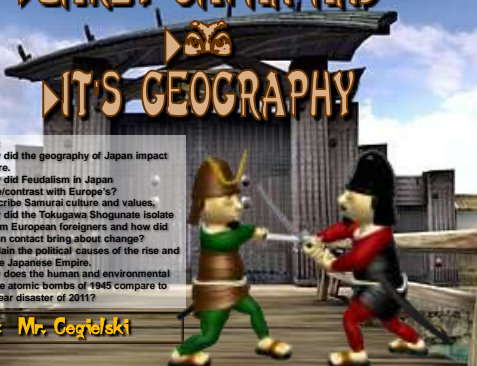


▶ EARLY JAPAN AND ▶ IT'S GEOGRAPHY

▶ Essential Qs:

- ▶ 1) How did the geography of Japan impact its culture.
- ▶ 2) How did Feudalism in Japan compare/contrast with Europe's?
- ▶ 3) Describe Samurai culture and values.
- ▶ 4) Why did the Tokugawa Shogunate isolate itself from European foreigners and how did European contact bring about change?
- ▶ 5) Explain the political causes of the rise and fall of the Japanese Empire.
- ▶ 6) How does the human and environmental toll of the atomic bombs of 1945 compare to the nuclear disaster of 2011?

By: Mr. Cegielski



▶ Warm Up!

NAME: _____

DATE: _____

1. How did the geography of Japan impact its culture?

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▶ The Geography ▶ of Japan



▶ Topography



▶ Nippon -- "Land of the Rising Sun"



▶ Japan and the United States





▶ Japan's Regions



▶ Japan's Prefectures



▶Fast Travel Throughout Japan



▶ *Shinkansen:*
Bullet Train

▶ Bullet Train
National Lines

▶Japan's Topography



Legend:

- 0-500 ft (0-1,524 m)
- 500-1,000 ft (152-3,048 m)
- 1,000-5,248 ft (305-1,600 m)
- 5,248-16,404 ft (1,600-5,000 m)
- 16,404 ft (5,000 m)

Japan: Terrain

Bodies of Water

- Asia is surrounded by bodies of water. One important body of water is the **Sea of Japan**. It is located between the Korean Peninsula and Japan. In Korea they refer to it as the East Sea.

▶Very Mountainous: Little Arable Land



▶Hells Lake Pool in Beppu



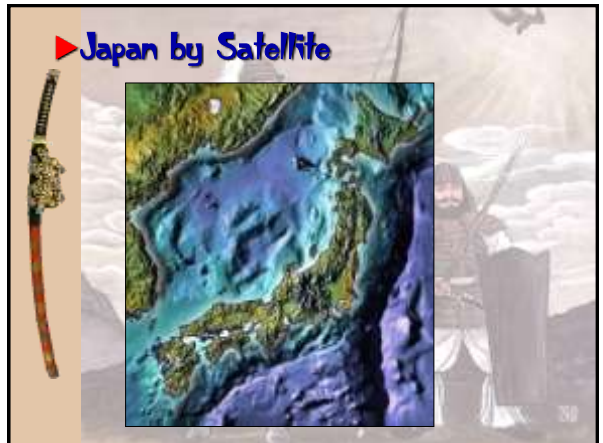
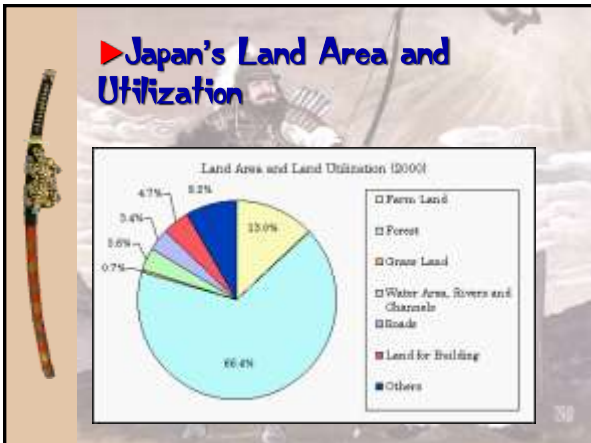
Mountains

- Mount Fuji is the tallest mountain in Japan at 12,388 ft. The mountain is located on the island of Honshu and it is considered sacred by Shintos.



▶Mt. Fuji





▶ Mt. Aso -- Active Volcano



▶ Shiranesan Caldera



Topography Map of Japan

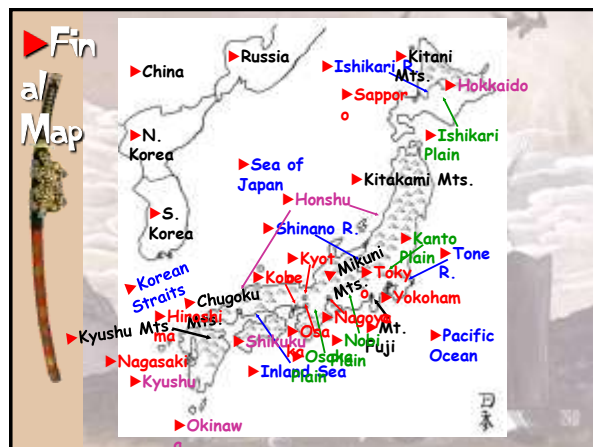


The Geography of Japan

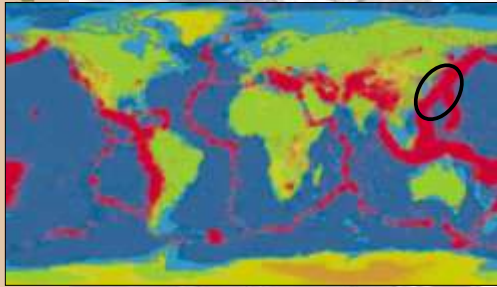
1. On the physical map provided, label the following **NEATLY** and **CLEARLY** as directed below.

- A. BODIES OF WATER** — use a **BLUE** ink pen
 - Sea of Japan
 - Inland Sea
 - Pacific Ocean
 - Korean Straits
 - Okhotsk River
 - Sea of Okhotsk
 - Tsushima Strait
- B. MOUNTAINS & PEAKS** — use a **BLACK** ink pen
 - Kinoshita Mts.
 - Kurohara Mts.
 - Ashimori Mts.
 - Chugoku Mts.
 - Kyushu Mts.
 - Mt. Fuji
- C. VALLEYS / PLAINS / BASINS** — use a **GREEN** ink pen
 - Sagami Plain
 - Nobi Plain
 - Chugoku Plain
 - Sakai Plain
 - Osaka Plain
- D. ISLANDS** — use a **PURPLE** ink pen
 - Hokkaido
 - Honshu
 - Shikoku
 - Kyushu
 - Okinawa
- E. COUNTRIES** — use a **BLACK** ink pen
 - Russia
 - People's Republic of China
 - North Korea
 - South Korea
- F. CITIES** — use a **RED** ink pen
 - Sapporo
 - Hiroshima
 - Kobe
 - Tokyo
 - Nagasaki
 - Osaka
 - Yokohama
 - Nagoya
 - Osaka





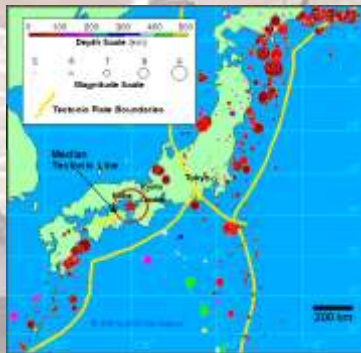
▶Global Tectonic Plates
Japan -- On the "Fire Rim
of the Pacific"



▶Japan's Sub-Oceanic Trenches



▶Japanese Earthquakes: 1961-1994



▶Ginza Ruins After The Great Kanto
Earthquake -- Tokyo, 1923



▶Over 100,000 dead!

