

LESSON 13:

CONNECTING TO HISTORY

Introduction:

Five of the Japanese high school students talk briefly about the significance of their towns or prefectures in Japanese history. They are Yamamoto Takayuki, from Kyoto; Yoshida Kojiro, who lives in Himeji; Mizushima Yu, who lives in Yokohama; Tamaki Shun'ichi, from Okinawa; and Sakai Michi, who lives in Ichikawa. This lesson briefly introduces students to Japanese history, using the historical connections of the five hometowns listed above as a springboard. First, students conduct independent study, either in the school library or online, to learn more about the historical periods that helped to define the five cities or prefectures mentioned above. They then create a brief, illustrated timeline of Japanese history.

Organizing Questions:

What can we learn about tradition and change?

What can we learn about place and the relationship between society and the environment?

Objectives: At the conclusion of this lesson, students will be better able to:

1. Conduct independent research using library and Internet resources.
2. Identify “big ideas” and key events in Japanese history.
3. Discuss several important periods, events, and trends in Japanese history.
4. Synthesize research through a visual and written presentation.

Time Required: 2 class periods, plus homework and/or library or Internet time

Materials:

1. Enough copies of each version (A-F) of Handout 13-1, “My Town or Prefecture in Japanese History,” for one-sixth of the class to have each
2. Copies of Handout 13-2, “Internet Sites for Student Research on Japanese History,” for all students
3. Posting paper or newsprint
4. Markers
5. Japanese high school student photo sheets: MY-P11, YK-P09, YT-P15, YT-P16, SM-P12, TS-D04
6. Yarn (if constructing the timeline along a class wall rather than the chalkboard)

7. Internet or library access

Procedure:

Day 1

1. Introduce the lesson by explaining that all the Japanese high school students mention something unique about their town or prefecture in their photo essays. Five of the students specifically mention some historical significance of the place in which they live. The students and their towns or prefectures are: Sakai Michi, Ichikawa; Mizushima Yu, Yokohama; Yamamoto Takayuki, Kyoto; Yoshida Kojiro, Himeji; and Tamaki Shun'ichi, Okinawa. In this lesson, students will use the historical importance of these places as a "springboard" or starting point for learning about Japanese history.
2. Divide the class into six teams. Each team will conduct research to learn more about the time period that made the Japanese high school students' towns or prefectures important. Give each group one version of Handout 13-1 (A-F); each version focuses on a historical highlight noted by one of the five Japanese high school students about his or her town or prefecture. (Note: There are two sections for Kyoto.) Also give each group the photo sheet to match its town assignment; the two groups researching Kyoto will need to share photo sheets. Instruct each group to examine the photo sheet to identify the connection between the Japanese high school student and the historical time period the group will research. Each group should then move on to the research task described on Handout 13-2.
3. Allow students the rest of the class period to conduct research using their version of Handout 13-1 as a guide. If working on the Internet, students may work in pairs. However, students within a team may also work independently, sharing their research findings and compiling information as a group later. Depending on time, students should continue and complete their research for homework. Students should be prepared to share their research with others in their team at the beginning of class on Day 2.

Day 2

1. Ask students to meet in their teams to share their individual research. Distribute poster paper or newsprint and markers to each group. Explain that each group's assignment is to agree on the most important points about the time period they researched that they want to convey to others. For the time period they studied, each group is to create a poster that includes:
 - Four statements about this historical period and its importance.
 - A list of five adjectives to describe the period.
 - A picture to symbolize the period in Japanese history.

