

## CHAPTER 4

### How Did Beliefs, Values, and Knowledge Shape the Worldview in Japan Between 1600 and 1900?

1. What does isolate mean?

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2. What does adaptation mean?

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3. What does modernize mean?

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#### Japan Between 1600 – 1900

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**1500** Japan was divided among more than 250 warring feudal lords.

**1603 Edo Period: Isolation** - Japan entered a long period of relative peace and development and tried to **isolate** itself from the rest of the world.

**1868 Meiji Period: Adaptation and Modernization** - Japan rapidly **modernized** using ideas collected from around the world.

**1912 Modern Period** - Japan modernized.

**2000 Present-day Japan** - Japan is an influential world leader.

#### What Were the Effects of Japan's Policies of Isolation During the Edo Period?

- Edo Period (1603–1867)
- architecture, education, culture, and the arts flourished
- peace for more than 200 years
- country chose to isolate itself from most of the world

#### How Did the Geography of Japan Affect Its Worldview?

- composed of a long, narrow series of islands along the Eastern Pacific coast of Asia
- four main islands, running from north to south: Hokkaido, Honshu (the main island), Shikoku, and Kyushu
- 3000 smaller islands, including Okinawa Island
- total area is 377 835 square kilometres, about three-fifths the size of the province of Alberta
- 73% of the country is mountainous
- little flat area for cultivation, so farming is done in the valleys, along the coastline, and on terraces on the hills and mountainsides
- situated on the volcanic zone that rings the Pacific Ocean
- frequent earth tremors, with occasional volcanic activity
- high levels of rainfall and tends to be very humid
- moderate moist climate allows farmers to grow rice and fruits



4. Describe Japan's geography and how did it affect their worldview?

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**How Did the Edo Era of Great Peace Begin?**

- In 1500, Japan was not a united country
- consisted of about 250 small regions, all under the rule of an **emperor**
- each region under the rule of a commander called a **daimyo**
- daimyo were constantly at war with each other, trying to increase their holdings and power
- real power and authority was with the **shogun** - the leader of the military government
- Three shoguns are given credit for unifying Japan in the late 1500s: Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu.

5. Define:

emperor: \_\_\_\_\_

daimyo: \_\_\_\_\_

shogun: \_\_\_\_\_

entourage: \_\_\_\_\_

metropolis: \_\_\_\_\_

**Changes that the Three Shoguns made to achieve peace were:**

- reduced the influence of Buddhist control over Japanese politics
- built a series of castles to defend lands
- introduced new administrative practices to pave the way towards a unified Japan
- continued centralizing government power
- surveyed the country and changed the tax on the land from money to quantities of rice. The wealth of a landowner determined how many **koku** were paid as taxes.
- created a society based on a formal class structure that included samurai, who were warriors, farmers, artisans, and merchants
- created a standing army
- disarmed the farmers by making a rule that men could no longer be part farmer or part warrior. They had to choose to be one or the other.
- tried to expand his territory by attacking both Korea and China, but was defeated by both countries
- supported painters and new types of drama
- established his government base in Edo
- finalized the unification of Japan

6. Multiple Choice - *Identify the choice that best completes the statement or answers the question.*

I. **Geography had an affect on Japan and the lives of the Japanese in all but one of the following ways. Which statement is incorrect?**

- A. Japan's varied climate supported it's agricultural needs.
- B. Japans's rugged terrain helped to limit control and access by it's enemies.
- C. Japan's landscape provided plenty of good farmland.
- D. Being surrounded by the sea provided food for the people of Japan.

II. A form of poetry which consists of three lines of five, seven and five syllables respectively is called

- A. prose
- B. limericks
- C. ballads
- D. haiku

III. A/An \_\_\_\_\_ was group of people who followed the daimyo to and from Edo.

- A. entourage
- B. han
- C. edict
- D. geisha

7. True/False - Indicate whether the statement is true or false.

- A. \_\_\_\_\_ The Edo period in Japan was an exciting time because Japan had chosen to completely isolate itself from most of the world.
- B. \_\_\_\_\_ Japan is part of the Ring of Fire, which is a narrow zone active volcanoes that nearly encircles the Pacific Ocean.
- C. \_\_\_\_\_ Although the true ruler of Japan was the emperor, the daimyo had the real power and authority.

### Why Did Japan Isolate Itself from Much of the World?

#### Foreign Influences

- beginning of the Edo Period, Japan was actively trading with many countries.
- Strong trading with Korea and China
- trading ships were traveling to the Philippines and as far as Siam (present-day Thailand)
- Tokugawa Ieyasu did not want the Japanese people exposed to Western ideas - concerned because Europeans were establishing colonies in the areas they explored - wanted to ensure was safe and left alone (no European colonies)
- foreign ships could only land at one port: the island of Deshima in the Nagasaki Bay.

#### The Spread of Christianity

- European ships carried Roman Catholic missionaries who wanted to convert the citizens of Japan to Christianity
- between 1549 and 1587, Jesuit missionaries under Francis Xavier converted 150 000 Japanese to Christianity in the Nagasaki area
- in 1587, Shogun Hideyoshi ordered all missionaries to leave and later had 26 Franciscan missionaries executed
- the **Bakufu (the centralized military government, headed by the shogun)** became concerned about the spread of Christianity, they felt that a Christian daimyo, would follow their spiritual leaders rather than the shogun – the feared a loss of absolute control
- shoguns decided to isolate Japan, primarily from the Western world
- they introduced a series of **edicts (legal order)**

8. During the Edo period, the shogun closed Japan off from the rest of the world and minimized its contact with the outside in order to retain power. Describe the effects of this isolation on Japan and its citizens. Be certain to give examples, both positive and negative, using lessons from the textbook and class discussions.

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### Closed Country Edict of 1635

- Japanese ships were forbidden to travel to foreign countries.
- No Japanese is permitted to go abroad or face execution
- If any Japanese returns from overseas after residing there, he must be put to death.
- if any southern barbarians (Westerners) teach Christianity or commit crimes, they may be put into prison.
- No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.
- European ships banned - any ship disobeying will be destroyed and its crew and passengers executed.

### The National Seclusion Policy

- Bakufu passed a series of edicts to control the influence of foreigners and to tighten control over the daimyo
- National Seclusion Policy (1633-1639), as it was called, was an effort by the Bakufu to strengthen its authority and maintain a strong centralized government
- set out controls on the interaction between Japanese and foreigners

9. Describe what the Closed Country Edict of 1635 was and what the National Seclusion Policy was?

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### How Did the Political System During the Edo Period Reflect Worldview?

- political system was very hierarchical
- domains (provinces) were governed by daimyo, feudal lords, who were required to give allegiance to the shogun
- Japan's hierarchical system similar to the feudal system in Europe
- each daimyo had full administrative control over his land and expected those living on it to swear allegiance to him
- two levels of government
  - local government in each domain, called the **Han** which was ruled by a daimyo
  - centralized higher level of government, called the Bakufu, was led by the shogun
    - also a feudal lord and ruled his own Han
    - additional responsibility of controlling the social classes, maintaining order throughout all of the domains, and making national policies.

