

The Civilizations of Korea and Japan

ESSENTIAL QUESTION

How do new ideas change the way people live?

Think about how this question might relate to the early civilizations of Korea and Japan. What new ideas came about in government, warfare, and culture? How did these ideas affect people living in these societies?



TALK ABOUT IT

Discuss with a partner the type of information you would need to know to answer these questions. For example, one question might be: Do you recall or know any of the new ideas that came about during this time period in Asia?

DIRECTIONS: Now write down three additional questions that you need to answer to be able to explain how new ideas changed the way people lived.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

5 IDENTIFYING CAUSE AND EFFECT How did Korea transition from three kingdoms to one under the Koryo dynasty?

6 DESCRIBING What new ideas emerged during the Yi dynasty?

7 SUMMARIZING Complete the following chart.

Individual	Contribution to Korean Culture or Government
Wang Kon	
Yi Song-gye	
Sejong	
Yi-sun Shin	

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Statue of the Buddha

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: This photograph shows a large Buddha statue from the Koryo dynasty c. 900 c.E. Buddhism arrived on the Korean peninsula in the fourth century, about five hundred years before the founding of the Koryo dynasty.

PRIMARY SOURCE: STATUE



- 1 IDENTIFYING** What materials were used to make this statue? Why is this significant?

2 ANALYZING What do you think is the meaning of the statue's posture?

3 HISTORY Who was ruling Korea at the time this statue was built? What can you infer about their policies on religion from this image?

4 GEOGRAPHY From where did the ideas represented by this statue come?

5 DRAWING CONCLUSIONS What does this statue tell you about how new ideas changed the way Koreans lived?

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VOCABULARY

Monarch: king

adduce: offer or put forth

approprieties: qualities that are suitable or proper

reverentially: in a humble and respectful way

proclaim: announce

enact: make to be law

transmit:

communicate

isolated: cut off or separate

Chŏng Inji on the Development of the Korean Alphabet

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: One of the greatest kings during the Yi dynasty in Korea was named Sejong. He was interested in scientific research, innovation, and spreading literacy. During his reign, Koreans used thousands of Chinese characters to read and write, so to simplify the writing system, he developed a phonetic alphabet called *hangul*. Chŏng Inji, one of the finest scholars of his day and an adviser to Sejong, wrote the following about the invention of the Korean alphabet.

SECONDARY SOURCE: BOOK

“In the winter of the year kye-hae (1443–1444), Our Monarch originated and designed the twenty-eight letters of the Correct Sounds, and he adduced in outline examples and approprieties by which to demonstrate them. He named them “The Correct Sounds for the Instruction of the People.” . . . We note reverentially that under our Monarch, with his Heaven-loosed wisdom, the codes and measures that have been proclaimed and enacted exceed and excel those of a hundred kings. The making of the correct sounds is not something that has been transmitted by our ancestors; they have been perfected out of nature itself. Now since there is no place where the all-reaching Pattern is not found, this is certainly not a man-made, isolated thing.”

1 HISTORY What was Chǒng Inŕg’s purpose in writing about the creation of the alphabet?

2 ANALYZING How do you think creating a new alphabet helped spread literacy in Korea?

3 CITING TEXT EVIDENCE From where does Chǒng Inŕg believe Sejong come up with the structure for the Korean alphabet? What evidence can you cite from the excerpt?

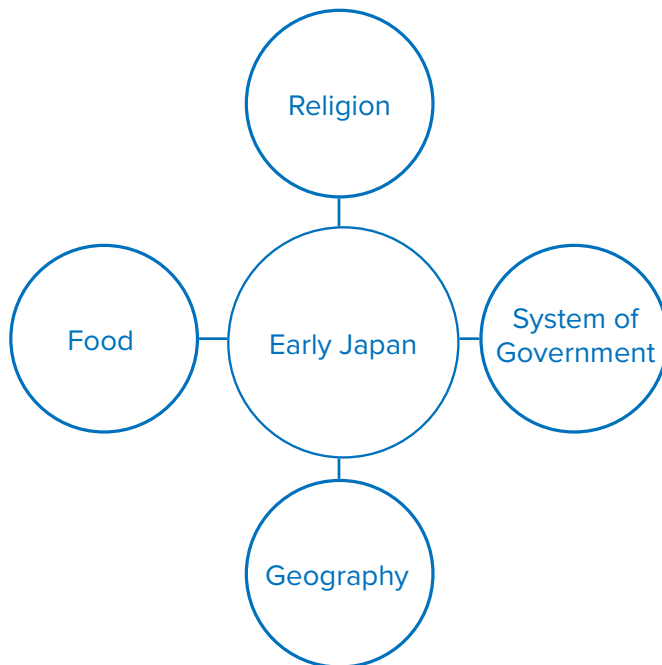
4 MAKING CONNECTIONS If each word in English had its own symbol, how many symbols do you think you would need to learn to be literate?

