LOC TPS WH/APWH Tokugawa Japan
AP World History Periods 4 and 5
9-12 Grades

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

Two to three class periods of 45 – 60 minutes
Description of activity: Students will read an essay and answer targeted questions about the Tokugawa Period. Then they will find examples of social, economic, and political aspects of the Tokugawa period from the Library of Congress website and use them to create a museum exhibit.

Activity Goals
Focus Question: What were the social, economic, and political characteristics of Tokugawa Japan? How was it a unique period in Japanese history? To what extent did traditional forms remain?

Context: This covers many of the basic characteristics of Tokugawa Japan (1600-1868) not including expulsion of Europeans and Western contact in the 1850s.

Objectives: Identify and explain key characteristics of Japan during the Tokugawa period. Assess continuity and change and evaluate the significance of the period in the development of Japan.

AP World History
Key concepts 4.1.I; 4.1.VII; 4.2.III; 4.3.III; 5.3.II
Skills periodization, argumentation

Virginia SOLS
STANDARD WHII.1a, b, e
The student will improve skills in historical research and geographical analysis by
a) identifying, analyzing, and interpreting primary and secondary sources to make
generalizations about events and life in world history since 1500 A.D. (C.E.);
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of
the world and to interpret the past since 1500 A.D. (C.E.);
e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the
present;

STANDARD WHII.5c
The student will demonstrate knowledge of the status and impact of global trade on regional
civilizations of the world after 1500 A.D. (C.E.) by
c) describing East Asia, including China and the Japanese shogunate.
STANDARD WHII.9d, e

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

d) explaining the rise of industrial economies and their link to imperialism and nationalism;

e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Assessment: Reading questions to guide focus and check for comprehension, creation of museum exhibit to showcase key characteristics of the Tokugawa period, argumentation essay as summative assessment.

Activity Details
Primary Sources: see below

Procedure:
Students read an essay on Tokugawa Japan and answer questions. They should gain an understanding of the basic characteristics of the society, economy, and political structure and be able to compare this period to earlier periods. Discuss these questions with the class before moving forward.

Students will create a digital art exhibit using woodblock prints from the Tokugawa period from the Library of Congress to illustrate aspects of this period. They will provide a short explanation of why they chose each print as a caption under the image itself anther exhibit. Finally, students will evaluate the nature of this period.

Students should search by subject starting here

Library of Congress > Prints & Photographs Reading Room > Prints & Photographs Online Catalog > Collection > Subjects

Fine Prints: Japanese, pre-1915 - Browse by Subjects

http://www.loc.gov/pictures/collection/jpd/index/subjects/a/

They must pay attention to the date, making sure to stay within 1600-1868.

Alternate forms of this project could use a preselected body of sources. If preferable, students could work in groups and use paper copies of the prints instead of a digital format. Students would benefit from sharing their choices and explaining their rationale to classmates.

The final assessment could be an essay in which students evaluate the period as either the final chapter in Japan’s feudal period or a period of new development more analogous to the early modern period of western Europe.

What you will need before implementing: Internet access and a device for each student. If not You will need color copies of every document and description information on the back.
Read this essay and answer the following questions.
Tokugawa Japan: An Introductory Essay
http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/tokugawa/essay.html

How did the government of Tokugawa period differ from earlier periods such as the Ashikaga (Kamakura) Shogunate?

Known as the “Great Peace”, how did the period change the status and privileges of the samurai?

How were daimyoskept under the control of the shogun?

How did the economy change during this period?

What events and processes were going in other parts of the world during this time?

How did the lives of the peasants change?

How did culture/entertainment change?

How was the end of the Tokugawa period unusual?

Formative Assessment Task:
Students could use http://www.classtools.net/3D/ to create an exhibit which features Tokugawa period prints from the Library of Congress to illustrate the social, economic, and political aspects of the Tokugawa period.

Library of Congress > Prints & Photographs Reading Room > Prints & Photographs Online Catalog > Collection > Subjects
Fine Prints: Japanese, pre-1915 - Browse by Subjects

http://www.loc.gov/pictures/collection/jpd/index/subjects/a/

- increased economic production and trade
- growth of cities
- requirements on daimyos to live alternate years in the capital and in their hans
- families of daimyos had to remain in Edo as hostages
- daimyos commitments to road-building and infrastructure
- restrictions on samurai
- relative peace and stability
- increase in literacy
- forms of entertainment focused on commoners
- popular culture
Remember - pay attention to the date, making sure to stay within 1600-1868.

Underneath each work of art, label with the name, the artist, the date, and the url. Write a sentence or two explaining why you chose this and what characteristic it represents.

The teacher may want to limit the number of images or group students together to produce one exhibit, giving individuals the responsibility of gathering/curating 3 (if 3 students are in a group) or 5 items (if 2 students are in a group).

Evaluate this project on choice of appropriate sources, accuracy, number of characteristics they illustrated through artwork, and quality of their explanations.

Summative Assessment Task - recommended for APWH, time permitting:
Do you think the Tokugawa Period should be thought of as the final chapter of Japan’s feudal period or is it more comparable to the early modern period of western Europe?
Craft your argument and back it up with evidence.