While students are working in their groups, construct a timeline of Japanese history on the chalkboard or along the class wall, using the following dates as timeline markers (all are CE):

710 794 1185 1333 1603 1868 1912 1926 1945 1989

2. When teams have finished their work, turn class attention to the timeline of Japanese history. Review with students the concept of a historical timeline. Students should recognize that a historical timeline shows events, trends, and periods in history in a linear fashion. Among other things, a timeline helps the viewer conceptualize and better understand the relative duration of events (such as wars) or eras (such as reigns of kings) and relative time between events. Explain that a timeline, like a map, is drawn to scale. For example, 1 inch on a timeline may represent 50 years. Using that scale, 100 years would be represented by 2 inches, 1000 years by 20 inches.
3. Explain that the timeline on the board does not cover all of Japanese history. Most Japanese historians date Japan's history back to at least 3000 BCE. For purposes of the class exploration, however, the timeline begins with the establishment of a Japanese capital city in Nara in 710 CE. Japanese history is typically divided into different time spans, or "periods," which are based either on the time during which Japan's capital was located in a particular city, or the reign of a particular ruler or family. The class timeline begins with the establishment of a capital city in the town of Nara in 710 CE. The timeline continues to the end of the Showa period in 1989—the date when the Showa emperor Hirohito died.

Ask each team to post their work on the timeline of Japanese history in the appropriate chronological place. Ask each group to report out on their work, explaining the most important aspects of the period, why they chose the adjectives they did, and what their picture represents.

4. Discuss the timeline. Are students surprised at the length of Japanese recorded history? What was happening in North America (and later the United States) at the times recorded on the class timeline of Japanese history?
5. To conclude the activity, ask the class to consider the links that their town or state has to history. What historical events is their town or state known for? When did these occur? Are they aware of what was happening in the area where they live at the earlier time periods shown on the timeline? If not, why do they think that is the case?

Extension and Enrichment

1. Teachers may choose to fill in the rest of the Japanese history timeline with students. Divide the class into nine teams and assign each team one of the numbered segments (1-9) in the **Teacher Background Information**. Each team should read their section of the history overview and create a poster with words and images to depict the "big ideas" (most important events and trends) for the period for which they are responsible.
2. Students might consider what they would share about the significance (historical or otherwise) of their own town or state if they were creating a short photo essay similar to the Japanese students' snapshots. If they could only select one piece of historical information to share about their hometown or state, what would it be? What would they photograph to accompany this information?

3. Have students create travel brochures for each of the Japanese high school students' hometowns, including information on historical and contemporary sites of interest.

Teacher Background Information: An Introduction to Japanese History

1. The Nara Period (710-794)

In the year 710 CE, the first permanent Japanese capital city was established at Nara, a city modeled after the Chinese capital. Large Buddhist temples, palaces, and governmental buildings were constructed in Nara, where they stood as monuments to the prestige of the imperial line. Communication with China increased during the Nara period (710-794). The Japanese government sent officials to visit the Tang dynasty in China and copy their ways of doing things.

During the Nara period, Buddhism became an important religion for Japanese. Buddhist temples became very rich and powerful. Eventually, the monasteries gained so much power that, in order to protect the position of the emperor, the capital was moved away from Nara to a new city named Heian (modern Kyōto) in 794. The capital would stay in Heian for the next 300 years.

Emperor Shōmu (724-756) commissioned the production of many Buddhist images. He also ordered the construction of the large Todaiji Temple in Nara, which houses the enormous image known as the great Buddha.

During the Nara period, Japan's first historical records were written. These two works were the **Kojiki** (*Record of Ancient Matters*, 712) and the **Nihon Shoki** (*Chronicles of Japan*, 720). Both contain mythical and historical stories about Japan's early rulers.

Japanese literature also developed. In 760, a compilation of more than 4,000 Japanese poems known as the **Man'yōshū** (*Collection of a Thousand Leaves*, c.760) was produced. It included poems by emperors and common people alike.

2. Heian Japan (794-1185)

In the year 794, the emperor moved the court away from Nara to the city of Heian, now known as Kyoto. The word *heian* means "peace and tranquility." This period is known for two important trends. First, it was a time when the Japanese creatively adapted Chinese ideas to form a rich and distinctively Japanese culture. Second, the Heian period emperors became more and more isolated from administration of the government. They turned to appointed court officials to manage the government in their names.

By the 11th century, a single family had begun to exercise significant influence over the imperial family. This family--the Fujiwara family--built control at court by marrying its daughters into the emperor's family. The Fujiwara gained enough influence to make themselves regents. A regent is an official who rules in the emperor's place. The emperors were allowed to stay on the throne as figureheads (symbols).

