


Impact of Isolationism on Social Classes in Edo Japan

CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 5. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	8	General Outcome	8.1 Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation
Time Frame	2 x 50 minute classes	Enduring Understanding (purpose of the lesson)	This inquiry activity encourages students to develop an understanding of how the policy of isolationism affected the social classes and their perspectives.
Developed By	Tara Billingsley and Sonia Hiebert		
Critical Challenge/Big Idea	Which social class was most affected by the isolationist policy in Edo Japan?		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC) 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)	8.1.5 analyze the effects of cultural isolation during the Edo period 8.1.5.3 How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)	develop skills of critical thinking and creative Thinking 8.S.1.2 evaluate ideas, information and positions from multiple perspectives develop skills of historical thinking 8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations	

		<p>demonstrate skills of cooperation, conflict resolution and consensus building 8.S.5.4 access, retrieve and share information from electronic sources, such as common files</p> <p>research for deliberative inquiry 8.S.7.2 develop a position that is supported by information gathered through research 8.S.7.5 organize and synthesize researched information 8.S.7.15 analyze and synthesize information to create a product</p> <p>demonstrate skills of oral written and visual literacy 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>
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Note: Not all of the skills are summatively assessed, and therefore the numbers do not appear in bold type. The values and attitudes outcomes are also not summatively assessed. The rubric can be modified to assess any of the outcomes in the learning activity.

<p>Summative Assessment Strategies</p>	<p><u>Isolationism in Japan Rubric</u> – ranking effects on social classes</p>
<p>Teacher Preparation</p>	<p>Create a Googledocs. To do this, go to the Google homepage. In the top left corner, choose "more" menu and then choose "even more". There you will find the link to "Docs" where you need to create an account using an email address and password. Copy and paste the <i>Information Gathering Tables</i> (Below) into Googledocs. Copy the Googledocs link into a document that your students can access.</p>
<p>Introductory Activity/</p>	<p>Activity 1: Review Social Hierarchy</p>

The Hook	<ol style="list-style-type: none"> 1. Present/review the hierarchy of Japanese social classes in the Edo Period.
Teaching/ Learning Strategies and Activities	<p>Activity 2: Critical Question</p> <ol style="list-style-type: none"> 2. Introduce the critical question: Which social class was most affected by the isolationist policy in Edo Japan? Discuss the question to ensure students have a complete understanding of the information for which they will be looking as well as the task for which they will be responsible. <p>Activity 3: Collaborative Research</p> <ol style="list-style-type: none"> 3. Distribute Handout: How did Japan's Isolationist policies affect the individual classes within its hierarchy? or Fiche: Comment est-ce que la politique d'isolationnisme a affecté les différentes classes sociales du Japon? (FR). Post this handout where students can access the links. 4. Divide the class into 7 groups of 3 - 4 students (one group per social class). Assign each student a role within their group. (For example: secretary, computer researcher, textbook researcher). 5. Have students gather information to complete the tables in the Googledocs handout: La cueillette d'information or Information Gathering Tables (below). Remind them to record the location (URL, book and page number) of where they got their information. Encourage them to look for any conflicting evidence from different sources, and discuss why the information may be different. Ensure all information is included in charts before discussing as a group. 6. Once students have completed gathering their information, the teacher should review the gathered information from each group to ensure accuracy. Copy table into Word to be shared with the class. 7. Have each group present their findings to the class. <p>Activity 4: Criteria for Significant Impact</p> <ol style="list-style-type: none"> 8. Discuss with students the criteria for a significant impact. Possible criteria include: <ul style="list-style-type: none"> • lasting effects • significant effects (short- and long-term consequences) • affects many in social class. <p>Activity 5: Student Task</p> <ol style="list-style-type: none"> 9. Individually, students will rank the impact of isolationist policy on each social class. Students can justify their ranking in several ways using the Isolationist Continuum (see notebook file). Students will place each social class image and title

	on the continuum (visual representation) then explain their ranking in either a written format (paragraph) or an oral format (student/teacher interview).
Resources	Fitton, A., Goodman, D.M., O'Connor, E. (2007). <i>Worldviews: contact and change</i> . Pearson Education Canada. Don Mills, Ont. Levin, P, Moline, T. et Redhead, P. (2007). <i>Visions du monde</i> , Thompson-Duval. Mont-Royal (Quebec) Canada.
Other	Differentiated instruction/learning styles: <ul style="list-style-type: none"> • Choice of roles. • Presentation formats include a visual component and a choice of written or oral components.

