

◀ Statues of the Buddha like this one were placed in temples throughout Korea and Japan. [Photo from 2009, Bangkok, Thailand]

300 TO 1300s

The Civilizations of Korea and Japan

CHAPTER 5

ASKING ESSENTIAL QUESTIONS

Why do people form governments? • How does geography influence the way people live? • How do new ideas change the way people live?

What Will I Learn? I will learn how the early civilizations of Korea and Japan were influenced by outside ideas but over time developed their own cultures, societies, and governments.

Why Does This Matter to Me? Today, due to advances in technology, regional cultures can have a rapid and global influence. It is important to understand how cultural exchanges can shape and influence a society.

How Will I Know That I Learned It? I will be able to describe the basic elements of Korean and Japanese culture and explain how these civilizations were influenced by their neighbors.

LESSON 1

Korea: History and Culture

LESSON 2

Early Japan

LESSON 3

Medieval Japan

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Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

Max Paddler/Getty Images

PLACE & TIME The Civilizations of Korea and Japan

EARLY EMPIRES OF KOREA AND JAPAN

Korea and Japan were greatly affected by China, their neighbor to the west. Chinese influence first began between about 150 B.C.E. and 150 C.E. It lasted for almost a thousand years and greatly changed the region.



STEP INTO THE PLACE



GEOGRAPHIC REASONING

Large bodies of water separate Korea, Japan, and China. As trade grew, however, these bodies of water formed a link between these regions and the outside world.

- 1. SPATIAL THINKING** Which major bodies of water surround Japan?
- 2. PATTERNS AND MOVEMENT** How would ideas spread from China to Korea and Japan?

STEP INTO THE TIME

CHRONOLOGICAL THINKING

Review the time line. What was taking place in Europe at about the same time the Mongols invaded northern Korea?



THE CIVILIZATIONS OF KOREA AND JAPAN

c. 300 C.E.
Yayoi people organize in Japan

c. 400 C.E.
Yamato control Japan

c. 604 C.E.
Prince Shotoku writes Japanese constitution

c. 631 C.E.
Taika reforms in Japan

300 C.E.

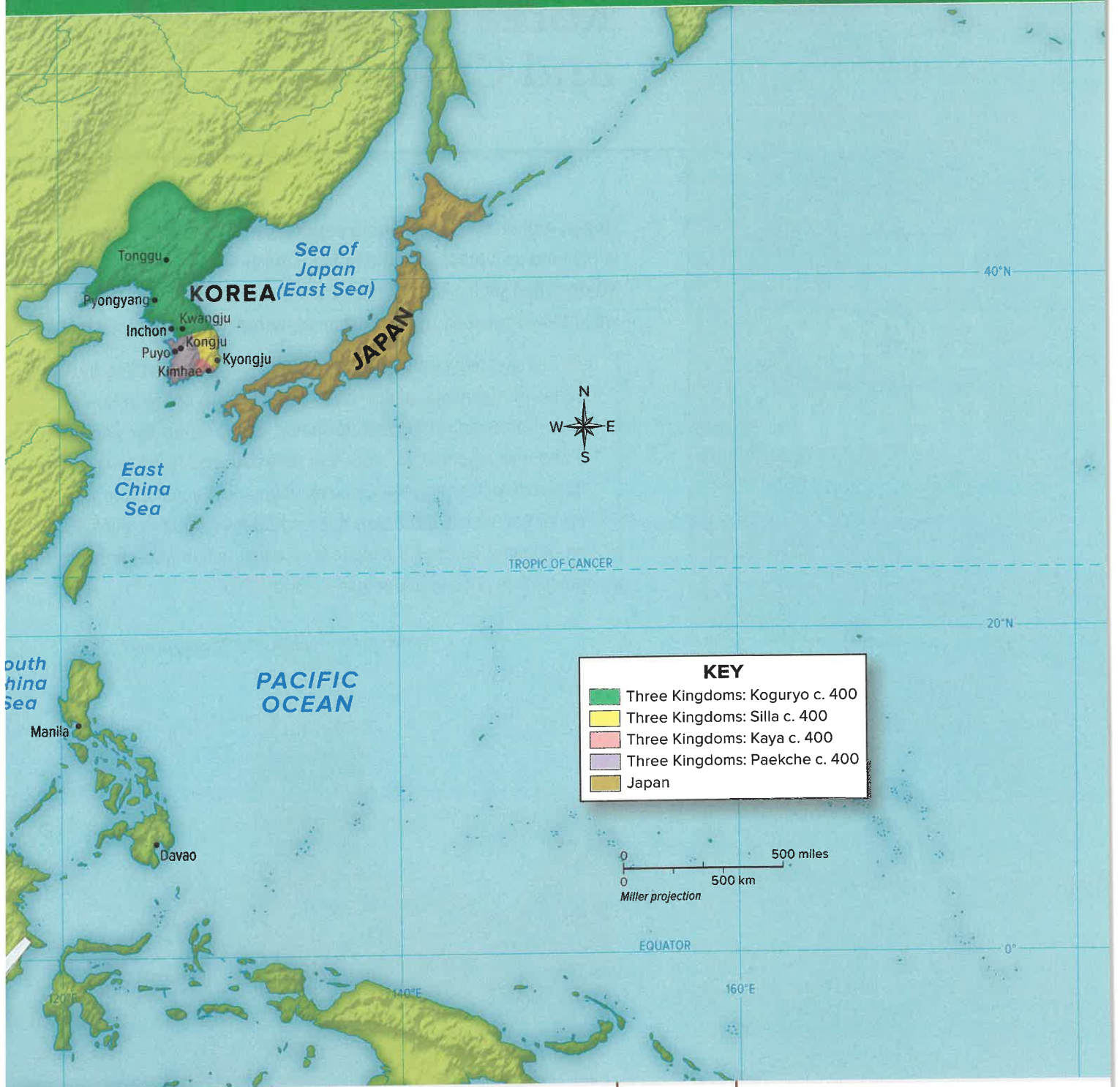
500 C.E.

700 C.E.

THE WORLD

c. 590 C.E.
Grand Canal links northern and southern China

c. 610 C.E.
Muhammad preaches Islam



900 C.E.

c. 800 C.E.
Pope crowns Charlemagne emperor

c. 918 C.E.
Koryo unites Korea

c. 1180
Civil war breaks out in Japan between the Taira and the Minamoto

c. 1000 C.E.
Vikings reach North America

1100

c. 1206
Genghis Khan becomes Mongol leader

c. 1231
Mongols invade northern Korea

1300

c. 1215
England's King John signs Magna Carta

ESSENTIAL QUESTION

- Why do people form governments?

THE STORY BEGINS...

King Sejong of Korea ruled in the early 1400s. He and his advisers created the hangul alphabet. The statue was built to display in a new public plaza in Seoul, South Korea, in 2009.

LESSON 1

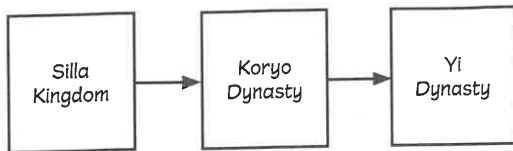
Korea: History and Culture

Homer looked up from grading papers. He had learned so much in his time as a teacher at the Royal English School in Korea. The Koreans had such a long history as inventors and scholars. Homer was most impressed by the Korean alphabet, later writing:

“The first half of the fifteenth century was characterized by a series of marvelous advances in every sphere of life in Korea. One of the earliest kings determined to secure for the people a phonetic alphabet, in order that they might be freed from the necessity of learning the Chinese character. A commission was appointed which, after long and careful investigation, evolved an alphabet which, for simplicity of construction and phonetic power, has not a superior in the world.”

—from Homer Hulbert, *The Passing of Korea*, 1906





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify details about the Silla, Koryo, and Yi kingdoms. Use a chart like this one to record the details. Explain similarities among the kingdoms.

LOCATION OF KOREA

GUIDING QUESTION *Why is Korea described as a bridge between China and Japan?*

Korea is slightly larger than the state of Minnesota. It lies on a mountainous peninsula in East Asia. The Korean Peninsula juts out to the southeast from northeastern China. It points toward the western tip of the islands of Japan.

Korea has been seen as a bridge between China and Japan. Being close to these two powerful Asian neighbors has greatly affected Korea's development. Throughout their long history, the people of Korea have adopted features of Chinese and Japanese civilizations. The Koreans have blended these features with their own traditions and created a unique civilization.

