and farming your own crops could be good, many farmers felt trapped. If there was famine or crop failure, farmers often found it difficult to survive, let alone pay their taxes. Some laws banned farmers from leaving their land, in order to stop them from leaving during difficult times.

Most villages had about 20 small houses, a temple, several shrines and a well for water. Each village had a community organisation for all the members of the village, called a so. The so decided on the laws and punishments for the people who lived there. For example, one village decided that keeping dogs was forbidden and that travellers were not to be given lodging.

 **1** Draw a line to link each of the following words to its correct definition.

- | | |
|------------------|---|
| a nengu | a tax paid with money or service |
| b so | lord for the region |
| c zokuji | a tax paid in rice |
| d daimyo | a place where someone stays temporarily |
| e crops | village community organisation involving all peasants |
| f lodging | plants grown for food |

2 Write one positive and one negative about being a farmer.

3 Write two rules that you would want your village so to make.

Japan and the rest of Asia

Japan traded with many other countries in Asia. Trading gave the Japanese access to new foods, products, spices and animals. Japanese traders would sail as far as Thailand and the Philippines to buy luxury items. The best **market** for their goods was China. China had strong trade connections with many other countries in Asia and Europe, so there were many items that could be bought and sold.


Some Japanese sailors became **smugglers**. Smugglers are people who try to take **goods** in or out of a country without paying **taxes**. The taxes were very expensive, and smugglers could make a lot more money if they did not have to pay them. Sometimes, when there were not many trade opportunities, the smugglers would become **pirates**. Smugglers and pirates became such a problem that China banned all trade with Japan in the late 1300s.

goods – items that are sold by merchants and traders

smugglers – people who try to avoid paying taxes on the items that they bring into or out of a country

taxes – money paid to the government

pirates – sailors who kill and steal the trade goods and money from other ships

-  1 Suggest two reasons why a Japanese trader or sailor might decide to become a smuggler or a pirate.

- 2 Do you think a ban on trade was the best way of addressing the problem of smugglers and pirates? Give reasons for your answer.

- 3 Can you suggest a better solution to this problem?

First Europeans

For many years the Japanese had no direct contact with Europeans. This changed in 1543 CE when two Portuguese traders landed in Japan to make repairs to their ship. The Portuguese travelled to India and China regularly to buy exotic and expensive spices. They decided to do the same in Japan.

Portuguese traders came to Japan to buy silver, gold, copper and swords. The Japanese were very interested in the exotic items that the Portuguese brought, such as European clocks, carpets from the Middle East, tobacco from South America and sweet potatoes from the Philippines.

But the most interesting items were guns. Guns changed the nature of warfare in Japan, from swordfighting and **cavalry** (highly trained soldiers on horses) to **infantry** (soldiers on foot) and guns. Within six months of first seeing guns, Japanese blacksmiths had learned how to make their own.

 **1** Which country or region did these items come from originally?

Country or region	Item
	swords
	sweet potatoes
	carpets
	tobacco
	clocks

2 List two ways that Japanese warfare changed after the arrival of the Portuguese.

3 Why do you think the Japanese made these changes?

New religion

The Portuguese also brought religion to Japan. Portugal was a strongly **Catholic** country. Catholics are a type of Christian. Whenever they visited another country to trade, they would send Jesuit **missionaries** to convert the people. They wanted everyone to be Catholic.

Early treatment of Jesuits

When the Jesuits first visited in the 1540s there was civil war in Japan, and no strong leadership. The Jesuits were free to preach from town to town. However, they found the Japanese language extremely difficult. Some believed that it was created by the devil to stop them spreading **Christianity**.


Intermediate treatment of Jesuits

By the 1580s the Jesuits had begun to gain supporters. Six daimyo had **converted** to Christianity, and all their followers did the same, meaning the Jesuits had converted around 100 000 Japanese. Some people believe these daimyo only converted to help them trade with the Portuguese. The Jesuits became so powerful that they were put in charge of Nagasaki (an important city in Japan) for a couple of years. In 1582 they sent four Japanese boys to Europe to meet the Pope. When the boys returned they had become Jesuits. By 1604 the Jesuits had made a Portuguese–Japanese dictionary.

