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BUILDING A MODERN NATION- STATE IN JAPAN

A Resource for BC Social Studies Grade 9

The “Building a Modern Nation-State in Japan” resource supports the British Columbia (BC) Social Studies curriculum for Grade 9, which focuses on the major changes happening in Canada and the world from 1750-1919. It introduces students to one of the Big Ideas—collective identity is constructed and can change over time—and a key content area—nationalism and the development of modern nation-states.”

The resource packet is comprehensive, and includes launch activities, lesson challenges, briefing sheets for the factors that led to Japan’s emergence as a modern-nation state, briefing sheets on the consequences of that development, image sets, and all required activity and assessment sheets.

By engaging with these materials, students will not only learn about an important historical event that had ramifications far beyond the borders of Japan, but they will also build the following curricular competencies that have been identified by the BC Ministry of Education as priorities ([see https://curriculum.gov.bc.ca/curriculum/social-studies/9](https://curriculum.gov.bc.ca/curriculum/social-studies/9)):

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assessing the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).
- Comparing and contrasting continuities and changes for different groups at the same time period (continuity and change).
- Assessing how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).

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Overarching inquiry question

Does nationalism bring people together or drive them apart?

LAUNCH LESSON

LEARNING ACTIVITIES

1. Organize students into small groups (2-4 students) and provide or display the images from *Nationalism Image Set 1*. Explain to students that their task is to create a definition for the concept of nationalism.
2. Inform students that the images represent various aspects of nationalism. Prompt students to use details from the images to identify possible features or characteristics of nationalism. Direct groups to use their observations to create a working definition of nationalism.
3. Invite students to share the first draft of their working definition with the class. Consider recording and displaying the features or characteristics mentioned by each group.
4. Guide students in using features or characteristics mentioned by other groups to help them finalize their definitions.
5. Explain to students that the concept of nationalism emerged in the 1800s. It now describes an idea or feeling of patriotism that is shared by culturally similar peoples who are self-governing and living in the same geographical area.



Overarching inquiry question

Does nationalism bring people together or drive them apart?

Lesson Inquiry Question

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Lesson Challenge

Identify the most important underlying and immediate causes that led to Japan becoming a modern nation-state.

Lesson Summary

In this lesson, students learn about the causes that led to Japan's emergence as a nation-state. To begin, students learn the criteria for underlying and immediate causes by examining a scenario describing an accident. Working in small groups, students then examine ten factors that contributed to Japan becoming a modern nation-state. Students use the criteria to judge the significance of these factors. Students then present their event and rating to the entire class. To conclude the lesson, students determine the three most important underlying and immediate factors that led to Japan becoming a modern nation-state.

LEARNING ACTIVITIES

Learn about underlying and immediate causes

1. Organize students into pairs and provide each pairing with *Activity Sheet 1, Distinguishing Underlying Causes from Immediate Causes*. Explain to students that their task is to determine what caused the accident described on the activity sheet.
2. Invite students to share their thinking with the class. As students share, explain that there are generally two types of causes:
 - **Underlying causes:** the factors that are less direct but create the conditions that make the event more likely
 - **Immediate causes:** the factors that are directly connected in time and influence to the event

Consider posting or displaying the descriptions for use later in this lesson.



GRADE 9 • NATIONALISM

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

3. Explain to students that any event will have particular immediate causes. For example, a decision made by a principal to cancel a school field trip might be immediately caused by factors such as a recent accident or new rules introduced by a school board. Behind these specific factors are often more fundamental influences. For example, budget cutbacks may have led to new rules about field trips. Clarify that these less-direct influences are often referred to as underlying causes.
4. Instruct students to use the chart on the activity sheet to sort the causes into the two types.
5. Invite students to share their decisions and thinking. As they share, encourage students to suggest which events were the most important causes of the accident.
6. Share the lesson inquiry question, *"Which events and ideas were the most important in Japan's emergence as a modern nation-state?"*, and the challenge, *"Identify the most important underlying and immediate causes that led to Japan becoming a modern nation-state."* Explain to students that they will determine which events and ideas were the most influential in Japan's development as a modern nation-state.

Examine factors leading to Japan's emergence as a modern nation-state

1. Organize students into small groups (2-4 students). Provide each student with *Activity Sheet 2, Distinguishing Factors*, and each group with a copy of *Briefing Sheet 1, Factors That Led to Japan's Emergence as a Modern Nation-State*. Explain to students that their task is to classify the factors that led to Japan's emergence as a modern nation-state as an underlying or immediate cause. Alternatively, assign each group one of the factors that led to Japan's emergence as a modern nation-state. If students are unfamiliar with this time period, consider reviewing *Background Information 1, Timeline of Causes Contributing to Japan's Development as Modern Nation-State*.
2. Working as a class, ask students to read the first factor on the briefing sheet. Prompt students to indicate whether the factor is an underlying or immediate cause. Remind students to use the criteria established earlier in the lesson to guide their thinking.
3. Invite students to share their decisions and evidence.
4. Instruct groups to classify the remaining factors described on the briefing sheet.
5. Encourage groups to share their decisions and reasons. Discuss any differences in the classification of factors, reminding students to consider the criteria established earlier in the lesson.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Assess the importance of events

1. Explain to students that some causes are more important than others. Guide students in thinking about the relative importance of the causes of a familiar event, such as their performance on a test. For example, deciding to go to a movie the night before an exam may be a less important cause of a poor result than not studying the test material.
2. Organize students into pairs and instruct them to revisit *Activity Sheet 1*. Prompt students to review the causes that led to the accident described on the activity sheet. Ask students to suggest which underlying and immediate factors played the greatest roles in causing the accident.
3. Invite students to share their decisions and reasons. Consider noting or displaying student ideas for use later in the lesson.
4. As students share their thinking, introduce or co-create the following criteria for judging which causes are more important than others:
 - **Evidence of a causal connection:** Is the cause clearly connected to the event and not just a coincidence? If this factor were removed, how likely is it that the event would still have occurred?
 - **Degree of influence:** To what extent did the cause contribute to the event or make other causes more or less important?
 - **Absence of alternative explanations:** Is there no reason to suspect that some other factor can explain the outcome?
5. Ask students to use the criteria to decide which of the causes that led to the accident was most important. Invite students to share their decisions and thinking.

Assess factors that led to Japan becoming a nation state

1. Prompt students to revisit *Activity Sheet 2* and their assigned factor. Explain that their next task is to judge the importance of this factor in Japan's emergence as a modern nation-state.
2. Instruct students to identify evidence from *Briefing Sheet 1* that reveals the importance of their assigned factor. Remind students to find evidence for each of the three criteria.
3. Invite each group to share their evidence for their assigned factor with the class. As groups share, prompt students to note the evidence for each factor on the activity sheet.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Determine the most important factors

1. Provide each student with a copy of *Activity Sheet 3, Determining the Most Important Factors*. Explain to students that their final task is to identify the three factors that were the most important in Japan becoming a modern nation-state. Prompt students to reflect on the evidence discovered earlier in this lesson and the three criteria for determining the most important causes. Remind students that the most important factors could include underlying or immediate causes.
2. Instruct students to note their decisions on the activity sheet.
3. Invite students to share their decisions and thinking with the class.
4. Guide students in discussing significant differences among the decisions. Remind students that different points of view about the relative importance of the causes of events can be plausible, if supported by carefully selected evidence.
5. To conclude the lesson, ask students to respond to the overarching question, "*Does nationalism bring people together or drive them apart?*" To guide their thinking, encourage students to reflect on the underlying and immediate causes that led to Japan's emergence as a modern nation-state.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Activity Sheet 1: Distinguishing Underlying Causes from Immediate Causes

Just before midnight one dark and stormy night, John Smith was sitting in his cabin in the woods. He had a craving for potato chips and realized that he had none left in the house. Glancing at his watch, he hopped into his car to drive to the gas station down the road, where he could buy more potato chips before it closed. As Smith pulled out of his lane and onto the highway, his neighbour, who was driving home from working a double shift at the local factory, slid on the icy road and crashed into Smith's car. Smith was killed instantly.

Later, as the townspeople were discussing the sad event, they shook their heads and said, "We always knew that Smith's obsession with potato chips would kill him." It is worth noting that local officials had long been warned of the dangers on that part of the highway, especially in winter, and yet no improvements had been made to the road. Some people said this seeming lack of action was because the residents in that part of town had no influence with local authorities. Others wondered if the neighbour would have been as tired if the work safety laws at the factory were more faithfully enforced.

Identify all the causes of the accident. Sort the causes into two categories:

- **immediate causes** that are directly connected in time and influence to the event;
- **underlying causes** that are less direct but created the conditions that made the event more likely.

Immediate causes	Underlying causes



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Activity Sheet 2: Distinguishing Factors

Factor	Evidence of a direct link to Japan becoming a modern nation-state; not simply accidental	Evidence that the factor contributed to the direction and intensity of events that led Japan becoming a modern nation-state	Evidence that the Japan becoming a modern nation-state would be less likely if the factor was missing
A. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
B. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
C. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
D. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
E. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Activity Sheet 2: Distinguishing Factors

Factor	Evidence of a direct link to Japan becoming a modern nation-state; not simply accidental	Evidence that the factor contributed to the direction and intensity of events that led Japan becoming a modern nation-state	Evidence that the Japan becoming a modern nation-state would be less likely if the factor was missing
F. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
G. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
H. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
I. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			
J. <input type="checkbox"/> Underlying <input type="checkbox"/> Immediate			



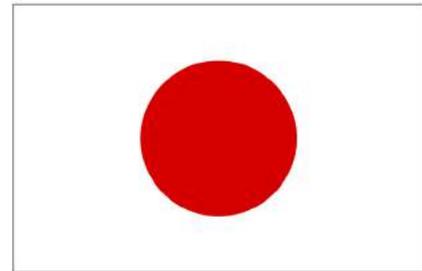
Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1a: Factors That Led to Japan's Emergence as a Nation-State

Why would geographic isolation be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Japan is a country made up of thousands of islands that lie just off the east coast of mainland Asia. Japan has emphasized its geographic location as being "where the sun rises." In letters to the Chinese Emperor, the Japanese referred to their country as Nippon, which means "the sun's origin." Indeed, for many years, Japan has been identified as the land of the rising sun.



The red circle in the Japanese flag is the rising sun meant to symbolize Japan.