3 DESCRIBING From where did early Japanese emperors claim their authority to rule?

4 MAKING CONNECTIONS How does the practice of animism still influence Japanese culture today?

5 CIVICS Why did Prince Shotoku create a constitution? On what did he base his ideas for some of the specific rules of the constitution?

6 DETERMINING CENTRAL IDEAS Fill in the graphic organizer with specific details of the following elements of life in early Japan.



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The Reform Edict of Taika

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Early Japan was divided by clans and ruled by emperors who felt they received the right to rule from heaven. Around 600 C.E., Prince Shotoku created the first constitution. After his death, the ruling Yamato clan enacted the Taika, or Great Change. These changes were decreed in the Reform Edict of Taika. The edict was written by two princes, one who later ruled as Emperor Tenchi. Japan was divided into districts that reported to the emperor and began to pay taxes to government officials. These changes created Japan's first strong, central government.

VOCABULARY

administrative: governing or managing

outpost: military station

allocation: division or sharing out

redistribution: giving out in a new way

alderman: member of a local ruling body

cultivation: farming

prevention: action that stops something

requisition: demand for something

- 1 SUMMARIZING** How did the reform edict change the main structure of Japanese society at the time?

PRIMARY SOURCE: IMPERIAL EDICT

“I. Let the following be abolished: the titles held by imperial princes to serfs granted by imperial decrees (koshiro); the titles to lands held directly by the imperial court (miyake); and private titles to lands and workers held by ministers and functionaries (omi, muraji and tomo no miyatsuko) of the court, by local nobles (kuni no miyatsuko), and by village chiefs (mura no obito). In lieu thereof, sustenance households shall be granted to those of the rank of Daibu (Chief of a bureau or of a ward) and upwards on a scale corresponding to their positions. Cloth and silk stuffs shall be given to the lower officials and people, varying in value. It is said that the duty of the Daibu is to govern the people. If they discharge their task diligently, the people will have trust in them. Therefore it is for the benefit of the people that the revenue of the Daibu shall be increased.

“II. For the first time, the capital shall be placed under an administrative system. In the metropolitan (or capital) region, governors (kuni no tsukasa) and prefects (kori no tsukasa) shall be appointed. Barriers and outposts shall be erected, and guards and post horses for transportation and communication purposes shall be provided. Furthermore, bell-tokens shall be made and mountains and rivers shall be regulated . . . The metropolitan region shall include the area from the



Yokogawa (river) in Nahari on the east, from (mount) Senoyama in Kii on the south, from Kushibuchi in Akashi on the west, and from (mount) Afusakayama in Sasanami in Omi on the north . . .

“III. It is hereby decreed that household registers, tax registers, and rules for allocation and redistribution of the land shall be established. Each fifty households shall be constituted into a village (ri), and in each village there shall be appointed an alderman. He shall be responsible for the maintenance of the household registers, the assigning of the sowing of crops and the cultivation of mulberry trees, the prevention of offenses, and the requisitioning of taxes and forced labor. All rice-fields shall be measured by a unit called a tan which is thirty paces in length by twelve paces in breadth. Ten tan make one cho. For each tan, the tax (so or denso) shall be two sheaves and two bundles of rice; for each cho, the tax shall be twenty-two sheaves of rice.”

— written by Prince Naka-no-ōe and Nakatomi-no Kamatari

2 DESCRIBING According to the edict, what was the duty of the Daibu, and how did they increase their earnings?

3 ANALYZING Why do you think Emperor Tenchi enacted the Reform of Taika?

4 CITING TEXT EVIDENCE If you were a farmer, how would the Reform of Taika change the way you live? What evidence can you cite from the excerpt?