▶Kobe Earthquake -- January 17, 1995

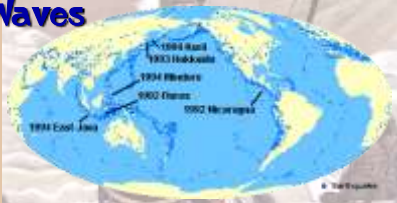


▶ 7.2
Richter scale

▶Kobe Earthquake -- January 17, 1995



▶Tsunamis – Tidal Waves

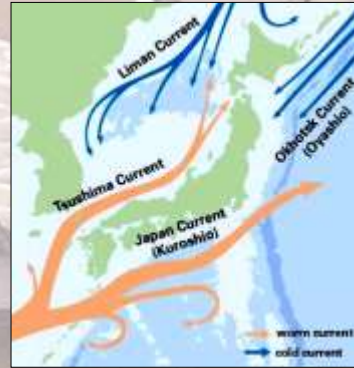


▶Climate

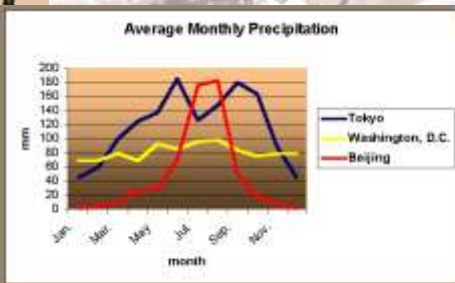
▶ Japan and the United States



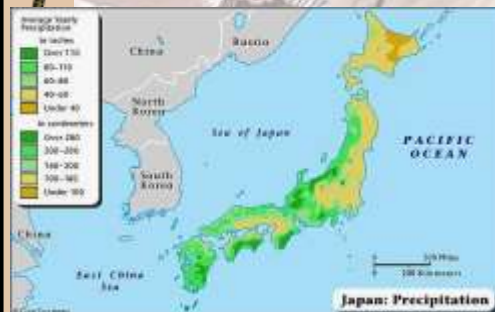
▶ Japan's Oceanic Currents

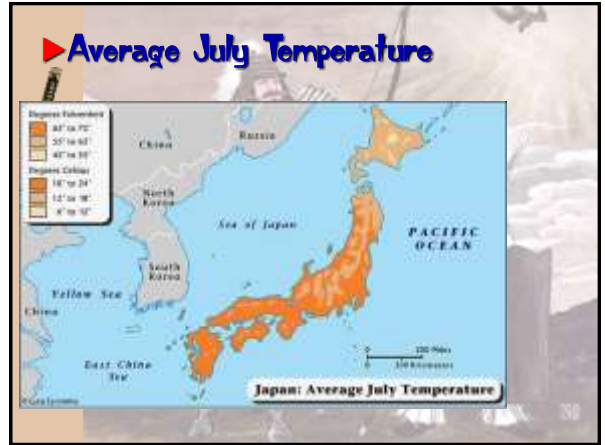
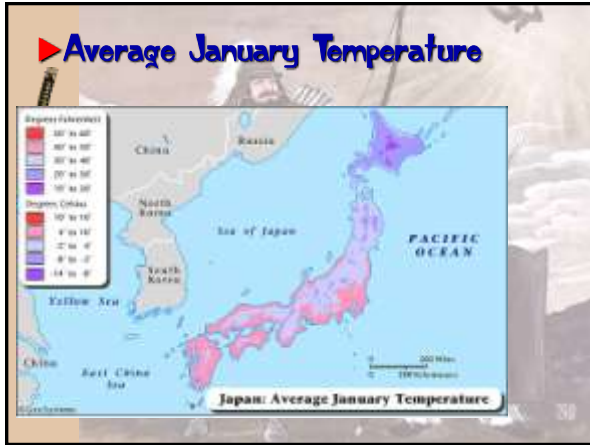


▶ Average Monthly Precipitation in Three Cities



▶ Precipitation





▶Different Climates and Seasons in Japan

- ▶Spring
- ▶Summer
- ▶Fall
- ▶Winter

▶Vegetation

▶Igawa Town on the Izumo Plain



▶Rice Farmer's Farmhouse:
Okutsu Town, Okayama Prefecture



▶Terrace Farming of Rice



▶The Japanese Farm the
Sea



▶Tokyo
Fish Market



Analyzing a Photograph

The photographs in your notebook help you understand what you are reading. They might show the natural landscape, dwellings, and other features of places that are unfamiliar to you. If you were studying East Asia, for example, you might read about the terracing that is used to make the land suitable for growing crops. The photograph below shows terracing. How does what is shown in the photograph help you understand the text?

To read the photograph, you need to examine it carefully and describe the details. Look at the overall content of the photograph first, and then focus on the photograph's attached to view. Then, look at the details. What can you learn about the landscape, the people, the climate, the soil, or the water?



1. WHAT IS THE OVERALL SUBJECT OF THE PHOTOGRAPH?
2. USING WHAT YOU SEE IN THE PHOTO, DESCRIBE TERRACING.
3. WHY WOULD TERRACING BE NECESSARY FOR FARMING IN THIS REGION?
4. WHAT DOES THE PHOTO TELL YOU ABOUT THE AVAILABILITY OF LAND FOR FARMING IN THIS REGION?

▶ **Raw Materials**
▶ **and Resources**

▶ **Natural Resources**



▶ **Raw Materials**



Japan's Economy

- Japan has one of the largest fishing fleets in the world.
- Japan has automobile factories but in general the economy is moving towards the service sector.
- Japan is the economic leader in the region.
- Japan is heavily dependent on imported raw resources. It must import about 50% of its food and most of its fuel.