Later treatment of Jesuits and Catholics

When Tokugawa Ieyasu became shogun of Japan he became concerned about the foreigners. He worried that the Christians might follow the Jesuits instead of their shogun. In 1623, when Ieyasu's son Iemitsu came to power, he celebrated by killing 50 Christians. He continued to mistreat Christians, expelling some, imprisoning others, and torturing and killing those who continued to practise Christianity. From 1639 it was forbidden for people to leave Japan or to practise Christianity. Foreigners were also forbidden from entering Japan around this time.

Jesuits

 **1** Read the Resource sheet, 'New religion'. The information below lists key dates in Christianity in Japan. Choose the correct words to fill in the blanks.

1540s CE The Jesuits arrived in Japan to _____ (trade, meet, convert) the Japanese people.

1580s CE The _____ (daimyo, converts, Jesuits) had managed to convert about 100 000 people to Christianity.

1582 CE Four boys were sent to _____ (Europe, Japan, China) to meet the Pope.

1604 CE The Jesuits finally managed to make a _____ (Pope, dictionary, map).

1623 CE _____ (Ieyasu, Nagasaki, Iemitsu) was made the new shogun. He celebrated by killing 50 Christians.

1639 CE Foreigners were finally _____ (banned, welcomed, celebrated) from coming to Japan.

2 Place each of the events listed in Question 1 beneath the appropriate period.

Early treatment of Jesuits	Intermediate treatment of Jesuits	Later treatment of Jesuits and Christians

3 Identify how the Jesuits were seen by the Japanese in each period. Were they seen positively or negatively? Why?

Early treatment of Jesuits	Intermediate treatment of Jesuits	Later treatment of Jesuits and Christians

William Adams

William Adams was thought to be the first Englishman to ever visit Japan. He lived from 1564 to 1620, and is the only European to have been made a samurai.


My name is William Adams. I was born in England, and worked as a pilot on a Dutch ship. Our ship began travelling to Japan, along with four other ships. When we reached Japan we had been at sea for almost two years. My ship was the only one to arrive.

We started off with around 100 sailors. When we landed, only 20 were left, and they were all sick or injured. We hoped to get help from the locals.

Unfortunately, Jesuit priests from Portugal were already there. The Portuguese and the Dutch had often been at war with each other. The priests said that we were **pirates** and should all be **crucified**. I thought I was going to die.

Finally, my luck changed. The great warlord Tokugawa Ieyasu met with me. We discussed European ships and warfare, and I taught his men to use guns and cannons, and how to make maps. I even helped him to create two European-style ships. He decided that he would not kill us. Instead, he made me a samurai and gave me land and a home. I was even given a wife, and had two children.

Ieyasu never let me return home to my English wife and family, but he was very generous to me. Later I helped him negotiate trade with the Dutch and English.

-  **1** List four interesting facts about William Adams and his life.



Banning foreigners

The Tokugawan shogunate saw foreigners as a threat to their power. Around 1639 the shogun banned all foreigners from mainland Japan. Some countries, including the Netherlands, Korea and China, were still allowed to trade with Japan, but could only do so on an artificial island near Nagasaki.

Some Japanese merchants became very wealthy from trading with the Dutch, Korean and Chinese boats that could only dock on the artificial island. These merchants made lots of money and became powerful.

Japanese technology fell behind the rest of the world because there were few opportunities for Japanese craftspeople to learn from developments in the rest of the world.

There were peasant rebellions as some groups became unhappy about their treatment. The peasants believed that they should be allowed to make more decisions for themselves. Often such rebellions were motivated by religion.

How did banning foreigners affect life in shogunate Japan?

There were large **famines** in Japan, because when the crops failed, the peasants could not get additional food or seeds from other countries.


There were fewer job opportunities, particularly for shipbuilders, sailors, merchants and traders. People often had to return to traditional occupations such as fishing or farming.

The shogun became very powerful because there was less exposure to different ideas and forms of government. The shogun was the complete ruler and dictated all elements of life.

People who were interested in Western ideas could be punished by the shogun. Some groups smuggled in European books and secretly learned Dutch so they could read and learn from other groups.

A united Japan?

The Resource sheet 'Banning foreigners' lists some of the effects of banning foreigners from entering Japan. These effects were positive for some people and negative for others.

-  1 Identify who would have found each effect positive and who found it negative. Give reasons for your answers. The first one has been done for you.