5 MAKING CONNECTIONS What do you think were the benefits and drawbacks of having a strong, central government?

6 GEOGRAPHY How did the new central government mark the boundaries of the metropolitan region?

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The Kondei System

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTENT: In ancient Japan, the central government’s military was usually made up of conscripted peasants required to serve as part of a labor obligation to the state. Emperor Kammu, who ruled from 782–806 C.E., questioned the effectiveness of a military made up of unorganized men from the countryside. In 792 Kammu decreed a series of military reforms including the Kondei System, sometimes translated as “stalwart youth,” or “able-bodied young men.”



PRIMARY SOURCE: IMPERIAL DECLARATION

“An Official Order of the Council of State on the matter relating to the recruitment of the kondei (physically able). Thirty people from the province of Yamato. Thirty people from the province of Kawachi. Twenty people from the province of Izumi.

1. ...Previously [on the seventh day of this month], the Minister of the Right [Fujiwara Tsugunawa] declared that in obedience to the imperial command [all military divisions consisting of] conscript soldiers stationed in the provinces should be abolished with the exception of those in the important border areas. The munitions depots, outposts, and governmental offices which were previously defended by them should be defended by the kondei to be sent to those positions. We now order that you select those physically able from among the sons of the district chiefs (*kōri no tsukasa*), and place them to serve on these posts on a rotating basis.

Eleventh year of Enryaku (792), sixth month, 14th day.”

VOCABULARY

official: formal, approved by government
council: people running local government

recruitment: enrolling into an army
conscripted: drafted, enlisted
munitions depots: places where arms are stored

1 COMPARING What does Emperor Kammu’s decree have in common with the Reform Edict of Taika?

2 ANALYZING How did the Reform Edict of Taika prepare the way for the Kondei System?

3 IDENTIFYING What is a draft? How was it changed by this official order?

4 MAKING CONNECTIONS Compare and contrast the system for recruiting soldiers under the Kondei System with the system used in the United States today.

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LESSON 3
Medieval Japan

THE STORY BEGINS...

Minamoto no Yoritomo stood up and stretched. He was surprised to see it was dark outside. It did not seem like he had been sleeping for that long. He wondered if he would ever gain enough knowledge to be a samurai. He pushed up the cover. However, seeing a samurai was more than learning how to fight and use a sword. It was also about having the same, the spirit and honor to lead one of Minamoto's vassals.

As he stood the top of Yoritomo in a warrior's robe, he slowly felt other samurai rise and nod their heads in the same way. The look of respect that came upon their faces was not by day, and how by now Minamoto had learned quite well and could defend against the most powerful warriors and lords.

— from *Warrior of the Shogun*



ESSENTIAL QUESTION

How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:

- new ideas in Japanese culture and the different groups who contributed them.
- how Japanese culture is still influenced by beliefs and practices begun during the Medieval period.

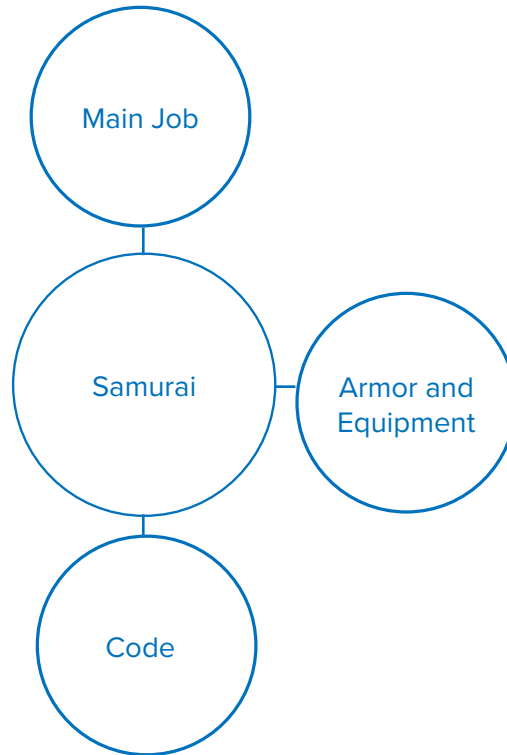
My Notes

Medieval Japan

DIRECTIONS: Search for evidence in Chapter 5, Lesson 3 to help you answer the following questions.