▶World Contributions to Global Warming

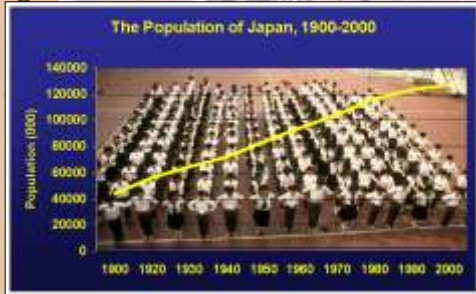


▶Demographics

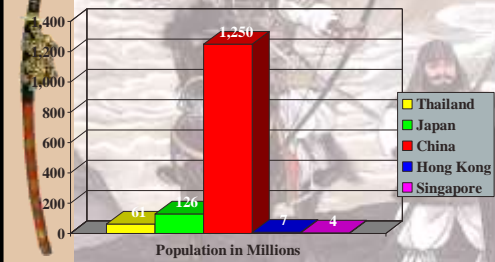
▶Japan's Population Density



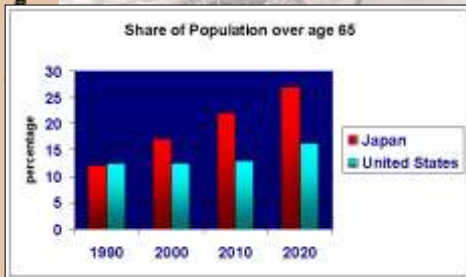
Japan's Population Trends



Population Comparisons



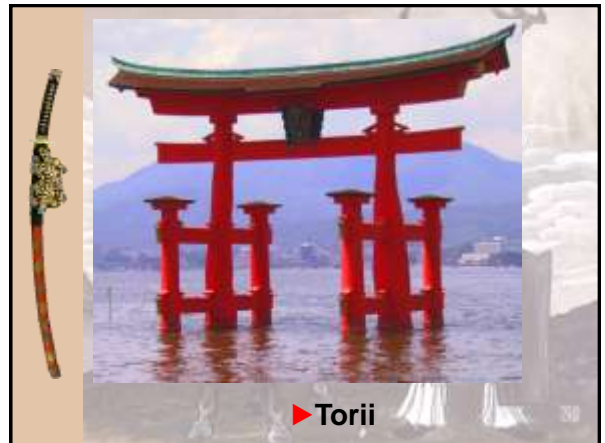
▶ Japan's Population Over 65 versus the United States



▶ Japan's Growing Older

Japan's Age Breakdown

Under 15 years	15.8%
15 - 59 years	63.3%
60 and over years	20.9%





▶ Tanuki - A Japanese Racoon



▶ Tanuki Road Sign



▶ SAYONARA

5. WRITE YOUR NAME

Using the closest sounds available, write your name in hiragana. Write the following phrases in hiragana. (Japanese is written from top to bottom, starting at the top right of the page and moving left.)

Konnichi wa (Hello)
 Hajime mashite?
 (How do you do?)
 Watashi wa John...desu.
 (I am John...[use your name])
 Arigato gozaimasu.
 (Thank you!)
 Sayonara (Good-bye)

o	お	お	お	o	の	の
u	う	う	う	u	を	を
e	え	え	え	e	を	を
o	お	お	お	o	を	を
ka	か	か	か	ka	を	を
ki	き	き	き	ki	を	を
ku	く	く	く	ku	を	を
ke	け	け	け	ke	を	を
ko	こ	こ	こ	ko	を	を
sa	さ	さ	さ	sa	を	を
shi	し	し	し	shi	を	を
su	す	す	す	su	を	を
se	せ	せ	せ	se	を	を
so	そ	そ	そ	so	を	を
ta	た	た	た	ta	を	を
chi	ち	ち	ち	chi	を	を
tsu	つ	つ	つ	tsu	を	を
te	て	て	て	te	を	を
to	と	と	と	to	を	を
ni	に	に	に	ni	を	を
nu	ぬ	ぬ	ぬ	nu	を	を
na	な	な	な	na	を	を



Yamato Period: 300-710

Began promoting the adoption of Chinese culture:

- ▶ Confucianism.
- ▶ Language (*kanji* characters).
- ▶ Buddhist sects.
- ▶ Chinese art & architecture.
- ▶ Government structure.

"Great Kings" era

Prince Shotoku: 573-621

- ▶ Adopted Chinese culture and Confucianism.
- ▶ Buddhist sects allowed to develop.
- ▶ Created a new government structure:
 - 17 Article Constitution in 604.

Heian Period: 794-1156

Characteristics:

- ▶ Growth of large landed estates.
- ▶ Arts & literature of China flourished.
- ▶ Elaborate court life [highly refined]
 - ETIQUETTE. 🐦
- ▶ Personal diaries
 - *The Pillow Book* by Sei Shonagon [10c]
- ▶ Great novel
 - *The Tale of Genji* by Lady Murasaki Shikibu [1000 pgs.+] 🐦
- ▶ Moving away from Chinese models in religion, the arts, and government. 🐦

Heian Period: Cultural Borrowing

1. Chinese writing.
2. Chinese artistic styles.
3. Buddhism [in the form of ZEN].
4. BUT, not the Chinese civil service system! 🐦

Heian Court Dress



The Pillow Book by Sei Shonagon (diary)



The Pillow Book
by Sei Shonagon (diary)



Tale of Genji (first novel)



Tale of Genji Scroll
(first novel)



Lady Murasaki Shikibu



She contributed much to the Japanese script known as *kana*, while men wrote with Chinese characters, *kanji*.

"Tale of the Heike"

"If we were never to fade away ... how easy! Elsewhere in the world, how things would lose their power to glow or the most precious thing in life is its transience. What a wonderfully unbalanced being it is to live even a single year in perfect equality! Power! If that is not enough! No you, you would love a thousand years and still feel it was but a single night's dream."

→ What is the main idea of this quote?

Haikus

On a journey ailing
My dreams reach about
Drew a wretched line

To live in the world
Is sad enough without this pain
Pounding on my chest.

→ What do these Haiku poems tell you about feelings and emotions?

Zen Riddle

One day while walking through the wilderness a man stumbled upon a "vicious tiger." He ran but soon came to the edge of a very high cliff. Desperate to save himself, he climbed down a vine and dangled over the deep precipice. As he hung there, two mice appeared from a hole in the cliff and began gnawing on the vine. Suddenly the man noticed on the vine a group of old women; they plucked it and popped it in his mouth. It was remarkably delicious!

→ What is the meaning or moral of the story? What lesson does the scholar want you to learn from reading the story?

Answer the questions below:

- What is the moral of our hand clapping?
 - If a tree falls in the forest and no one hears it, did it make a sound? How do you know?

→ What do these two questions have in common?

→ What is the point of asking these sorts of questions?

Minamoto Yoritomo



**Founded the Kamakura Shogunate:
1185-1333**

The emperor reigned, but did not always rule!

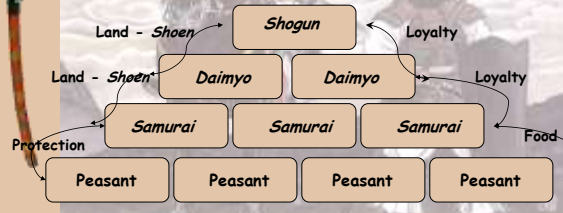
Feudal Society



Feudalism

A political, economic, and social system based on loyalty, the holding of land, and military service.

JAPAN:



Feudalism

A political, economic, and social system based on loyalty, the holding of land, and military service.

EUROPE:

The diagram illustrates the Feudal Pyramid in Europe. At the top is the **King**, who provides **Land - Fief** to **Lords**. In return, the **Lords** provide **Loyalty** to the King. The **Lords** then provide **Land - Fief** to **Knights**. In return, the **Knights** provide **Loyalty** to the Lords and **Protection** to the **Peasants**. The **Peasants** provide **Food** to the Knights.