The Heian period is known as a period in which a distinctively Japanese culture flourished. Official contact with China ended in 838, and Japanese culture began to take shape separate from outside influences. Japan developed its own type of poem

called a *waka*. A *waka* is a five-line poem containing 31 syllables. Japanese also developed their own form of writing, which was adapted from the Chinese writing they had been using for centuries. This new writing, called *kana*, used simplified versions of Chinese characters. *Kana* stood for syllables and could be put together to spell out words in a way that the Chinese system could not. Writing in the new *kanji*, well-educated court women of the Heian period, such as Murasaki Shikibu, produced the period's best literature and tales.

The Fujiwara regent system came to an end in 1068 when the emperor became determined to take direct control of the government. Emperor Go-Sanjo gave up the throne in 1086 but continued to rule from behind the scenes. Meanwhile, the aristocracy and Buddhist monasteries were building large estates in rural areas outside the capital city. These noble families and monasteries were beginning to become independent political groups supported by warriors (*bushi*) loyal to them. Later, these *bushi* would become the social class known as *samurai*.

Beginning in 1159, two military families from the aristocracy, the Minamoto (or Genji) and Taira (or Heike), battled each other to take power from the Fujiwaras. The Taira eventually won this struggle. In 1156 Taira Kiyomori became the new leader of Japan, ruling from 1167-1178. Kiyomori was also forced to deal with warring groups of Buddhist monks. Public disorder and violence became common. The emperor remained in Kyoto, but he had no political power.

Following Kiyomori's death, the Taira and Minamoto clans again fought for power in the bloody Gempei War (1180-1185). This time the Taira were defeated. The Heian age ended in 1185 with the victory of Minamoto Yoritomo, who became the next man to rule Japan from behind a figurehead emperor. The tragic loss of life in the Gempei War was memorialized in an epic tale called the *Tale of the Heike*. Traveling priests sang episodes from the *Tale of the Heike* accompanied by an instrument called a *biwa*. These songs became a popular form of entertainment among the nobility.

3. The Kamakura Period (1185-1333)

After his victory in the Gempei War, Minamoto Yoritomo decided to move the capital away from the imperial court in Heian. He established a military government in his home city of Kamakura. In 1192, the court conferred the title of *shogun* on Yoritomo. Although the imperial court in Kyoto repeatedly tried to regain power, it failed. In 1212, the Imperial Army was soundly defeated by the Kamakura rulers. The emperors were again powerless. Yoritomo's rule ushered in a long period of military government, headed by a shogun and run by a new ruling class—*samurai* warriors.

China's influence on Japanese culture was relatively strong during the Kamakura period. New Buddhist sects, including the Zen, were introduced from China. They became very popular among the new *samurai* ruling class. With Kamakura as the new seat of power, many temples from various sects of Buddhism were established there. In 1252, the Great Buddha of Kamakura was constructed at the Jodo sect temple Kotokuin in Kamakura.

Outside forces threatened to disrupt Japan. Kublai Khan and his Mongol armies made two attempts to invade Japan by sea, in 1274 and 1281. Both times, storms prevented the invasions. The Japanese called these storms *kamikaze* or "divine winds." Unfortunately, all the money the Kamakura shogunate had spent preparing to go to war with the Mongols hurt their government financially. They began to have trouble

hanging onto power. By 1333, imperial forces managed to overthrow the Kamakura shogunate.

4. The Ashikaga Shogunate (1333 -1568)

After defeating the Kamakura shogunate in 1333, the emperor could not stay in power. The old imperial system was too big and inefficient to handle governmental tasks well. In addition, a disagreement over who would become the next emperor resulted in establishment of *two* different imperial courts, known as the Northern and Southern Courts. Both courts existed in nearly constant conflict for almost 50 years, until the imperial line unified again in 1392.