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

ISOLATIONISM IN JAPAN 📌

Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
Analyzes effects of cultural isolation on multiple groups (8.1.5.3, 8.S.2.1)	Demonstrates a comprehensive and insightful understanding of the social, political and cultural effects of isolation in Edo Japan	Demonstrates a thorough and meaningful understanding of the social, political and cultural effects of isolation in Edo Japan	Demonstrates a general and cursory understanding of the social, political and cultural effects of isolation in Edo Japan	Demonstrate a trivial and/or vague understanding of the social, political and cultural effects of isolation in Edo Japan
Justifies ranking (8.S.7.2, 8.S.1.2)	Support for ranking is based on significant and compelling evidence	Support for ranking is based on relevant and convincing evidence	Support for ranking is based on predictable and plausible evidence	Support for ranking is based on unrelated and/or sketchy evidence
Communicates ideas (8.S.8.1)	Communicates key ideas and information in a captivating manner	Communicates key ideas and information in a interesting manner	Communicates key ideas and information in a straightforward manner	Communicates key ideas and information in a ineffective manner

How did Japan's Isolationist policies affect the individual classes within its hierarchy?

General questions:

1. What were the primary roles of the people of this class? (2 or 3)
2. Where did they live?
3. What privileges, if any, did the people of this class enjoy?
4. How were the people of this class treated by the other classes?
5. How did the people of this class contribute Japan's isolation?
6. How did foreign trade affect the people of this class?
7. What challenges did the people of this class face?

Shogun links:

Shogun websites:

<http://www.japan-guide.com/e/e2128.html>
<http://www.us-japan.org/edomatsu/home.html>
<http://www2.kanawa.com/japan/history.html#edo>
<http://www.japan-zone.com/omnibus/history2.shtml>

Class system:

<http://www.wsu.edu/~dee/TOKJAPAN/SHOGUN.HTM>

Samurai links:

http://www.pbs.org/empires/japan/enteredo_8.html
<http://en.wikipedia.org/wiki/Samurai>
<http://www.japan-guide.com/e/e2127.html>
<http://www.artelino.com/articles/samurai.asp>
<http://www.jref.com/glossary/samurai.shtml>
<http://www.mnsu.edu/emuseum/prehistory/japan/edo/edo-p.htm>
<http://www.e-budokai.com/articles/weapons.htm>

Farmers links:

http://www.syngenta.com/en/day_in_life/japan.aspx
<http://www.asianresearch.org/articles/2317.html>
http://www.pbs.org/empires/japan/enteredo_5.html

Artisans links:

<http://www.tourjartisan.com>; <http://www.artelino.com/articles/world-of-edo.asp>
http://www.metmuseum.org/TOAH/HD/edop/hd_edop.htm;
<http://www.encyclopedia.com/doc/1G1-53450383.html>;
http://findarticles.com/p/articles/mi_m1026/is_6_154/ai_53450383/pg_2
http://www.pbs.org/empires/japan/enteredo_1.html

Merchants links:

http://en.wikipedia.org/wiki/Scrip_of_Edo_period_Japan
<http://www.wsu.edu/~dee/TOKJAPAN/SHOGUN.HTM> (this one is a general link)
http://www.jref.com/culture/edo_period_era.shtml
[http://en.wikipedia.org/wiki/Tonya_\(Japan\)](http://en.wikipedia.org/wiki/Tonya_(Japan))
<http://www.energybulletin.net/5140.html>
http://www.workmall.com/wfb2001/japan/japan_history_economic_development.html
<http://japanfocus.org/products/details/2346>
http://en.wikipedia.org/wiki/Edo_period#Economic_development

Japanese Economy
[Summary of the Economy of Japan](#)

Non-humans links:

Non-Humans
<http://ishingen.wordpress.com/2007/04/06/burakumin/>
<http://blog.360.yahoo.com/blog-hvAvvDMjeq.Jr.GbJVaY59uxdHM1RO--?cq=1&p=1821>
[Google - Book](#)

Bunraku
<http://en.wikipedia.org/wiki/Bunraku>
<http://www2.ntj.jac.go.jp/unesco/bunraku/en/>
<http://bunraku.or.jp/ebunraku/index.html>
<http://www.japan-zone.com/culture/bunraku.shtml>
<http://www.sagecraft.com/puppetry/definitions/Bunraku.hist.html>

Kabuki
<http://www.japan-guide.com/e/e2090.html>
<http://en.wikipedia.org/wiki/Kabuki>
<http://inic.utexas.edu/asnic/countries/japan/kabuki.html>
<http://www.ntj.jac.go.jp/english/whatis/kabuki.html>
<http://www.ils.unc.edu/dpr/path/kabuki/>

Outcast links:

<http://www.japan-zone.com/omnibus/buddhism.shtml>
http://www.jodo.org/about_js/other_ceremo.html
<http://en.wikipedia.org/wiki/Burakumin>
http://en.wikipedia.org/wiki/Burakumin#Historical_Origins
http://en.wikipedia.org/wiki/Shinto#Four_affirmations
http://en.wikipedia.org/wiki/Four_divisions_of_society#Others

Comment est-ce que la politique d'isolationnisme a affecté les différentes classes sociales du Japon?

Questions générales:

1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)
2. Ou habitaient-ils?
3. Quels privilèges avaient-ils?
4. Comment est-ce que les gens des autres classes leurs traitaient?
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?
7. Cette classe a fait face aux quels défis?