Effect	Who was this positive for? Why?	Who was this negative for? Why?
A few merchants became wealthy	Example: This effect was positive for the few merchants who did become wealthy, because they had more money and more power.	Example: This effect was negative for the other merchants and smaller traders, because they no longer had a job.
Large famines		
Less technology		
Peasant rebellions		
Powerful shogun		
Western ideas banned		
Less jobs		

Peasant rebellions

The shogun was the leader of all Japan. If he was a strong leader he would keep control of his daimyo and rule well. The Tokugawan shoguns believed that the only way to rule all of Japan was to have complete control of the country. They banned foreigners from entering the country to keep out new ideas, as well as banning Christianity. The shoguns also made many other rules that made them quite unpopular.


The daimyo could not rebel against the shogun because he held their families hostage. A ban on ocean-going ships made it difficult for them to escape. They may have also feared losing their power and connections if they acted against the shogun.

Peasants were more able to rebel than their lords. When they were mistreated and became angry enough, the peasants would group together to fight for their survival. The majority of Japanese were peasants, so they could be a fearsome fighting force. Although these rebellions were called **peasant rebellions**, merchants and craftspeople often also joined, as their lifestyles were also restricted by the shogun. Many shoguns feared peasant rebellions. If they didn't crush the resistance, they could easily lose their power. There were more than 2000 rebellions against the Tokugawan shogunate.

Sometimes these rebellions were led by religious groups, or people with religious ideals. One peasant rebellion in about 1637 CE was made up of many Christians. In the late 1400s there were many rebellions by peasants and warriors who followed a version of Buddhism. They were unhappy about paying taxes to their daimyo – instead, they wished to give their money to Buddhist temples. After this rebellion many daimyo became more involved in their lands, in order to prevent another uprising.



'There must be change'

-  1 Read the Resource sheet, 'Peasant rebellions', then answer the following questions.

I am a merchant. Would I join a rebellion? Why or why not?



I am a daimyo. Would I join a rebellion? Why or why not?



We are peasants. Would we join a rebellion? Why or why not?



I am a Buddhist monk. Would I join a rebellion? Why or why not?



I am a shogun. Would I join a rebellion? Why or why not?




Rise of the merchants

The Tokugawan shoguns wanted there to be peace so that their rule was not threatened. But if there was no fighting, the warrior skills of the samurai and the daimyo were not needed, making it hard for them to support their families. The daimyo and samurai still got money from taxes, but with very little trade and several famines, the peasants had less money to give. The samurai had to borrow money to pay for their expensive lifestyles and avoid being shamed.

Despite being the lowest in society, the merchants gained a lot of money and power in peace time. They were the only people who had access to foreign goods, through the traders who landed on the artificial island at Nagasaki. They were able to make a lot of money selling these foreign items, along with Japanese-made products.

The merchants were the only people who could afford to lend money to the samurai. They began to gain power over the samurai, using the money owed to them to make demands. This meant that the shogun's main supporters, the samurai, were really in the power of the merchants.

 **1** Finish the following sentences.

Merchants were originally _____.

Samurai were powerful during _____
because _____.

Samurai lost their power when _____
because _____.

This meant that the shogun _____.

2 Suggest one advantage and one disadvantage of the merchants becoming more powerful. Give reasons for your answers.

Advantage	Disadvantage

American ships and unfair treaties

 **1** Fill in the missing letters to complete the sentences.

For almost _wo_ _undr_d and fifty years, __ _an w_s cut off from th_ world. Th_y had som_ _t_ _ad_ _wit_ the Dutch _nd Chinese, but no foreigners were allowed in Ja_an and no Ja_anese could leave the countr_.

_ _is changed in 1853 w_ _ n Ame_ica wanted acce_s to Japanese ports for t_eir whaling ships. They wanted to be sure that shipwrecked American sail_rs wo_ld be treated well. Com_odore M_tthew Perry was sent from Amer_ca with four ships, dema_din_ supplies and __ _ad_ _greemen_s from Japan. Th_ Japan_e sa_ _hese s_ips as a d_ng_r. They we_e called the ‘bla_k ships’ bec_use of _heir black sails.

The s_ogun didn’t want to mak_ an agreement with the Americans, but _elt worri_d about _heir superior weapons. T_e Japanese still _sed the sa_e sty_e of weapons that they had used _n the 1600s. The _mericans had been con_inually d_veloping new weapons during that time.

The shogun had a year to make a _ecision. In February 1854 Commodore M_tthew Perry retur_e_ with many gifts for the Japanese, including a miniature rail_ay with 100 m_tres of track. The Americans _lso showed the Japanese the variety of cannons and guns that they had. This sent a clear message about what would happen if the shogun did not agree to the treaty.