EARLY KOREANS

Legend says that Tangun, the son of a bear and a God, founded the first Korean kingdom. Historians today believe that the first Koreans were nomads. They came to the peninsula from northern or central Asia. These groups were organized into tribes. The early Koreans lived in scattered villages with no central government. They grew rice and made tools and weapons of bronze. Later, they used iron to make these items.

Early Koreans believed in **shamanism** (SHAH•muh•nih•zuhm). They thought that certain people could communicate with spirits. These people, known as shamans, acted as a connection between humans and spirits. Many shamans were women. They carried out rituals—songs, dances, and chants—to convince the spirits to help people. Shamans were thought to have the ability to cure illnesses.

THE THREE KINGDOMS

According to tradition, the earliest kingdom in Korea was founded in 2333 B.C.E. Historians know that the Chinese took over the northern part of the Korean Peninsula in 109 B.C.E. The Koreans drove them out in the 200s C.E. Eventually, three kingdoms emerged: Koguryo (koh•goo•ryeoh) in the north, Paekche

ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What central idea does the text describe about how Korea's location affected the development of its culture?
- 2. CITING TEXT EVIDENCE** What evidence does the text provide that supports the idea that shamans played an important role in early Korean civilization?

DETERMINING MEANING

Using context clues, determine and explain the meaning of *bridge* in the following sentence from the text: "Korea has been seen as a bridge between China and Japan."



The early Koreans built this astronomical observatory between 632–647 C.E. during the Silla era.

(payk•cheh) in the southwest, and Silla (sheel•lah) in the southeast. Historians call the years from about 300 C.E. to 700 C.E. the Three Kingdoms period.

Chinese culture spread from Koguryo to the other Korean kingdoms. The people of all three kingdoms used the Chinese writing system and adopted Buddhism and Confucianism.

They began using Buddhist sacred writings in Chinese translation. They applied Confucian principles to political life. Each Korean kingdom modeled its government on China's government. In addition, each kingdom was ruled by a powerful monarch with the help of scholarly officials and noble families.

During the Three Kingdoms period, influences from Japan also reached the Korean Peninsula. Paekche in the southwest was located closer to Japan than the other two Korean kingdoms. As a result, it developed trade with the Japanese. Japanese merchants, artisans, and scholars settled in Paekche and introduced elements of Japanese culture there.

Although the Koreans adapted many outside ideas and practices, they also made their own unique contributions. For example, in the 300s, Koguryo artists created enormous cave art paintings. In Silla, a queen built an astronomical observatory that still stands today. This stone structure is considered the oldest observatory in Asia.

GEOGRAPHY OF KOREA



GEOGRAPHIC REASONING

The Korean Peninsula extends from the northeastern part of the Chinese mainland.

- 1. SPATIAL THINKING** Between which two seas does Korea lie?
- 2. PATTERNS AND MOVEMENT** What geographic feature separates Korea from China?



THE SILLA KINGDOM

Despite their close cultural ties, the three Korean kingdoms were hostile to one another. In the 500s and 600s, they fought wars for control of the Korean Peninsula. In one conflict during the 660s, the Tang dynasty of China sided with the Silla kingdom. With Chinese help, Silla conquered Paekche and Koguryo.

The rise of Silla brought a time of peace to Koreans as the Silla kings tried to create an ideal Buddhist kingdom. Society was made up of a few nobles at the top and a large group of farmers below. The government made some vital improvements. It gave land to farmers and helped build irrigation systems for rice fields. As a result, more food was produced, trade increased, and the economy prospered.

Silla kings also supported cultural advances. They wanted to employ educated people. To make that easier, they used an examination system to hire government officials. They also encouraged the arts, especially the building of many Buddhist temples. One temple was a nine-story wooden tower. This was perhaps the tallest structure in East Asia at the time. The printing of Buddhist sacred texts with wooden blocks was another Silla **achievement**.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING EFFECTS** How did Chinese culture influence early Korea?
2. **DESCRIBING** When did influence from Japan reach the Korean Peninsula? Describe this Japanese influence.

KOREAN CIVILIZATION

GUIDING QUESTION *How did Korea build a civilization?*

After years of conflict, the Silla kingdom finally collapsed. Nobles in the north fought one another for power. By 935, a general named Wang Kon (wahng•keon) had won out over these rivals. He became the first Korean ruler to unite the entire Korean Peninsula. Wang Kon also founded a new dynasty known as Koryo (KAW•ree•oh). The English word “Korea” comes from the term *Koryo*.

THE KORYO KINGDOM

Rulers of the Koryo kingdom followed the Chinese model of government that Silla had used. They were able to keep their territory united, and they remained in power for 400 years.

The Koryo rulers set up a code of laws. They also established a civil service system based on examinations. Under this leadership, Buddhism continued to grow and spread throughout the peninsula. Artisans developed movable metal type and produced the world’s oldest book printed by this method.

MAKING CONNECTIONS TO TODAY

VIEWING OBJECTS IN SPACE

Today, observatories around the world use high-powered telescopes to give scientists the best view of stars, planets, and even faraway galaxies. Observatories are usually placed at high altitudes in dry climates so that water vapor in the atmosphere will not affect measurements or observations.



[Mauna Kea Observatory, founded in 1964 in Hawaii]

ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What evidence does the text provide to illustrate that Korean culture did not rely only on Chinese ideas and practices during the Yi dynasty?
2. **IDENTIFYING STEPS** Create a graphic organizer to identify the steps that led to the downfall of the Koryo dynasty.

Korean artisans also perfected the making of celadon pottery. This type of pottery is known for its green color and elegant shapes.

Like other Korean kingdoms before it, Koryo faced internal disorders and outside threats. The Mongols who had taken over China were the main outside danger. One witness describes how the Mongols' military tactics made them a formidable threat to Korea:

ANALYZING PRIMARY SOURCES

- SUMMARIZING** What is the central idea of this excerpt? What military tactics did the Mongols use in battle?
- ANALYZING POINT OF VIEW** What does John of Plano Carpini seem to suggest about the Mongols' attitude toward battle?

“As soon as they discover the enemy they charge, each man shooting off three or four arrows. If they perceive that the opposing force is unbroken, they withdraw among their own people; but this is merely to invite pursuit and to entice [tempt] the enemy into some ambush beforehand. Should they find that the opposing army is too strong, they ride away, halting at the end of a day or two to ravage [destroy] the districts in their path. . . . Or else they pitch camp at some well-chosen spot and, when the enemy forces start to file past, they spring out and take them by surprise.”

—John of Plano Carpini, c. 1180–1252

They forced the Koryo king and royal family to flee to an island near the present-day city of Seoul in South Korea. After 25 years of struggle, the royal family surrendered.

To remain in power, the Koryo dynasty agreed to accept Mongol rule. The Mongols brought much suffering to the Korean people. They forced thousands of Korean peasants and artisans to build ships for the Mongol ruler Kublai Khan's attempted invasion of Japan.

THREE KINGDOMS OF KOREA c. 400 C.E.



GEOGRAPHIC REASONING

During the Three Kingdoms period (c. 400 C.E.), Koguryo, Paekche, and Silla were the three main powers.

- SPATIAL THINKING** Of the three main powers, which kingdom was the smallest?
- EXPLORING CULTURE** Why might Buddhism and Confucianism have reached Koguryo before they reached the other Korean kingdoms?



Mongol power eventually declined, and so did the rule of the Koryo. In 1392, a Korean general named Yi Song-gye (YEE sung•jay) overthrew the Koryo and founded a new dynasty. The Korean people were once again in charge of their country.



In the popular Korean fan dance, dancers in traditional robes hold brightly colored fans. They open and close and move the fans to make shapes of butterflies, flowers, and waves.

THE YI DYNASTY

The dynasty that Yi Song-gye founded became known as the Yi. It lasted for more than 500 years. The Yi dynasty was one of the world's longest-ruling families. Yi rulers set up their capital at Hanseong, the site of Seoul, the modern capital of South Korea.

From Hanseong, Yi rulers strengthened their rule of Korea. Yi rulers still made use of Chinese ideas and practices. They named neo-Confucianism the state philosophy. They opened schools to teach Chinese classics to civil service candidates. However, at the same time, they refused to support Buddhism. The religion declined during this period. Despite the influences from China, the Koreans kept their own traditions and unique identity.