1 SUMMARIZING What caused Japanese emperors to slowly lose power and influence?

2A DETERMINING THE CENTRAL IDEA Fill in the graphic organizer with specific details about the samurai.



2B ANALYZING Why were the shogun created?

3 ANALYZING How did the creation of the position of shogun change the central government of Japan?

4 DESCRIBING Who benefited the most from Japan's prosperity under the Ashikaga Shogunate?

5 SUMMARIZING Use the graphic organizer to list the main products or duties of the following roles in shogunate Japan.

Farmers	Artisans
Women	Writers
Architect Artisans	Creative Artisans

6 DESCRIBING How is Shinto different from Buddhism?

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Samurai and Daimyo

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: This photograph shows a man standing, facing right, and a man wearing a sword kneeling before him, facing left, holding another sword as though offering it to the man standing in front of him. It is believed to depict a samurai kneeling before a daimyo around 1877.

PRIMARY SOURCE: PHOTOGRAPH

1 IDENTIFYING What was the role of a daimyo?

2 CIVICS What was the likely relationship between the samurai and the daimyo depicted in this photograph? How is this relationship illustrated in the photograph?

3 DESCRIBING How did a samurai's loyalty to his daimyo change the way people lived in Japan?

4 DETERMINING POINT OF VIEW What do you think the photographer was trying to show by taking the picture of these two men in this position?

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VOCABULARY

subordinates: those of lower rank

obvious: easy to see

distinction: difference

misdeeds: errors

circumstances: situations

provocation: baiting

haste: speed

remorse: regret, sorrow

Hojo Shigetoki's Letter of Instruction to His Son Nagatoki

DIRECTIONS: Read the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: Hojo Shigetoki was a leading samurai in Japan. In 1247, the Kamakura shoguns appointed his 18-year-old son to a key position. Shigetoki then wrote his son a letter instructing him in the ways of the warrior.

PRIMARY SOURCE: LETTER

“ . . . In dealing with subordinates do not make an obvious distinction between good and not-good. Use the same kind of language, give the same kind of treatment to all, and thus you will get the best out of the worst. But you yourself must not lose sight of the distinction between good character and bad character, between capable and incapable. You must be fair, but in practice you must not forget the difference between men who are useful and men who are not. Remember that the key to discipline is fair treatment in rewards and in punishments. But make allowances for minor misdeeds in young soldiers and others, if their conduct is usually good . . . Remember, however, that there are times when a commander must exercise his power of deciding questions of life or death. In those circumstances since human life is at stake you must give most careful thought to your action. Never kill or wound a man in anger, however great the provocation. Better get somebody else to administer the proper punishment. Decisions made in haste before your feelings are calm can only lead to remorse. Close your eyes and reflect carefully when you have a difficult decision to make. When accusations are brought to you, always remember that there must be another side to the question. Do not merely indulge in anger. To give fair decisions is the most important thing not only in commanding soldiers but also in governing a country.”

1 HISTORY How does this letter demonstrate aspects of the code of Bushido?

2 ANALYZING What was Shigetoki's purpose in writing this letter? What do you think he meant by the phrase, "thus you will get the best out of the worst"?

3 MAKING CONNECTIONS If your own parent or guardian were to write you a letter, what do you think they would say? What kind of a code do you think they would want you to live by?

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1 Think About It

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 5. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Use a chart like the one below to organize the evidence you will use to support your position statement.

New Idea	Origin of the Idea	Influence on Korean or Japanese Civilization	Source of information to cite as evidence	How evidence helps support my position statement

3 Write About It

A position statement related to the Essential Question should reflect your conclusion about the evidence. Write a position statement for the ESSENTIAL QUESTION: *How do new ideas change the way people live?*

4 Talk About It

Work in a small group to present your position statement and evidence. Gather feedback from your classmates before you write your final conclusion. You may choose to refine your position statement after you have discussed it with your classmates. Group members should listen to one another's arguments, ask questions, and offer constructive advice about the statement.

5 Connect to the Essential Question

On a separate piece of paper, develop a written interview to answer the ESSENTIAL QUESTION: *How do new ideas change the way people live?* Choose one new idea that you learned about in this chapter and write an interview as if you were able to speak with someone who was involved in implementing the new idea. Through your interview, readers should be able to understand the idea and how it changed a specific society.