After the shogun made the treaty with America, many other countries, including Britain, the Netherlands, France and Russia, also negotiated trade agreements.

Treaty: A treaty is an agreement between two countries. A treaty can be unfair if it forces one country to do more than the other country.

2 Insert the missing letters from Question 1 into the spaces below. Put them in the same order to discover the hidden message.

___ / ___ n _ s / w ___ / un ___ / wi ___ / t ___ i / ___ g _ n / ___ k ___ /
 ___ i ___ / _ i ___ / _ m ___ i ___ . / ___ y / ___ l _ / ___ i ___ / ___ / ___ k.

Meiji restoration

From the 1850s many foreigners began arriving in Japan to trade. Many Japanese felt that the trade treaties favoured America and gave it too much power, while Japan got little in return. During this time many treaties between Western and Asian countries were unfair and racist. The Japanese were also worried that they might get turned into a Western colony, like China and India, losing their power and identity.

The Japanese merchants and traders were happy that foreigners were buying and selling in Japan. However, the samurai felt threatened by the foreigners. In the past the samurai had been powerful because they were the only people who were trained to fight. The Westerners, with their superior weapons, made the samurai feel useless.

The shogun was still the leader of Japan, but his samurai and daimyo were unhappy about the treaties that he had made. He started to lose their support.

The emperor started to become more powerful. He said that he was not happy about the foreigners. This made the samurai and daimyo support him.

In the 1860s a British man was killed by some samurai warriors. The British attacked, forcing the murderers to be punished and Japan to pay a fine. The samurai began to believe that only the emperor could help them. In 1867 the emperor died, leaving his fifteen-year-old son Mutsuhito as his heir. The samurai decided to support Mutsuhito.

In 1868 the shogun was asked to resign by an army of samurai. He was replaced by the new emperor, who changed his name to Meiji, which means 'enlightened rule'. The samurai believed that Meiji would protect them from foreigners and make Japan great again.

New emperor

Read the Resource sheet, 'Meiji restoration', and then complete the following activities.

 **1** Use the words in the word bank to complete the following paragraph.

The samurai were very unhappy with the _____. They believed only the _____ could help save Japan from the foreigners. As trained _____, the samurai felt threatened by the superior _____ of the _____. Meiji, the new _____, was brought in by the _____ to replace the _____ and get rid of the foreigners. Instead, he ended up making Japan more _____. The samurai, who had supported the emperor because they thought he would return to _____ ways, became unhappy with Meiji as he began to change Japan to make it more like Western countries.

Word bank

- traditional
- modern
- shogun
- weapons
- samurai
- emperor
- warriors
- foreigners
- emperor
- shogun

2 Decide whether the following statements are true or false.

- | | | |
|---|------|-------|
| The merchants were unhappy with the foreigners. | True | False |
| The samurai felt humiliated by the treaties. | True | False |
| The emperor was forty when he gained control. | True | False |
| The Japanese had to pay a fine to Britain. | True | False |