In 1336, feudal lord Ashikaga Takauji rebelled against the emperor and seized power. Takauji appointed himself shogun in 1338. He established government offices in the Muromachi district of Kyoto, for which the Muromachi period (1333-1568) is named. Takauji and his successors become patrons of Zen Buddhism, ink painting, garden design, and the *chanoyu* (tea ceremony).

By the time of Ashikaga Yoshimitsu (1368-1408), strong trade relations had been established with the Ming dynasty in China. Japan's economy was rapidly developing. The manufacture of Japanese items and the importation of Chinese products increased.

Social changes were also taking place. One important new social group was made up of *samurai* families who owned land. Some of these families outside the capital became so powerful that they eventually took over control of their home provinces. These new feudal lords, or *daimyo*, often warred against neighboring lords. The period between 1467 and 1573 came to be known as the "warring states" period. The Ashikaga Shogunate (1338-1567) was never as powerful as the Kamakura shogunate had been. The *shogun* did not possess the power to control the more than 250 *daimyo* outside the capital of Kyoto.

Contact with Europe also became more frequent during the warring states period. In particular, Japan traded with the Portuguese. It was through these Portuguese traders that Japan was first exposed to Western items such as firearms. Christianity was also spread through the work of missionaries such as Francis Xavier, who arrived in 1549.

5. The Azuchi/Momoyama Era: The Period of Japan's Three Unifiers: Nobunaga, Hideyoshi & Ieyasu

Oda Nobunaga (1534-1582). In 1568, a warlord named Oda Nobunaga took the first step toward unifying Japan when he captured Kyoto. By 1573, Nobunaga and his followers had assumed control over the government. Nobunaga also took measures to restrict the powerful Buddhist temples around Kyoto.

Toyotomi Hideyoshi (1536-1598). In 1582, Nobunaga was killed by his own general, Akechi Mitsuhide. Another one of Nobunaga's generals, Toyotomi Hideyoshi quickly took power. Hideyoshi continued to strengthen his power by defeating rebel warlords on the islands of Shikoku and Kyūshū. Hideyoshi finally reunited the nation in 1590.

Hideyoshi's policies also involved a stricter approach to class divisions. In 1588, Hideyoshi ordered his now famous "Sword Hunt," taking away all the weapons in the possession of any Japanese person who was not a *samurai*.

Hideyoshi's ambitions didn't stop with Japan. Beginning in 1592, he attempted to conquer China by invading the Korean peninsula. Despite the capture of the city of Seoul in 1592, Japanese forces were soon forced back. They retreated from the mainland altogether in 1598.

Tokugawa Ieyasu (1542-1616). Following Hideyoshi's death in 1598, the most powerful man in Japan was Tokugawa Ieyasu. Though he had sworn to Hideyoshi that he would be loyal to his chosen successor, Hideyori, Ieyasu soon broke that promise and defeated those loyal to Hideyori in the Battle of Sekigahara. In 1603, Ieyasu was appointed *shogun* by the emperor and began the Tokugawa shogunate and the Edo period (1603-1868) of Japanese history.

Ieyasu soon brought the entire nation under control by redistributing the land among all the *daimyo* warlords and instituting a system of alternate attendance. Under this system, all *daimyo* were required to spend every second year in the new capital of Edo (now known as Tokyo). Maintaining two separate houses and traveling between their homes and Edo caused the *daimyo* to spend most of their money. As a result, Ieyasu prevented them from obtaining the resources needed to raise and support an army to challenge his power. Ieyasu also promoted foreign trade with the Portuguese, English, and Dutch, even as he continued Hideyoshi's campaign to suppress Christianity.

In 1615, Ieyasu captured the castle at Osaka, giving him firm control over the entire nation. The new peace allowed the *samurai* classes to enjoy activities such as calligraphy, tea ceremony and the martial arts.

6. Tokugawa Japan and Edo Culture (1603-1868)

Having gone through warfare to establish their rule, the Tokugawa family sought to establish a government that could strictly control society and prevent social disruptions that might cause the downfall of their rule. They turned to Neo-Confucianism, adapted from China, as a social philosophy that could help maintain peace and order in the land. Based on Confucian ideas, the Tokugawa set up a rigid social structure made up of four classes. Within this class system, *samurai* were ranked highest, followed by farmers, artisans, and, at the bottom, the merchants. This class structure and an intricate web of social and economic rules kept Japan at peace for the next 250 years.