### How Did the Bakufu Control the Daimyo?

- political structure relied on relationships between daimyo and shogun
- daimyo were divided into three classes:
  - most trusted and loyal
  - nobles
  - little standing



- daimyo could never move out of their class
- Bakufu kept daimyo in “place” by ensuring he could not gain enough power and wealth and by daimyo must adhere to laws:
  - no unnecessary contact between neighbouring daimyo, report any suspicious activities and do not allow criminals or traitors to enter your domain.
  - only one castle in each domain and detailed maps of their landholdings were provided to the Bakufu.
  - Daimyo must support public building projects.
  - Daimyo are required to spend every second year in Edo.
  - All commoners must register at Buddhist temples.
  - Marriages of daimyo must have the permission of the Bakufu.
  - Travel and shipbuilding are restricted.
- ranking of a daimyo affected every aspect of his life
  - determined the location and size of his residence at Edo
  - number of samurai allowed
  - where he would be seated in the audience chamber
- status of the daimyo determined the status of all who lived under his Han
- affected his credit rating and commercial relationship with the artisans and merchants.

**10. True/False - *Indicate whether the statement is true or false.***

- D. \_\_\_\_\_ Tokugawa Ieyasu did not want European explorers to set up colonies in Japan so he only allowed them to land at one port.
- E. \_\_\_\_\_ The era after the final edicts of national isolation is referred to as sakoku, which means closed country, because Japan was entirely closed to the rest of the world.
- F. \_\_\_\_\_ The daimyo were not allowed to associate with each other because the Bakufu wanted to prevent from putting their money and resources together and attempting to overpower the shogun.

**11. Multiple Choice - *Identify the choice that best completes the statement or answers the question.***

**IV. The Closed Country Edict of 1635 was set out to control the interaction between Japan and foreigners. Which of the following statements is not in the edict?**

- A. Japanese ships are strictly forbidden to travel to foreign countries.
- B. No Japanese is permitted to go to another country. Anyone who attempts to do so must be executed.
- C. Trade will only be permitted between China, Korea and the Netherlands.
- D. Portuguese ships are banned from Japanese ports.

**How Did Social Systems Change During Isolation?**

- Japan’s social structure during isolation was a hierarchical system in which the shogun and samurai were the highest classes
- Farmers, artisans, and merchants followed
- lowest classes included the outcasts and the non-humans
- citizens had almost no opportunity to move out of the class they were born into

**Vocabulary Social System**

**Samurai** - Men who were hereditary warriors Some samurai were daimyo.

**Farmers** - People who farmed the land

**Artisans** - People who made useful or decorative objects

**Merchants** - People who distributed goods but did not contribute directly through labour

**Outcasts or Eta** - People who had jobs related to the death of animals or humans, such as tanning hides and removing corpses

**Non-Humans or Hinin** - People who survived by begging, acting, telling fortunes, and other activities that were frowned upon

## Samurai

- held the most prestigious position in society next to the shogun
- code of behaviour for samurai was called bushido (way of the warrior)
- based on Confucianism, they were to be models of cultural, moral, and intellectual development and to set the example for duty and loyalty
- The samurai practised the belief, "It is better to be known for your accomplishments than for your rank."
- Samurai were warriors but in non war times, they helped govern the domain, manage the affairs of the daimyo household, and maintain and support daimyo residences
- During this time period the Bakufu changed how the samurai could gain court title and rank
- Bakufu would give the highest ranks to their supporters
- 1611 and 1615, the Bakufu removed the names of warrior leaders from the court lists so that warrior offices and ranks were kept separate from the nobility
- samurai class was the first to become literate and help bring Japan into the modern world
- during the 200 years of isolation, the role of the samurai changed from a warrior to a civil administrator

## Farmers

- privileged position just below samurai because they produced rice, the most important commodity and basic food for the country
- not allowed to leave their lands or village, as the daimyo did not want to lose the profits of their labour
- very restrictive rules on dress
- Two groups of farmers lived in the villages
  - Honbyakusho - principal farmers, controlled specific land plots, may own home, held supervisory positions
  - hyakusho - ordinary farmers, were the tenant farmers who were forced to work yet could own nothing

## Artisans

- artisans lived in the cities and towns
- referred to as townspeople
- contributed to society by making objects for trade and decoration

## Merchants

- gain wealth from their labour and formed the growing core of middle class
- became more important as Japan's cities grew
- powerful and played important roles in establishing Japan's banking industry
- carried out international trade until borders closed
- merchant class helped Japan with its later transition to a modernized society

## Outcasts or ETA

- forced to live outside the villages and towns
- occupations: slaughtering animals, disposing of and tanning animal carcasses, carrying out executions, and removing corpse
- touching the dead was in violation of Buddhist doctrines, they were shunned
- status was hereditary
- were not allowed to have any occupations other than those assigned to their class
- allowed to enter towns for selling but not allowed to shop

## Non-Humans or HININ

- regarded as inferior
- status was not hereditary
- often included fortune telling, begging, acting, and prostitution
- lived by their wits, therefore outside of the rules of the hierarchy and frowned upon
- given licences to live in specified quarters in each city
- had their own laws and chiefs
- any person from a higher social class could join the hinin
- because the hinin were looked upon as non-human, the killing them was not considered to be murder



## Social Hierarchy Made Law

- Bakufu government legally formalized social classes and made it almost impossible for individuals to move from their inherited social status to a higher one
- this legalization of the classes encouraged feelings of prejudice

### 12. True/False - *Indicate whether the statement is true or false.*

- G. \_\_\_\_\_ According to the hierarchical social class system the samurai were next in line to the shogun.
- H. \_\_\_\_\_ Non-humans (hinin), like the geisha, were people who survived by begging, acting, telling fortunes, or other activities that were considered inferior.
- I. \_\_\_\_\_ The samurai believed that it was better to be known for your accomplishments than for your rank. They also believed in loyalty to their family, honor and personal integrity, courage, and honorable death.
- J. \_\_\_\_\_ The Japanese people did not believe in surgery because they thought the body was inherited from one's ancestors and that surgery would damage the body.
- K. \_\_\_\_\_ Edo (Tokyo), Osaka and Kyoto continue to be the three largest metropolises in modern-day Japan.
- L. \_\_\_\_\_ Banraku theatre was a children's puppet theatre in Japan during the Edo period.

## How Did Communities Change During Isolation?

- network of quality roads was needed in Japan to transport the daimyo to and from Edo
- shogun created and controlled five major roadways
- regular movement of people (daimyo and entourages) created industries along the roads:
  - accommodations, food, and other goods and service
  - artisans and merchants provide trade
  - road side centres developed
  - centres of larger populations could not be self-sufficient, so the economies of the rural and urban areas became intertwined.
  - castle towns grew as well
- Over time, Japan became a modern country with extensive road and communication networks that connected communities across the length of the country. The growth of large cities created the need for good travel and communication networks to allow for economic trade among them.

## Japan's Principal Cities and Travel Routes, 18th Century

### Japan's Three Metropolises

- By the 18th century, three urban centres were important in Japan. The Japanese called them the three **metropolises**.
  - Edo was a large city and government centre.
  - Osaka was a large commercial centre.
  - Kyoto was an ancient capital of Japan and the home of the imperial palace where the emperor resided.