Geographic isolation

Japan is an island nation. That means that it is completely surrounded by water and shares no borders with any other nation. How might Japan's geography as a group of islands with no land borders have influenced its development into a modern nation-state?

Japan lies off the coast of continental Asia. Its closest points are Russia in the north, the Korean Peninsula in the west, and Taiwan in the south. At least 170 kilometres of ocean lies between Japan and these other territories. In the era of the sailing ship, this would mean a long voyage. It also limited the attempts at foreign invasions—transporting a whole army across an ocean to invade Japan was a major challenge. However, despite the geographical distance between Japan and its neighbours, there was still some cultural exchange and trade.

The islands of Japan stretch about 3,000 kilometres from north to south (about as far as Toronto is from Vancouver).



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

- **Honshū** is the largest island, making up about 60 per cent of the land area of modern Japan. Today it is home to about 80 per cent of the people, and has always been home for most Japanese. Honshu was the location of many historical events and power struggles. The old capital city, Kyoto, and the new one, Tokyo (formerly Edo), are both on Honshū.
- Just north of Honshū is **Hokkaido**, the second largest and northernmost island of Japan. At one time, the inhabitants of Honshū called Hokkaido *Ezo* or *Ezochi* (meaning "land of the barbarians"). It was mainly populated with Ainu, the indigenous people of the area. Hokkaido became an official part of Japan only in 1868—when the government was formalizing Japan's boundaries.
- **Kyushu** (meaning "nine provinces") is the southernmost of the four main islands. It is also the island that is closest to mainland Asia, lying just a few hundred kilometers from China, Korea, and the Ryuku Kingdom. The people of Kyushu had more contact than other Japanese with Europeans, who arrived here by sailing ship from the south.
- Nestled off the southern coast of Honshū is **Shikoku** (meaning "four provinces"), the smallest and least-populated of the four main islands.
- A string of small Japanese islands stretches from the tip of Kyushu south almost to Taiwan. The Ryukyu Kingdom ruled here for five centuries, mainly from the island of **Okinawa**. Japan absorbed Okinawa in 1879.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?



Source: i kadek wismalana / Getty Images

The land and ocean shape a culture

Compared with Canada, the size of Japan's territory is small—it's a little less than half the size of British Columbia. Japan is larger than many other countries, however, such as Germany and Italy. Forested mountain ranges cover most of Japan lands, making it look similar to coastal British Columbia. Consequently, most Japanese live near both an ocean and a forested mountain. These two geographic features have heavily influenced Japanese culture.

Rough terrain and deep ravines with large rivers limited early transportation. Even though only about 15 per cent of the land is flat enough for agriculture, Japan is a rice-centred food culture. To help support and feed itself, the Japanese turned to the ocean, and also developed a seafood-centred food culture.

Prone to natural disasters

Japan is one of the most likely countries in the world to experience natural disasters. Japan has weathered typhoons, tidal waves, tsunamis, floods, volcanic eruptions, earthquakes, and mudslides. These types of disasters have played a significant role in shaping Japan and the character of its people. Japanese art, literature, plays, and poetry all make reference to humanity's relationship with nature. Even its buildings, roads, and bridges have had to be designed to withstand everything from tsunamis to earthquakes.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1b: Factors That Led to Japan's Emergence as a Nation-State

Why would authoritarian rule be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Between 1603 and 1867, Japan was ruled by the Tokugawa family as a military dictatorship. They ruled by force, in a feudal system, somewhat similar to the one in Europe during the Middle Ages. About 250 military lords, called *daimyo*, each controlled their own region of land called a domain. All the *daimyo*, however, were ruled by the powerful Tokugawa *shogun* and his government, known as the *bakufu*.

Note that there was a Japanese emperor throughout the Tokugawa period, but the role was strictly ceremonial with no real power.



WIKIS BAHSEL, THE SHOGUN OF JAPAN. source: Sain Images / GRANGER

Maintaining control: The alternate attendance system

Shogun was the title held by the most powerful person in the Tokugawa clan. He controlled only a small region directly. By securing the loyalty of all the *daimyo*, however, he indirectly controlled the whole country. The Tokugawa had a system to enforce that loyalty called the alternative attendance system.

The alternative attendance system meant that every *daimyo* was required to divide his time between his domain and Edo (now Tokyo), which was the capital city. However, the *daimyo*'s family was required to live in Edo permanently. The *daimyo*'s wife and children lived freely in the capital, but were still hostages, guaranteeing the *daimyo*'s loyalty. If he was not loyal, his family would come to harm.

Being required to make long and expensive journeys to and from Edo, consumed the *daimyo*'s time, and allowed the *shogun* to monitor their activities and movements. The alternate attendance system made it difficult for the *daimyo* to challenge the rule of the *shogun*. It worked, and the *shogunate* minimized the possibility of revolt for more than 250 years.



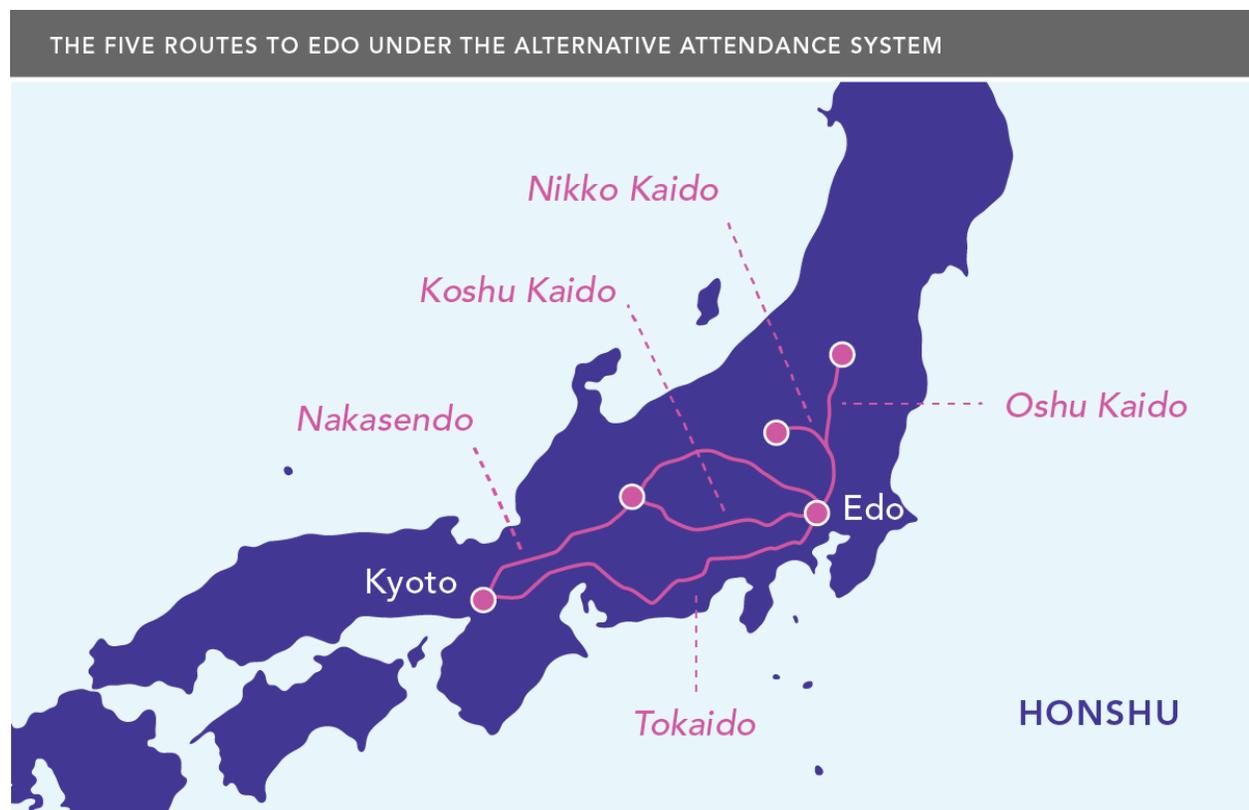
Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Other strategies for control

- **An economic bargain:** The *daimyo* were loyal to the *shogun*, provided military service, and paid taxes collected from the people living in their domains. In return, the *shogun* paid them a salary and rewards.
- **Control of mining and trade:** The *shogun* took measures to control both mining and trade. This limited how much the *daimyo* could grow their finances.
- **Control of foreign relations:** The *shogunate* limited and controlled contact with foreign countries and minimized the threat of invasion.
- **Limiting European influence:** The *Shogunate's* 1636 "Act of Seclusion" prevented all Europeans from living or travelling in Japan, with the exception of the Dutch, who were permitted to live and trade on Deshima, a small man-made island in Nagasaki Harbour. It also persecuted Christians in the seventeenth century, and banned the religion.

An unexpected result

The alternate attendance system helped shape Japan in a surprising way. Continual travel to and from the capital required a well-maintained system of roads and services. The most important of the main five routes was the *Tōkaidō*, a road that stretched from Kyoto to Edo. These transport routes linked various communities and transmitted culture from one area of the country to another.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1c: Factors That Led to Japan's Emergence as a Nation-State

Why would education be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

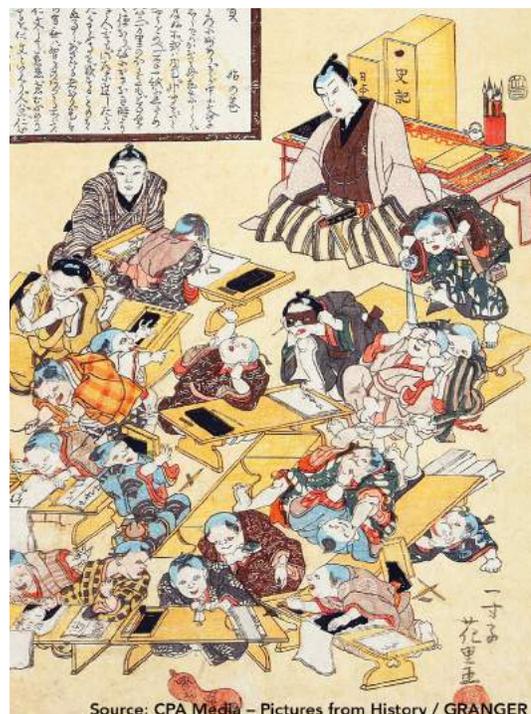
In 1603, the Tokugawa family brought the various warring regions of Japan under its control. This was the beginning of 250 years of peace and stability in Japanese society. In addition to contributing to economic growth and cultural development, peace also led to improvements in literacy and education. The *Shogun* (the Tokugawa rulers) allowed the establishment of schools. By the end of the Tokugawa era, literacy rates for the population at large had climbed to 54 per cent for men and 19 per cent for women, and was nearly 100 per cent for samurai. In cities, such as the capital Edo (now Tokyo), literacy rates for the general population were even higher. Although these rates are higher in Japan now, at that time they were higher than in many other societies. These gains in literacy also helped support Japan's transition later on to a modern-nation state.