This peaceful period was marked by rapid economic development and the growth of a wealthy urban class. The urban dwellers were responsible for the development of a vibrant urban culture, with its own tastes in art, theater, entertainment, and style. City dwellers, particularly an increasingly wealthy and economically influential merchant class, enjoyed attending the *kabuki* and *bunraku* (puppet) theater. A distinctive artform of woodblock prints, or *ukiyo-e*, captured the happy-go-lucky lifestyle of these city dwellers. Access to education across the classes improved, and the children of many merchants began to attend school. In 1720, the shogunate lifted the ban on Western literature, and the so-called "Dutch learning" (*rangaku*) became more fashionable.

External pressure to trade with the West began to mount during the mid-1800s. Russia, the United States, and European nations all pushed for trading rights with Japan, but were continuously refused. Finally, U.S. Commodore Matthew C. Perry and his steam frigates, the “Black Ships” (*kurofune*), arrived in Yokohama Bay in 1853. Perry demanded the right to use Japanese ports as supply bases for the commercial fleet. In the face of Perry’s naval firepower, Japan reluctantly accepted U.S. demands and opened a limited number of ports to international trade.

Despite its long stability, the Tokugawa government’s position was declining. The government’s poor financial situation caused them to raise taxes. This action led to riots among the farm population. In addition, Japan regularly experienced natural disasters and years of famine that caused food riots and made the government’s financial problems even worse. As the merchant class grew more wealthy and powerful, social hierarchies began to break down and social unrest increased. In 1867-68, the Tokugawa government fell.

7. The Meiji Era (1868-1912) and Taisho Era (1912-1926)

The Tokugawa shogunate lost power in 1868 when some *samurai* groups in Japan united under the motto *sonno joi*, or “expel the foreigners, honor the emperor.” In January 1868, these *samurai* seized control of the imperial palace in Kyoto and returned control of the government to Emperor Meiji. The capital was then moved from Kyoto to Edo, which was now renamed Tokyo (or “eastern capital”). This became known as the Meiji Restoration (1868).

The Meiji period would be a time of rapid social change in Japan. Emperor Meiji issued his April 1868 Charter Oath, which outlined his goals for modernizing the nation by “abandoning” the “evil practices of the past” and seeking knowledge from all over the world, including the West.

Leaders such as Fukuzawa Yukichi were key in borrowing selected ideas from Europe, Britain, and the United States and making them work for the “new” Japan. Fukuzawa called this process *bunmei kaika*, meaning “civilization and enlightenment.” In 1871, a group of Japanese statesmen called the Iwakura Mission spent nearly two years traveling in Europe and the United States, studying various social systems, manufacturing processes, education, and technology such as the telegraph and train systems. Japan borrowed baseball from the United States, the police system from France, school uniforms from Prussia, and the postal system from England. Western ideas such as these were all adapted to meet Japan’s new needs.

Democracy was another important development. Tokugawa-style class barriers were slowly broken down. Former *daimyo* had to return their feudal lands to the government, and the country was divided into state-like units called prefectures. In 1889, a national Constitution established a parliamentary-style legislative body called the Diet. Education became mandatory for all Japanese citizens.

In 1894, war broke out with China over conflicts in Korea. Japan defeated China in the Sino-Japanese War (1894-1895) and received Taiwan as a colony. It was forced by Russia, France, and Germany to return other territories. The Japanese army was also victorious in the Russo-Japanese War of 1904-05. By 1910, Japan had taken control of Korea as well. In 1912, Emperor Meiji died, bringing the Meiji era to an end.