3 Explain why the shogun lost support. _____

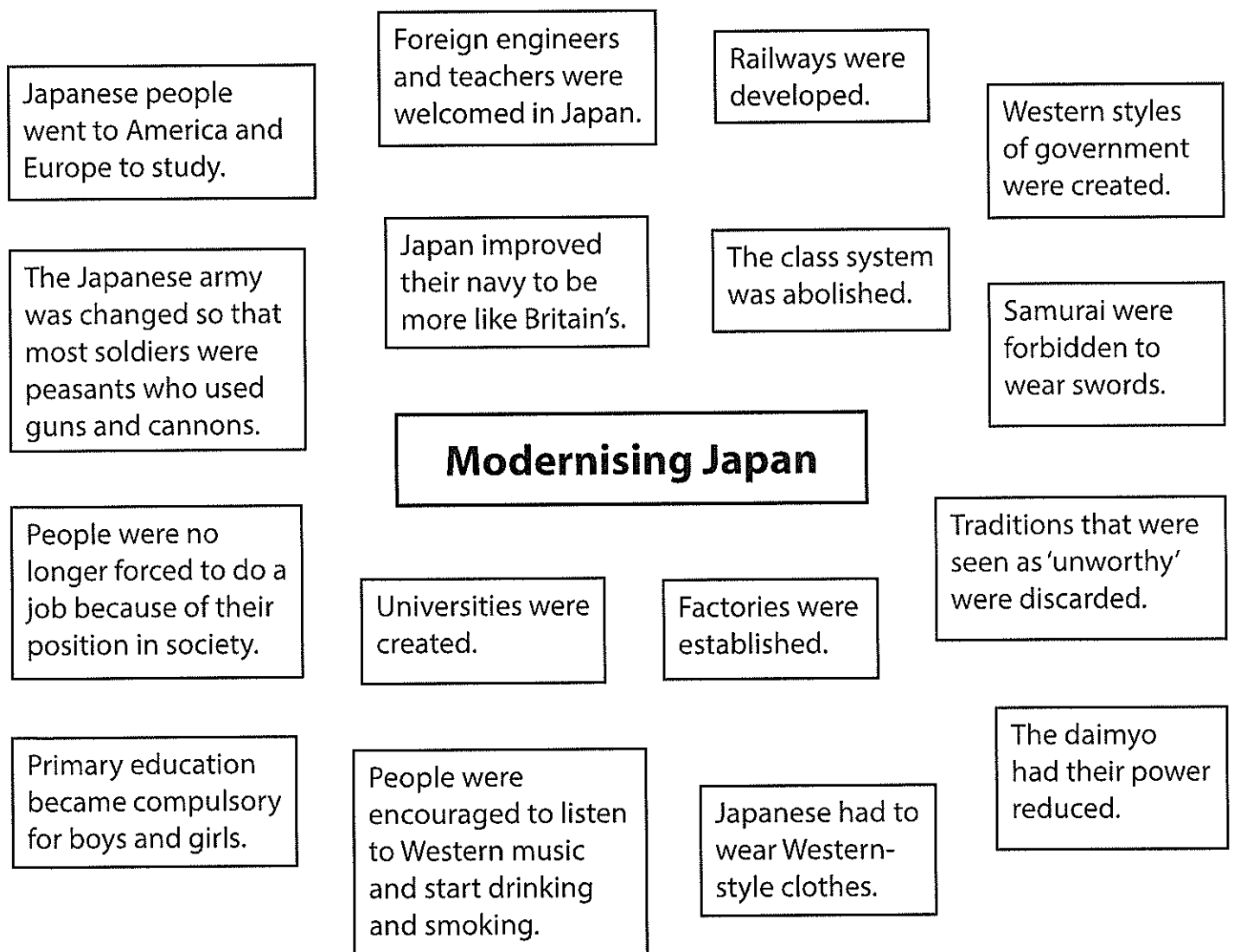
4 Explain why the emperor gained power. _____

5 Who was most concerned about the foreigners entering Japan? Why? _____


6 Imagine you lived in Japan in the 1850s and 1860s. Suggest one advantage and one disadvantage of the foreigners arriving in Japan. _____

Modernisation of Japan

Emperor Meiji's first act was to try and change the treaties with America and other countries. He sent a group of 50 experts to America to see whether the unfair treaties could be changed. America would not agree to a change, so instead, the experts visited schools, hospitals and factories, trying to work out how to 'modernise' Japan. They believed that modernising Japan was the only way they could become as powerful as the Western countries. Emperor Meiji wanted Japan to avoid losing power like India and China, who had fallen under the control of Western countries. Lots of changes took place in Japan under Meiji's rule.



The new Japan

-  1 Read the Resource sheet, 'Modernisation of Japan', then fill in the following table describing how Japan was different under Emperor Meiji.

	Shogunate Japan	Meiji Japan
Army	Mostly made up of trained samurai soldiers and daimyo.	
Weapons	Swords, bows and arrows	
Education	Usually only rich people like the daimyo and the samurai were educated. Poorer people learnt skills from their parents.	
Jobs	People usually had the same job as their parents. Most peasants could only become farmers or fishermen.	
Foreigners	Japanese people had very little contact with foreigners. From around 1600 no foreigners were allowed in Japan.	
Rulers	The shogun was the real ruler of Japan. The emperor was just a figurehead; he had no real power. The rulers in the smaller areas were the daimyo.	
Transport	To travel to most places, people had to walk, ride horses or be carried around in palanquins, which were like carriages without wheels.	

- 2 Identify two positive changes. How did these changes help Japan?

- 3 Identify two negative changes. How did these changes weaken Japan?