Schools for the powerful

The *Shogunate* (the Tokogawa government) established schools for the powerful groups in society, including:

- the *Shogun* and his extended family;
- the *daimyo*, the 250 or so military lords who owed loyalty to the *shogun*, and their families; and
- the samurai, warriors trained to defend the *shogun*, *daimyo*, and their families.

The schools for the children of these powerful people were called *hanko*, and schools for the children of the samurai were the most elite of these. The Confucian Academy was run directly by the *shogunate*, and became a model for *hanko* throughout Japan.



Source: CPA Media – Pictures from History / GRANGER



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

By the end of the Tokogawa era in the mid-nineteenth century, 200 *hanko* were in operation, offering subjects such as:

- Confucianism (originally from China)
- books written in Chinese (*kangaku*)
- Japanese thought (*kokugaku*)
- medicine
- calligraphy (brush writing)
- some European ideas (*yōgaku*)
- Samurai trained in a variety of martial arts, including *kendo* ("the way of the sword"), the samurai code of conduct (*bushido*), and Zen Buddhism.

Schools for other social classes

The government also allowed schools for people from other classes or groups. These schools, called *terakoya*, were established by merchants. These were private schools, and were not funded by the government. *Terakoya* provided education for the children of farmers, artisans, and merchants—anyone who had the money to pay the school fees. As time went on, the *terakoya* began to look more like modern elementary classrooms, where students learned reading, writing, and mathematics.

The impacts

Because most schools were not controlled by the government, they were a place where students from different classes and regions would come together to learn. They broke down barriers between classes, and helped expand literacy across the country. They also served as centres for Japanese culture and education. This helped Japan maintain its culture, even when Japan began to modernize and adopt European ideas after the fall of Tokugawa rule.

Japan adopted a system of universal education in 1872. This education system became a way to teach all Japanese children, including those newly absorbed into Japan such as Ainu and Okinawans, that they needed to obey the emperor and follow Japanese Shintoism. Reverence for the emperor and adherence to Shintoism helped to build a stronger sense of national identity. These were also important factors in the later development of Japanese nationalism.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1d: Factors That Led to Japan's Emergence as a Nation-State

Why would reviving ancient Japanese culture be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Too much borrowing?

People have lived in Japan since before recorded history. There had been much cultural exchange during this time. For example, Japan embraced Chinese Buddhism as well as the Chinese writing system. However, Motoori Norinaga, a scholar who lived during the Tokogawa period, believed they should focus more on what was truly Japanese.

Scholars shift focus to the Japanese classics

Motoori was born in west-central Honshu in 1730. He became a physician before turning his attention toward *kokugaku*, the School of National Learning. This was a network of academics and scholars who studied the ancient Japanese classics, including

- the *Koji-ki* (Records of Ancient Matters)
- the *Nihon shoki* (The Chronicles of Japan)
- *Genji monogatari* (The Tale of Genji - the world's first novel)



The world's first novel was written by Japanese noblewoman Murasaki Shikibu in the early 11th century.

The School of National Learning challenged Japanese scholars to stop studying foreign thought and ideas such as Confucianism. Instead, they wanted Japanese scholars to study Japan's own ancient classics.

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Encouraging home-grown ideas

Motoori argued that Japanese people—not just scholars—should seek knowledge by turning to Japanese teachings rather than those from China. He argued that society should be politically, economically, and socially, reformed by drawing on these same Japanese teachings.

Japanese classical literature described the myths, customs, and ceremonies of the earliest emperors in Japan before the arrival of foreign ideas. Motoori believed these traditions would point to the core values that were at the root of Japanese essence (character), such as sympathy, sensitivity to beauty, and ways of distinguishing good from evil. He believed that this attention to an ancient past would help Japanese to be more Japanese.

Over time, Motoori's goals were effective, as more and more Japanese took pride in what they viewed as their distinctly Japanese values, traditions, and customs.



Motoori Norinaga, a scholar who lived during the Tokogawa period.

The effect on politics

Motoori never meant for his work to be used for political purposes, but long after he died, it was. For example, Motoori believed in the supremacy of the Japanese Emperor, who, during the time Motoori lived, had no power. According to Motoori's interpretation of ancient Japanese texts, the Emperor was the direct descendant of the sun goddess Amerterasu. Late in the Tokugawa period, there was a political movement that formed under the banner of *sonnō jōi*, which called for an end the rule of the Tokugawa and advocated for ideas such as, "revere the emperor, expel the barbarians."

Motoori's ideas contributed to the Meiji Restoration and the growth of nationalism during the Meiji-era and beyond, based on a sense of deeply rooted Japanese culture.

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1e: Factors That Led to Japan's Emergence as a Nation-State

Why would the revival of Shinto be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Today, *Shinto* is commonly translated as "the way of the gods." This ancient Japanese religion began as unorganized worship of nature and ancestors. In *Shinto*, natural features that inspire wonder, such as waterfalls, trees, rocks, mountains, and the sun can be worshipped as *kami*, or gods. Even certain humans, such as emperors, can be given status as *kami*.

How *Shinto* became "less" Japanese

Over time, Japanese people were exposed to the cultures and religions of China. Buddhism, Confucianism, and Taoism all influenced the practice of *Shinto*. Buddhism was the most prominent religion during the Tokugawa period.

Japanese scholar Motoori Norinaga (1730-1801) studied the ancient Japanese classics. He argued that Japanese should embrace *Shinto* as it had been before being influenced by non-Japanese ideas. He believed that this would help the Japanese people become more Japanese.

Motoori argued that since the Imperial family had descended from *Shinto* sun goddess Amerterasu, the emperor should be seen as the head of *Shinto*.



Source: Heritage Images/Contributor/Getty Images



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

The elevation of *Shinto*

In 1868, the Tokugawa government collapsed, and the emperor was restored to power in part because of the *Shinto* belief that he was descended from a sun-goddess. The new Meiji government rid *Shinto* of outside religious ideas and beliefs, and made it the official state religion.

As *Shinto* became a symbol of the Japanese nation and the emperor, the government established shrines (places of worship) throughout the country. These shrines were often located at the edges of forests, creating entranceways to the sacred space of the forest. The Meiji constitution created a State-Emperor-*Shinto* link. Every child learned about *Shinto* in school.

The Emperor and Meiji leaders used *Shinto* to unite the Japanese people by emphasizing ancient religious beliefs, which strengthened Japanese identity. *Shinto* also raised the emperor to the status of a divine being on Earth, which meant he was regarded as invincible.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1f: Factors That Led to Japan's Emergence as a Nation-State

Why would external threats be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Throughout the Tokugawa period of military rule, the *Shogun* largely kept Europeans and Americans out of Japan. Only the Dutch had some contact, trading with Japan from the tiny Japanese island of Dejima. Other western countries could not gain anything more than trivial meetings with Tokugawa government authorities and occasional agreements to release shipwrecked sailors.

The United States wants more

During the mid-1800s American interest in Japan grew.

- The United States had expanded its territory to include California and Oregon Territory, both of which lie along the Pacific Coast of North America. This gave the US much easier access to the Pacific Ocean and Asia. The Americans wanted take advantage of that easy access by opening trade with Japan.
- The Pacific had also become home to important seal and whale industries, yet the British and French had complete control of Pacific coaling ports. These ports were capable of supplying steamships with the coal needed for fuel. The Americans wanted Japanese ports to supply their steamships with coal.
- Whenever sailors were shipwrecked on Japanese shores, they were not guaranteed either safety or return. The Americans wanted to change that.

Gunboat diplomacy

In the summer of 1853, US Commodore Matthew Perry led two steamers, which Japanese onlookers called "black ships," and two sailing ships into Edo Bay in a quest to get Japan to end its policy of isolation.



Commodore Matthew Perry



GRADE 9 • NATIONALISM

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

US President Fillmore had ordered Perry to be firm in his dealings with the Japanese and to pass on the president's request for "friendship, business relations, a supply of coals and provisions, and protection of our shipwrecked people." Perry was a confident and experienced naval officer at the height of his career. He was determined to achieve success, even if it meant the use of force.

Perry delivered the president's letter to a young Tokugawa government official. He stated American demands and promised to return in a year with a larger squadron—with powerful guns—to receive the Japanese response. In other words, Perry sent a message that he was willing to use force to get what he wanted. This threat to use force while showing off one's superior firepower is often referred to as "gunboat diplomacy."



Japan weighs its options

During the year before Perry's return, Tokugawa considered their options.

- Tokugawa officials looked to history for lessons. They were aware that Chinese leadership had been humiliated during the First Opium War (1839-42), when the British had forced the Chinese to accept opium (a hallucinatory drug) for trade. After losing that war, the Chinese could not stop the British and other foreign powers from dividing up their empire. Tokugawa officials decided that achieving a peaceful agreement with the US was necessary to avoid the same thing happening in Japan.

Page 2 of 3



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

- The Tokugawa government also faced a number of challenges within Japan that were beginning to erode its strength. These included peasant revolts, conflicts between different economic and social classes, growing national debt, and disagreement about the Emperor's authority. The Tokugawa could not effectively fight a war without first solving these internal problems.
- Japanese military could not match the firepower of the American navy.
- Japan agrees to Perry's terms

As promised, Perry returned the following year. This time he brought nine ships with guns, including three coal-powered "black ships." The Tokugawa agreed to negotiate. In the Treaty of Kanagawa, the Japanese agreed to allow American ships to land and refuel at two ports. They also agreed to provide safe haven for whaling ships. It took two more years to establish a business and trade treaty. Before long, European countries negotiated similar deals.

The Tokugawa downfall

In a move not seen before, the Tokugawa government consulted the *daimyos* (the 250 or so military lords who owed their loyalty to the *Shogun*) on how to respond to Perry. This unusual consultation was seen as a sign of weakness. It gave courage to opponents of the Tokugawa government within Japan.