### 13. Multiple Choice - *Identify the choice that best completes the statement or answers the question.*

#### VII. The largest city in Japan during the 18th century was

- A. Osaka
- B. Nagoya
- C. Kyoto
- D. Edo

**VIII. As the cities grew, the merchant class became more wealthy and the samurai turned their energies to things other than war, the \_\_\_\_\_ of Japan began to change.**

- A. education
- B. popular culture
- C. government
- D. social system

**IX. This social class lived outside the rules but met some of the needs of the Japanese society.**

- A. eta
- B. merchants
- C. artisans
- D. hinin

**X. Because it was mass produced \_\_\_\_\_ was/were not initially considered an art form.**

- A. silk screen
- B. woodblock images
- C. porcelain figures
- D. movable print

**XI. The role of the samurai changed during the Edo period from esteemed warrior to**

- A. civil administrator
- B. educators
- C. architects
- D. artists

**XII. Although they were highly respected for their singing and dancing and their appearance reflected the cultural values of Japan, this group was still considered to be non-human.**

- A. samurai
- B. artisans
- C. geishas
- D. Eta or outcasts

**XIII. Although printing was a private industry the Bakufu prevented all but one of the following subjects to be written about. Which did the Bakufu allow to be printed?**

- A. books on Christianity
- B. political writings
- C. romance novels
- D. books on western culture

### **How Did the Popular Culture of Japan Change During Isolation?**

#### **Vocabulary**

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**popular culture:** the cultural activities that appeal to the current tastes of the general public

**opulent:** luxurious or lavish

- **popular culture** of Japan began to change as the cities grew and the merchant class became more wealthy and influential
- people desired luxury items and had leisure time for entertainment such as theatre, literature, and the fine arts
- Samurai turned their creative energies to intellectual pursuits such as prose and poetry
- daimyo became patrons of the arts because they wanted to build elaborately decorated houses and beautiful gardens (supported artists, sculptors, painters, artisans, architects, and landscape gardeners)
- daimyo began to provide for the education of the samurai under their leadership
- end of the 17th century, the samurai began to be known more for their accomplishments rather than just for their rank



## Kabuki Theatre

- very popular with all classes, but primarily the merchant class
- featured lively action, wild plots, and elaborate costumes and make-up
- mirror of Japanese life and focused on domestic dramas that depicted moral dilemmas (ie. conflict between obligation and happiness)
- first kabuki was performed in 1607 by a woman named Okuni
- Bakufu believed public morality was being corrupted by female actresses
- 1629, banned females from the stage
- all parts in the plays were portrayed by males
- kabuki actors were treated like celebrities

## Banraku Theatre

- Banraku or puppet theatre
- plays were for adults, not children
- banraku and kabuki were performed only by non-humans

## Geishas

- women were employed in the entertainment business and trained as geishas
- trained in dancing, singing, witty conversation, the tea ceremony, and floral arrangement
- expected to be able to demonstrate all the correct forms of etiquette
- appearance and behaviour reflected the cultural values of the time

## Woodblock Images

- woodblock images were prints of original paintings
- artist carved the major lines and details of the painting into a flat wooden block and printed
- copies of a painting could be made using this process, making them inexpensive and available to a wide audience
- artistic techniques became more refined and woodblock printing reached its high point in Edo

## Books

- Commercial printing and publishing became popular in Kyoto in mid-17th century and in the 18th century, established in Edo
- techniques of movable print and the printing press were available in Japan from the late 15th century
- 1626 the old technology using wooden printing blocks was in use again
- printing was a private industry not controlled by the Bakufu
- certain subjects were taboo: no writings on Christianity, no politics, nothing that would be offensive publically
- 17th century, handbooks on everything from household needs, farming to proper social skills

## Literature

- Prose gradually became far less formal
- topics were similar to the themes used by the block printers, Japan's ever day life
- many fictional books were tales of rascals and their adventures
- Basho Matsuo developed a new poetic form called haiku



# CHAPTER 5

## What Factors Influenced Change in Meiji Japan?

- ⌘ mid-19th century, Japan was changing into an urbanized society
- ⌘ shogun, Bakufu, and many Japanese wanted to continue the isolation and seclusion policy
- ⌘ outside world, would not leave Japan alone

### The Ainu

- aboriginal of northern Japan, having lighter skin and hairier bodies, facial characteristics similar to those of Europeans than other Japanese.
- Ainu are considered to be descendants of Japan's first Indigenous people, the Jomon
- they have their own language
- traditional Ainu believe that almost all natural things have a spirit
- Ainu were considered non-humans
- self-sufficient fishers, hunters, and food collectors, and lived in permanent villages, involved in trading furs and other goods with the Chinese and Russians
- Under the Tokugawa shoguns (1603 to 1867), the Ainu were forced to sign an agreement that gave the Japanese the right to fish, hunt, and log the lands of the Ainu. Under the agreement, the livelihood of the Ainu was greatly altered
- were forced to remain separate from Japanese society
- under the Meiji government (1867 to 1912), Japan became concerned about the Russia and took control of all the islands in Japan causing the Ainu to lose their political independence
- under this agreement, the Ainu were forced to **assimilate** with the Japanese
- Ainu language was forbidden and their customs and traditional ways of life were suppressed



### Dutch East India Company

- 1602 - Dutch East India Company - largest European multinational trading company and first to sell stocks
- Dutch government granted the company a **monopoly** on Dutch trade in the area stretching from South Africa to India, and all the way to Japan
- had permission to build forts, appoint governors, keep an army, and sign treaties in its name
- world trade in exotic Asian goods: spices, textiles, porcelain, and silk
- excellent records which today include the history and political, economic, cultural, religious, and social circumstances of the regions in 17<sup>th</sup> century
- only group that Japan would trade with
- Japanese began to learn about the West through this company



### A. True/False - Indicate whether the statement is true or false.

- \_\_\_ 1. Russia and China were the first countries to have trade relations with Japan.
- \_\_\_ 2. The Ainu people were not considered descendants of the Japanese and thus were shunned from society.
- \_\_\_ 3. The Dutch were the first people to bring Western ideas to Japan.

### B. Multiple Choice - Identify the choice that best completes the statement or answers the question.

1. The shogun and the Bakufu believed that the policy of isolation
- A. was the last resort to maintaining their power and sovereignty
  - B. was important to the identity of the Japanese
  - C. was not detrimental to the people
  - D. was a policy that other countries wanted to imitate in their governments

2. The Japanese shogun forced the Ainu people to
  - A. to live on reserves
  - B. sign a treaty giving up their land and resources
  - C. become Japanese citizens
  - D. move to Russia and China
  
3. The influence of Europe on Japan was apparent by the need to
  - A. assimilate the Ainu people
  - B. create and sign treaties with Russia
  - C. educate Japanese officials in European languages
  - D. build a stronger army
  
4. During the Meiji period the \_\_\_\_\_ had the most influence in world trade.
  - A. Dutch East India Company
  - B. Russian-American Company
  - C. Russian- Chinese Company
  - D. Dutch Japan Company

### **How Did Outside Influences Create a Crisis?**

- Japan's contact with the outside world was inevitable - foreign ships sailed along Japan's coast and some shipwrecked - sailors were cast ashore
- shogun and the Bakufu believed if they didn't have the policy of isolation, they would have less power
- feared - Japan might lose its sovereignty if the influence of the other countries grew

### **The Influence of Russia**

#### **Crisis with Russia**

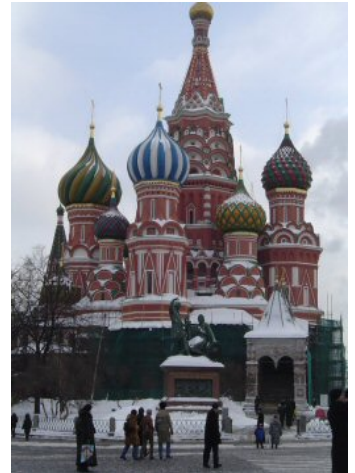
1798 The Bakufu learned that Russian settlers had reached the third Kuril Island and were introducing the Ainu to Russian culture and to Christianity.

1801 Not wanting to lose these islands, a team of Japanese claimed the island for Japan and drove the Russians from it.

1804 A Russian envoy landed at Nagasaki with a letter from Czar Alexander I asking to establish trade relations with Japan. The Bakufu did not respond for six months and then answered that the Japanese government was not interested in trade with foreign countries.