Name: _____

Date: _____

Class: _____

Teacher: _____

Hist -Japan under the Shoguns

At the bottom of the page is a list of words. These words are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

W	R	X	N	O	P	H	X	P	S	E	I	P	P	N	E	H	J	A	O
A	O	A	I	S	O	I	B	A	H	B	X	V	X	Q	M	G	U	C	R
E	N	R	R	A	Z	Q	M	L	O	H	I	N	S	Y	P	A	J	L	C
J	I	H	V	M	A	H	J	A	G	O	A	U	E	H	E	P	U	L	V
U	N	S	A	U	R	W	O	N	U	S	R	T	P	Q	R	D	T	Q	B
J	H	Q	N	R	A	S	K	Q	N	T	T	E	P	P	O	U	S	G	C
I	E	X	A	A	A	D	C	U	J	A	I	D	U	A	R	L	U	Y	U
C	X	W	M	I	W	E	I	I	M	G	S	O	K	G	D	D	D	O	P
N	V	J	B	X	R	C	F	N	L	E	A	E	U	O	I	C	L	A	N
B	W	P	E	A	S	A	N	T	C	U	N	X	S	D	V	B	W	H	A
U	Z	F	P	D	R	Z	A	U	C	X	C	T	F	A	I	W	K	I	B
P	K	A	M	I	K	A	Z	E	M	J	K	A	M	I	N	J	U	X	L
J	O	T	Q	B	U	S	H	I	D	O	U	J	H	L	E	J	X	Z	T
I	J	R	N	D	E	Y	A	S	T	Y	P	H	O	O	N	J	A	D	Q
Y	M	H	V	Z	A	R	C	H	I	P	E	L	A	G	O	S	S	I	F
E	L	J	R	C	W	D	A	I	M	Y	O	C	I	V	I	L	W	A	R

- relating to a god or gods
- name for city of Tokyo
- poor farmer
- person kept for security
- divine wind
- to be free of suffering and desire
- way of the warrior
- conquering great general
- the warrior class
- skilled worker who produces handmade items
- great feudal lord
- large group of closely related people
- form of ritual suicide
- spirit beings
- wandering samurai who had no lord or master
- group of islands
- big tropical storms
- sacred multi-storey tower
- system of physical training and unarmed combat
- political and religious ruler
- sort of couch for transporting passengers
- war between two competing groups within one country

HOSTAGE	PAGODA	SHOGUN	PALANQUIN
JUJUTSU	CLAN	DAIMYO	EMPEROR
ARTISAN	KAMI	CIVIL WAR	EDO
DIVINE	NIRVANA	PEASANT	BUSHIDO
RONIN	TYPHOON	SAMURAI	ARCHIPELAGO
KAMIKAZE	SEPPUKU		

Name: _____

Date: _____

Class: _____

Teacher: _____

Hist - Japan under the Shoguns

A list of words is provided in a word bank at the bottom of the page. Write the words in alphabetical order on the numbered lines provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

KAMIKAZE
ARCHIPELAGO
BUSHIDO
PEASANT
SEPPUKU
KAMI

NIRVANA
DIVINE
TYPHOON
ARTISAN
DAIMYO
CIVIL WAR

SHOGUN
RONIN
PALANQUIN
SAMURAI
HOSTAGE

PAGODA
JUJUTSU
CLAN
EDO
EMPEROR

Name: _____

Date: _____

Class: _____

Teacher: _____

8 Hist - Japan under the Shoguns

There are letters missing in each word below. Print the complete word on the blank line beside each word with missing letters.

- | | |
|--------------------|-----------------------|
| 1. D••MY• _____ | 12. S•PP•K• _____ |
| 2. S•M•R•• _____ | 13. R•N•N _____ |
| 3. P•L•NQ••N _____ | 14. •MP•R•R _____ |
| 4. N•RV•N• _____ | 15. TYPH••N _____ |
| 5. K•M•K•Z• _____ | 16. CL•N _____ |
| 6. J•J•TS• _____ | 17. P•G•D• _____ |
| 7. C•V•L W•R _____ | 18. SH•G•N _____ |
| 8. D•V•N• _____ | 19. B•SH•D• _____ |
| 9. P••S•NT _____ | 20. K•M• _____ |
| 10. •D• _____ | 21. H•ST•G• _____ |
| 11. •RT•S•N _____ | 22. •RCH•P•L•G• _____ |