One of the greatest Yi kings was Sejong. He ruled from 1394 to 1450. Sejong was interested in science and technology. He used bronze to invent the first instruments for measuring rain. As a result, Korea has the world's oldest record of rainfall. Sejong was also involved in producing water clocks, sundials, and globes. These globes showed the position and motion of planets in the solar system.

Sejong and his advisers worked to spread literacy, or the ability to read, among the Korean people. They made a great contribution by creating an alphabet called *hangul*. Chinese and Japanese use thousands of characters. Hangul is based on symbols that represent sounds. It uses one letter for each sound, similar to the English alphabet. Hangul is still the standard writing system in present-day Korea.

WAR AND TECHNOLOGY

In 1592, Japanese forces attacked Korea. Their goal was to cross the Korean Peninsula and conquer China. With Chinese help, the Koreans stopped the Japanese attack on land. In the war at sea, the Koreans developed a unique and powerful new ship to defeat the Japanese navy.

Before fighting the Japanese, a Korean admiral named Yi Sun-shin (Yi Sunsin) and a team of workers had produced several ships. The vessels were known as turtle ships. The plates that covered the

INTEGRATING VISUAL

INFORMATION Where do you think you would be most likely to see a traditional fan dance performance?

CITIZENSHIP

CIVIC PARTICIPATION

Neo-Confucianism was a new interest in Confucian principles with a focus on social order. It became important as the Korean people took control of their country. Family life and government were guided by neo-Confucian ideas of social order. Rulers were expected to lead by moral example and to educate the people. The highest social class during the Yi dynasty was the yangban. As part of the ruling elite, the yangban studied neo-Confucianism carefully and took civil service examinations to hold public office.

ANALYZING SECONDARY SOURCES

1. **SUMMARIZING** What does this excerpt suggest about the military abilities of Yi Sunsin?
2. **DETERMINING CONTEXT** What does the claim that Yi Sunsin used a dozen ships to defeat 300 Japanese ships say about the technological advantages of the turtle ships?



The dragon's head at the bow of the turtle ships might have "breathed" smoke to cover the movements of the ship, or had a cannon rigged to shoot through the open mouth. [Paper re-creation of 1590s turtle ship]

IDENTIFYING EFFECTS How did technology change warfare?

entire top of the ship looked like a turtle shell. They had cannons on all sides and rows of spikes to keep attackers from boarding. These well-protected ships had strong firepower. The general used them to carry out fierce attacks on the Japanese fleet, and they were the clear winners.

“After a brief imprisonment on false charges in 1597, during which Yi Sunsin’s replacement, Won Kyun, suffered the loss of all but twelve Korean ships, Yi was recalled to service. He won one of his greatest victories at Myongnyang on October 26, 1597, where he defeated three hundred Japanese ships with those dozen ships. He won victories in seventeen of the eighteen naval battles he fought.”

from *East Asia: A Cultural, Social, and Political History, Volume III: from 1600*

KOREAN STRUGGLES

Although the Koreans were able to defeat the Japanese, their victory came at a high price. The fighting on land had destroyed Korean farms, villages, and towns. The Japanese had killed or kidnapped many Korean farmers and workers.

In the early 1600s, while still recovering from Japan’s invasion, the Koreans were attacked by the Chinese. China at this time was ruled by a foreign dynasty known as the Manchus. The Yi dynasty was forced to surrender. They had to pay **tribute** to China’s Manchu rulers. Korea’s relations with its powerful neighbor remained tense for many centuries.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING EFFECTS** How did the Mongols change the Koryo dynasty?
2. **ANALYZING** How did the building of the turtle ships help the Koreans?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING** Look at the Geography of Korea map in this lesson. What is the physical location of Korea, and how did its location affect China and Japan?

Building History-Social Science Analysis Skills

2. **DESCRIBING** What did the first Koryo rulers do to establish a lasting civilization?
3. **SUMMARIZING** Why was the period of Silla rule considered a time of peace?
4. **ANALYZING** Describe the achievements of Sejong that led him to be called one of the greatest Yi kings.

Writing About History

5. **NARRATIVE WRITING** Review the description of the Korean turtle ships. Write a letter to a friend describing the ships.

Collaborating

6. **COLLABORATING** Discuss with a partner the results of the Chinese, Mongol, and Japanese invasions of Korea. How were they similar? How were they different? Take notes during your discussion to add to your class notes for this lesson.



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ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

LESSON 2

Early Japan

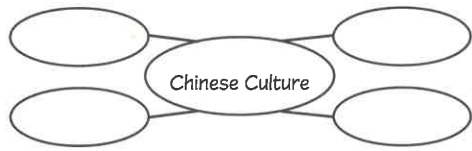
Shinran's eyes flew open as he suddenly awoke. He looked around his small room in the back of the Buddhist temple. What a strange dream! The long dead Prince Shotoku had spoken to him. Shinran knew what he had to do. He would write beautiful psalms praising the wise and powerful prince for his promotion of Buddhism.

“Shotoku, the Prince, he that is in Japan called the Lord of Teaching, he whose great mercy overtops all spoken words of gratitude, must we therefore praise for evermore, having with single heart sought refuge in him.... The high Prince Shotoku, he who hath guarded us and with great carefulness led us upwards from remotest times, hath lovingly entreated us to seek our refuge in the two-fold gift of the Enlightened One.”

—from *Buddhist Psalms*, c. 1175–1265

The Golden Pavilion is a Buddhist temple northwest of Kyoto, Japan. It was built in 1398 and destroyed by a fire in 1950. It was rebuilt exactly like the original temple in 1955.





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify how the Chinese culture influenced the early Japanese. Use a chart like this one to organize the information. Cite text evidence to show the lasting effects of Chinese culture on Japan.

ANALYZING KEY IDEAS AND DETAILS

- CITING TEXT EVIDENCE**
What evidence does the text provide that geography had an impact on Japan's development?
- DETERMINING CENTRAL IDEAS**
What claim did the Yamato clan make to explain their right to rule Japan?

GEOGRAPHY AND SETTLEMENT

GUIDING QUESTION *How did geography shape Japan's early society?*

Japan (juh•PAN) lies to the east of Korea and China. Japan is an **archipelago** (ahr•kuh•PEH•luh•goh), or a chain of islands, that runs north to south in the Pacific Ocean. For centuries, most Japanese have lived on the four largest islands: Hokkaido (haw•KY•doh), Honshu (HAHN•shoo), Shikoku (shee•KOH•koo), and Kyushu (KYOO•shoo).

The islands of Japan are actually the tops of mountains that rise from the ocean floor. Earthquakes occur in Japan due to its position along an unstable part of the earth's crust. Because of the mountains, only a small amount of Japan's land can be farmed. Local armies have fought over this limited land for centuries.

Many Japanese turned to the sea to make a living. They built villages along the coast and fished. The Japanese also traveled by ship among their many islands. Still, the seas around Japan kept the Japanese **isolated**, or separated, from the rest of Asia. As a result, Japan developed a strongly independent civilization.



The skillfulness of the Yayoi people can be seen in their metalwork, such as this bronze bell (created c. 300 B.C.E.–c. 250 C.E.).

THE FIRST SETTLERS

The first people to settle in Japan probably came from northeastern Asia around 20,000 years ago. About 300 B.C.E., a new group of people, the Yayoi (YAH•yoy), brought farming to Japan and were the ancestors of the Japanese. They made pottery and grew rice and were skilled metalworkers. By 300 C.E., the Yayoi had organized themselves into clans, each headed by warrior chiefs. The clan's warrior chiefs protected the people.

THE YAMATO

During the 500s, a clan called the Yamato (YAH•mah•taw) ruled most of Japan. Other clans had to give their loyalty to the Yamato chief. Yamato chiefs claimed that they were descended from a sun Goddess who sent her grandson to rule over the people of Japan. Japanese legend states that a Yamato leader named Jimmu (jeem•moo) was the great-grandson of this Goddess.

GEOGRAPHY OF JAPAN



GEOGRAPHIC REASONING

Japan lies just 110 miles (204 km) east of Korea.

- 1. EXPLORING PLACE** What is the highest point in Japan?
- 2. PATTERNS AND MOVEMENT** How did Japan's geography affect its relationships with its neighbors?



This gave him the right to rule Japan. Jimmu took the title “emperor of heaven” and became the first emperor of Japan.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING IDEAS** Who was the first emperor of Japan? What gave him the right to rule Japan?
- 2. ANALYZING** What skills did the Yayoi bring to Japan?