In the previous 250 years, the Tokugawa *shoguns* had enjoyed complete power while the emperors only had ceremonial roles. In January 1868, a group of low-ranking samurai led a successful revolt against the *shogun*. In November, *Shogun* Tokugawa Yoshinobu returned power to the 15-year-old Emperor. The new emperor took the name Meiji, which means "enlightened rule."



The first emperor of the Meiji restoration.

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1g: Factors That Led to Japan's Emergence as a Nation-State

Why would political reform be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Sakamoto Ryoma (1836-1867) was born into a wealthy but low-ranking samurai (Japanese warrior) family. He lived on Shikoku, the smallest of the four main islands of Japan. As a youth, Sakamoto travelled to Edo (now Tokyo) to continue his studies in swordsmanship. Shortly after arriving he saw Commodore Perry's "black ships," sent by the Americans to force the ruling Tokugawa government to open Japan to foreign trade. It left a powerful impression on him.

Early ideas of reform

After becoming an expert swordsman in Edo, Sakamoto returned to his home in Shikoku in 1858. Some of his friends had become politically active and wanted social, political, and economic change. Sakamoto joined the cause, but thought that all of Japan needed reform. He believed that the Tokugawa government was keeping Japan from moving forward, so he supported a strong pro-Emperor, anti-Tokugawa position. He thought the emperor could bring in needed reform.

Early action

To pursue these broader goals, Sakamoto went to Edo. There, he tried to assassinate a Tokugawa official who was attempting to modernize the Navy. At the time, Japan had few armed ships, and certainly none that could threaten the gunships of the American navy.

By talking to Sakamoto, the government official not only saved his life but also convinced Sakamoto that Japan needed a Western-style navy.



Source: JIJI PRESS/Staff/Getty Images

Sakamoto Ryoma



GRADE 9 • NATIONALISM

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

For a time, Sakamoto worked for this government official to help establish a naval training centre. The weakening Tokugawa government in Edo became suspicious of their activities and closed the centre two years later.

Masterminding the Tokugawa Downfall

Sakamoto still wanted to bring down the Tokugawa *shogunate*. He turned his eyes toward Satsuma and Choshu, two strong regions in western Japan. These two regions were traditional enemies. However, they were also both opposed to the Tokugawa government. Sakamoto negotiated an alliance between the two. It was decided that Satsuma and Choshu would develop a modern navy together to use to challenge Tokugawa forces.

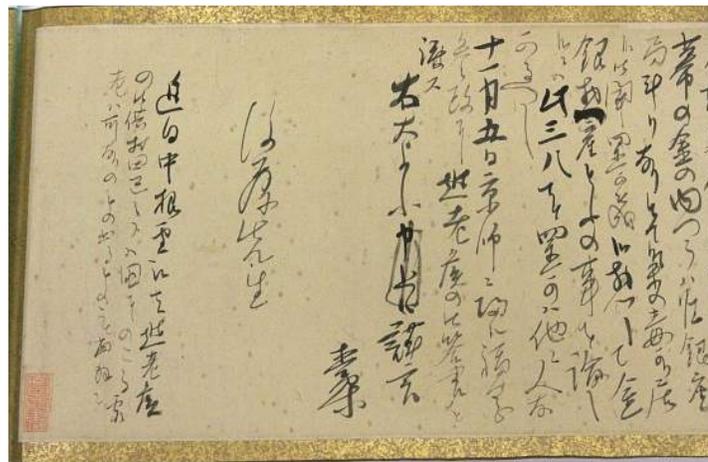
Negotiating a peaceful transition

The Satsuma-Choshu alliance defeated Tokugawa armies in several battles. The alliance prepared for what they expected next: all-out civil war. Sakamoto believed things could be done differently. On the one hand, support for the Tokugawa government was declining. On the other hand, Sakamoto knew that it had been 250 years since the Imperial Family had governed Japan, so it would need help. Sakamoto negotiated a peace: The Tokugawa *Shogun* resigned in 1867, and then offered support to the Emperor. A peaceful transition was achieved.

Developing a plan

Sakamoto proposed the peaceful transition as part of an "Eight-Point Plan," that included:

- return of political power to the Emperor;
- the creation of an elected legislative assembly for making laws;
- a constitution;
- a modern legal system that would support the rule of law; and
- a modern navy and army.



Letter written by Sakamoto shortly before his assassination in 1867.

Sakamoto's plan served as a blueprint for the political reforms that were to take place in Japan over the next few decades.

Sakamoto Ryoma was assassinated about a month later, at the age of 31, likely by those loyal to the Tokugawa.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1h: Factors That Led to Japan's Emergence as a Nation-State

Why would modernization be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

The Meiji period of Japanese history (1868-1912) brought about massive changes to Japanese society. When the Tokugawa *shogun* handed power to the emperor, the 15-year-old emperor took the name Meiji, meaning "Enlightened." He and the new Meiji government then began to change Japan from a feudal, isolated state into a modern, industrialized, and democratic country.

Dismantling the social hierarchy

During the Tokugawa period, Japanese society was structured as a fixed hierarchy. This meant that people were unable to move or change social classes. For example, a child born into a peasant family would most likely be a peasant for life. This changed in the Meiji period. The feudal social structure was dismantled. The upper classes lost many of their powers and privileges, including their rights to collect taxes for their own use. Under the new system, taxes were paid to the government, and these taxes were meant to benefit the country as a whole.

Democracy

Japan embraced Western ideas of democracy. During the Tokugawa period, the vast majority of the people had no rights to participate in their political system. Inspired by eighteenth and nineteenth century political rights movements in Europe and America, many Japanese demanded that the Meiji government grant them political rights and freedoms. So, the government developed a constitution and in 1889, the Emperor presented it as a gift to the people of Japan. The new constitution called for the creation of a parliament, which they called the *Diet*. In the *Diet*, elected representatives would make the laws for the country (this is similar to the parliament in Canada).



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Early modernization

Generally speaking, modernization is the transformation of a traditional, rural society into an urban, industrial society. The early modernization of Japan took many forms:

- A national army was created in 1871.
- In 1872, the private schools of the Tokugawa period were replaced with a universal education system that was paid for by the government.
- The monetary system (the way a government provides money in society) was updated.
- The tax reform of 1873 changed the way taxes were collected. Instead of collecting grain and rice as taxes, the government now expected taxes to be paid with money. This money became a main source of revenue for the new government.
- Even though agriculture remained central to the economy, the Meiji government made industrialization a primary goal. The government took a direct role in overseeing the development of key industries.
- A railway system was built to connect different parts of the country. Between 1872 and 1890, more than 2,000 km of rail lines were built.
- New telegraph lines also connected major cities. In the late nineteenth century, telephones did not exist, but messages were sent by Morse code along lengthy telegraph wires.

Finding a new balance between Western and Japanese ideas

The new Meiji government welcomed many ideas that came from the west, believing that the westernization of Japanese society was the key to becoming a modern industrialized nation. It embraced western science, banking methods, architecture, engineering, and technologies. Western cultural trends in music and fashion also became popular in Japan.

However, there was also some reaction against this emphasis on westernization. Beginning in the 1880s, more and more Japanese people began to appreciate, defend, and embrace traditional Japanese culture and values. This resulted in many changes. By 1890, the new education system that initially emphasized western learning was changed to refocus on the study of Japanese knowledge. Children learned the Japanese values of social harmony and honour. They studied the Japanese religion of *Shinto* and the ideas of Confucius (even though Confucianism was originally Chinese).

Growing international involvement

The Meiji government quickly become more involved in world affairs, ending almost three centuries of relative international isolation. The government developed mutually beneficial agreements on trade and other issues with other countries. For example, in 1902, Britain and Japan signed the Anglo-Japanese Alliance, in which the two countries agreed to protect each other's interests, especially in China and Korea.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1i: Factors That Led to Japan's Emergence as a Nation-State

Why would creation of a modern economy be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Shibusawa Eiichi (1840-1931) was born into a Japanese peasant farming family. During the Tokugawa period, if you were born a peasant, you stayed a peasant. Not so for Shibusawa. As a youth he studied Confucian writings and worked on the family farm. The family built up a business producing and selling indigo and silk. This brought wealth to the family and opportunity for Shibusawa.

An eye-opening education

In his early twenties, Shibusawa moved to Edo (now Tokyo) to study. This was a remarkable accomplishment for someone not born into the samurai (warrior) class. After completing his studies, he took a position in Kyoto, serving Hitotsubashi Yoshinobu, who was in charge of guarding the Emperor. As luck would have it, Hitotsubashi was part of the Tokugawa family, and he became the next *shogun*.

Hitotsubashi gave Shibusawa a position in his government. In 1867, at the age of 27, Shibusawa travelled with a government delegation to the Paris Universal Exposition and visited several European countries. Here he saw Europe's industrial and economic development, and it left a lasting impression on him.



Shibusawa Eiichi

Putting learning into practice

After the dust settled from the Meiji Restoration Shibusawa began putting what he had learned into practice.

Shibusawa helped establish Japan's first stock exchange. This was important beginning of a modern economy because it is where stocks in companies can be bought and sold, providing businesses with the money needed to grow.



GRADE 9 • NATIONALISM

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

- Serving in government positions, Shibusawa shaped many of the laws and rules needed to modernize the Japanese economy. He also wrote a manual on how to develop a company.
- After resigning from the government, he became the Head of the First National Bank, which he also helped establish.
- He founded or was involved with 178 companies and financial organizations, including Oji Paper, Shibusawa White Brick Factory, Japan Railways, and Sapporo Breweries.
- Guiding a nation through transition

For the 250 years of the Tokugawa period, business and trade were seen as lower-class activities. The ruling samurai had paid little attention to it. After the Meiji Restoration, Shibusawa saw the need to help the Japanese people understand and respect business and foreign trade. He trained management from the ground up in a variety of industrial sectors.

Shibusawa had studied Confucian values-based leadership, and he brought this learning to his work. He brought ethics (principles of right behaviour) into the business world, believing that the first goal of business should be to serve the public, not to make money. Shibusawa used these ideas to provide advice and money to many social organizations.

Finally, Shibusawa helped Japan become an active and influential participant in world affairs. He thought that business leaders should take part in global affairs and could help improve relations with Western countries. Because of his broad influence and impact on business in early Meiji-era Japan, Shibusawa is often referred to as the father of Japanese capitalism.



The modern Tokyo Stock Exchange. Shibusawa founded the first stock exchange.