GRAPHIC ORGANIZER

The diagram shows the hierarchy of Japanese society. At the top is the **EMPEROR**, followed by **NOBLES**. Below Nobles are four categories: **DAIMYO (PROBLE)**, **DAIMYO (PROBLE)**, **DAIMYO (PROBLE)**, and **DAIMYO (PROBLE)**. Below these are **SAMURAI**, **SAMURAI**, **SAMURAI**, and **SAMURAI**. At the bottom is **PEASANTS**.

The diagram shows the structure of Japanese society after Yoshitomo's defeat. Write the word or words that best complete each of the following statements. Use the diagram and your notebook to help you.

- At the top of Japanese society was the _____.
- The _____ held the real power in Japanese society.
- The lowest people in Japanese society were not allowed to carry swords. They were the _____.
- If a _____ was dishonored in his domain, he was expected to commit suicide.
- _____ was a noble who used samurai to defend his territory and carry out his orders.
- In feudal Japan a knight would be the center of the Japanese _____.
- It was said that the Emperor reigns and the _____ rules.

Code of Bushido


- * Fidelity
- * Politeness
- * Virility
- * Simplicity

Seppuku: Ritual Suicide


It is honorable to die in this way.

Kaishaku - his "seconds"





BILLOWING PANTALOONS, worn over the armor robe, fitted loosely in the legs to allow freedom of movement




STUDY SHINGUARDS of cloth or leather were reinforced with strips of iron to give protection from the front




AN EXQUISITE BROCADE, richly worked with a design of peonies, was one of the extravagant materials used in an armor robe that may have been made for a 14th Century imperial prince



Samurai Charging




Modern-Day "Samurai Warriors"



Peasant Labor: Japan ▶ **SOAPSTONE!**

Source: David Lee Jacob: *A Documentary History: The Days of History in the Last Edo-period* [Newark, New York: M. E. Shoup, 1977], pp. 212-13.

1. Consider the Lord of your domain, the sun and the moon. Report your hat holder (jico) or magistrate (zakura) on the peonies duty (jui-gan) of your place. Treat your village head (kinnori) as if he were your own father.
2. During the first five days of the new year, pay respect to those around you in accordance with your position. Within the first fifteen days, make more than enough ropes needed to perform your major and minor public services (jotome labor for the year). After the first fifteen days, when mountains and fields are covered with snow, accommodate all the firewood needed for the year. Use a slough to pull straight on the fields. At night make sandals for horses. Daughters and wives must sew and weave Chiyu-gami to make clothing for their menfolk. If there is a housewife who makes an excessive amount of tea to entertain others, visit around in the absence (of menfolk), and gossip, then the man have a hidden love from if a man has a child with her, that kind of woman must be sent away. . . .
3. During the fourth month, men must work in the fields from dawn to dusk and make furrows as deep as the hoe can penetrate. Wives and daughters must make mats three times, put on red headbands and take the mats to the fields. Old and young alike must put the mats in front of the men, who are soiled from their work. By seeing the wives attend to old, man, old and young alike, can be so encouraged. . . . in the extent of forgetting their fatigue. Once men are home after dusk, give them bath water, and let them wash their feet. Men in-law and female cousins must put the chapped feet of the man on the stomach of his wife and massage them. Let him forget the toil of the day.

Toward the end of the fourth month, put a harrow on the horse and take the fields. Cut rice-curdles from nearby mountains and put them on the Chiyu-gami field. If the field is located near a house, always check how the wind is blowing before burning the mountain-har grass. If time is appropriate, sow radish, barley, and wheat seeds.

JAPANESE AND EUROPEAN FEUDALISM


Read the selection below comparing and contrasting feudalism in Japan and Europe, and complete the chart.

Japan's feudal culture was in many ways more like that of feudal Europe than China. The warriors, who were known by the generic term of samurai/retainers, placed great emphasis on the military virtues of loyalty, honor, self-discipline, and the stoical acceptance of death, leaving any religious injunctions against suicide. They commonly took their own lives in battle, rather than accept torture and possible humiliation in prison. Similarly the gruesome and extremely painful means of executing one's own subjects became a sort of ritual used to demonstrate will power and maintain one's honor. Vagabond called *rogue* or "belly-rotting," but more properly known as *ashigaru*, took form of four-wheel ox-carts pulled on wooden wheels, modern horse, and usually by two draft teams, a job considered an acceptable and especially honorable way to die.

The prime deity in the Japanese feudal system, as in that of Europe, was *loyalty*, because the whole system depended on bonds of personal loyalty. Of course, loyalty was in actuality the weakest link in such systems, and the weakest states of both Japan and Europe are full of cases of tumults and religious heresies. In Europe, with its inheritance of Roman law, the lord-vassal relationship was seen as mutual and contractual – in other words, as legalistic. In Japan, the Chinese system has placed less emphasis on law and more on morality – that is, on the submission of law to the moral values of the ruler, since his right to rule was theoretically based on his superior wisdom and stability. Hence, the lord-vassal relationship was seen as one of unbroken and absolute loyalty on the part of the vassal, not merely one of legal contract between the two. There was thus no room for the development of the concept of political rights, as happened in the West.

Still, family lineage and honor were of great importance in medieval Japanese society, because inheritance determined power and prestige as well as the ownership of property. Family continuity was naturally a matter of vital concern. The Japanese avoided many of the problems of Western hereditary systems, by permitting a man to behead among his sons the one most suitable to inherit his position and ability using adoption when there was no male heir to him. The husband of a daughter, a young relative, or even some entirely unrelated person could be adopted as a completely acceptable heir. While inheritance is no longer a key feature of Japanese society, these types of adoptions are still common.

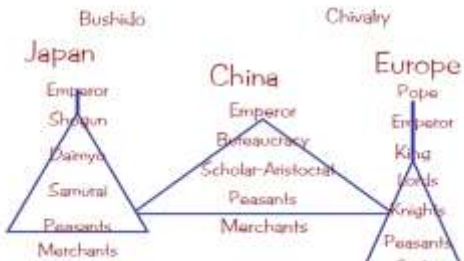
Japanese feudal estates differed from that of Europe in two other striking ways. In Japan there was no out of feudal vassal and vassal on a hereditary basis, as though they were legal inferiorities. The Japanese more respected their women to be as tough as they men and exempt self-discipline out of loyalty on family. Also Japanese warriors, though men of the sword, use their leisure in courtships, had more of the culture than the European feudal aristocracy that stressed art learning and the gentle arts. They prided themselves on their fine calligraphy or poetry skills. Perhaps the long coexistence of the culture of the imperial court with the rising warrior society of the provinces had permitted a fuller transfer of the arts and attitudes of the one to the other.



	Feudal Japan	Feudal Europe
S I M I L A R	1.	
	2.	
	3.	
	4.	
	5.	
D I F F E R E N T	1.	
	2.	
	3.	
	4.	
	5.	

Comparison

Social Class



Medieval Warriors





European knight

vs.



Samurai Warrior

38

Medieval Warriors





Knight's Armor


vs.