- | | |
|--|---|
| 1. great feudal lord | 12. form of ritual suicide |
| 2. the warrior class | 13. wandering samurai who had no lord or master |
| 3. sort of couch for transporting passengers | 14. political and religious ruler |
| 4. to be free of suffering and desire | 15. big tropical storms |
| 5. divine wind | 16. large group of closely related people |
| 6. system of physical training and unarmed combat | 17. sacred multi-storey tower |
| 7. war between two competing groups within one country | 18. conquering great general |
| 8. relating to a god or gods | 19. way of the warrior |
| 9. poor farmer | 20. spirit beings |
| 10. name for city of Tokyo | 21. person kept for security |
| 11. skilled worker who produces handmade items | 22. group of islands |

CIVIL WAR	SAMURAI	TYPHOON	BUSHIDO
DAIMYO	ARCHIPELAGO	SHOGUN	DIVINE
KAMIKAZE	NIRVANA	KAMI	CLAN
EDO	RONIN	JUJUTSU	SEPPUKU
ARTISAN	HOSTAGE	PAGODA	EMPEROR
PALANQUIN	PEASANT		

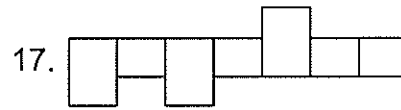
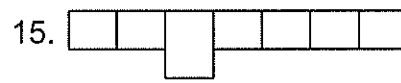
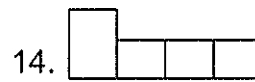
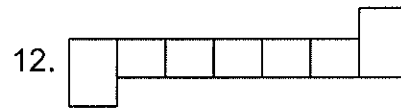
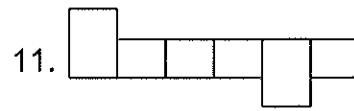
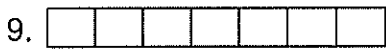
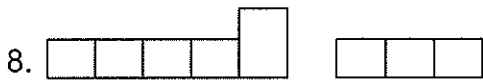
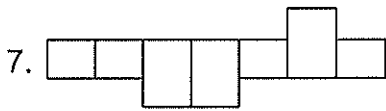
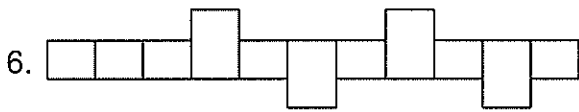
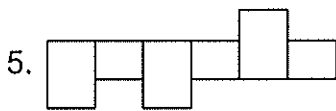
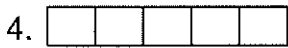
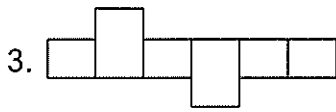
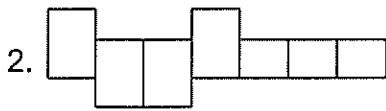
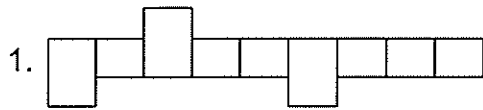
Name:

Date:

Class:

Teacher:

Hist - Japan under the Shoguns



- 1. sort of couch for transporting passengers
- 2. big tropical storms
- 3. conquering great general
- 4. wandering samurai who had no lord or master
- 5. sacred multi-storey tower
- 6. group of islands
- 7. form of ritual suicide
- 8. war between two competing groups within one country
- 9. the warrior class

- 10. way of the warrior
- 11. great feudal lord
- 12. poor farmer
- 13. to be free of suffering and desire
- 14. spirit beings
- 15. political and religious ruler
- 16. relating to a god or gods
- 17. system of physical training and unarmed combat
- 18. name for city of Tokyo