1805 Angered at having been made to sit in Nagasaki for so long waiting for an answer, the ship's captain authorized nuisance attacks on Japanese settlements. He thought Japan would respond to force and change its mind about trading with Russia.

1811 The Japanese government became more determined to maintain its isolation policy and also to keep control of its territory. To demonstrate its strength, the commander of a Russian ship was captured and kept in Nagasaki for two years before releasing him to the Dutch.



- 19th century, the Russians needed to continue supplying their outposts in central north Asia
- they increased their trading along the Pacific Coast
- **czar** gave the company the authority to trade with the Ainu and to gain control of the new territories
- Russia became involved in wars in Europe and left Japan alone
- Do to the treat of the Russians coming into Japan, the shogun warned the Bakufu to focus less on internal affairs and more on "treat" from the outside world.

## C. Define:

**czar:** \_\_\_\_\_

**crisis:** \_\_\_\_\_

### The Influence of Europe

- between 1799 and 1815, most of Europe were at wars
- Dutch East India Company, for whom the traders worked, decided to hire ships from other countries to carry on its trade in Asia
- Dutch were the only foreigners allowed to set foot in Japan, the ships were told to fly Dutch flags and hide any Bibles and weapons
- Japanese officials decided it time for the government officials to learn about the West
- Japan started to import and translate books on European history, institutions, and military science, as well as astronomy and other sciences
- Japanese government officials who were learning French, Russian, and English
- Japanese officials concluded that since all the languages and fashions of Europe were similar, there must be one superpower in Europe

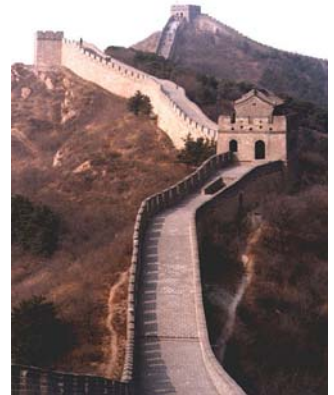


#### Japan's Response — Don't Think Twice Treaty

- Bakufu decided to expel all foreigners
- new edict began in 1825 on the advice of a government official named Takahashi
- Takahashi had studied Western countries and felt that Japan should be even more restrictive because foreign ships and foreigners were gathering around Japan
- Takahashi learned that other countries did not allow foreign ships to dock without proper papers/protocol and would be turned away

### The Influence of China

- 1842, China lost much of its control over its seaports when Britain won a war with China
- China forced to sign a treaty that gave Britain special privileges
- Special privileges included the right to land at specific ports, having low fixed tariffs on goods coming into and leaving China, and not having Chinese law applied to Westerners on Chinese soil
- treaty did not treat each side equally
- China was seen as weak
- Britain also extended these rights to all Western countries who wanted to trade with China



#### Japan's Response — Retreat and Ignore

- Bakufu officials were surprised that China had signed the treaty as they were a powerful country
- Japan now realized how large and powerful the English forces were
- noticed more American, Russian, and British activity along their own coastline
- Bakufu abandon the "don't think twice treaty" because they were afraid the policy might cause Britain and other Western countries to invade Japan
- 1844, Netherlands sent a letter to the Bakufu recommending that they open Japan's doors to the West for trade
- the letter warned that if these countries were not welcomed, they might come in by force
- Bakufu responded by saying that it was impossible for nations to come in by force but by the time the answer reached the Dutch, foreign ships were already reaching Japan's harbours

### The Influence of the United States

#### The Crisis with America: Japan Feared for Its Sovereignty

1845 US sent a representative to Japan to discuss trade and coal station, US returned to China empty handed



1853 Commodore Matthew Perry entered the harbour at Edo with four war ships, his objectives:

- get supplies and coal
- protect sailors and American ships that might need help
- official trade agreement

1854 Commodore Perry returned with more warships and Bakufu signed the Treaty of Kanagawa - Japanese felt they achieved a major goal because they had entered into an agreement that allowed them to maintain independent authority and control over their country. Perry had two other objectives that were met:

- 2 ports were to be opened to US ships/coal and supplies would be available
- shipwrecked sailors would be helped

1856 Harris (American consul) was to organize a more complex trade agreement - shogun sought support for the treaty from the emperor, but did not receive it

1858 Harris Treaty was signed - allowed Americans to live in Edo and Osaka under the protection of American law

1863 5 ports were now open to the US, allowing goods to enter and leave Japan, also had an agreement to supply Japan with ships, arms, and technicians



- US wanted trade relations with Japan
- US wanted a coal station in Japan's ports so that they could get fuel for their steamships on their way to China
- US wanted assistance for any US sailors shipwrecked on Japan's shores

#### Japan's Response — Internal Unrest

- Bakufu and samurai had heated debates regarding US
- saw the agreements with Perry and Harris as favouring the US - unequal treaties
- Japan then was pressured to sign treaties with Russia, Britain, France, and the Netherlands – also unequal
- Japanese felt that the shogun was no longer in control and had been humiliated
- Isolation was no longer possible
- therefore Japan needed to compete with the West and protect Japan's sovereignty.

#### D. True/False - Indicate whether the statement is true or false.

- \_\_\_ 4. Russia and China were the first countries to have trade relations with Japan.
- \_\_\_ 5. Commodore Mathew Perry was intent on ending the Bakufu's ni-nen naku (without thinking twice) edict.
- \_\_\_ 6. Commodore Perry's treaty forced Japan to consider signing unequal treaties with Russia, Britain, and France
- \_\_\_ 7. After the shogun signed unequal treaties in the 1800s, the citizens felt that they did not have to compete with the West anymore and they could maintain their policy of closed doors and isolation.

#### E. Multiple Choice - Identify the choice that best completes the statement or answers the question.

5. The influence of Europe on Japan was apparent by the need to 3
- A. assimilate the Ainu people
  - B. create and sign treaties with Russia
  - C. educate Japanese officials in European languages
  - D. build a stronger army
6. The Bakufu edict ni-nen naku, meaning **Without Thinking Twice or Don't Think Twice**, was applied to 4
- A. soldiers were in battle and it meant to never turn back.
  - B. treaty relations between the shogun and foreigners
  - C. the unique Japanese way of life
  - D. expelling foreigners who may have been shipwrecked on Japanese shores

7. During the Meiji period the \_\_\_\_\_ had the most influence in world trade. 5  
 A. Dutch East India Company  
 B. Russian-American Company  
 C. Russian- Chinese Company  
 D. Dutch Japan Company
8. The United States favored trade relations with Japan because they wanted 6  
 A. access to all the goods and resources  
 B. to build a world trade center in the East  
 C. to establish a coal station for fuel on one of the Japanese ports  
 D. to free the Japanese from the isolation policy
9. The major factor that led the Japanese to open the door to the West was the 7  
 A. citizens rejection of the shogun  
 B. signing of the Treaty of Kanasawa with Commodore Perry  
 C. need to protect the Japanese sovereignty  
 D. need to compete with the West and ensure the Japanese national character

**F. List 3 influences (causes) and 3 Japanese responses (effects) for each.**

	Influences or Cause	Japan's Response or Effect
<b>Russia</b>	• • •	• • •
<b>Europe</b>	• • •	• • •
<b>China</b>	• • •	• • •
<b>United States</b>	• • •	• • •

**How Can Individuals Change the Way Others View the World?**

- 2 people changed the way Japan looked at the world: Sakuma Shozan and Yoshida Shoin
- both inspirational samurai teachers who were interested in Western technology and war against West was inevitable
- valued and taught the Confucian teachings of loyalty, dedication to society, and combining knowledge with action
- taught questioning and inquiry, along with the bushido ideals
- pupils needed to have many experiences and to consider the good ideas from many sources

- urged their students to visit foreign countries to find out about foreign technologies such as guns and steamships
- Sakuma and Yoshida watched Commodore Perry's warships
- both knew that if Japan were to win a war against the west they needed to know more about the West
- believed that a mix of the strengths of the two worldviews would make Japan more powerful and independent
  1. Eastern morality
  2. Western skills
- did not agree on how Japan should maintain its sovereignty or become a world leader
- Yoshida urged the overthrow of the Bakufu and return power to the emperor
- Sakuma work with Bakufu and promote the learning of West technology
- Yoshida decided to find out more about the West by foreign travel and boarding US ships
- Both were arrested and imprisoned
- Yoshida - was eventual arrested again for trying to assassinate one of the shogun's officials - beheaded - 29 years old
- both are heroes in Japanese history even though broken many of the nation's laws (regarded as courageous and brilliant)
- examples of *shishi*, which means "people of spirit," or "people of high purpose."