Samurai Armor

38

Zen Buddhism





- ▶ A Japanese variation of the Mahayana form of Buddhism, which came from India through China.
- ▶ It reinforced the Bushido values of mental and self-discipline.




38

Mongol "Invasions" of Japan







4,400 ships and 140,000 men, but *kamikaze* winds stopped them.

38


Video: "Way of the Samurai"




- Pay attention!!! Several Samurai assignments follow!

Samurai Assignments:

- COMPLETE THE FOLLOWING:
 - 1) "A Japanese Story: The Samurai and the Tea Master."
 - 2) "BUSHIDO: THE WAY OF THE WARRIOR"
 - 3) "Samurai Wisdom"



A Japanese Story: The Samurai and the Tea Master

A long time ago there lived a great Tea Master. He was an elderly, small and frail man. He was known throughout the country and before he died his little beautiful Tea Ceremony. His work was so good that one day the Emperor heard about him and summoned him to the Palace to perform this special ceremony.

The quiet, little Tea Master received this invitation from the Emperor. He packed his belongings, placed them on his back and started on a long journey by foot to the Palace.

After many long days the little man arrived and performed the ceremony for the Emperor. The Emperor was so impressed! He presented the Tea Master with the highest honor that he was allowed. He presented him with the two Japanese swords of the Samurai.

The Tea Master accepted the sword. He bowed to the emperor, placed the swords on his back, picked up his belongings and started his journey home.

Two days later the little man was walking through a small country village when he was stopped by the Samurai that protected that area. He was a great and powerful Samurai. At first the Samurai could not believe his eyes. "Where has he come? What was the little old man doing with those?"

The Samurai questioned the little man. "He said you make a mockery of all Samurai! I can not stand for this dishonor. We will meet here on this place in the morning and correct that!"

The two men bowed to each other and went their separate ways. The Tea Master, of course, was in a panic. What should he do?


That evening he sought the advice of an elderly Samurai teacher. The old man said, "First, in the morning you are going to die." Then he went silent. The Tea Master asked, "Is there anything I can do?" The teacher replied, "Yes, make tea."

In the morning the Tea Master and the Samurai met in the village. They bowed to each other, and then each drew their swords. The great Samurai looked down his sword at the Tea Master. The Tea Master looked down his sword with all the focus, care and attention... of making tea.

The great Samurai stepped back, replaced his sword, bowed and said, "Please excuse me, I have been mistaken."

The meaning of the story:

Ashikaga Age: 1338-1573



- ▶ **Shoguns**--a military rank and historical title for Hereditary Commanders in Chief of the Armed Forces of Japan-- fought for power.
- ▶ Laws are unclear.
- ▶ Less efficient than the Kamakura.
- ▶ Armies of *samurai* protected the country. 🐣



Warwick Castle, England



30

R O E N S



30

The Age of the Warring States: ("Sengoku Jidai Period" 1467 - 1568)

- ▶ Castles built on hills in different provinces.
- ▶ Power shifts from above to below.
- ▶ Europeans arrive in Japan bringing firearms & Christianity.
- ▶ Christianity & foreign trade flourish.

30

Oda Nobunaga (1534-1582)



- ▶ Banishes the last Ashikaga shogun.
- ▶ Unifies a large part of Japan.

30

Catholic Jesuits in Japan




St. Francis Xavier
[First Catholic Missionaries in Asia]

Toyotomi Hideyoshi (1536-1598)




- ▶ Becomes suspicious of European territorial ambitions.
- ▶ Orders all European missionaries expelled from Japan.
- ▶ Tries to invade Korea, but fails.


First Christian Martyrs (1597): Shrine in Nagasaki Today

Tokugawa Ieyasu (1543-1616)



- ▶ Appointed shogun by the Emperor.
- ▶ Four-class system laid down with marriage restricted to members of the same class!
 - Warriors.
 - Farmers.
 - Artisans.
 - Merchants.



**Ieyasu Tokugawa's Moral Precept
(Decree)**

"LIFE IS LIKE CARRYING A HEAVY BURDEN:
IT IS BEST NOT TO RUSH AHEAD TOO HASTILY.
HE WHO ACCEPTS IT AS NATURAL FOR LIFE NOT TO
GO EXACTLY HOW HE WANTS IT TO
WILL NOT FEEL DISSATISFIED,
RATHER THAN DOING TOO MUCH, IT IS BEST TO
LEAVE THINGS UNDONE.
WHEN MANAGING OTHERS, GIVE FULL REGARD TO
THEIR GOOD POINTS AND OVERLOOK THEIR WEAK
POINTS."

(Genroku Tokugawa's self-lau autobiographic
moral precept in 1694.)



▶ Use "SOAPSTONE"

from the law Codes of Tokugawa Ieyasu, issued in the name of his son in 1615. Source: Andrea
and Overfield, *The Honor Bound*, 2nd ed., pp. 101-33.

1. Even if old the rule has been in practice. "The arts of peace on the left hand, and the arts of war on the right", both must be mastered. In peacetime we should not be oblivious to the danger of war. Should we not, then, prepare ourselves for it?
2. Drinking parties and women revelry should be avoided.
3. Offenses against the law should not be harbored or hidden in any domain. Law is the basis of social order. Reason may be violated in the name of the law, but law may not be violated in the name of reason. Those who break the law deserve heavy punishment.
4. The Peach Blossom ode in *The Book of Poetry* also says that "When men and women are proper in their relationships and marriage is arranged at the most auspicious time, then throughout the land there will be no loose women. To forge an alliance by marriage is cost of treasure."
5. Restrictions on the type and quality of dress to be worn should not be transgressed. Level and social, superior and inferior should observe what is proper to their station in life.
6. Good government depends on getting the right man. Due attention should be given to their merits and faults; rewards and punishments must be properly meted out. If a domain has able men, it flourishes; if it lacks able men it is doomed to perish. This is the clear admission of the wise men of old.



Tokugawa Shogunate (Edo) Period

- ▶ Japan closed off to all trade [except to the Dutch and Chinese].
 - The Dutch were restricted to a small island in Nagasaki harbor.
- ▶ Japanese Christians persecuted and Christianity is forbidden.
- ▶ The government is centralized with all power in the hands of the shogun.
- ▶ Domestic trade flourishes.
- ▶ Towns, esp. castle towns, increase.
- ▶ Merchant class becomes rich
- ▶ New art forms → *haiku* poetry, *kabuki* theater.



▶ Use "SOAPSTONE"

from Shintō Tōshiki, *A Secret Plan of Government*, written in Japan in 1796. Source: Andrea
and Overfield, *The Honor Bound*, 2nd ed., pp. 248-50.

Now that Tokugawa Ieyasu used his power to control the strong and give succor to the weak did the warrior that had lasted for three hundred years without a fall suddenly slake?

He taught the shogun should not compel obedience merely by the use of force, but his acts of benevolence should keep the nation at peace...

He taught the Daimyo [the lords] that the duties of a governor consisted in the careful attempt to guide the people of their domains in such a way as both to bring about the prosperity of the land and to encourage the luxury and military art.