SHINTO: WAY OF THE SPIRITS

GUIDING QUESTION *Why did the early Japanese believe that nature was important?*

The early Japanese believed that humans, animals, plants, rocks, and rivers all have their own spirits. This idea is known as **animism** (A-nuh-mih-zuhm). People believed they could call on the *kami* (KAH-mih), or the nature spirits, for help. To show respect to the *kami*, the Japanese worshipped at holy places.

Early Japanese beliefs developed into a religion called Shinto. The word *Shinto* means “way of the spirits.” Shinto later became

ANALYZING KEY IDEAS AND DETAILS

ANALYZING How does the text illustrate the connection between Shinto and modern Japanese society?



Many Japanese still follow Shinto today and visit shrines such as the Kanda Myojin shrine in Tokyo. The design of this temple is similar to the original temple built c. 730 C.E.

ANALYZING KEY IDEAS AND DETAILS

CITING TEXT EVIDENCE What evidence from the text suggests Prince Shotoku's motivation for creating a constitution?

ANALYZING PRIMARY SOURCES

- CITING TEXT EVIDENCE** To what are the lord and his vassals compared?
- DETERMINING CONTEXT** What does this passage suggest about the organization of government in early Japan? What does it suggest about the power of Prince Shotoku?

linked to Japan's rulers. Their duties included taking part in Shinto rituals to **ensure** the well-being of Japan.

The practice of Shinto affects the Japanese people today. It has contributed to the Japanese love of nature. It also has influenced their striving for simplicity, cleanliness, and good manners.

✓ CHECKING FOR UNDERSTANDING

- DRAWING CONCLUSIONS** How did animism relate to Shintoism?
- EXPLAINING IDEAS** Describe how Shinto was linked to Japan's rulers.

PRINCE SHOTOKU

GUIDING QUESTION How did Prince Shotoku reform Japan's government?

About 600, a Yamato prince named Shotoku (shoh•TOH•koo) ruled Japan on **behalf** of his aunt. He wanted to give Japan a strong, well-organized government, so Shotoku created a **constitution** (kahn•stuh•TOO•shuhn), or a plan of government. Shotoku's constitution stated that the emperor was an all-powerful ruler. The Japanese were expected to obey him. Specific rules in the constitution, based on the ideas of Confucius, stated how they should perform their duties.

“Harmony is to be valued, and an avoidance of wanton [evil] opposition to be honoured. . .

When you receive the Imperial commands, fail not scrupulously [carefully] to obey them. The lord is Heaven, the vassal is Earth. Heaven overspreads, and Earth upbears. When this is so, the four seasons follow their due course, and the powers of Nature obtain their efficacy [effectiveness]. If the Earth attempted to overspread, Heaven would simply fall in ruin. Ceasing from gluttony [greed] and abandoning covetous [jealous] desires, deal impartially with the suits which are submitted to you. . .

Chastise [punish] that which is evil and encourage that which is good.”

—from *Seventeen Article Constitution*, c. 604 C.E.

Shotoku admired Chinese civilization and wanted the Japanese to learn from it. Officials and students studied Buddhism, as well as Chinese art, philosophy, and medicine.



This grand statue of the Buddha was completed in 752 C.E., with reconstruction of the body in 1185 and the head in 1692. It stands in the Todaiji temple, which is one of the world's largest wooden buildings. This temple served as the major temple for Buddhism in Japan.

INTEGRATING VISUAL

INFORMATION After reading the caption and studying the image of the Buddha, what assumptions can you make about Buddhism in early Japan?

After Shotoku's death, officials continued to use China as a model for Japan. In 646, the Yamato began the Taika (ty•kuh), or Great Change. Japan was divided into districts ruled by officials who reported to the emperor. All farmland was placed under the emperor's control. Clan leaders could oversee the farmers' work, but government officials now collected taxes. The Taika reforms created Japan's first strong central government.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING EFFECTS** How did Shotoku's constitution affect the Japanese people?
- 2. DESCRIBING** What was the Taika? What did its reforms create?

THE NARA PERIOD

GUIDING QUESTION *How did Chinese ways influence Japan during the Nara period?*

In the early 700s, Japanese emperors built a new capital city called Nara. It had broad streets, large public squares, Buddhist temples, and Shinto shrines. The families of nobles, or people in the upper class known as the *aristocracy*, lived in large, Chinese-style homes. During the Nara period, the Japanese emperors ranked government officials into a hierarchy. However, they did not follow the Chinese practice of using examinations to hire officials. Instead, the emperor gave positions to nobles

ANALYZING KEY IDEAS AND DETAILS

CITING TEXT EVIDENCE What inference can be drawn from the text that Nara period emperors did not use examinations to appoint officials?

DETERMINING MEANING

In the sentence, “Shaken, the emperor decided to leave Nara for a new capital,” the word *shaken* is not meant to be taken literally. Use context clues to interpret and describe the figurative meaning of the word in this context.

from powerful families. In return for their services, these officials received large farms. The emperor’s control of the land gave him great power.

Buddhist teachings, as well as Confucian texts and teachings, had reached Japan from Korea in the 500s. During the Nara period, Buddhism became powerful in Japan. Around this time, Korean sculptors influenced works of art related to Buddhism. In 770, a Buddhist monk tried to seize the throne. Shaken, the emperor decided to leave Nara for a new capital.

MAKING CONNECTIONS ACROSS CULTURES

MODELING CHINA’S LEGAL CODE

Early Japan patterned its legal code, known as the Taihō code, after Chinese law codes. Like China, Japan set up a central government. The central government created provinces that were ruled by governors and other officials who were appointed by the emperor. The Taihō code not only organized the government but also included penal laws, or ritsu. Ritsu were laws that governed how and why people in early Japan could be arrested and imprisoned.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING IDEAS** How did Japanese government work during the Nara period?
2. **DESCRIBING** How did Buddhism influence the Nara period?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING** Describe two ways in which Japan’s geography affected Japanese society.

Building History-Social Science Analysis Skills

2. **EXPLAINING IDEAS** How did animism affect people’s view about nature?
3. **ANALYZING** What was Prince Shotoku’s main reform in government? What did it set forth?
4. **IDENTIFYING PATTERNS** How did the Japanese way of hiring officials differ from the Chinese during the Nara period?

Writing About History

5. **ARGUMENTATIVE WRITING** You are a Japanese worker under Prince Shotoku’s rule. Write a persuasive plea to Prince Shotoku asking him to change his new constitution to give workers more rights.

Collaborating

6. **USING MULTIMEDIA** Work with a small group to create a presentation about the geography of Japan and how it has impacted human settlement. Use maps, photos, and videos to show the physical features mentioned in the lesson. Be sure that your presentation makes the connection between geography and settlement. Share your presentation with the class.



Include this lesson’s information in your Foldable®.

ESSENTIAL QUESTION

- How do new ideas change the way people live?

THE STORY BEGINS...

LESSON 3

Medieval Japan

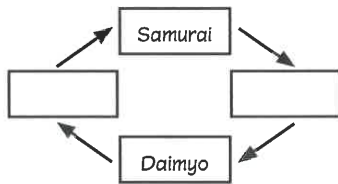
Motomenosuke stood up and stretched. He was surprised to see it was dark outside. It did not seem like he had been studying for that long. He wondered if he would ever gain enough knowledge to be a samurai. He practiced all the time. However, being a warrior was more than learning how to fight and use a sword. It was also about training the mind. He sighed and began to read more of Musashi's instruction:

“To attain the Way of Strategy as a warrior you must study fully other martial arts and not deviate even a little from the Way of a warrior. With your spirit settled, accumulate practice day by day, and hour by hour. Polish the twofold spirit heart and mind, and sharpen the twofold gaze perception and sight.”

—from *A Book of Five Rings*, c. 645 C.E.



The Heiji Insurrection of 1159 was one of the first samurai battles. This representation of the battle was created on a scroll c. 1200s.



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the relationship between daimyo and samurai. Use a chart like this one to organize the information. Summarize how the relationship between daimyo and samurai operated.

UNDERSTANDING CRAFT AND STRUCTURE

1. DETERMINING MEANING

Identify two words or phrases from the text to illustrate how important the code of bushido was to a samurai.

2. **ANALYZING STRUCTURE** The text in this section is broken into subsections for different topics. In addition to the topics, what other way is the text structured to tell the story of samurai and shogun?

MAKING CONNECTIONS

HEIAN PERIOD

(794 C.E.–1185 C.E.)