During the reign of the weak Emperor Taisho (1912-26), political power shifted to the parliament and the democratic parties. During the First World War, Japan joined the Allies in fighting German forces in Asia. At the Paris Peace Conference of 1919, Japan's proposal of attaching a "racial equality clause" to the covenant of the League of Nations was rejected by the United States, Britain, and Australia. Racial discrimination towards Asian peoples was a major factor in the deterioration of relations with the West. One example of discrimination was the 1924 Exclusion Act passed by the U.S. Congress, which prohibited Japanese people from immigrating into the United States. The Great Kanto Earthquake of 1923, which destroyed much of Tokyo, and the worldwide economic Depression of 1929 threw Japan into an economic crisis.

8. Early Showa Years and World War II

The Showa Emperor ascended the throne in 1926, beginning the Showa period. Economic pressures during the early Showa years contributed to the military's seizure of government control during the 1930s. Censorship of the media began, and Japan became extremely nationalistic. Military nationalism soon led to the occupation of Manchuria in 1931. That same year, the Japanese air force bombed Shanghai in southern China.

In July 1937, the second Sino-Japanese War broke out. Japanese forces succeeded in occupying almost the whole coast of China. They committed severe war crimes on the Chinese population, especially during the fall of the capital city, Nanking. However, the Chinese government never surrendered completely, and the war continued until Japan's defeat by the United States in 1945.

Japan's next step was the establishment of the "Greater Asian Co-Prosperty Sphere," which included the "liberation" of Southeast Asian countries from Western colonial powers. In 1940, Japan occupied French Indochina (Vietnam) and joined the Axis powers of Germany and Italy. These actions led to an oil boycott against Japan on the part of the United States and Britain. The resulting oil shortage made Japan decide to capture the Dutch East Indies (Indonesia) and to risk a war with America.

On December 7, 1941, Japan attacked the Allied powers at Pearl Harbor in Hawaii and several other points throughout the Pacific. This marked the entrance of the United States into World War II. The turning point in the Pacific War was the Battle of Midway in June 1942. From that point on, the Allied forces slowly won back the territories occupied by Japan. In 1944, air raids started over Japan, and Tokyo was repeatedly bombed.

In the July 1945 Potsdam Declaration, the Allied powers asked Japan to surrender unconditionally. But the military did not surrender, even after the United States dropped atomic bombs on Hiroshima and Nagasaki on August 6 and 9, 1945. On August 14, however, Emperor Showa finally decided to accept the Potsdam terms. He made a historical announcement of the Japanese surrender over the national radio network.

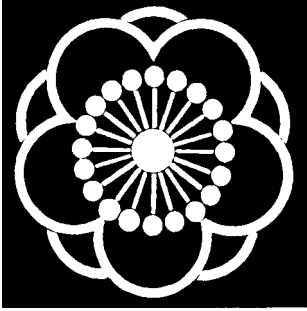
9. Later Showa: The Postwar Period (1945-1989)

Following its defeat in World War II, Japan was in bad shape. All the large cities except Kyoto had sustained heavy bombing. Transportation and industry were severely damaged, and there were national food shortages.

Occupation by Allied Powers began in August 1945 and continued until April 1952. General Douglas MacArthur controlled Japan as the Allied Supreme Commander. The Occupation's goal was to remake Japan as a peaceful, democratic country. With this goal, the Occupation forces disbanded the Japanese military but retained the emperor as the symbol of the country. The Occupation also passed significant legislation to change social conditions in Japan and to restructure Japan's economy for peacetime production.

Occupation forces drafted a new constitution for Japan, which was implemented in 1947. Under the new constitution, Japan was no longer allowed to have a national army. After the end of the Occupation in 1952, Japan created a Self Defense Force to protect its national borders.

During the 1970s, the Japanese poured all their energy into the development of their economy, and living standards improved quickly. Japanese businesses became more and more involved in robotics, electronics manufacturing, and high technology. By the 1980s, Japan had become a very wealthy nation and was one of America's largest trading partners. Japan and the United States often had serious trade disagreements during this period. In 1989, the death of Hirohito marked the end of the long and turbulent Showa era.