A wise ruler could end this practice [herald infanticide] in short order and create an atmosphere favorable to the prosperity of the nation by establishing a system based on generosity and compassion. When a woman of one of the lower classes becomes pregnant, a government agent should be sent to investigate the situation. The mother of the child should then be given two sacks of rice each year from the month the child is born until he is ten years old. The practice of infanticide would soon stop.

Officials and auditors talk about benevolent government, but they have no understanding of what that means. Where fault is it that the farmers are doing of starvation and that the good fields are turning into wasteland? The fault lies with the ruler.

Video: "Japan's Secret Empire"



- This 2-Part documentary looks at Japan during the Sengoku Jidai, Edo period up to the beginning of the Meiji era.
ASSIGNMENT FOLLOWING VIDEO: Complete the worksheet "Isolationism in Japan: the Tokugawa Shogunate"

JAPAN BECOMES AN IMPERIALIST POWER

▶ ESSENTIAL QUESTIONS:

- 1) How did European powers and the U.S. exert economic imperialism over Japan?
- 2) How did Japan eventually establish economic independence and create an empire?

Japan

- Only major Asian power to resist being swallowed up by the imperialists.
- **Commodore Matthew Perry** (U.S.): forced Japan to open trade in 1853

▶ 1853 - Commodore Matthew Perry "Opens Up" Japan to Western Trade!



►What Did the U. S. Want??



- ❖ Coaling stations.
- ❖ More trading partners.
- ❖ A haven for ship-wrecked sailors.

►Perry's "Black Ships"



►The Treaty of Kanagawa - 1854



►Japan Changes Direction During the Meiji Era: 1868 - 1912



►Commodore Matthew Perry

▶Japan Learns a Lesson!

▶ In 1862, just before the start of the Meiji period, Tokugawa sent officials and scholars to China to study the situation there. A Japanese recorded in his diary from Shanghai...

▶ *The Chinese have become servants to the foreigners. Sovereignty may belong to China but in fact it's no more than a colony of Great Britain and France.*

▶China's "Unequal Treaties"



❖ After the Opium War of 1839-1842, Japan was convinced that it had to **Open Up** to the West.

▶The *Shi-shi* ("Men of High Purpose")

❖ Highly idealistic *samurai* who felt that the arrival of Westerners was an attack on the traditional values of Japan.

❖ They believed that:

- Japan was sacred ground.
- The emperor, now a figurehead in Kyoto, was a God.

❖ Were furious at the Shogun for signing treaties with the West without the Emperor's consent.

❖ Their slogan → *Revere the Emperor, Expel the Barbarians!*

▶The Meiji Revolt - 1868

❖ A powerful group of *samurai* overthrow the Shogun.

❖ **Sakamoto Ryoma**, the hero.

❖ He helped Japan emerge from feudalism into a unified modern state.



▶The Shogunate Is Overthrown!

- ❖ The last Shogun.
- ❖ Tokugawa Yoshinobu.



▶The Emperor Is "Restored" to Power



▶MEIJI → "Enlightened Rule"

▶Newspaper Cartoon, 1870s?



▶Enlightened Half-Enlightened Un-

▶Modernization by "Selective Borrowing"

- ❖ Popular board game.
- ❖ Start by leaving Japan & studying in various Western capitals.
- ❖ End by returning to Japan and becoming a prominent government official.



▶ **European Goods**

- ❖ Europe began to "loom large" in the thinking of many Japanese.
- ❖ New slogan:
Japanese Spirit; Western Technology!



▶ **The Japanese Became Obsessed with Western Styles**

▶ *Civilization and Enlightenment!*



▶ **Everything Western Was Fashionable!**



▶ **Everything Western Was**

▶ **Japanese soldiers with their wives.**

▶The Rulers Set the Tone with Western Dress



▶Emperor Meiji (1868- 1912)

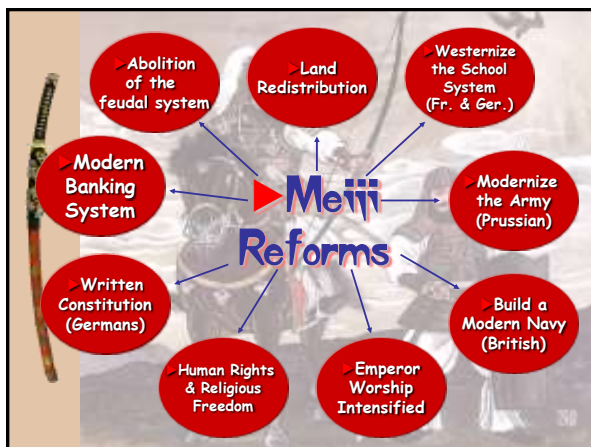
Empress Haruko

▶Changing Women's Fashions



▶1900 Styles

▶The First "Miss Japan" (1908)



▶A Constitutional Government Copied from the Germans



▶Satsuma & Choshu Families

▶The Emperor of Japan

The Diet (Legislative Body)

- ▶House of Representatives
- ▶House of Peers

▶1889 Constitution of Japan

In spite of the institutional changes brought about by the 1889 Constitution, sovereignty still resided in the emperor on the basis of his divine ancestry. The new constitution specified a form of government that was still authoritarian in character with the Diet exercising only minimal concessions. Political parties were allowed to exist as part of the political process but the concessions made between the Diet and the emperor over the next twenty years increased the Diet's power. The 1889 Constitution (Meiji Constitution) remained the fundamental law of Japan until 1947.

▶Expansionism & the Rise of Military Power

"Spheres of Influence"

Japan after 1905

Russia

Germany

Britain

France

Unofficially "Carving the Chinese Melon"

Where's my slice?

▶New players on the block?

▶Sino-Japanese War: 1894-1895

▶The Meiji Emperor was in Hiroshima during the Sino-Japanese War

▶Soldiers on the Battlefield During the Sino-Japanese War

▶The Treaty of Shimonoseki ended the war.

▶Today—Tensions Between China & Japan

CHINA

SHANGHAI

Natural gas field being developed by China

SOUTH KOREA

JAPAN

Kyushu

East China Sea

Senkaku Islands

Okinawa

EEZ border claimed by China

EEZ border claimed by Japan

TAIWAN

Source: The Nihon Keizai Shinbun

- ❖ Offshore gas field in the East China Sea reveals recently strained relations between China & Japan.
- ❖ Tension over disputed gas field on the rise, exacerbating mutual mistrust dating back to the Sino-Japanese War.

▶EEZ—Exclusive Economic Zone.

▶The Russo-Japanese War: 1904-1905



▶The Battle of Tsushima: The results startled the world!

Russo (Sino)-Japanese War (1904)

- Russia and Japan both had designs on Manchuria and Korea
- Japanese concerned about Russian Trans-Siberian Railway across Manchuria
- Japan destroyed Russian fleet off coast of Korea and won major battles on land although Russians turned the tide on land
- Westerners horrified that Japan had defeated a major Western power.