During the Heian period, a Japanese national culture flourished, led by the aristocracy. Men of the imperial court wrote poetry and histories. Noble women also advanced art and literature. They wrote poems, stories, and plays. Lady Murasaki Shikibu wrote *The Tale of Genji*, a novel about life among nobility. It is considered one of the great works of world literature. The reputation of an aristocrat was built on the ability to create individual poetry, music, or dance, as well as his or her position in the court or administration.

SAMURAI AND SHOGUNS

GUIDING QUESTION *Why did military leaders rise to power in Japan?*

In 794, the emperor of Japan moved the capital from Nara to a new city called Heian-kyo (HAY•ahn kyoh). This city later became known as Kyoto (KYOH•toh). The city of Heian-kyo looked much like a major Chinese city. The capital's move marked the beginning of the Heian period.

NOBLES RISE TO POWER

During the 800s, emperors continued to rule Japan, but their power greatly weakened. Why did this happen? After a period of strong emperors, a number of weak emperors came to the throne. Court officials known as regents governed for them. A regent is a person who rules for an emperor who is too young or too sick to govern.

The regents handled the city's day-to-day government, leaving the Japanese emperors to turn to learning and the arts. Emperors studied Buddhism or wrote poetry in their palace at Heian-kyo.

At the same time, other nobles took control in the outlying provinces of Japan. The government gave these nobles land in return for their support. It also let them stop paying taxes. It made the nobles responsible for governing the lands under their control. To pay for the local government, the nobles increased the taxes on the farmers working the land.

THE SAMURAI AND THEIR CODE

The nobles gave land to warriors who agreed to fight for them. These warriors became known as **samurai** (SA•muh•ry). In battle, samurai fought on horseback with swords, daggers, and bows and arrows. They wore armor made of leather or steel scales and helmets with horns or crests.

A few Japanese women were outstanding warriors. Perhaps the most famous was Tomoe. She fought in the 1100s during a time of civil war in Japan. One account from the 1200s describes her:

“[S]he was a fearless rider whom neither the fiercest horse nor the roughest ground could dismay, and so dexterously [skillfully] did she handle sword and bow that she was a match for a thousand warriors and fit to meet either god or devil. . . . and so in this last fight, when all the others had been slain or had fled, among the last seven there rode Tomoe.”

—from *Heike Monogatari (The Tale of Heike)*, 1190–1240

The word *samurai* means “to serve.” The samurai lived by a strict code of conduct. This code was called Bushido (BU•shih•doh), or “the way of the warrior.” It demanded that a samurai be loyal to his master. The samurai must also be brave and honorable. Samurai were not supposed to be concerned about riches. They viewed merchants as lacking in honor.

Bound to these principles, a samurai would rather die in battle than betray his master. He also did not want to suffer the disgrace of being captured in battle. The sense of loyalty that set apart the samurai lasted into modern times. For instance, during World War II Japanese army units would often choose to fight despite certain defeat. Japanese soldiers frequently fought to the death rather than accept defeat or capture. The Japanese have since turned away from the beliefs of the samurai.

SHOGUNS ASSUME POWER

By the early 1100s, a period similar to the Middle Ages in Europe, noble families of Japan used their samurai armies to fight one another. They fought over land and to gain control of the emperor. In 1180, a civil war broke out between the two most powerful families: the Taira and the Minamoto. In a sea battle in 1185, the Taira were defeated. The commander of the Minamoto forces was Minamoto Yoritomo (mee•nah•MOH•toh yoh•ree•TOH•moh).

After Yoritomo won the civil war, the emperor feared that the Minamoto family would take the throne. To avoid this, he decided to reward Yoritomo to keep him loyal. In 1192, he gave Yoritomo the title of **shogun** (SHOH•guh•n), or commander of the military forces.

This created two governments in Japan. The emperor remained in his palace at Heian-kyo with his advisers. He was Japan’s official leader. Meanwhile, the shogun set up his own government in the small seaside town of Kamakura (kah•MAH•kuh•rah). This military government was known as a shogunate. For about the next 700 years, shoguns ran Japan’s government.

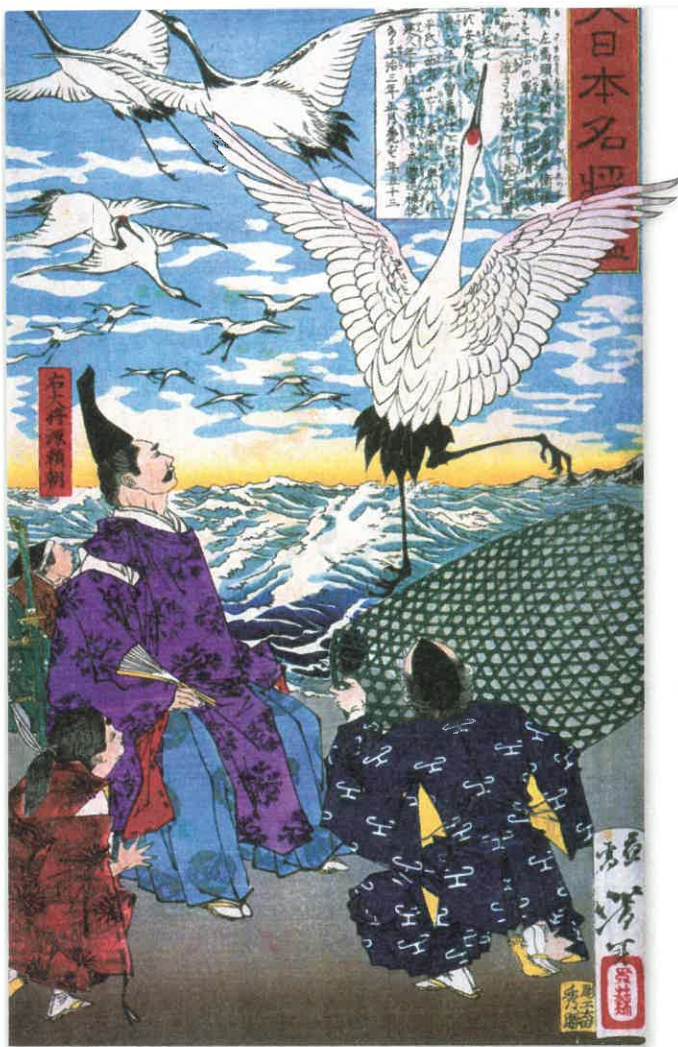
ANALYZING PRIMARY SOURCES

1. ANALYZING TEXT PRESENTATIONS What skills allowed Tomoe to be “among the last seven” people surviving this great battle?
2. DETERMINING CONTEXT What does this passage suggest about the role of women as warriors in medieval Japan?

The samurai were warriors in Japan who followed a very strict code of behavior known as Bushido. [Modern illustration]

ANALYZING POINT OF VIEW Why did samurai agree to fight for a noble?





▲ *Minamoto Yoritomo became the first shogun to rule Japan in 1185. One of his favorite pastimes was to release wild cranes on the beach near his castle. By doing so, he believed he gained Buddhist merit. [Painting c. late 1800s]*

EXPLAINING ISSUES How did Minamoto Yoritomo come to power?

ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** Summarize the central idea of the Ashikaga shoguns' time in power.
- 2. ANALYZING** The word *feud* as it is used in *feudalism* means "land." Based on the text description of feudalism, why does the use of that word seem appropriate?

MONGOL ATTACKS

In the late 1200s, Japan was twice invaded by China's Mongol emperor. During both attempts, violent storms called typhoons destroyed many ships. The Mongols who made it to shore were defeated by the Japanese.

The victorious Japanese named the typhoons *kamikaze* (kah•mih•KAH•zee), or "divine wind," in honor of the spirits they believed had saved their islands. During World War II, Japanese pilots deliberately crashed their planes into enemy ships. They were named kamikaze pilots after the typhoons of the 1200s.

✓ CHECKING FOR UNDERSTANDING

- 1. SUMMARIZING** Why was the power of the Japanese emperors weakened?
- 2. EXPLAINING IDEAS** What is Bushido, and why was it important to the samurai?

A DIVIDED JAPAN

GUIDING QUESTION *Why did Japan experience disunity from the 1300s to the 1500s?*

The Kamakura shogunate ruled Japan until 1333. At that time, a general named Ashikaga (ah•shee•KAH•gah) resisted the emperor and made himself shogun. A new government, the Ashikaga shogunate, began.

The Ashikaga shoguns turned out to be weak leaders. Uprisings swept Japan. The country soon divided into a number of small territories. These areas were headed by powerful military lords known as daimyo (DY•mee•oh).

