Chapter 14

Edo Japan: A Closed Society

Student Name:

Vocabulary

Per Capita

Exclusion Laws

Dutch Scholars

Kabuki

Haiku

Buraku

Kendo

Noh

LOCKING OUT THE WORLD

1. What was the new ways of belief that threatened from the west?
2. Why do you think the lower classes were more likely to disobey the shogun’s orders than the Daimyo?
3. Why would the missionaries risk death?

CUTTING OFF CONTACT

1. Rank the Terms of the Exclusion Laws from most effective to least effective in your opinion and explain why.

|  |  |
| --- | --- |
| Terms of the Exclusion Law in ranked order | Why |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Why were the Dutch allowed to remain?
2. How did this benefit the Dutch and the Japanese?
3. Is there a contemporary country you can think of that is trying to isolate itself from the rest of the world? How are they doing it? Will it be successful? Make a prediction!

CHANGE WITH ISOLATION

Skill Power

Progress has both positive and negative effects. Using the chart below explore some contemporary examples that have affected your life:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Example | Positive | Negative |
| Faster |  |  |  |
| Bigger |  |  |  |
| Improved |  |  |  |

Read p 314-319 and complete the following organizer - in point form - by filling in the ways Japan changed politically, socially and economically during the period of isolation.

|  |  |  |
| --- | --- | --- |
| Political Changes | Economic Changes | Social/Cultural Changes |
|  |  |  |
|  |  |  |
|  |  |  |

CRACKS IN THE SYSTEM

1. How did upheaval in the Class System and natural disasters and hard economic times contribute to the end of Japan’s feudal society?

People with different worldviews, such as the leaders of Edo Japan and many people in Canada, often disagree about how a society should be governed and directed. For this assignment, you will be asked to explain the basic reasoning behind both of these worldviews.

Following is a debate between two students of history. One is arguing the position that the Exclusion Laws and the isolation of Edo Japan were positive steps to protect the culture and traditions of that nation. The second student believes that such measures were more harmful than helpful to society. Finish the debate by completing the dialogue for each of the students. In completing the dialogue, supply evidence in the form of specific examples to support your position.

Student 1

*I’ll tell you why the Exclusion Laws were necessary. Europeans were gradually increasing their influence and the Japanese leaders did not want to see their nation overwhelmed by foreign culture and religion. After all, when the Europeans gained control over other areas of the world they…*

*That’s not quite the whole story. The leaders of Japan only expelled foreign influences so the power of the Shogun would not decrease. That is easy to prove if you just consider…*

Student 2

Student 1

*Of course the leader needed power, because with that power he was able to do many positive things for Japan, like…*

Student 2

*Are you kidding? Look at the cost! Shutting the nation off from the rest of the world created problems like…*

Student 1

“Well, I can’t deny there were problems, but it was worth the attempt because…