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Briefing Sheet 1j: Factors That Led to Japan's Emergence as a Nation-State

Why would permanent borders be important in Japan's development as a modern nation-state?

Keep in mind that a nation-state is an independent, unified country, especially one consisting of one large population that shares a language, religion, cultural traditions, economy, and history. Today, most have a constitution, laws, permanent borders, and a government that regulates the health of the nation.

Changing borders during the Tokugawa period

Borders in Tokugawa-era Japan were fluid, meaning that they could change whenever the ruling *Shogun* wished. The Tokugawa government, known as the *shogunate*, operated out of the capital Edo (now Tokyo). It ruled over the lords (called *daimyo*) and their domains—the lands that they each controlled.

The number of domains and *daimyo* ranged between about 185 and 270 at any one time. Not all domains were equal in status, size, or wealth. The size could grow or shrink depending on the whim of the *shogun*. The size of Japan varied, too, but it was generally understood to include lands from the southern tip of Ezo (now Hokkaido) to the southernmost domain, which stretched south to include what is now Okinawa. The influence the government had over each domain varied significantly.

Securing land

One of the first changes the Meiji government pursued when it gained power in 1867 was to begin establishing permanent borders for the nation and the prefectures (like provinces in Canada). The Meiji was concerned about the region in the extreme north and south. Could the government bring them inside its national borders?



Indigenous Ainu people of northern Japan.

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

- Only the southern tip of Ezo (the northernmost island, now called Hokkaido), was a part of Tokugawa Japan. The rest of the island was the land of the Indigenous Ainu. Japan had some relationships with the island through trade and the fisheries, but did not rule the island directly. To change that, the new government absorbed Ezo along with the Ainu and renamed the island Hokkaido, meaning Northern Sea Circuit.
- In the south, following a long history of competing Western and Japanese claims to territory, the Meiji government took over the Bonin Islands south of Tokyo and renamed them the Ogasawara Islands.
- In 1879, it took over the Ryukyu Kingdom and renamed it Okinawa Prefecture.

1871: Permanent borders

By 1871, the Meiji government had abolished all remaining domains and replaced them with prefectures. Each prefecture was led by a government-appointed governor. Over the course of the next 15 years, Japan's national boundaries continued to shift. The number of prefectures continued to change before settling at the current number of 47. Japan's national borders continued to shift and only took their current form after the Second World War.



Source: The Asahi Shimbun/Contributor/Getty Images

Shotai, last king of the Ryukyuan Kingdom.

Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Background Information 1: Timeline of Causes Contributing to Japan's Development as Modern Nation-State



Which events and ideas were the most important in Japan's emergence as a modern nation-state?

Activity Sheet 3: Determining the most important factors

Three most important factors	Supporting evidence and reasons
1.	
2.	
3.	



Overarching inquiry question

Does nationalism bring people together or drive them apart?

Lesson inquiry question

What were the most important consequences of Japan becoming a modern nation-state?

Lesson challenge

Create a web of direct and indirect consequences of Japan's becoming a modern nation-state.

Lesson summary

In this lesson, students learn about the direct and indirect consequences of Japan becoming a modern nation-state. Students first learn to distinguish direct from indirect consequences by examining a scenario with multiple consequences. After reviewing the factors that led to Japan becoming a modern nation-state, students brainstorm possible personal, social, economic, cultural, and political consequences.

Working in small groups, students then create a concept map of the direct and indirect consequences of Japan becoming a modern nation-state. To conclude the lesson, students use the criteria for judging the importance of consequences and determine which of the direct and indirect consequences of Japan becoming a modern nation-state were the most important.

LEARNING ACTIVITIES

Introduce direct and indirect consequences

1. Provide each student with a copy of [Activity Sheet 4, The Great Goat Challenge](#). Inform students that their task is to identify the consequences of the events in the scenario. Explain to students that just as causes can be immediate or underlying, there are also two different types of consequences:
 - **Direct consequences:** an immediate result of an event or action. For example, feeling cold is a direct consequence of going outside in the winter without warm clothing.
 - **Indirect consequences:** emerge as a result of another consequence. Getting ill could be an indirect consequence of going outside in the winter without warm clothing.

Consider displaying these descriptions in the classroom for use later in the lesson.



What were the most important consequences of Japan becoming a modern nation-state?

2. Guide students in examining the example provided on the activity sheet. Once students understand the relationship between the two types of consequences, prompt them to identify the direct and indirect consequences of the events listed on the activity sheet.
3. Invite students to share their decisions with the class. Encourage students to use the descriptions of the two types of consequences to confirm the accuracy of their choices.
4. As students share, prompt them to suggest which consequences may have been intended, and which were unintended. Explain that historical events can have both intended and unintended consequences.
5. Share the lesson inquiry question, *“What were the most important consequences of Japan becoming a modern nation-state?”*, and the challenge, *“Create a web of direct and indirect consequences of Japan’s becoming a modern nation-state.”*

Identify the causes and consequences of Japan becoming a nation-state

1. Organize students into small groups (2-4 students) and provide each student with a copy of *Activity Sheet 5, Webbing Causes and Consequences*.
2. Review the factors that led to Japan’s emergence as a modern nation-state by asking students to note on the activity sheet underlying and immediate causes. If students are unfamiliar with these causes, consider completing the lesson *“Which events and ideas were the most important in Japan’s emergence as a modern nation-state?”* before beginning this lesson.
3. Ask students to share their underlying and immediate causes with the class. Encourage students to complete their webs by adding ideas suggested by other students.
4. Instruct students to now note consequences that might have occurred as a result of Japan becoming a modern nation-state. Remind students to consider possible direct and indirect consequences. Prompt students to note these consequences in the appropriate section of the activity sheet.
5. Encourage students to draw arrows and lines between the boxes to illustrate how one event may have led to another.
6. Invite students to share their webs with the class. Encourage students to complete their webs by adding ideas suggested by other students.

Identify the direct and indirect consequences of Japan becoming a nation-state

1. Organize students into pairs and provide each student with a copy of *Activity Sheet 6, Webbing Direct and Indirect Consequences* and *Briefing Sheet 2, Consequences of Nationalism in Japan*. Explain to students that their next task is to identify the direct and indirect consequences of Japan’s emergence as a modern nation-state.



What were the most important consequences of Japan becoming a modern nation-state?

2. Prompt students to search for both direct and indirect consequences in the briefing sheet. Instruct students to note these consequences in the boxes provided on the activity sheet. Encourage students to look for different kinds of consequences—legal, economic, political, and social. Remind students to note supporting evidence for each consequence recorded on the activity sheet.
3. Invite students to share their consequences with the class. As students share, remind them how a particular event can have ripple effects throughout society and over time. Encourage students to complete their webs by adding ideas suggested by other students.

Judge the consequences

1. Invite students to decide whether the consequences of a familiar event, such as their performance on a recent test, are equally important. Encourage students to suggest which is the more important consequence: feeling the disappointment of a parent or failing to get into college. As students share their thinking, explain that some consequences are more important than others. Introduce the following criteria for judging which consequences are the most important:
 - **Depth of impact:** How deeply felt or profound were the consequences?
 - **Breadth of impact:** How widespread were the consequences?
 - **Duration of impact:** How long-lasting were the consequences?

Consider displaying these criteria for use later in this lesson.

Respond to the challenge

1. Organize students into pairs and provide each student with a copy of *Activity Sheet 7, Determining the Important Consequences of Japan Becoming a Modern Nation-State*. Explain to students that their next task is to determine the most important consequences of Japan becoming a nation-state.
2. Instruct students to note on the activity sheet the five most important consequences of Japan becoming a nation-state. Encourage students to consider different kinds of consequences—cultural, economic, political, and social. Remind students that both direct and indirect consequences could be important, and that both types of consequences can have negative and positive impacts.
3. Prompt students to provide a rating and explanation for each consequence.
4. Invite students to share their ratings and evidence with the class. As students share their decisions, encourage them to suggest which of the consequences were intended and which were unintended.



GRADE 9 • NATIONALISM

What were the most important consequences of Japan becoming a modern nation-state?

5. Draw students' attention to the bottom of the second page of the activity sheet. Instruct students to rate the overall consequences of Japan becoming a modern nation-state. Remind students to consider the criteria for judging consequences and all the evidence.
6. Invite students to share their ratings and evidence with the class. Encourage students to explain any notable differences that emerge among the ratings for specific consequences.
7. To conclude the lesson, prompt students to reconsider the lesson inquiry question, *"What were the most important consequences of Japan becoming a modern nation-state?"* Invite students to hypothesize what might have happened if Japan had not become a modern nation-state, reminding them to use the evidence to guide their suggestions.

Assess the learning

Assessment Materials: Assessing Thinking About Cause and Consequence may be used to assess students' ability to use the criteria to rate the causes and consequences of Japan's emergence as a modern nation-state.



What were the most important consequences of Japan becoming a modern nation-state?

Activity Sheet 4: The Great Goat Challenge

Joel Nagtegaal is a long-suffering Vancouver Canucks fan with a big heart. In April 2009, Nagtegaal and his friends decided to grow beards during the National Hockey League playoffs. The beards soon became goatees and the great goat challenge was born.

Nagtegaal and ten of his friends pledged to buy a goat for a village in Kenya every time the Canucks won a playoff game. Their vision was sixteen goats by the time the Canucks had the Stanley Cup in hand. The Canucks did not win the cup, but the villagers in Kenya were the true winners. Nagtegaal and his friends went public with their plan by creating a Facebook group.

After transforming the "Go, Canucks, Go" chant to "Goat Canucks Goat," Nagtegaal took the campaign to the internet. The number of members in the Facebook group quickly reached 425 and continued to grow. With that many people donating money, the goat-o-meter—which recorded the number of goats purchased—soon soared to 125. Nagtegaal and his friends then created an official website that received 8,500 visits within days. Although the Canucks managed only six playoff wins, fans donated \$17,000—enough to buy 684 goats.