The daimyo pledged to obey the emperor and the shogun. Still, they governed their lands as if they were independent states. To guard their lands, the daimyo used samurai warriors. They formed their own local armies.

Many samurai became **vassals** (VA•suhlz) of a daimyo. These samurai gave an oath of loyalty to their daimyo and pledged to serve him in battle. In return, each daimyo gave land to his samurai. This bond of loyalty between a lord and a vassal is known as **feudalism** (FYOO•duh•lih•zuhm). A similar form of feudalism existed in Europe between the fall of the Western Roman Empire and the early modern period.

With the collapse of central government, warriors battled one another throughout Japan. The violence finally ended the

Ashikaga shogunate in 1567. By that time, only a few powerful daimyo were left. Each of these daimyo was eager to conquer his rivals—and rule all of Japan.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSE AND EFFECT** Why did feudalism develop in Japan?
2. **IDENTIFYING CAUSES** What caused the Ashikaga shogunate to end?

SOCIETY UNDER THE SHOGUNS

GUIDING QUESTION *How were the Japanese affected by their country's growing wealth?*

Under the shoguns, Japan produced more goods and grew richer. However, only the emperor and his family, noble families of the emperor's court, and leading military officials enjoyed this wealth. A small but growing class of merchants and traders also benefited from Japan's prosperity. Most Japanese, however, were farmers who remained poor.

FARMERS, ARTISANS, AND TRADE

For the most part, Japan's wealth came from the hard **labor** of its farmers. Some farmed their own land, but most lived and worked on the estates of the daimyo. Rice, wheat, millet, and barley were their chief crops. Life improved for Japan's farmers during the 1100s, despite their many hardships.

A better irrigation process enabled them to plant more crops. This meant they could sell more food to the markets that were forming in the towns.

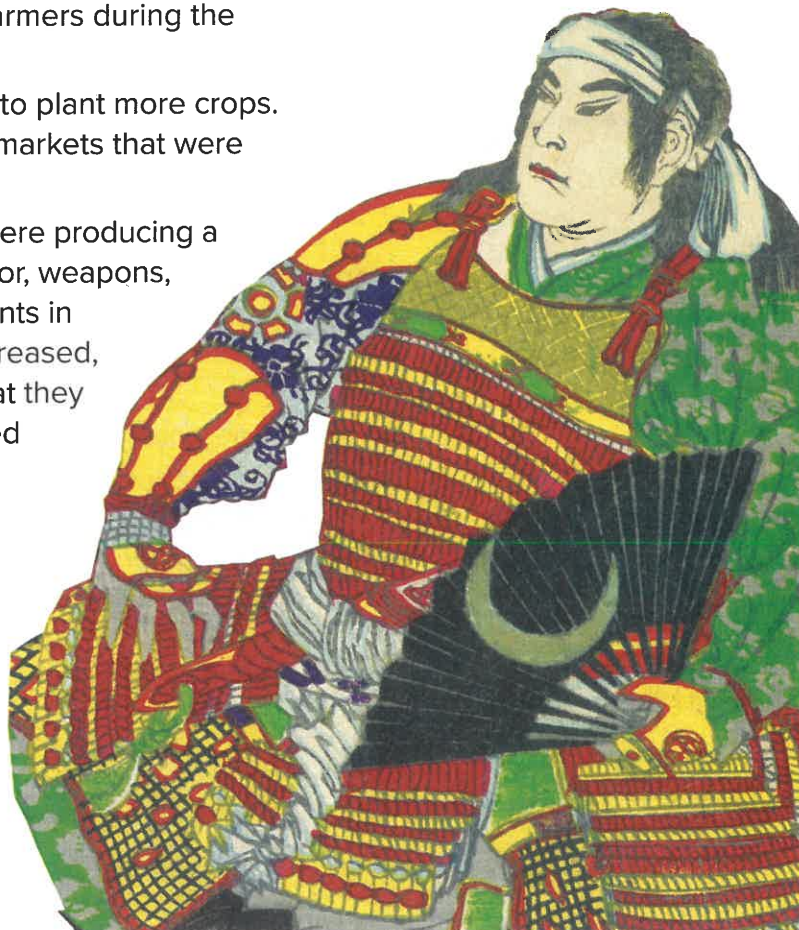
On the daimyo estates, other Japanese were producing a greater number of goods. Artisans made armor, weapons, and tools. These goods were sold by merchants in town markets throughout Japan. As trade increased, each region began to make certain goods that they were best at producing. These goods included pottery, paper, textiles, and lacquered ware.

Heian-kyo, now called Kyoto, developed into a major center of production. It also benefited from trade with Korea, China, and Southeast Asia. Japanese merchants traded wooden goods, sword blades, and copper for silk, dyes, pepper, books, and porcelain. More and more artisans and merchants began to live in Kyoto. They set up groups called **guilds** (GIHLDZ), or *za* in Japanese, to protect their jobs and increase their earnings.

ANALYZING KEY IDEAS AND DETAILS

1. **ANALYZING** Draw a graphic organizer to compare the wealth of the groups listed in the first paragraph.
2. **DESCRIBING** How did the role of wealthy women change from the time of Prince Shotoku to shogun Japan?

During a period of civil war, this daimyo, Tokugawa Hidetada, took control and governed as a shogun from 1605–1623 C.E. [Date of image unknown]





In this painting, Japanese farmers are shown working their rice paddies. [Painting c. 1830]

EXPLAINING CAUSES How did improved irrigation practices help farmers?

DETERMINING MEANING

In the section describing the role of women, the writer chose the phrase “warrior society” when describing the period of shogun rule in Japan. Using context clues from this lesson, describe why the writer would choose that term.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION The author chose to present the content in this section topically, rather than use a chronological approach. Why does a topical presentation work well for this content?

2. ANALYZING TEXT

PRESENTATION Using clues from the text, why do you think the author placed the description of martial arts under the section on religions rather than under the sections on arts or artisans?

WOMEN IN SHOGUN JAPAN

During the time of the shoguns, the typical Japanese family included grandparents, parents, and children in the same household. A man was head of the family. He had complete control over family members.

At the time of Prince Shotoku, wealthy Japanese women enjoyed a high standing in society. Several women were empresses, and women could own property. Wives who were abandoned could divorce and remarry. When Japan became a warrior society, upper-class women lost these freedoms.

In farming families, women had a greater say in choosing their husbands. However, they worked long hours in the fields. They also cooked, spun and wove cloth, and cared for their children. In the towns, the wives of artisans and merchants helped run the family businesses.

Despite the lack of freedom, some women were able to contribute to Japanese culture. These talented women gained fame as artists, writers, and entertainers.

✓ CHECKING FOR UNDERSTANDING

- EXPLAINING CAUSES** Why did Japan’s wealth increase under the rule of the shoguns?
- DIFFERENTIATING** Contrast the lives of women who lived on farms with the lives of women who lived in towns.

RELIGION AND THE ARTS

GUIDING QUESTION *How did religion and the arts relate to each other under the shoguns?*

During the time of the shoguns, religion and the arts flourished in Japan. Many Japanese monks, artists, scribes, and traders visited China. This led to a borrowing of ideas and practices. Much of this borrowing from the Chinese affected Japan in the areas of government and philosophy. Chinese culture also influenced Japan’s art, literature, science, and religion.

THE RELIGIONS OF JAPAN

Under the shoguns, religion influenced every part of daily life in Japan. Many Japanese gradually adapted Buddhism to fit with older Shinto practices. They worshipped at Shinto shrines and at Buddhist temples. To them, each religion met different needs. Shinto was

concerned with daily life. It linked the Japanese to nature and their homeland. Buddhism promised spiritual rewards to the good. It prepared people for the life to come. In shogun Japan, religious ideas inspired many Japanese to write poems and plays and produce paintings. They also built shrines and temples.

Mahayana Buddhism, which teaches that the Buddha is a God, began in India and spread to China and Korea. By the time Buddhism reached Japan, it had formed into many different **sects** (SEHKTS), or small groups. One of the major sects in Japan was Zen. Buddhist monks brought Zen to Japan from China during the 1100s where it spread widely among laboring men and women. Zen taught that people could find inner peace through self-control and a simple way of life. Followers of Zen disciplined their bodies through **martial arts** (MAHR•shuhl), or sports that involved combat and self-defense.

Zen Buddhists practiced **meditation** (meh•duh•TAY•shuhn). A person who meditated sat cross-legged and motionless. The person tried to clear the mind of all worldly thoughts and desires. Meditation was considered a way for people to relax and find inner peace.