Toyohara Chikanobu, 1838-1912 - born Takada, Echigo Province, View of the Russian War, Captains of Chengzhou Pacific - 1904, color woodcut - Meiji period (1868-1912), Museum purchase: Patrons and Benefactors Fund, 1973.0000

Russo-Japanese War (1904)

- Treaty of Portsmouth (mediated by U.S. president Theodore Roosevelt) ended war with Japan winning major concessions (preferred position in Manchuria, protectorate in Korea, half of Sakhalin Island - Japan also went on to annex Korea)
- Long-term impact of war: Russia turned to the Balkans, and Russia's political situation deteriorated further, leading to the Russian Rev.
- Japan's victory stimulated Asian nationalism - various Asian peoples hoped to emulate Japanese power and win their independence



▶President Teddy Roosevelt Mediates the Peace



▶The Treaty of Portsmouth, NH ended the Russo-Japanese War.

FIRST SINO – JAPANESE WAR

(1894-95), conflict between Japan and China that marked the emergence of Japan as a major world power and demonstrated the weakness of the Chinese Empire. The war grew out of conflict between the two countries for supremacy in Korea, but its strategic location opposite the Japanese...

SECOND SINO – JAPANESE WAR

(1937-45), conflict that broke out when China began full-scale resistance to the expansion of Japanese influence in its territory (began in 1931) in an effort to unseat the Nationalist government of Chiang Kai-shek, the Japanese occupied large areas of eastern China in 1937-38. A stalemate then ensued, and Japanese forces were...

- THE LARGEST BATTLE FIGHTED WITH WHAT NATION?
THE FIRST SINO-JAPANESE WAR WAS OVER WHAT BATTLE?
THE SECOND SINO-JAPANESE WAR WAS OVER WHAT BATTLE?
THE FIRST SINO-JAPANESE WAR WAS OVER WHAT BATTLE?
THE SECOND SINO-JAPANESE WAR WAS OVER WHAT BATTLE?
THE FIRST SINO-JAPANESE WAR WAS OVER WHAT BATTLE?
THE SECOND SINO-JAPANESE WAR WAS OVER WHAT BATTLE?

READ THE DOCUMENT "RUSSO-JAPANESE WAR" THEN ANSWER THE FOLLOWING QUESTIONS.

- 1. WHO FIGHTED THIS WAR?
2. THE WAR BEGAN IN THE YEAR 1904. IN WHICH MONTH DID IT BEGIN?
3. THE WAR WAS FIGHTEN OVER WHAT TWO AREAS?
4. WHAT DID THE RUSSIANS WANT TO HOLD AT THE END OF THE WAR?
5. WHO FIGHTED THIS WAR?
6. WHAT WAS THE TREATY CALLED?
7. THE TREATY WAS SIGNED IN THE YEAR 1905. IN WHICH MONTH WAS IT SIGNED?
8. WHO FIGHTED THIS WAR?
9. WHAT COUNTRY WAS THE ENEMY?
10. FROM YOUR KNOWLEDGE OF THE WAR, WHO WERE THE JAPANESE ABLE TO WIN THIS WAR?



Russo-Japanese War

1904-05, conflict between Japan and Russia for control of Manchuria and Korea. The war was fought over Manchuria and Korea, and was the first time that a non-European power had defeated a European power.

The Russo-Japanese War (1904-1905) was the first time that a non-European power had defeated a European power. It was fought over Manchuria and Korea, and was the first time that a non-European power had defeated a European power.



Manchuria, though Russia had held the Treaty of Commerce and Consular Privileges (1858), it did not hold the sovereignty. The Japanese government was determined to control Manchuria and Korea, and was the first time that a non-European power had defeated a European power.

Manchuria proved crucial, however, and on Jan. 2, 1905, in a peace act of compromise and compromise, that the Russo-Japanese war ended.

The first battle of the war was fought at Mukden in Jan. 1905 and ended March 1905. The Russo-Japanese War (1904-1905) was the first time that a non-European power had defeated a European power.

The war broke out in 1904, when the Russo-Japanese War (1904-1905) was the first time that a non-European power had defeated a European power. It was fought over Manchuria and Korea, and was the first time that a non-European power had defeated a European power.

President Theodore Roosevelt of the United States acted as mediator in the peace conference, which was held at Portsmouth, N.H., U.S.A., Aug. 14-1905. The resulting Treaty of Portsmouth, signed August 14, 1905, ended the Russo-Japanese War.



▶ Japan Annexes Korea



▶ Japan Is a Player in China



▶ Competition from Another "Pacific" Power Is on the Horizon



▶ The U. S. "Great White Fleet"



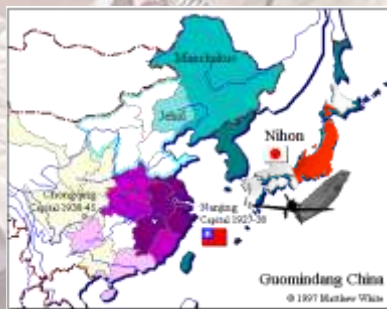
▶ But, Japanese Power Would Grow . . .



Assignment:

- Read "#1 – A Speech on Constitutional Government (1889 – Ito Hirobumi)" and "#2 – A Letter on Japanese Foreign Policy (August, 1914 – Yamagata Aritomo)" and answer the accompanying questions.

Japanese Aggression, 1931 - 1945



▶ Japan Displays Imperialistic Intentions



- Like Germany, Japan began to display imperialistic intentions. **Emperor Hirohito** --the leader of Japan-- transforms Japan into a militaristic, imperial nation.
- **September 1931:** Japan invades Manchuria, northern China



▶ Japan Invades China

▶ 1937



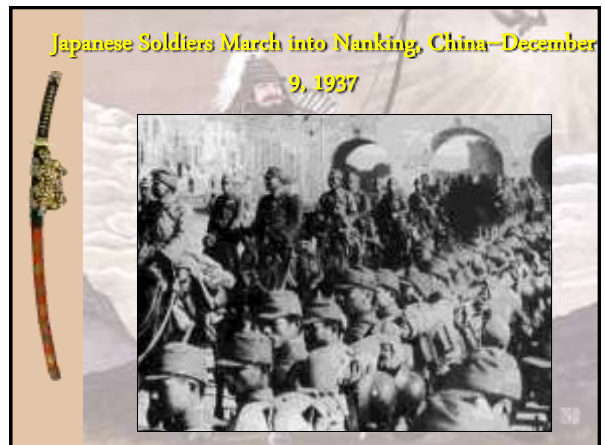
The Japanese Attack!

- The Japanese took advantage of China's weakness and attack.
- The Chinese Communist leader [Mao Zedong](#) and the Chinese Nationalist leader [Chiang Kai-Shek](#) had been fighting in an internal civil war but temporarily join forces to fight Japanese.




Japanese Atrocities in China

- **"Rape of Nanjing"**- Japanese slaughtered at least 100,000 civilians and raped thousands of women in the Chinese capital between Dec. 1937 and Feb. 1938.



Japanese Soldiers March into Nanking, China-December 9, 1937



Victims of the Japanese bombing of Shanghai.