### G. Completion - Complete each statement.

1. The signing of \_\_\_\_\_ created an internal crisis for Japanese citizens.
2. Under the Meiji government the \_\_\_\_\_ were forced to assimilate with the Japanese and their language and customs were suppressed.
3. The \_\_\_\_\_ were the only foreigners prior to the Meiji period that were allowed to trade with Japan.
4. Commodore Perry wanted to establish a \_\_\_\_\_ station on a Japanese port so that his steamships would get fuel.
5. Sakuma and Yoshida believed that a combination of Eastern \_\_\_\_\_ and Western \_\_\_\_\_ would liberate Japan.

### How Did Japan Respond to the Crisis?

#### **Different Points of View**

- Two conflicting viewpoints caused a great deal of internal conflict in the Bakufu during this period
  1. One group thought it was only matter of time before Japan would be forced to trade with Western nations - believed impossible to remain isolated - needed to use Western technologies to become more powerful and to remain independent
  2. Another group believed that Japan could remain isolated, that it should declare war on the Western countries, and that all foreigners in Japan should be killed - believed exposure of the west on the common Japanese (peasants, merchants, etc) would destroy their social system

#### **Civil Unrest**

- mid-1800s farmers and peasants were starving
- people questioned the taxes they were forced to pay
- questioned if the Bakufu was the cause of the unrest; support for the Bakufu weakened
- samurai began to support the emperor
- Samurai were angry because the Harris Treaty had been signed against the wishes of the emperor
- Some samurai leaders had secretly travelled to England and did not actually fear the presence of the foreigners
- critics of the shogun wanted to create a new government headed by the emperor - used slogan "Sonno Jo" which means "Revere the emperor! Expel the barbarians."
- increased military supplies, purchased weapons and ships from the West
- groups of women broke with tradition to form military brigades to fight the shogun's troops
- new government started to form but some Samurai;s fought, won and proclaimed Meiji as the emperor
- emperor quickly abolished the office of the shogun and ordered the current reigning family to return to their farm lands
- shogun's military forces were defeated
- Emperor won again and renamed Edo the city Tokyo, which means "Eastern Capital"

**H. What were the 2 conflicting viewpoints that caused internal conflict in the Bakufu?**

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**I. What were some of the civil unrest that happened during this period? List at least 5 points.**

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**How Did the Political System Change?**

- Meiji leaders declared the emperor sacred and **inviolable** through a “creation story”
- appeal to the Japanese traditionalists and build loyalty to the government by using the young emperor as a symbol of unity
- emperor was considered a divine being until after WWar II when a new constitution made him a symbol of the state

**The Charter Oath**

- April 1868, Emperor Meiji signed the Charter Oath that outlined the goals of the new regime, this was to gain the confidence of all of the domains for the new government
- It decreed:
  - policies would be based on the consensus of the daimyo of all domains
  - showed change in all three elements of worldview:
    - political and economic systems
    - social systems
    - culture

**The Charter Oath**

1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of the state.
3. The common people, no less than the civil and military officials, shall each be allowed to pursue their own calling so that there shall be no dissent.
4. Evil customs of the past shall be ended and everything shall be based on the just laws of nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of Imperial rule.

**J. Matching**

*Match the following words or terms to their correct description below.*

- |                |                     |
|----------------|---------------------|
| A. The emperor | E. regalia          |
| B. consensus   | F. Commodore Perry  |
| C. Ainu        | G. The Charter Oath |
| D. inviolable  | H. samurai          |

1. \_\_\_\_\_ is a decision reached through common agreement.
2. The \_\_\_\_\_ wanted a new government headed by the emperor.
3. \_\_\_\_\_ means not to be injured or tampered with.
4. The \_\_\_\_\_ are considered descendants of Japan’s first indigenous people.
5. \_\_\_\_\_ is distinctive clothing and jewelry.
6. \_\_\_\_\_ was considered an icon that bound the Japanese nation.
7. \_\_\_\_\_ opened Japan up to the west.
8. \_\_\_\_\_ outlines the goals of the new regime.



## How Did Japan Reshape Its Worldview and Begin to Modernize?

### New Leadership

- emperor was the official head of the government he did not rule directly
- new government was in charge
  - young intelligent samurai's (average age 30)
  - academic and military skills
  - many had travelled to other countries or had met Westerners
  - many had studied under Yoshida or Sakuma
  - realized the quality of Western technology would prove beneficial
- created changes in Japan that promoted economic growth and industrialization
- slogan was "Enrich the country; strengthen the military."
- They had two key goals:
  - to modernize Japan and make the economy grow
  - to renegotiate the unequal treaties
- challenge of the Meiji leaders was to develop a nation that would be competitive in the modern world and yet continue to be Japanese
- Japan must remake its society
- distance themselves from old traditions and build a new, modern Japan
- looked to Western nations for models because they saw Europe and North America as being wealthy and powerful
- Japan's worldview changed drastically
  - Japan welcomed foreigners
  - Foreign educators and experts in manufacturing and industry were invited to assist with the move towards modernization
  - sent half their new government to Europe/US to learn about the institutions, laws, and customs of the successful Western nations.

The ambassadors made these conclusions:

- West is wealthy and powerful because of a representative government
- Charter Oath should be used as the foundation for a national constitution that will shape the laws of Japan
- Cautious - **representative government** should not be considered until the people are ready for a parliamentary system of government
- importance of religious freedom
- encourage private enterprise and business innovation
- value competition, participation and colonial expansion
- develop a new educational system for Japan based on Germany and US system

### The Iwakura Mission

#### December 1871–September 1873

- ✓ 1871 - new government sent 50 officials and 50 students on a 22-month world trip of 12 countries
- ✓ purpose - find best ideas around the world and bring them back to Japan
- ✓ concluded Japan was not in any immediate danger of losing its independence
- ✓ Japan needed to modernize its society
- ✓ Japan was not hopelessly behind as they had feared

No other country in the world had ever sent its *government* on a voyage of exploration, such as the Iwakura Mission.

**K. True/False** - *Indicate whether the statement is true or false.*

- \_\_\_\_ 7. A political strategy that was used by the samurai to bind the citizens during the mid 1800s when there was civil unrest was to portray the emperor as an icon for the people.
- \_\_\_\_ 8. The Charter Oath was a measure to outline the new rules of the Emperor and to present people with a new more democratic model of leadership.