WRITING AND LITERATURE

During the 500s, the Japanese adopted China's writing system. They used Chinese picture characters that represented whole words. The Japanese and Chinese languages were very different, so the Japanese found it difficult to use these characters. Then, in the 800s, they added symbols that stood for sounds, much like the letters of an alphabet. Reading and writing became much easier.

The Japanese greatly admired calligraphy, or the art of writing beautifully. Every well-educated person was expected to practice it. Handwriting was believed to reveal much about a person's education, social standing, and character.

Under the shoguns, the Japanese wrote poems, stories, and plays. Japan's oldest form of poetry was the **tanka** (TAHNG•kuh). It is an unrhymed poem of five lines. Tanka poems capture nature's beauty and the joys and sorrows of life. By the 1600s, a form of poetry called *haiku* (HY•koo) had emerged. A haiku consists of 3 lines of words with a total of 17 syllables. Haiku usually expresses a mood or feeling.

Japan's first great prose literature was written around 1000 by women at the emperor's palace at Heian-kyo.

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **meditation**? Based on the meaning, why do you think Zen Buddhists found meditation useful?

MAKING CONNECTIONS

KOREA'S INFLUENCE

Although China had a greater influence on Japan's culture than Korea, Korea is a close neighbor. That closeness resulted in the sharing of culture. In addition to techniques for making pottery, perhaps the greatest cultural influence of the Koreans was the introduction of artistic forms related to the practice of Buddhism. These included painting, sculpture, writing, metalwork, and ceramics.

The Phoenix Hall was built in 1053 near Kyoto, Japan, as part of a villa for the Fujiwara clan. It was later converted to a Buddhist temple.



Lady Murasaki Shikibu (mur•uh•SAH•kee shee•KEE•boo) wrote a diary and more than 120 poems. She also wrote *The Tale of Genji*. This work describes the romances and adventures of a Japanese prince. Some people believe the work is the world's first novel, or long fictional story.

“As he contemplated the scene around him, he perceived that the wild surface of the sea was still and calm, like a mirror without its frame. He offered prayers in profound silence, and then exclaimed,

‘Oh, all ye eight millions of gods hear my cry,
Oh, give me your sympathy, aid me, I pray,
For when I look over my life, ne'er did I
Commit any wrong, or my fellows betray.’

Suddenly, as he spoke these words, the wind arose and began to blow fiercely. The sky became dark, and torrents of rain soon followed. This caused great confusion to all present, and each ran back to the house without finishing the ceremony of prayers. None of them were prepared for the storm, and all got drenched with the rain. From this the rain continued to pour down, and the surface of the sea became as it were tapestried with white, over which the lightning darted and the thunder rolled. It seemed as if thunderbolts were crashing overhead, and the force of the rain appeared to penetrate the earth. Everyone was frightened, for they thought the end of the world was near.

Genji occupied his time in quietly reading his Buddhist Bible. In the evening, the thunder became less loud, though the wind still blew not less violently than in the daytime.”

—from *The Tale of Genji*, 11th century, by Murasaki Shikibu, tr. by Suyematz Kenchio

The Japanese also wrote plays. The oldest type of play is called Noh. Created during the 1300s, Noh plays developed out of religious dances and were used to teach Buddhist ideas. Many Noh plays are still performed in Japan today.

ARCHITECTURE AND ART

During the time of the shoguns, the Japanese adopted building and artistic ideas from China and Korea. Shoguns brought Korean potters to Japan, where they taught the Japanese the process to make fine celadon pottery and porcelain. This pottery was often used in the Japanese tea ceremony until the late 1500s. They went on to develop their own styles. The architecture and art of Japan revealed the Japanese love of simplicity and beauty.

ANALYZING PRIMARY SOURCES

1. **CITING TEXT EVIDENCE** What words does Lady Murasaki Shikibu use to describe the storm?
2. **SUMMARIZING** What does the excerpt suggest about Japanese beliefs in the power of Gods?

The larger rocks in the Portland Japanese Garden in Oregon are symbols of mountains. The raked white stones represent flowing water. [Modern photo]



USING ORIGAMI

Origami, an ancient form of art, is still practiced as a hobby. Industrial designers, engineers, and architects have adopted origami principles to create new products and buildings. For instance, designers used an origami technique to create a heart stent, a tube used to prop open an artery to maximize blood flow. German engineers used origami principles to find the most efficient way to fold air bags in cars.



Shinto shrines were built in the Japanese style, usually as a simple wooden building, with one room and a rice straw roof. Often they were built near a sacred tree or rock.

Unlike Shinto shrines, Buddhist temples were built in the Chinese style. They had massive tiled roofs held up by thick, wooden pillars. Inside, the temples were richly decorated. They had many altars, paintings, and statues.

Around buildings, the Japanese created gardens that copied nature on a small scale. Carefully placed large rocks served as symbols of mountains, while raked sand gave the sense of water flowing. They might contain only a few plants. The gardens were built this way to create a feeling of peace and calmness.

CREATIVE ARTISANS

To create beauty inside buildings, Japan's artisans made wooden statues, furniture, and household items. They used a shiny black or red coating called lacquer on many decorative and functional objects.

Other Japanese artists learned to do landscape painting from the Chinese. Using ink or watercolors, they painted scenes of nature or battles on paper scrolls or on silk. Japanese nobles at the emperor's palace learned to fold paper to make decorative objects. This art of folding paper is called origami. Buddhist monks and the samurai turned tea drinking into a beautiful ceremony.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING IDEAS** What role did meditation play in Buddhism?
- 2. ANALYZING** What is *The Tale of Genji*, and what is its significance to Japanese culture?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

- 1. IDENTIFYING PATTERNS** What effect did religion have on the arts in Japan during the time of the shoguns?

Building History-Social Science Analysis Skills

- 2. EXPLAINING EFFECTS** How did regents affect the rise to power of military leaders in Japan?
- 3. RELATING EVENTS** What caused Japanese disunity from the 1300s to the 1500s?
- 4. ANALYZING** What groups of Japanese benefited the most from the increasing wealth in Japan?

Writing About History

- 5. NARRATIVE WRITING** Write a narrative in which you describe an encounter with a samurai in the 1300s. This samurai tells you about the code of Bushido. Be sure to include how the samurai dresses and acts.

Collaborating

- 6. PRESENTING** Work with a partner to create a time line showing the events that led to shoguns assuming power in Japan. Present your completed time line to the class, describing each event.



Include this lesson's information in your Foldable®.

CULTURE IN JAPANESE ART

In medieval Japan, people believed the natural world was a reflection of human emotion. They used what they saw and felt in nature to express themselves in art. They also wrote about their religious beliefs. How does art reflect cultural attitudes? What symbols did artists use to connect their beliefs and culture to their art? Why would artists include elements from nature in their poetry and plays?

VOCABULARY

Takasago: a seaside town in Japan
measure: amount
plea: a request

PRIMARY SOURCE: POEM

OKI-KAZE FUJIWARA, c. 900 C.E.

The tanka is one of the oldest forms of Japanese poetry. It consists of 31 syllables in 5 lines, usually broken down to 5, 7, 5, 7, and 7 syllables in each. The tanka is typically one long sentence. When the poems are translated from Japanese to English, they sometimes gain or lose syllables. In this poem, an old man contrasts his loved ones who have died with old pine trees that he sees.

“GONE are my old familiar friends,
 The men I used to know;
 Yet still on **Takasago** beach
 The same old pine trees-grow,
 That I knew long ago.”

ANALYZE THE TEXT

- ANALYZING POINT OF VIEW** What is the author’s purpose for contrasting his friends with old pine trees?
- ANALYZING STRUCTURE** Describe the length and structure of the poem. How could using the tanka structure help a poet?

PRIMARY SOURCE: POEM

MATSUO BASHO, 1600s

Matsuo Basho was a samurai warrior who left his life as a soldier to become a poet. He wrote haiku poetry, which consists of 3 lines of words and 17 syllables arranged in 5, 7, and 5 syllables. Basho used the haiku form of poetry to express a mood or feeling, as he does in these two poems. The English translations do not always have 17 syllables.

“First snow
 falling
 on the half-finished bridge”

“A field of cotton
 as if the moon
 had flowered”

ANALYZE THE TEXT

- DETERMINING MEANING** In the first haiku, what images and mood are expressed?
- ANALYZING TEXT PRESENTATION** What two objects does the second haiku compare? What does the author want you to understand with the comparison?