TYPHOON
 PALANQUIN
 BUSHIDO
 CIVIL WAR
 ARCHIPELAGO

SAMURAI
 NIRVANA
 SEPPUKU
 DAIMYO
 EMPEROR

DIVINE
 EDO
 PEASANT
 KAMI

RONIN
 JUJUTSU
 PAGODA
 SHOGUN

Name: _____

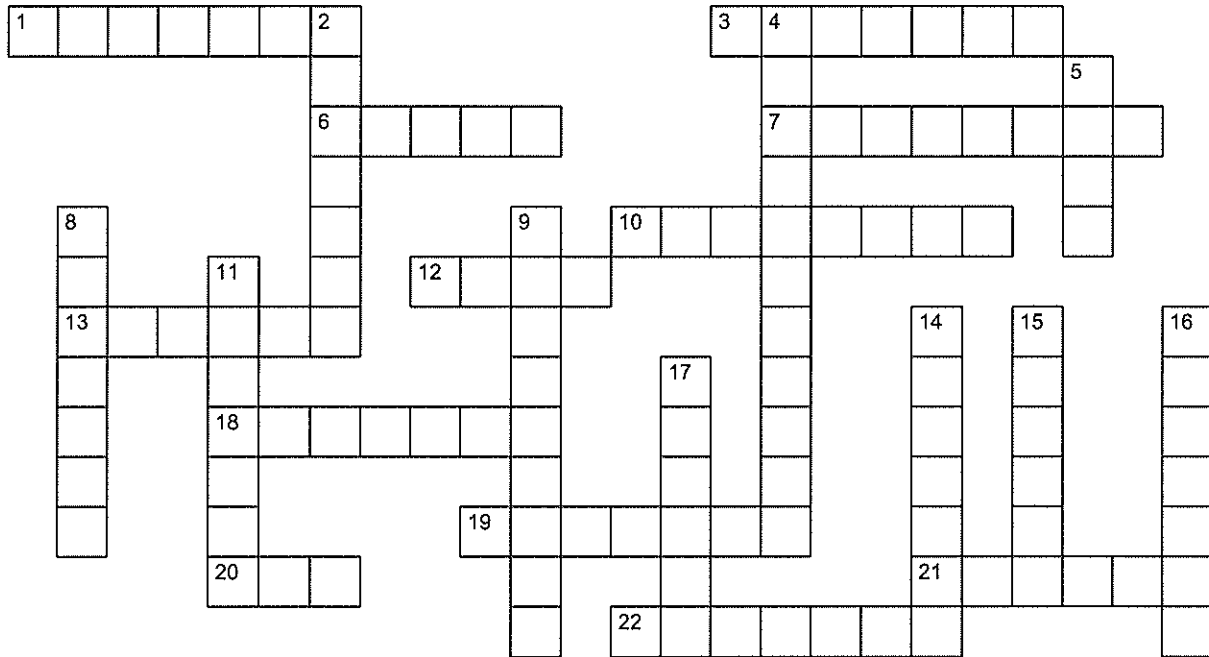
Date: _____

Class: _____

Teacher: _____

Hist - Japan under the Shoguns

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

1. skilled worker who produces handmade items
3. the warrior class
6. wandering samurai who had no lord or master
7. war between two competing groups within one country
10. divine wind
12. large group of closely related people
13. sacred multi-storey tower
18. big tropical storms
19. way of the warrior
20. name for city of Tokyo
21. conquering great general
22. form of ritual suicide

DOWN

2. to be free of suffering and desire
4. group of islands
5. spirit beings
8. political and religious ruler
9. sort of couch for transporting passengers
11. person kept for security
14. system of physical training and unarmed combat
15. great feudal lord
16. poor farmer
17. relating to a god or gods

CLAN
 PAGODA
 BUSHIDO
 SEPPUKU
 PALANQUIN
 DAIMYO

SAMURAI
 RONIN
 PEASANT
 HOSTAGE
 KAMIKAZE
 ARTISAN

EDO
 TYPHOON
 JUJUTSU
 DIVINE
 SHOGUN

NIRVANA
 CIVIL WAR
 ARCHIPELAGO
 EMPEROR
 KAMI

Name: _____

Date: _____

Class: _____

Teacher: _____

Hist - Japan under the Shoguns

Clues are listed below. Print the word that matches the clue on the blank line by the clue.

1. _____ spirit beings
2. _____ sort of couch for transporting passengers
3. _____ way of the warrior
4. _____ poor farmer
5. _____ war between two competing groups within one country
6. _____ relating to a god or gods
7. _____ sacred multi-storey tower
8. _____ person kept for security
9. _____ great feudal lord
10. _____ skilled worker who produces handmade items
11. _____ wandering samurai who had no lord or master
12. _____ large group of closely related people
13. _____ big tropical storms
14. _____ divine wind
15. _____ political and religious ruler
16. _____ name for city of Tokyo
17. _____ form of ritual suicide
18. _____ system of physical training and unarmed combat
19. _____ the warrior class
20. _____ to be free of suffering and desire
21. _____ conquering great general
22. _____ group of islands

DIVINE
TYPHOON
RONIN
KAMIKAZE
PAGODA
JUJUTSU

ARCHIPELAGO
KAMI
ARTISAN
SHOGUN
SEPPUKU
CLAN

BUSHIDO
PALANQUIN
CIVIL WAR
NIRVANA
EDO

PEASANT
HOSTAGE
DAIMYO
EMPEROR
SAMURAI