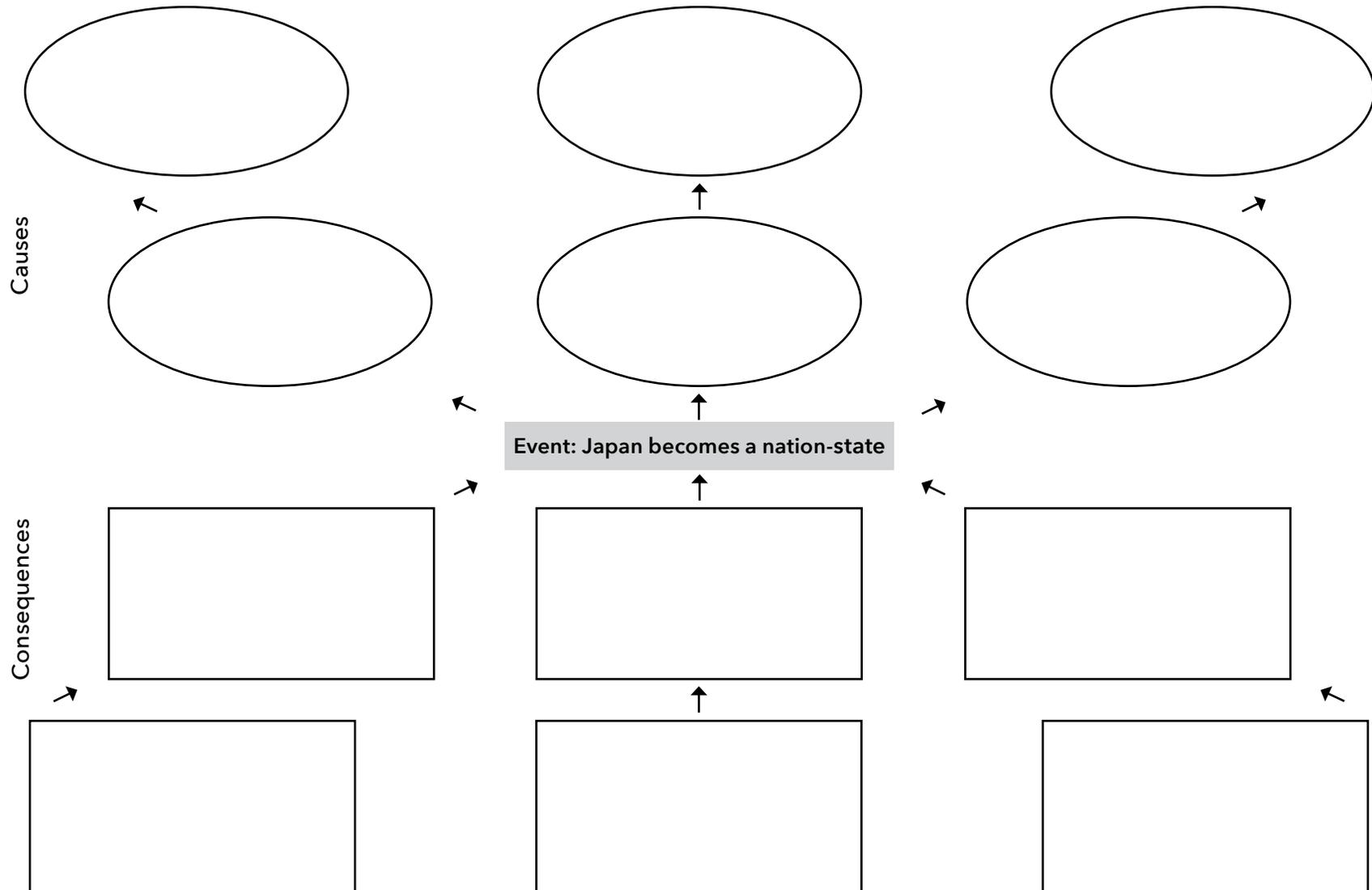
The villagers in Kenya are grateful for the goats. Goats are easy to take care of and eat almost anything. They multiply quickly. The villagers use the milk to feed their children and they sell the baby goats to pay their school fees.

Indirect consequence: Joel and his friends pledged to buy a goat for a village in Kenya every time the Canucks won.	Indirect consequence:
Direct consequence: The idea of a great goat challenge is born.	Direct consequence:
Event: Joel and his friends decide to grow beards.	Event: Canucks do not win the Stanley Cup.
Event: Joel and his friends create an official website.	Event: Villagers in Kenya receive 684 goats.
Direct consequence:	Direct consequence:
Indirect consequence:	Indirect consequence:



What were the most important consequences of Japan becoming a modern nation-state?

Activity Sheet 5: Webbing Causes and Consequences



What were the most important consequences of Japan becoming a modern nation-state?

Activity Sheet 6: Webbing Direct and Indirect Consequences

Consequence	Evidence	Consequence	Evidence	Consequence	Evidence
Consequence	Evidence	<div style="border: 1px solid black; border-radius: 15px; background-color: #4a4a8a; color: white; padding: 10px; display: inline-block;"> Japan becomes a modern nation-state. </div>		Consequence	Evidence
Consequence	Evidence			Consequence	Evidence
Consequence	Evidence	Consequence	Evidence	Consequence	Evidence



What were the most important consequences of Japan becoming a modern nation-state?

Briefing Sheet 2: Consequences of Japan's Development as a Modern Nation-State

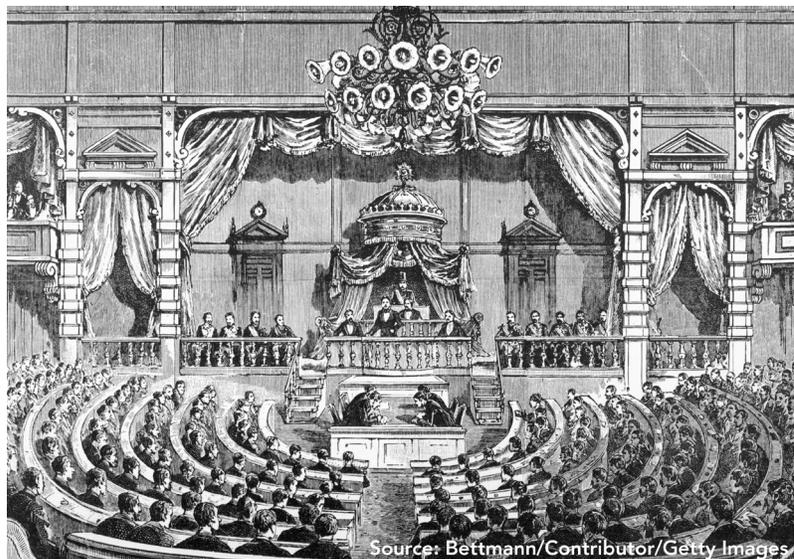
The transformation of Japan into a modern nation state began with the Meiji Restoration of 1868. The Meiji Restoration ended the Tokugawa Bakufu (or Edo Period) in which Japan had been ruled by a military leader known as the *Shogun*. A new government was established with Emperor Meiji becoming the first Japanese emperor in many years to assume the role as the nation's supreme power. Following this change, Japan underwent a series of reforms that dramatically affected the government, economy, foreign relations, the military, and social life. Many of these changes both reflected and encouraged a growing sense of national unity and identity.

Political consequences

In 1868, the *genro*, a small group of elites, granted political power to Emperor Meiji. However, the *genro* also had significant political influence and power. These new leaders made many political changes with the goal of making Japan strong enough to compete with western countries such as Britain and the United States.

Before 1868, land and political power were controlled by the *daimyo* (lords). In 1868, the new Meiji government ended this system and moved government control from Kyoto to the newly-named Tokyo (formerly Edo). The government also sent many officials and scholars to Europe and the United State to learn more about western governments and economies. This learning was focused on the goal of making some aspects of Japan more like western countries, a process known as westernization.

By 1889, the Meiji government agreed to a new constitution. This constitution was based on the British and German models of government. A new legislative assembly called the Imperial Diet was created. It featured an upper house made up of nobles and an elected lower house. Only adult males with a certain amount of property could vote in elections for the lower house; this meant that only five percent of Japan's population were allowed to vote in the first general elections, held in 1890.



Japanese Parliament opening, 1889.

What were the most important consequences of Japan becoming a modern nation-state?

The constitution also established a new executive cabinet led by a prime minister. In this system, the Emperor had many powers including control over foreign affairs, the military, and the ability to appoint the cabinet and prime minister. Overall, a growing sense of national identity in Japan reduced internal political divisions, strengthened government control over many aspects of Japan, and introduced forms of westernization.

Economic consequences

A major goal of the new Meiji government was to quickly industrialize and modernize Japan. The Meiji government began building modern transportation and communication infrastructure, including new railroads, telegraph lines, and steamship routes. The government removed barriers to trade inside the country, introduced a common currency (the yen), and modernized the tax system. Peasants who had paid taxes in rice or grain had to pay taxes in cash based on individual landowners' harvest potential. Although the taxes provided the money the government needed to pay for these projects, the taxes also felt like a burden for many peasants. In fact, in 1883-1884, there were peasant uprisings to protest the high tax rates. The police and military used violence to stop the protests.



Japanese men on a railroad locomotive, 1895.

Government reforms also shifted land ownership from the *daimyo* to private ownership of land. During the 1880s the government sold many state-owned businesses to private owners. This resulted in economic power being held by a small group of people known as the *zaibatsu*, who also ran most of the banks and owned many factories. By the early twentieth century Japan had become one of the world's major industrial powers, able to compete with European countries and the United States. Overall, the development of Japan into a strong nation-state helped the country also develop into a modern, industrial economy with a large labour force.

Social consequences

The political and economic reforms in Japan during the late nineteenth century had significant impacts for all people in Japan. In 1872 the Meiji government introduced public education modeled on American and French schools. Approximately 20,000 new schools were built to improve literacy rates and to provide the workers needed for a modern



Source: Alinari Archives/Contributor/Getty Images



What were the most important consequences of Japan becoming a modern nation-state?

economy. By encouraging patriotism and loyalty to the Emperor, compulsory public education played an important role in developing Japanese nationalism.

During the Meiji period, some Japanese citizens gained new economic and personal freedoms. At the same time, rural peasants, who were the majority of the population, suffered malnutrition, starvation, and disease - most commonly tuberculosis, a serious infectious disease that affects the lungs. Peasants who moved to cities to work in factories discovered that the government had outlawed labour unions and union activities, such as strikes. This meant that working conditions for many Japanese workers did not improve quickly.

During this time period many young women from rural communities started working in factories. More than 800,000 women worked in cotton and silk factories. Women were paid very little for working twelve to fourteen hours every day. Even though they were recognized for contributing labour to the growing national economy, they were denied the right to vote and other political powers.