- \_\_\_ 9. The Japanese people were envious of the Western way of life, characterized by wealth and power, and wanted to adapt new leadership models in their own country.
- \_\_\_ 10. During the Iwakura Mission, Japanese officials traveled the world to learn about new defense strategies from other countries.
- \_\_\_ 11. Japan began to modernize under the Emperor Meiji.
- \_\_\_ 12. Civil unrest in the country after the unequal treaties increased support of the Bakufu.
- \_\_\_ 13. Europe became dominant once China lost its power in Asia.
- \_\_\_ 14. Many countries would use the Dutch flag so that they could sail in Japanese territory for trading purposes.
- \_\_\_ 15. Japan felt they had to agree to trade relations with the U.S.A and were pressured into signing a treaty.

**L. Multiple Choice** - *Identify the choice that best completes the statement or answers the question.*

- \_\_\_ 8. Sakuma and Yoshida were two influential samurai teachers and they believed that Japan would become more independent and powerful if
  - A. the treaties with all of Europe were signed
  - B. all officials learned the European languages
  - C. there was a mix of Eastern morality with Western skill set
  - D. Japan maintained its isolation policy
- \_\_\_ 9. In the mid-1800s there was civil unrest in Japan due to the Western influence. As a result
  - A. the shogun was viewed as the savior and was an icon in the citizens eyes
  - B. the bakufu was stronger than ever and had developed armies to defend the country against invasion
  - C. the citizens were disappointed in the Bakufu and wanted the emperor to take control of the country
  - D. the samurais were in agreement with the West and conspired to overthrow the Bakufu
- \_\_\_ 10. The most important reason for the development of the Charter of Oath by Emperor Meiji was to
  - A. ensure the loyalty of all Japanese citizens
  - B. show the nation that he was serious about his new rule
  - C. show confidence in all areas of the new government
  - D. appease the Western nations and prevent more treaties from being signed
- \_\_\_ 11. Japan began to reshape its worldview by
  - A. allowing citizens to learn new languages and to travel
  - B. trying to renegotiate the unequal treaties
  - C. increasing manufacturing companies and textile mills
  - D. accepting new immigrants into their country
- \_\_\_ 12. The Iwakura Mission concluded that
  - A. Japan needed to restructure its education system
  - B. there was an urgency to modernize Japan, as it was in danger of falling behind the West
  - C. religious freedom was the key factor in reshaping the nation
  - D. Japan was not in any danger of losing its independence to another nation
- \_\_\_ 13. Japan could no longer maintain its policy of isolation due to a number of external and internal pressures. Which factor was most significant to the end of isolation?
  - A. Trade relations between countries were increasingly important and unavoidable in the world economy.
  - B. Young Japanese studying at Deshima were exposed to Western thoughts.
  - C. The Bakufu were viewed as too weak to run the country.
  - D. Japan feared that it would lose its power to Europe as had China.

## CHAPTER 6

# How Did Rapid Change During the Meiji Period Affect Japan's Worldview?

- Japan set out in the Meiji Period to become militarily powerful and economically self-sufficient that it would be considered an equal partner with the West
- adapt to many changes within a very short time

# How Did Japan Decide to Implement Change During the Meiji Period?

- Japan would have to undergo dramatic changes in order to maintain control over its future
- have to become as strong and competitive as the Western nations
- implemented aspects of **democracy**, such as elected representatives
- public education as a necessary way to help Japanese society adjust to an **industrialized** nation
- embraced technologies, such as steam-powered machinery
- adaptations had a significant impact on changing the Japanese worldview: the values and beliefs it held about culture, social systems, and political and economic systems
- leaders carefully considered traditional aspects they would maintain and which could replace with systems from other societies

### A. List 4 things Japan did to implement change during the Meiji Period?

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**democracy:** a form of government in which the citizens have the power, exercised by them directly or their elected representatives

**industrialized:** having large industries as an important feature in a country or an economic system

- Japan used the British navy as the model for its navy
- used the German army as the model for its army
- Ministry of Education established free education for everyone and provided a compulsory six-year education program for both boys and girls, modelled on France's system
- New universities were founded and modeled after those in the United States.

# How Did Modernizing the Japanese Political System Reflect a New Worldview?

- new leaders of the Meiji government decided to prepare carefully for a **constitutional government**
- first step was to establish strong central control - imperial capital moved from Kyoto to Edo and renamed Tokyo
- emperor's living in the castle clearly showed the people that the shogun and Bakufu were no longer in power

**constitutional government:** a government in which operation is controlled by a set list of rules

## Unifying the Country

- young leaders gained the support of the domains and daimyo surrendered their lands called Return of the Registers
- 1871 - all domains were officially abolished by imperial decree and replaced by a **prefecture** system.
- Return of the Registers was the first step towards the establishment of a centralized government
- young leaders recognized that the people needed a symbol to help develop **nationalistic** feelings - used the emperor to secure support for both the new government and the modernization of the country by making him the symbol of the newly unified nation

**prefecture:** an administrative district in Japan, somewhat like a large county

**nationalistic:** patriotic, sometimes to the extreme

To modernize the government of Japan, the new leaders decided that they would need to

- unify the territory of Japan
- look for a model of government that could be adapted to Japanese needs
- change the social order so that all Japanese citizens, no matter what their origins, would have the same obligations and loyalty to the state
- create a constitution so that the most important values and beliefs of Japan would guide the country in the future

**liberal:** favouring a relaxing of social traditions; favouring personal freedom

**human rights:** the basic rights believed to belong to every person, such as the rights to freedom, to justice, and to religion

**conservative:** averse to rapid change; favouring the status quo

**Dajokan:** the Japanese government structure implemented during the Meiji Period The Japanese parliament is opened by the Mikado (the emperor), Tokyo, 1891.



## Searching for a New Model of Government

- new government's goal was to be efficient and economical
- disagreement on how to build a new Japan
- **liberal** group supported the French and American ideals of **human rights** and a representative government
- **conservative** group was more comfortable with the German model of centralized control
- leaders decided to adopt a German-style government with a strong cabinet and limited powers of parliament it was called the **Dajokan** after an ancient Japanese imperial institution

## Political Change Affects the Social Systems

- government wanted the population to be loyal to the central state/emperor and not local daimyo
- eliminated the hierarchical social order - feudal class system was abolished
- people chose their occupations and move about the country freely
- All Japanese now lived with the same obligation — be loyal to the emperor and to the state

## The Constitution of Japan — 1889

*We hereby adopt a fundamental law of the State, to exhibit the principles by which We are guided in Our conduct, and to point out to what Our descendants and Our subjects and their descendants are forever to conform.*

- The Emperor is sacred and inviolable and is above the law of the Constitution.
- Government ministers are responsible to the Emperor.
- The Emperor has the power to
  - command the military forces and control foreign policy
  - appoint cabinet members, judges, and Privy Council members
  - convene and dissolve the Imperial Diet (Parliament) at will
- The Imperial Diet is divided into two houses of equal power:
  - The Upper House is called the House of Peers. Members are selected for life by the Emperor.
  - The Lower House consists of 300 members who are elected by citizens for four years.
- Citizens are granted freedom of speech, religion, and association. However, the government reserves the right to withdraw these rights.