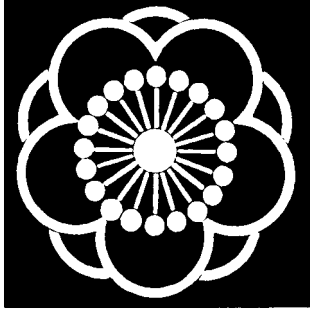


Handout 13-1: Version A

My Town or Prefecture in Japanese History— Sakai Michi: Ichikawa *(photo sheet SM-P12)*

Sakai Michi talks about the importance of her town—Ichikawa—in Japanese history. She mentions that an ancient anthology of early Japanese poems, the *Man'yōshū*, mentions her town. Go to the library or on the Internet to learn more about the *Man'yōshū* and the period in which it was written. Answer the questions below.

1. What is the *Man'yōshū*?
2. When was the *Man'yōshū* written?
3. Describe at least three other important events or cultural achievements that took place during this same time period in Japanese history.
4. Why are Japanese people proud of this period in their history?
5. On the posting paper provided in class, create an image or symbol to represent this period in Japanese history.

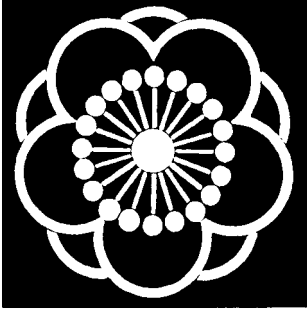


Handout 13-1: Version B

**My Town or Prefecture
in Japanese History—
Yamamoto Takayuki: Kyoto**
(photo sheets YT-P15 and YT-P16)

Yamamoto Takayuki talks about the historical importance of his city, Kyoto. His photo collage on his town highlights the famous temple Kinkakuji (Temple of the Golden Pavilion). Go to the library or onto the Internet to learn more about Kinkakuji and the period of Japanese history in which it was built. Answer the questions below.

1. What is Kinkakuji?
2. When was Kinkakuji originally built and why?
3. Kinkakuji has been rebuilt on several occasions. When was it rebuilt and why?
4. Describe at least three other important events or cultural achievements that took place during the same time period in Japanese history that Kinkakuji was originally built.
5. Why are Japanese people proud of this period in their history?
6. On the posting paper provided in class, create an image or symbol to represent this period in Japanese history.

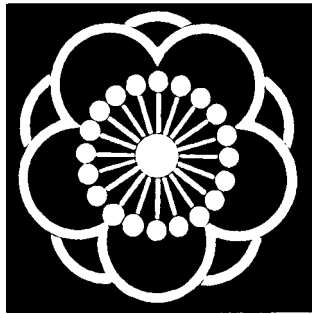


Handout 13-1: Version C

My Town or Prefecture in Japanese History— Yamamoto Takayuki: Kyoto *(photo sheets YT-P15 and YT-P16)*

Yamamoto Takayuki talks about the historical importance of his city, Kyoto. His photo collage highlights the many Buddhist temples in his town. Go to the library or onto the Internet to learn more about Kyoto as a center of Buddhism in Japanese history. Answer the questions below.

1. Identify five characteristics of the Buddhist religion as it developed in Japan.
2. When did Buddhism come to Japan?
3. Where did Buddhism originate and how did it get to Japan?
4. During what time span did Kyoto become a center for Japanese Buddhism?
Why did Kyoto become a center for Japanese Buddhism?
5. Describe at least three other important events or cultural achievements that took place during this same time period in Japanese history.
6. Why are Japanese people proud of this period in their history?
7. On the poster paper provided in class, create an image or symbol to represent this period in Japanese history.

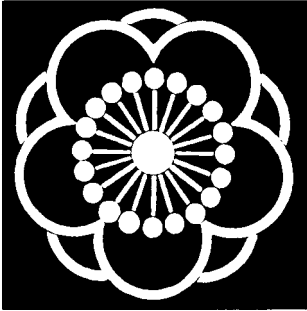


Handout 13-1: Version D

**My Town or Prefecture
in Japanese History—
Mizushima Yu: Yokohama**
(photo sheet MY-P11)

Mizushima Yu talks about the importance of her town—Yokohama—in Japanese history. She mentions city buildings that go back to the Meiji and early Showa eras. Go to the library or on the Internet to learn more about these periods in Japanese history. Answer the questions below.