The status of the Japanese elite or nobility also shifted during this time. The Meiji government reorganized local governments, removed the *daimyo* and samurai from power, and appointed new governors. In 1869, the roles of the highest ranking nobility of Japan were also reformed.

Military and foreign affairs consequences

The Meiji government aimed to quickly modernize and expand its military to deal with threats from other countries. In 1873 the government passed a law requiring all able-bodied male citizens serve at least three years in the military. Although the peasant class and the samurai disliked this change, the law eventually encouraged feelings of nationalism and loyalty to the Emperor.

As Japanese economic and military power grew, the government became more involved in international affairs. The military was used to expand Japanese territory. For example, in 1879 Japan took over the Ryukyu Kingdom, including the island of Okinawa. Disagreements over control of the Korean Peninsula led to war with China (1894-1895). Japan's success in this war resulted in China giving control of Korea and Taiwan (formerly Formosa) to Japan. In 1904-1905 Japan showed its military strength again by winning a war against Russia. By the beginning of the First World War in 1914, Japan was a global military and economic power. The rise of nationalism in Japan was closely related to its growing military strength. As Japan expanded its influence in world affairs and its control of more territories and people, nationalism in Japan grew.



Japanese military during the Sino-Japanese War.

What were the most important consequences of Japan becoming a modern nation-state?

Activity Sheet 7: Determining the Important Consequences of Japan Becoming a Modern Nation-state

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
Economic	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
Political	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						



What were the most important consequences of Japan becoming a modern nation-state?

Activity Sheet 7: Determining the Important Consequences of Japan Becoming a Modern Nation-State

Criteria for judging which effects are more important than others:

- **Depth of impact:** How deeply felt or profound were the effects?
- **Breadth of impact:** How widespread were the effects?
- **Duration of impact:** How long lasting were the effects?

Effects	Rating and explanation						
Social	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
Other	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						
Overall consequences (consider evidence from all categories)	Very negative impact						Very positive impact
	-3	-2	-1	0	+1	+2	+3
	Explanation:						



What were the most important consequences of Japan becoming a modern nation-state?

Assessment Materials: Assessing Thinking About Cause and Consequence

Aspect of understanding	Level of understanding
I understand what it means to analyze an event's causes and consequences.	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
I can explain how events can have many different underlying and immediate causes of varying importance.	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
I can explain how consequences can be direct or indirect and how actions often have unintended consequences.	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
<p>I can determine the importance of consequences using the following criteria:</p> <ul style="list-style-type: none"> • <i>Depth of impact: How deeply felt or profound were the consequences?</i> • <i>Breadth of impact: How widespread were the consequences?</i> • <i>Duration of impact: How long-lasting were the consequences?</i> 	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
<p>I can determine the importance of causes using the following criteria:</p> <ul style="list-style-type: none"> • <i>Evidence of a causal connection: Is the cause clearly connected to the event and not a coincidence? If this factor were removed, how likely is it that the event would still have occurred?</i> • <i>Degree of influence: To what extent did the cause contribute to the event or make other causes more or less important?</i> • <i>Absence of alternative explanations: Is there no reason to suspect that some other factor can explain the outcome?</i> 	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>



Overarching inquiry question

Does nationalism bring people together or drive them apart?

Lesson Inquiry Question

Did becoming a modern nation-state improve life in Japan?

Lesson Challenge

Rate the extent to which everyday life in Japan improved after becoming a modern nation-state.

Lesson Summary

In this lesson, students determine the extent to which life changed after Japan became a modern nation-state. Students begin by identifying examples of constancy and change in their own lives. After learning about these historical thinking concepts, students work in small groups and examine descriptions of life for various groups in Japan before and after it became a modern nation-state. Students first identify similarities and differences between various areas of life in the two time periods. Students then judge which of these constancies and changes were the most important. To conclude the lesson, students rate the extent to which daily life improved after Japan became a modern nation-state.

LEARNING ACTIVITIES

Judge changes and constants

1. Organize students into pairs and provide each group with a copy of *Activity Sheet 8, Comparing Then and Now*. Invite students to suggest whether life is better or worse for teens today than it was for teens living twenty-five years ago.
2. Explain to students that their task is to think of questions that could be used to compare the life of a modern-day teenager to the life of a teenager living twenty-five years ago. Student suggestions might include:
 - What clothes were fashionable?
 - What type of music was popular?
 - What did teens do after school?
3. Instruct students to note their questions in the middle column of the activity sheet.



Did becoming a modern nation-state improve life in Japan?

4. Invite students to share their questions with the class and then encourage each pair to add to its list the questions suggested by other students.
5. Guide the class in using these questions to discuss the lives of a modern-day teenagers and teenagers living twenty-five years ago.
6. Prompt students to identify three of the most important changes and three of the most important continuities. As students share, co-develop or present the criteria to assess the importance of changes and constants:
 - Criteria for judging whether **changes** are important:
 - **Substantial effect:** a dramatic difference in the way things function
 - **Relatively permanent:** a lasting condition or development
 - **Widespread:** effects that are broadly felt across society/time
 - Criteria for judging whether **continuities** are important:
 - **No substantial difference:** there is little or no difference in the way things work
 - **Important aspects:** the similarities are found in significant aspects of life
 - **Widespread:** the similarities are broadly present across society/time

Consider displaying the criteria for use later in this lesson.
7. Invite students to reconsider the changes and continuities in the life of teenagers using the criteria. Prompt students to identify three of the most important changes and three of the most important continuities. Invite students to share their thinking.
8. Invite students to suggest whether life for teens has improved or declined during the past twenty-five years. Encourage students to share their thinking.
9. Explain that the concepts of continuity and change are useful when attempting to decide how lives and conditions are alike or different over periods of time. Share with students the lesson inquiry question, *“Did becoming a modern nation-state improve life in Japan?”*, and the challenge, *“Rate the extent to which everyday life in Japan changed after becoming a modern nation-state.”*

Explore how life changed

1. Organize students into small groups (2-4 students) and provide each group with a copy of *Activity Sheet 9, Rating Progress and Decline*. Assign each group of students one of the groups of people in Japan and provide *Briefing Sheet 3, Continuity and Change in Japan*, to each group of students. Explain to students that their task is to determine the extent to which life changed for their group as a result of Japan becoming a modern nation-state.
2. Draw students’ attention to the left-hand column of the activity sheet. Prompt students to note in this column evidence from the briefing sheet of changes and continuities for their assigned group in each area of life (i.e., economic, legal, political, social).



Did becoming a modern nation-state improve life in Japan?

3. Direct students' attention to the right-hand column of the activity sheet. Instruct students to rate the extent to which their assigned group experienced decline or progress in each area of life. Remind students to use evidence from their briefing sheets to support their ratings.
4. Invite students to share their ratings and evidence for their assigned group. As students share their thinking, encourage students to suggest which group of people gained the most and which group gained the least as a result of Japan becoming a modern nation-state.

Respond to the challenge

1. Explain to students that their final task is to determine the extent to which life improved for their assigned group after Japan became a modern nation-state.
2. Ask students to work individually. Draw students' attention to the bottom of the second page of the activity sheet. Guide students in using all the evidence from each area of life to select an overall assessment.
3. Invite students to share their overall assessment and evidence for their assigned group. Encourage students to explain any notable differences that emerge between the ratings for specific groups of people.
4. To conclude the lesson, invite students to reconsider the lesson inquiry question, "*Did becoming a modern nation-state improve life in Japan?*", and the overarching challenge, "*Does nationalism bring people together or drive them apart?*" Invite students to hypothesize what might have happened if Japan had not become a modern nation-state, reminding them to use the evidence to guide their suggestions.

Assess the learning

Assessment Materials: Assessing Thinking about Continuity and Change may be used to assess students' ability to use the criteria to judge how Japan's emergence as a modern nation-state changed life for people living there.



Did becoming a modern nation-state improve life in Japan?

Activity Sheet 8: Comparing Then and Now

Life of a teen twenty-five years ago	Questions to compare the life of a teen today to the life of a teen living twenty-five years ago	Life of a teen today

<p>Criteria for judging whether changes are important:</p> <ul style="list-style-type: none"> • Substantial effect: a dramatic difference in the way things function • Relatively permanent: a lasting condition or development • Widespread: effects that are broadly felt across society/time 	<p>Criteria for judging whether continuities are important:</p> <ul style="list-style-type: none"> • No substantial difference: there is little or no difference in the way things work • Important aspects: the similarities are found in significant aspects of life • Widespread: the similarities are broadly present across society/time
The three most important changes	The three most important continuities
1.	1.
2.	2.
3.	3.



Activity Sheet 9: Rating Progress and Decline

Assigned group of people:	
Comparing life before and after Japan became a modern nation-state	Rating and evidence
<p>Economic progress or decline</p> <p>Was this group doing better or worse off in terms of wealth and the ability to generate it?</p>	<p>Much worse</p> <p style="text-align: center;">-3 -2 -1 0 +1 +2 +3</p> <p>Much better</p> <p>Evidence:</p>
<p>Legal progress or decline</p> <p>Did this group have more or fewer rights? Was it treated as well (equally) as others before the law?</p>	<p>Much worse</p> <p style="text-align: center;">-3 -2 -1 0 +1 +2 +3</p> <p>Much better</p> <p>Evidence:</p>



Activity Sheet 9: Rating Progress and Decline

Assigned group of people:							
Comparing life before and after Japan became a modern nation-state	Rating and evidence						
<p>Political progress or decline</p> <p>Did this group have more or less say in how decisions were made?</p>	Much worse						Much better
	-3	-2	-1	0	+1	+2	+3
	Evidence:						
<p>Social progress or decline</p> <p>Did this group have more or fewer choices and better or worse standing in society?</p>	Much worse						Much better
	-3	-2	-1	0	+1	+2	+3
	Evidence:						
<p>Overall assessment</p> <p>Considering all of the evidence in each area of life, to what extent was life for this group better or worse off after Japan became a modern nation-state?</p>	Much worse						Much better
	-3	-2	-1	0	+1	+2	+3
	Evidence:						



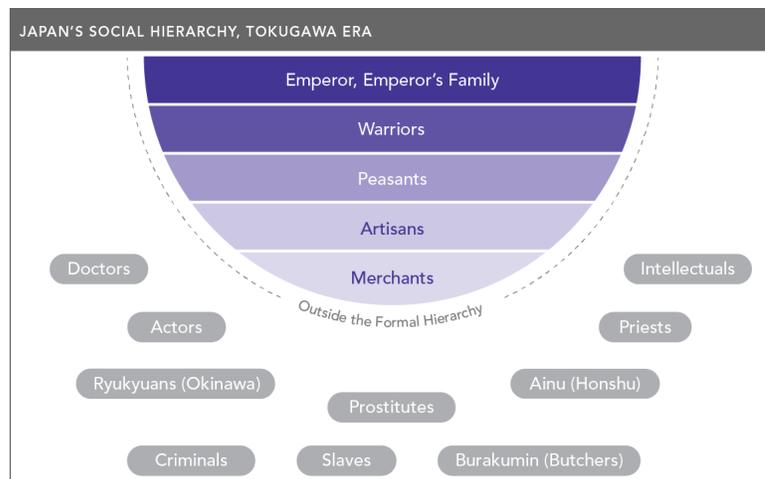
Briefing Sheet 3: Continuity and Change in Japan

Before Japan's emergence as a modern nation-state, Japanese society had a feudal-like system organized into four main classes:

- Warriors
- Peasant farmers
- Artisans
- Merchants

Some groups were outside these four classes. The emperor and his family were generally considered to be above the four classes. There were also groups of people that were considered outside of or lower than the four classes. These included priests, doctors, intellectuals, actors, prostitutes, and criminals.