Les sites-web – le shogun

Shogun websites:

<http://www.japan-guide.com/e/e2128.html>
<http://www.us-japan.org/edomatsu/home.html>
<http://www2.kanawa.com/japan/history.html#edo>
<http://www.japan-zone.com/omnibus/history2.shtml>

Class system:

<http://www.wsu.edu/~dee/TOKJAPAN/SHOGUN.HTM>

Les sites-web – Le samouraï

Samurai websites:

http://www.pbs.org/empires/japan/entered_8.html
<http://en.wikipedia.org/wiki/Samurai>
<http://www.japan-guide.com/e/e2127.html>
<http://www.artelino.com/articles/samurai.asp>
<http://www.jref.com/glossary/samurai.shtml>
<http://www.mnsu.edu/emuseum/prehistory/japan/edo/edo-p.htm>
<http://www.e-budokai.com/articles/weapons.htm>

Les sites-web – Les paysans

http://www.syngenta.com/en/day_in_life/japan.aspx
<http://www.asianresearch.org/articles/2317.html>
http://www.pbs.org/empires/japan/entered_5.html

Les sites-web – Les artisans

<http://www.tourjartisan.com>; <http://www.artelino.com/articles/world-of-edo.asp>
http://www.metmuseum.org/TOAH/HD/edop/hd_edop.htm;
<http://www.encyclopedia.com/doc/1G1-53450383.html>;
http://findarticles.com/p/articles/mi_m1026/is_6_154/ai_53450383/pg_2
http://www.pbs.org/empires/japan/entered_1.html

Les sites-web – Les marchands

http://en.wikipedia.org/wiki/Script_of_Edo_period_Japan
<http://www.wsu.edu/~dee/TOKJAPAN/SHOGUN.HTM> (this one is a general link)
http://www.jref.com/culture/edo_period_era.shtml
[http://en.wikipedia.org/wiki/Tonya_\(Japan\)](http://en.wikipedia.org/wiki/Tonya_(Japan))
<http://www.energybulletin.net/5140.html>
http://www.workmall.com/wfb2001/japan/japan_history_economic_development.html
<http://japanfocus.org/products/details/2346>
http://en.wikipedia.org/wiki/Edo_period#Economic_development

Japanese Economy

[Summary of the Economy of Japan](#)

Les sites-web – Les non-humains

Non-Humans

<http://ishingen.wordpress.com/2007/04/06/burakumin/>
<http://blog.360.yahoo.com/blog-hvAvvDMjeq.Jr.GbJVaY59uxdHM1RQ--?cq=1&p=1821>
[Google - Book](#)

Bunraku

<http://en.wikipedia.org/wiki/Bunraku>
<http://www2.ntj.jac.go.jp/unesco/bunraku/en/>
<http://bunraku.or.jp/ebunraku/index.html>
<http://www.japan-zone.com/culture/bunraku.shtml>
<http://www.sagecraft.com/puppetry/definitions/Bunraku.hist.html>

Kabuki

<http://www.japan-guide.com/e/e2090.html>
<http://en.wikipedia.org/wiki/Kabuki>
<http://inic.utexas.edu/asnic/countries/japan/kabuki.html>
<http://www.ntj.jac.go.jp/english/whatis/kabuki.html>
<http://www.ils.unc.edu/dpr/path/kabuki/>

Les sites-web – Les parias

<http://www.japan-zone.com/omnibus/buddhism.shtml>
http://www.jodo.org/about_js/other_ceremo.html
<http://en.wikipedia.org/wiki/Burakumin>
http://en.wikipedia.org/wiki/Burakumin#Historical_Origins
http://en.wikipedia.org/wiki/Shinto#Four_affirmations
http://en.wikipedia.org/wiki/Four_divisions_of_society#Others

La cueillette d'information

Le shogun

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les samourais

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les paysans:

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les artisans:

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les marchands ou commerçants:

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les non-humains (*hinin*):

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Les parias (*eta*):

Questions:	Information:
1. Quels étaient les rôles principaux des gens de cette classe sociale? (2 ou 3)	
2. Ou habitaient-ils?	
3. Quels privilèges avaient-ils?	
4. Comment est-ce que les gens des autres classes leurs traitaient?	
5. Comment est-ce que les gens de cette classe ont contribué à l'isolation du Japon?	
6. Comment est-ce que l'échange à l'étrangère a affecté les gens de cette classe?	
7. Cette classe a fait face aux quels défis?	

Information Gathering Tables

Shogun:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Samurai:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Farmers:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Artisans:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Merchants:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Non-humans:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	

Outcasts:

Questions:	Information:
1. What were the primary roles of the people of this class? (2 or 3)	
2. Where did they live?	
3. What privileges, if any, did the people of this class enjoy?	
4. How were the people of this class treated by the other classes?	
5. How did the people of this class contribute Japan's isolation?	
6. How did foreign trade affect the people of this class?	
7. What challenges did the people of this class face?	