## Creating a Constitution

- Japan believed it was as strong and capable as any other nation — a world leader
- leaders were in favour of developing a constitution for Japan:
  - Most strong European countries had constitutions.
  - Western countries would regard Japan as a stronger nation if it had a Western-style constitution.
  - A constitution would unify Japan.
- leaders agreed with developing a constitution, they disagreed with model
- constitution and writing of it became a national issue
- many Japanese (including former samurai - now called *shizoku*) not satisfied with the control of the strong central government, they wanted greater participation
- Three political parties were formed and supported by different newspapers, debates happened in all parts of the country, and violent revolts erupted
- Meiji government reacted with more restrictions and passed a new law allowing the government to censor the newspapers
- Public assemblies were also banned
- In response to these new laws people called for a representative government
- new constitution was written similar to the constitution of Germany and reflected Japanese society

**domestic products:** the goods produced within a country

**import tariff:** the taxes on goods coming into a country; imposed to make imported goods more expensive in relation to domestic products

## How Did Japan Change Its Economic System?

- road system, markets, merchant class, small businesses, and some banking institutions were already in place
- leaders believed they needed to become more industrialized
- Japan was restricted by the trade agreements it had signed with Western powers
- it was not allowed to lower the taxes on domestic goods or raise taxes on foreign goods
- unequal treaties made it difficult for domestic industries to survive

## Industrialization

- new industries, such as munitions and gunpowder factories, were for the military
- other industries, such as the silk and textile industries and glass and chemical plants
- many new industrial and manufacturing projects were government funded and government owned it helped jump-start Japan's modernization
- costs these industries were overwhelming except for military-based industries, most government supported industries went private
- country's major industries came under the control of a small number of private companies which reduced economic competition, they were known as *zaibatsu* or financial cliques, ie. Mitsubishi family
- zaibatsu were closely tied to the government and strengthened support for the Meiji state

## Capitalism

- Matsukata Masayoshi became the Minister of Finance
- Changes he made, small farmers lost their land and several small businesses went bankrupt
- industrial output increased and Japan's **national income** doubled
- Japan quickly developed into a capitalist society

**national income:** the money received for all services, goods, and products produced by a country, usually measured quarterly or annually

- Using the developed countries of the West as models, the government helped the economy to change and grow:
  - New railroads were built to join all four major islands; roads and highways were paved
  - Deep water harbours were created at Yokohama and Kobe
  - Telegraph and telephone systems were built
  - New technologies and industries were imported, as well as hundreds of foreigners to train the Japanese
  - A Ministry of Banking was set up to provide subsidies to new businesses.

## What Is a Capitalist Society?

- Individuals or the government are engaged in business.
- Focus is on entrepreneurs who establish and operate companies.
- Goal is to make a profit by producing or obtaining goods at one price and then selling them for more money.
- People work for wages, not goods. They use their wages to purchase the goods they need or want.

## B. Multiple Choice - *Identify the choice that best completes the statement or answers the question.*

- Which of the following statements does not describe Japan's new worldview about its place among nations?
  - strong and capable nation
  - a world leader
  - a leading exporter
  - a constitutional government
- What was the symbol that was used to help develop nationalistic feelings in the people of Japan during the Meiji era?
  - samurai
  - emperor
  - the military uniform
  - Japanese Buddha
- The government of Japan wanted people to accept its new rules and reforms so they created a new long-term \_\_\_\_\_ plan which would instill in them common values of citizenship and duty.
  - financial
  - national religion
  - modernization
  - education
- The Rescript to Soldiers was an updated version of
  - the oral traditions
  - gunboat diplomacy
  - the bushido moral code
  - the hara-kiri ritual

## How Did Japan Change Its Military System to Meet Political Needs?

- wanted a strong military for several reasons:
  - centralized army of obedient and disciplined soldiers would strengthen the government, with a strong military, the government could bring about change and defeat any internal opposition

- strong military force was necessary for Japan to renegotiate the unequal treaties
  - wanted to become a colonial power - believed countries that had colonies were highly respected
  - leaders needed a strong military to ensure they could meet their political goals (**defend themselves against enemy attack and preserve their independence**)
- Japan developed a powerful army and navy
  - used the British navy and the German army as its models
  - new leaders had military experience from the previous wars
  - used Western models to train their armed forces
  - Western nations were reorganizing and rebuilding their own armies

**1870** — Imperial Guard was the first government-run army and the beginning of a national army.

**1873** — The new army used the French idea of military conscription. All men, regardless of class or origin, had to serve time in the army for three years, followed by four years of service in the reserves.

**1876** — Japan used **gunboat diplomacy**, learned from Commodore Perry, to force Korea to open its ports to trade. Japan made an unequal treaty with Korea that allowed Japanese citizens in Korea to live outside the laws of the country.

**1882** — The army adopted a type of bushido moral code called the Rescript to Soldiers. It stressed complete loyalty to the emperor. It required loyalty, respect for superiors, valour, faithfulness, righteousness, and simplicity. Ironically, the new military was using the same principles by which the now-abolished samurai had once lived.

**gunboat diplomacy**: political negotiation supported by the threat or use of military force

- military changed the Japanese worldview by breaking down class
- Japanese peasants left their homes, received educational training, returned to their homes after conscription, they brought modern technology
- brought sense of nationalism and loyalty to the emperor and passed on to fellow villagers

## C. Completion - Complete each statement.

1. During the Meiji period, Japan wanted to become a \_\_\_\_\_ power and \_\_\_\_\_ self-sufficient.
2. The people of Japan were now able to elect their representatives. This is an aspect of \_\_\_\_\_.
3. The only person guaranteed any rights in Japan during the Meiji period was the \_\_\_\_\_.
4. Getting rid of the \_\_\_\_\_ strengthened the national unity of Japan.
5. The unequal treaties made it difficult for Japan's industries to survive because they were not allowed to lower taxes on domestic goods or increase the import \_\_\_\_\_.
6. \_\_\_\_\_ and lacquerware are two examples of traditional products in Japan.
7. Japan believed that being a \_\_\_\_\_ power like Britain and France would make it more highly respected.
8. University tuition was free for those students who were accepted into the \_\_\_\_\_ universities.
9. New railroads and highways, a Ministry of Banking, and \_\_\_\_\_ are all signs that the government helped the economy of Japan to change.
10. Being \_\_\_\_\_ means that you are averse to rapid change and favor the status quo.

# How Did Japan's New Worldview Change Its Social Systems?

- traditional feudal system was eliminated
- rigid class structures was dismantled
- Individuals free to better their status, change occupations, and move around the country
- education was key to change

## The Lives of the Daimyo Changed

- nobility and the daimyo were merged into a single aristocratic class
- daimyo could no longer get money from their domains, government gave them a one-time lump sum of money and pensions
- invited to Tokyo national banks to invest their capital in new businesses

## The Lives of the Samurai Changed

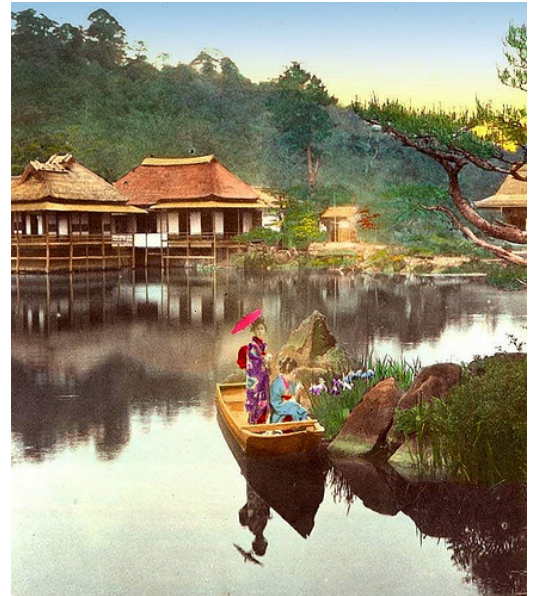
- samurai were given allowances, but reduced and eventually eliminated
- military conscription symbolically ended the importance and privilege of the samurai, forbidden to wear the ceremonial swords, special dress and hairstyle went out of fashion
- samurai were given permission to become tradespeople, farmers, and business owners
- samurai who had been educated became involved in business, government, and education