In addition, slaves and people who worked as butchers were thought to be "unclean." These groups of people were often treated very poorly by the other groups. Others lived in areas outside of or were not included in the Tokugawa system, such as foreigners, people residing in parts of northeast Honshu, Ezo (now Hokkaido), and the Ryukyu Kingdom (now Okinawa).



During the Meiji Period (1868-1912), the new government changed this structure.

Daimyo and Samurai

Before the Meiji Restoration of 1868, the warrior classes made up about ten per cent of Japan's population. The *shogun*, or military dictator, ruled over *daimyo*. The *daimyo* controlled large areas of land and held enormous political and economic power. The *shogun* and the *daimyo* hired samurai to protect them and their lands.

The *daimyo* paid the samurai a small fee to collect taxes and maintain control of the peasants. They collected grain and rice taxes from peasant farmers. By the mid-nineteenth century, many samurai became local officials and used their fighting skills as an art form rather than for fighting. The samurai still had social privileges and distinguished themselves



from other groups of people by wearing distinctive swords and a topknot hairstyle.

After the Meiji Restoration of 1868, the new government abolished the feudal system. The new leaders persuaded the *daimyo* to give control of their land to the Emperor. In return they would receive a new title or rank which was based on the European system of nobility (for example, prince, marquis, count, viscount, and baron).



The government also abolished the samurai class. The samurai no longer received money from the lords and they were not allowed to wear their swords or their traditional hair style in public. Many samurai rebelled against these changes.

In order to avoid discontent and violence, the government offered the samurai jobs in the government and loaned them money.

Peasant farmers

Before the Meiji Restoration, peasant farmers in small rural villages made up approximately 80 per cent of the population. These farmers were usually too poor to own their own land. Instead, they worked the land owned by their *daimyo*. Peasants had to grow enough food to feed themselves and pay the rice or grain tax to the *daimyo*. Most peasant farmers lived in poverty and faced regular food shortages and disease. Some peasants managed to become wealthy and even own their own land, but were still not allowed to move out of the peasant class.

Changes introduced by the government after the Meiji Restoration affected many aspects of peasants' lives. Although most peasants continued to farm and live in rural villages, they now paid their taxes using money instead rice or grain. More peasants were able to own their land, but this also potentially meant they had to pay higher taxes to the government. The government made landowners pay taxes on the crops their land might grow, not what they actually did grow.

Many peasants moved to cities and towns as more factories were built in Japan. Although working conditions in factories were poor, the quality of life was usually better in cities than it was in rural villages.

During this time period, more children from rural farm families started to attend to school. In 1870, 40 per cent of boys and 18 per cent of girls attended school. By 1910, 98 per cent of all children in Japan attended school.

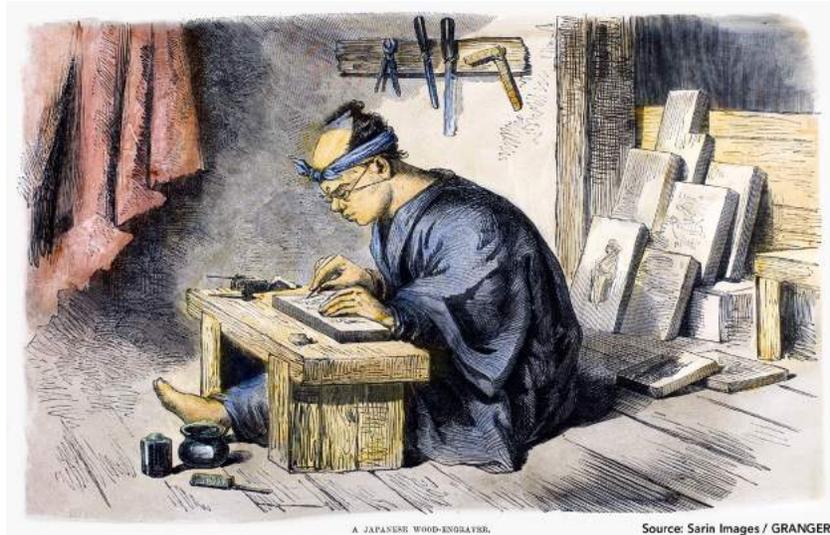
Artisans

Artisans in Tokugawa-era Japan produced many non-agricultural products and goods. This included household items, such as clothing and cooking utensils. They also created items of beauty and enjoyment, such as woodblock prints, a common form of art during that time. Some artisans even made swords for the samurai.

Artisans made significant contributions to Japanese arts and culture, which grew and flourished during this period. For example, artisans played important roles in producing the elaborate costumes, masks, and props that were part of Noh and Kabuki drama.

Despite these contributions, artisans were usually considered less important than peasants. This was

because the hierarchy of the social classes was based on perceived value and usefulness to society. The contributions of the artisans were not viewed as being as valuable or useful as those from the peasants. Artisans lived in cities, and their living areas were kept separate from both the samurai and members of the merchant class.



A JAPANESE WOOD-BLOCKPRINT.

Source: Sarin Images / GRANGER

Merchants

In feudal Japan, the merchant class was the lowest of the four social classes. Merchants were looked down upon and even called “parasites.” Other classes thought merchants benefited from the work of other classes, such as peasants and artisans. Merchants were also disliked because they were often involved in money lending.

After the Meiji Restoration and the abolishment of the feudal system, merchants began to increase their wealth. They started to own more land and businesses. Wealthy merchants also began to live and socialize in the same areas as individuals who were formerly samurai or *daimyo*. These changes helped break down some of the barriers between the social classes.

Merchant families who were already rich gave money to the new government to help modernize and industrialize Japan. The government did not want to take money from foreign investors and instead gave Japanese merchants more important roles in the economy.

Women

Before the Meiji Restoration, the quality of life for women in Japan depended upon their social class. Although women in higher social classes usually had a better quality of life, their rights and freedoms were still severely limited. Women were not allowed to own property and their main role was to raise children and support the family. Generally, women were expected to be obedient and loyal to their husbands or fathers. Women from lower classes were sometimes sold into prostitution by their families.

After the Meiji Restoration, the government did little to improve or change life for most women in Japanese society. For example, the government passed laws that more clearly defined marriage and restricted women's ability to own property and vote. The new constitution of 1890 ensured that women could not become an emperor, even though women had served as empresses in the past.

During this time, women began to work in textile factories. Factory owners wanted women workers because they could be paid less than men. Often women were sent to work in factories because their families could not afford to feed them.

Support for women's education slowly increased during this period. However, when women did attend schools, the education often focused on encouraging women to become "good wives and mothers".

A textbook from 1900 explained the role of women:

Girls must be gentle and graceful in all things. In their conduct and manner of speech, they must not be harsh. When a girl marries she must serve her husband and his parents faithfully, guide and educate her children, be kind to her servants, be frugal in all things, and work for the family's prosperity. Once she marries, she must look upon her husband's home as her own, rise early in the morning, go to bed late, and devote all her thoughts to household affairs. She must assist her husband, and whatever misfortune befalls the family she must not abandon it.

– From JE Thomas, *Modern Japan: A Social History since 1868*
(New York: Routledge, 1996) p. 194.

By the early twentieth century, women began to demand greater freedoms and rights. The Japanese government, consisting mostly of men, made sure that women could not join political parties, own land, or vote.



Outcasts and groups outside the four classes

In feudal Japan there were several groups who were outside the class system. One of the largest outcast groups eventually became known as the *burakumin* (people of the village or hamlet) and were also called the derogatory name *eta*. These communities were often discriminated against and treated as less than human. They were not allowed to leave their communities and could not leave their homes after sunset. They were only allowed to do certain jobs that were seen as dirty or impure, such as slaughtering animals.

After the Meiji Reformation, the government passed the Edict Emancipation. This law officially gave all the outcast communities full legal status as citizens of Japan. The term *eta* was no longer considered appropriate and the group was given the new name *shin heimin*, or “new commoners.”

While these changes improved life for the *burakumin*, it also caused more difficulties. They now had to pay taxes and compete with other classes for jobs that were previously reserved for them. These changes did not improve the relationships between the *burakumin* and other social groups or reduce the discrimination they faced. Peasant communities resented the newly raised status of the “new commoners.” Some peasants even protested against the changes and attacked members from the *burakumin* class.



Assessment Materials: Assessing Thinking About Continuity and Change

Aspect of understanding	Level of understanding
<p>I understand the concepts of continuity and change.</p>	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
<p>I can explain how change and continuity can be both positive (progress) and negative (decline).</p>	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
<p>I can evaluate the importance of changes using the following criteria:</p> <ul style="list-style-type: none"> • Substantial effect: a dramatic difference in the way things function • Relatively permanent: a lasting condition or development • Widespread: effects that are broadly felt across society/time 	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>
<p>I can evaluate the importance of continuities using the following criteria:</p> <ul style="list-style-type: none"> • No substantial difference: there is little or no difference in the way things work • Important aspects: the similarities are found in significant aspects of life • Widespread: the similarities are broadly present across society/time 	<p>Beginning Very strong</p> <p>← 1 2 3 4 →</p> <p>Evidence:</p>