PRIMARY SOURCE: DRAMA

KOMPARU ZENCHIKU, 1400s

Noh theater is a style of drama in which the story is “told” by dancers and performers rather than acted out by people portraying the characters. It is still performed in Japan today. In the following passage, a young boy, his teacher, and his mother are discussing the boy’s dangerous journey to pray for his sick mother in a temple in the mountains.

“TEACHER.

. . . [Y]our son says he is going to come with us. I told him he could not leave you when you were ill and that it would be a difficult and dangerous road. I said it was quite impossible for him to come. But he says he must come to pray for your health. What is to be done?

MOTHER.

I have listened to your words. I do not doubt what the boy says,—that he would gladly go with you to the mountains: (*to the BOY*) but since the day your father left us I have had none but you at my side . . . Give back the **measure** of my love. Let your love keep you with me.

BOY.

This is all as you say. . . . Yet nothing shall move me from my purpose. I must climb this difficult path and pray for your health in this life.

CHORUS.

They saw no **plea** could move him. . . .

The mother said,

‘I have no strength left;

If indeed it must be,

Go with the Master.’ ”

ANALYZE THE TEXT

1. **DETERMINING CENTRAL IDEAS** According to the boy, what will happen as a result of his praying?
2. **DESCRIBING** What does this passage suggest about the value the Japanese assign to religious beliefs? Explain your answer.



MULTIPLE PERSPECTIVES

Compare and contrast the purpose of each of these primary sources. Based on what you have learned about Buddhism and Shinto, what religious beliefs are reflected in the tanka poem and the Noh play?

CHAPTER 5 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **SUMMARIZING** Write a short essay in which you explain the concept of animism and its influence on the culture of the Japanese.

Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
 - A. The three Korean kingdoms fought wars for control of the Korean Peninsula.
 - B. The Chinese took control of the northern part of the Korean Peninsula.
 - C. With Chinese help, Silla conquered Paekche and Koguryo.
 - D. Paekche developed trade with the Japanese.
 - E. The earliest kingdom in Korea is founded.

Building Citizenship

3. **IDENTIFYING PATTERNS** How was the constitution that Shotoku wrote similar to the Constitution of the United States? How was it different? Write an essay explaining the similarities and differences. If necessary, conduct research to help you address these questions.

Geographic Reasoning

Use the map to answer the following questions.

4.
 - A. **DESCRIBING** Describe the relative location of Koguryo.
 - B. **USING MAPS** What do all of the cities on the map have in common?
 - C. **IDENTIFYING** Which river flows through Koguryo, Paekche, and Silla?



CHAPTER 5 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Define each of these terms as it relates to Korea and Japan.
- A. shamanism
 - B. archipelago
 - C. animism
 - D. samurai
 - E. shogun
 - F. vassal
 - G. feudalism
 - H. guild
 - I. martial arts

Short Answer

- 2 **EXPLAINING** How did the geography of Korea affect its early settlement?
- 3 **DESCRIBING** Describe the early Koreans.
- 4 **EXPLAINING IDEAS** How was shamanism important to the Koreans?
- 5 **SUMMARIZING** Summarize how the Koryo rulers built a civilization on the Korean Peninsula.
- 6 **EXPLAINING** How was Japan's early society shaped by geography?
- 7 **DESCRIBING** Use your own words to explain how Prince Shotoku reformed Japan's government.
- 8 **ANALYZING** What is one way the Chinese influenced Japan during the Nara period?
- 9 **EXPLAINING CAUSES** What events led to military leaders becoming increasingly powerful in Japan?
- 10 **EXPLAINING** Why was there no central government in Japan from the 1300s to the 1500s?

- 11 **DIFFERENTIATING** What religions were practiced in Japan during the time of the shoguns? Why did most Japanese practice more than one religion?
- 12 **ANALYZING** Why was nature important to the early Japanese?
- 13 **DESCRIBING** Think about the first settlers in Japan. How did they live? How were they organized? What kind of government did they have?
- 14 **RELATING EVENTS** Why did the Koryo king and his family have to leave the mainland of Korea and flee to an island around 1231 C.E.?
- 15 **DESCRIBING** How did the samurai advisers serve the shoguns in Japan?
- 16 **EXPLAINING IDEAS** How were religion and the arts related to each other under the shoguns?
- 17 **USING MAPS** Study the map titled "Geography of Korea" in Lesson 1. Do you think the development of the Korean Peninsula might have been different if there were no mountains where the peninsula connects to the mainland? Explain your answer.
- 18 **PREDICTING** During the Nara period, the Japanese were influenced by the Chinese in many ways. However, the Japanese did not adopt the Chinese civil service system. How do you think this might have affected the type of people who worked for the government? Give reasons for your answer.
- 19 **RELATING EVENTS** Although the Koreans were able to defeat the Japanese after their attacks in 1592, their victory came at a high price. What struggles did Korea face after they defeated the Japanese?
- 20 **SUMMARIZING** Describe the Japanese writing system during the shogun era.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-3	1	1	1	1	2	2	2	3	3	3	2	2	1	3	3	1	2	1	3

CHAPTER 5 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Secondary Sources

Author Mary E. Connor offers a description of the social class structure in Korea during the Three Kingdoms period. She describes a “bone-rank” system that determines a person’s social rank according to the status of the family into which he or she was born.

“During the Three Kingdoms, . . . power in all three of the kingdoms was held by those who lived in the capital and by the aristocratic [upper class] families who dominated a very rigid and hereditary [inherited] social status system. Members of the upper and lower classes were differentiated [separated] in almost every aspect of their lives, including clothing, food, housing, and occupation. The person one could marry was determined by his or her social class. The lifestyle of the aristocracy was supported by slaves, who led miserable lives. In Koguryo, the rulers and the high-ranking nobility built elaborate tombs with beautiful wall paintings . . . Vivid examples of the class structure can be found in paintings. . . . Figures are enlarged or reduced in size according to their social status. The bone-rank system of the Silla Kingdom . . . was a system that granted special privileges, ranging from economic and political to social advantages in relationships, to one’s bone rank, which meant hereditary bloodline.”

—*Asia in Focus: The Koreas*, 2009, edited by Mary E. Connor

- 21 DETERMINING CENTRAL IDEAS** Which statement best summarizes Connor’s description of social rank in Korea during the Three Kingdoms period?
- A. Social classes in Korea were similar, and people could change social class easily.
 - B. Privileges in Korea were given to those who had collected the most bones.
 - C. The social classes in Korea had very different lifestyles based on the family’s bone rank.
 - D. The social class system in each of the three kingdoms worked differently.

- 22 DETERMINING MEANING** Read the phrase from the excerpt.

“ . . . power in all three of the kingdoms was held by those who lived in the capital and by the aristocratic [upper class] families who dominated a very rigid and hereditary [inherited] social status system.”

Need Extra Help?

If You’ve Missed Question	21	22	23	24	25	26
Review Lesson	1	1	1	1	1	1–3

Using context clues from the entire reading selection, which of the words below could replace the underlined word?

- A. inflexible
- B. adjustable
- C. advanced
- D. relaxed

- 23 CITING TEXT EVIDENCE** What information does the author provide to show that she is using primary source evidence to support her analysis of the social classes?
- A. The author uses the names of the kingdoms.
 - B. The author describes a specific painting she saw.
 - C. The author includes information from all three kingdoms.
 - D. The author examined bones to draw her conclusions.
- 24 CITING TEXT EVIDENCE** From which one of the following phrases can you infer that it would be difficult for a family to change its place in the social class system?
- A. “Members of the upper and lower classes were differentiated in almost every aspect of their lives . . .”
 - B. “The bone-rank system of the Silla Kingdom . . . was a system that granted special privileges . . .”
 - C. “In Koguryo, the rulers and the high-ranking nobility built elaborate tombs.”
 - D. “The person one could marry was determined by his or her social class.”

- 25 ARGUMENTATIVE WRITING** Mary E. Connor describes a class system in Korea that was rigid and gave privileges to the upper class. Analyze the full excerpt and then write a brief explanation on why this system would be successful at helping the upper class keep power for a long period of time.

Extended Response Essay

- 26 EXPLANATORY WRITING** The exchange of ideas between cultures was a theme that appeared several times in this chapter. Write an explanation of cultural exchanges that impacted Japanese and Korean civilizations and include specific examples of ideas, beliefs, or technologies that were exchanged.