1. What were the starting and ending years of the Meiji period and how did this period get its name?
2. What role did the city of Yokohama play in Japanese history during the Meiji period?
3. Describe at least three other important events or cultural achievements that took place during this time period in Japanese history.
4. Why are Japanese people proud of this period in their history?
5. On the posting paper provided in class, create an image or symbol to represent this period in Japanese history.

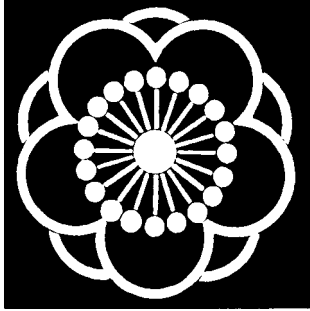


Handout 13-1: Version E

**My Town or Prefecture
in Japanese History—
Tamaki Shun'ichi: Okinawa**
(photo sheet TS-D04)

Tamaki Shun'ichi talks about the importance of his home--Okinawa—in Japanese history. He mentions that Okinawan students spend time learning Okinawa's distinct history and contributions to Japanese history. Go to the library or on the Internet to learn more about Okinawa's importance in Japanese history. Answer the questions below.

1. When did Okinawa become a part of Japan and why?
2. What was Okinawa's history before it became a part of Japan?
3. What makes Okinawan culture distinct from Japanese culture?
4. What key role did Okinawa play in Japanese history during World War II?
5. What parts of Okinawa's history do you think Okinawans are most proud of?
6. On the posting paper provided in class, create an image or symbol to represent Okinawa's role in Japanese history.

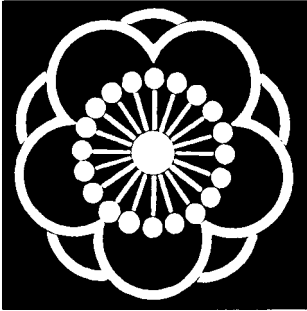


Handout 13-1: Version F

**My Town or Prefecture
in Japanese History—
Yoshida Kojiro: Himeji**
(photo sheet YK-P09)

Yoshida Kojiro talks about the importance of his hometown—Himeji—in Japanese history. In his collage of his town, he mentions that Himeji is the site of a historic Japanese castle. Himeji Castle has been named a World Heritage treasure. Go to the library or on the Internet to learn more about Himeji Castle and the period in Japanese history that it represents. Answer the questions below.

1. When was Himeji Castle built?
2. Why was it built?
3. Describe at least three other important events or cultural achievements that took place during this same time period in Japanese history.
4. Why are Japanese people proud of this period in their history?
5. On the posting paper provided in class, create an image or symbol to represent this period in Japanese history.



Handout 13-2

Internet Sites for Student Research on Japanese History

Use the following Internet sites to begin your research into Japanese history. As you discover information about the Japanese town or prefecture your group was assigned, record it on Handout 13-1.

- The Lives of Seven Japanese High School Students Mini-Encyclopedia
http://www.tjf.or.jp/deai/contents/teacher/te_index.html
- Kid's Web Japan
<http://web-jpn.org/kidsweb/>
- Japan Information Network
<http://jin.jcic.or.jp/>
- Web Japan
<http://jin.jcic.or.jp/>
- Japan-Guide.com: History of Japan
<http://www.japan-guide.com/e/e641.html>
- The History Page of Japan, by William J. Gilmore-Lehne
<http://loki.stockton.edu/~gilmorew/consorti/1ceasia.htm>
- Tell Me About Japan. A Project of the Ohio State University
<http://www.csuohio.edu/history/japan/>
- Country Reports
Japan: <http://www.countryreports.org/history/japahist.htm>
- AsianInfo.org: Japan's History
<http://www.asianinfo.org/asianinfo/japan/pro-history.htm>