## The Lives of the Farmers Changed

- Farmers were given ownership of their lands and free to grow what they wanted, had freedom to move about and sell their products at markets, had to pay a 3% tax on the land
- small farms were unable to pay their taxes, sold lands to wealthier farmers and became tenant farmers
- farmers were not able to negotiate with new bureaucracy (impersonal and inflexible) during famines and droughts
- 3% land tax, taxes rose and caused hardship, grew angry and notice merchant class was becoming wealthy

## The Lives of the Commoners Changed

- feudal system was abolished, people with lower incomes had the opportunity to move to positions of higher pay
- commoners were allowed to have surnames
- ban on intermarriage between samurai and commoners was lifted
- lowest classes were raised to the status of commoner, now subject to tax and legal obligations like everyone else
- christians were allowed to practise their faith



- long-term education plan was needed, through education, the government could strengthen national and social unity, widen the support of the people, and ensure that values of citizenship and duty were taught to all
- technical schools were set up, and elementary school became compulsory for all children
- standardized curriculum was developed for ALL children.
- 1871, Ministry of Education developed
- goal break down class and regional identities and help raise the standard of living in the country
- curriculum promoted strong, common moral values, a strong national identity, and loyalty to the emperor
- establish the Imperial University (Tokyo University) and a second national university in Kyoto
- tuition was free for those accepted into the government-run universities, and graduates were automatically qualified for jobs with the government
- private universities were also established.

**ratify:** to approve formally



# How Did Japan's Culture Change?

## What Role Did Religion Play?

- government wanted to make Shintoism the national religion and part of the school curriculum
- everyone having the same belief system would create greater unity
- hoped the people would discard Buddhism and Confucianism
- but, Confucian virtues were still being taught in the schools, the military, and through bushido
- many people practised Buddhism and Confucianism anyway
- eventually the government allowed Buddhism as a religion



## How Did Attitudes Change?

- Young Japanese intellectuals believed that if Japan was to succeed, then the individual had to succeed
- used mottos to promote this idea: *bunmei kaika* or "Civilization and Enlightenment," and *risshin shusse* or "Be a Success."
- newspapers wrote about the ideals of liberty and individualism
- individual was to work in harmony with family, community, or business groups.
- new sense of nationalism emerged
- failed to renegotiate the unequal treaties; people began to feel bitterness towards the West
- fear that the move towards a Western lifestyle had gone too far and Japan was losing its identity

## How Did Ideas of Citizenship and Participation Change?

- increasing education, dismantling of the class hierarchy people started to voice their concerns and lobbied the government
- these new attitudes surprised and frightened the Meiji leaders who still believed there was a need for strict government control over the country

**filial:** showing proper respect

## D. Multiple Choice - *-Identify the choice that best completes the statement or answers the question.*

5. Once the borders opened and Japan could trade with the West \_\_\_\_\_ began to influence Western art and architecture.
  - A. Vincent Van Gogh
  - B. Fukuzawa Yukichi
  - C. Matsukata Masayoshi
  - D. Japonisme
6. Many changes occurred in Japan from the Edo period to the Meiji period. Which of the following is one area in which very little changed?
  - A. culture
  - B. social system
  - C. political system
  - D. education

7. The domains were all abolished in 1871 and replaced by a \_\_\_\_\_ system.
- nationalistic
  - prefecture
  - oligarchy
  - Tokugawa
8. Although Japan had begun to make economic changes the leaders believed that Japan needed to become more
- industrialized
  - conservative
  - democratic
  - adaptable

## How Did Changes in the Edo Period Compare to Changes in the Meiji Period?

This chart summarizes the key changes that occurred during the Edo and Meiji Periods. Think about these developments and imagine their impact on the people of the time.

### Government, Land Ownership, and Taxes

Edo Period	Meiji Period
<ul style="list-style-type: none"> <li>politics based on a feudal system</li> <li>shogun demanded loyalty from the daimyo</li> <li>daimyo set their own rules/regulations</li> <li>decentralized form of government</li> <li>domain was ruled by its own Han</li> <li>shogun and Bakufu ruled over the daimyo</li> <li>individual rights were not considered</li> <li>daimyo were required to pay taxes</li> <li>tax assessment was based on crop production; the koku</li> <li>taxes were paid with products, not currency</li> <li>taxes paid to the daimyo were the responsibility of each village unit</li> </ul>	<ul style="list-style-type: none"> <li>Feudalism was abolished</li> <li>loyal to the emperor</li> <li>centralized government dictated rules and regulations for the entire country</li> <li>emperor adopted a constitution that allowed some individual rights</li> <li>provide a mechanism for the will of the people to be expressed through the election</li> <li>domains were abolished</li> <li>country was divided into prefectures/districts</li> <li>farmers could own the land they worked</li> <li>taxes were collected directly by the central government</li> <li>based on 3% of the land value and were paid with money</li> <li>taxes were the responsibility of each individual landowner</li> </ul>

### Military, Foreign Relations, Education, Class Structure and Culture

Edo Period	Meiji Period
<ul style="list-style-type: none"> <li>shogun had the largest army</li> <li>each daimyo had an army made up of their samurai</li> <li>over time, armies became smaller, no need for large armies and too expensive</li> <li>priorities of the shogun were peace and order</li> <li>Bakufu believed that the best way to maintain peace and order was to isolate Japan from the rest of the world</li> <li>established the National Seclusion Policy</li> <li>the unequal treaties were signed</li> <li>signing of treaties was major factor in the downfall of the Bakufu</li> <li>no government-run schools</li> </ul>	<ul style="list-style-type: none"> <li>The Edict for Conscription made military service compulsory</li> <li>foreign military models were studied</li> <li>German model was used to organize the army</li> <li>British model was used for the navy</li> <li>priority to build up Japan's strength to that of the Western countries</li> <li>travelled abroad to study Western military practices and learn about Western technology</li> <li>experts from the West were invited to Japan</li> <li>renegotiate the unequal treaties</li> <li>Ministry of Education was established</li> </ul>

<ul style="list-style-type: none"> <li>• 2 types of schools: education to sons of the samurai class and schooling for the sons of commoners</li> <li>• usually run by a single person or couple</li> <li>• focused on literacy and numeracy</li> <li>• feudal system dictated strict class structure and social roles</li> <li>• society was very traditional, developing many artistic forms such as kabuki, tea ceremonies, and printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• standardized school curriculum was set</li> <li>• 3 levels of schools were established: primary, middle, and university</li> <li>• primary schooling was compulsory for boys and girls</li> <li>• feudal system was abolished</li> <li>• class hierarchy was dismantled</li> <li>• individuals could move in social classes</li> <li>• society adopted ways of the West but maintained most cultural traditions</li> </ul>
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## Conclusion

- Meiji Era ended with the death of the emperor in 1912
- key advisors committed **seppuku** when they lost their lord, just as samurai had done for centuries

**seppuku**: ritual suicide by disembowelment by a sword; also known as hara-kiri Crown Prince Yoshihito

## E. Multiple Choice - *-Identify the choice that best completes the statement or answers the question.*

- The emperor's key advisors committed seppuku when he died. Which of the following reasons would accurately describe why this was done?
  - To show the ultimate loyalty towards the emperor.
  - To avoid having to work for another emperor.
  - To be punished for the emperor's death.
  - To show their disagreement with the selection of the new emperor.
- Which of the following was not a motto used by the young intellectuals to help Japan be successful?
  - Civilization and Enlightenment
  - Be a Success
  - Unify the territory of Japan
  - For the sake of the country
- Always respect the constitution, observe the laws, and be \_\_\_\_\_ to your parents.
  - insolent
  - filial
  - A and B
  - none of the above