The Japanese Invasion, 1937




Japanese Bayonet Practice

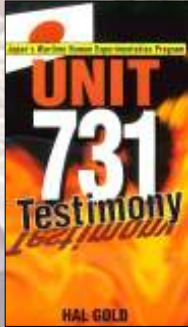



Beheadings Took Place in Public!



UNIT 731: Bio-Chemical Warfare



**Modern History Sourcebook:
The Nanking Massacre, 1937**

The Japanese occupation of Nanking, the capital of the Republic of China, lasted one of the longest periods of any country. This introduction report was published in The New York Times.

About the U.S.S. Mules at Shanghai, Dec. 27, 1937
Through intensive searches and methods of flushing the Japanese Army headquarters, it was eventually possible to learn the names and positions of the Chinese prisoners held at Shanghai between Dec. 13 and Dec. 30, 1937.

The taking of prisoners was undertaken. Organizers who worked with through the city had been located from about Dec. 15 to Dec. 20. Some of the prisoners were captured, some were killed.

Prisoners and Chinese were placed aboard U.S.S. Mules, which were sent to Shanghai and were all the way from the harbor.

Four prisoners who were brought to the U.S.S. Mules in the harbor were taken to the harbor and they might be taking prisoners in Shanghai or other cities. These prisoners were released by the Japanese.

The Japanese taking prisoners showed in the taking of the prisoners. People in the harbor were sent to Japanese soldiers, after which the case of their officers, and the men with whom they worked. The Japanese soldiers also captured Chinese in other cities.

The same treatment of the prisoners as the U.S.S. Mules, Japanese soldiers at Shanghai, after taking the Chinese soldiers who have done their work and captured, the Japanese soldiers have been in a similar path with some exception of being taken to the U.S.S. Mules.

In one building in the harbor that had been used, they were working off, and in another of the city, several lines of soldiers and machine guns, in the harbor of Shanghai.

For further reading, the ship for Shanghai for which the U.S.S. Mules, the Japanese soldiers at Shanghai, after taking the Chinese soldiers who have done their work and captured, the Japanese soldiers have been in a similar path with some exception of being taken to the U.S.S. Mules. The U.S.S. Mules were used for the purpose of the U.S.S. Mules, and the men with whom they worked.

The same treatment of the prisoners as the U.S.S. Mules, the Japanese soldiers at Shanghai, after taking the Chinese soldiers who have done their work and captured, the Japanese soldiers have been in a similar path with some exception of being taken to the U.S.S. Mules.

When the 100 soldiers of Japanese were taken from the harbor of Shanghai, they had captured the U.S.S. Mules, and the men with whom they worked. The Japanese soldiers also captured Chinese in other cities.

The reports of Chinese taken by the Japanese was accompanied by the mass killing of the prisoners, who were piled up among the buildings, leaving a mass of bodies. Late in the day the Japanese had also entered the street, and two other of heavy soldiers really had been passing through, getting into the interior of the street and houses.

The Japanese appear to have the means to maintain a long as possible, in reports on the Chinese the results of a military report.

Changchun had been a long period of both and abandoned soldiers, in the, again, machine guns, Japanese, horses and equipment. It is not clear the Japanese had to fight with a desire to enter the street.

From J. T. Wilson, "No Captives Here," The New York Times, December 18, 1937, pp. 1, 18.

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Chinese soldiers indicated the specific objective lines of the documents is copyright. Permission is granted for electronic copying, distribution in print form for educational purposes and personal use of any do not duplicate the documents, indicate the source. No permission is granted for commercial use of the sourcebook.

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info@history.com, finkler.com

CONTINUE ON TO THE
NEXT PAGE..


Nanking Massacre

On 1937 (1937) (1937) (1937) (1937), the killing and razing of Chinese citizens and captives by the Japanese in the Nanking Massacre was one of the most brutal episodes of the Second Sino-Japanese War. The Japanese soldiers, and the men with whom they worked.

The Japanese soldiers, and the men with whom they worked. The Japanese soldiers, and the men with whom they worked.

READ THE APPOINTMENT AND REPORT AND ANSWER THE FOLLOWING QUESTIONS. THE ANSWERS SHOULD BE WRITTEN IN THE SPACES PROVIDED.

1. **WHY WAS NANKING THE CAPITAL OF CHINA?**
2. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
3. **WHY WAS NANKING THE CAUSE OF THE NANKING MASSACRE?**
4. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
5. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
6. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
7. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
8. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
9. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**
10. **WHAT WAS THE CAUSE OF THE NANKING MASSACRE?**





Bataan Death March

Bataan Death March

After the death of 76 Bataan soldiers, the Japanese prisoners of war captured by the Japanese in the early stages of World War II, during the Battle of Bataan, in the southern part of the island of Luzon, Philippines, in April 1942. They were taken to the island of Cebu in the Philippines, where they were held in camps (see also: Bataan Death March). They were then sent to the island of Iloilo, where they were held in camps. They were then sent to the island of Mindanao, where they were held in camps. They were then sent to the island of Sumatra, where they were held in camps. They were then sent to the island of Java, where they were held in camps.

After the war, the Japanese surrender of the Bataan soldiers to the Philippines. A number of Bataan soldiers, including one of the most famous, a soldier named Private First Class (PFC), were taken to the island of Mindanao. In February 1946, they were taken to the island of Java.

READ THE ABOVE DOCUMENT, THEN ANSWER THE FOLLOWING QUESTIONS.

1. WHERE IS BATAAN?
2. THE SOUTHERN PART OF LUZON IS WHAT COGNOMINI (CLUE)?
3. ON WHAT DAY DID THIS EVENT TAKE PLACE?
4. WHO WERE THE PRISONERS OF WAR IN THIS EVENT?
5. HOW MANY PRISONERS OF WAR TOOK THIS TRIP?
6. HOW MANY DIED ON THIS TRIP?
7. WHO CALLED THE MARCH?
8. WHERE WAS IT? HOW FAR FROM BATAAN?
9. WHO WATCHED THEM GO?
10. WHAT HAPPENED TO THOSE WHO DIED?

READ THE DOCUMENT "DEATH MARCH" THEN ANSWER THE FOLLOWING QUESTIONS...

1. USE A DICTIONARY AND LOOK UP PRIMARY SOURCE. _____
2. THIS DOCUMENT IS AN EXAMPLE OF A LETTER, PICTURE, TELEGRAPH PAGE, OR A REPORT. CIRCLE THE APPROPRIATE ANSWER. _____
3. IS THIS DOCUMENT A PRIMARY SOURCE? _____
RECORD YOUR ANSWER. _____
4. WHO WROTE THIS DOCUMENT? _____
5. WHAT WAS GOING ON IN WORLD HISTORY WHEN THIS DOCUMENT WAS CREATED? _____
6. WHERE DID THIS "DEATH MARCH" TAKE PLACE? _____
7. WHO ARE THE MARCHERS IN THIS PICTURE? _____
8. WHO PROBABLY IS RESPONSIBLE FOR TAKING THE PHOTOGRAPH? _____
9. LIST TWO FEELINGS BEING EXPRESSED BY THE AUTHOR IN THIS DOCUMENT. _____
 # _____
10. WRITE A QUESTION TO THE AUTHOR THAT WAS NOT ANSWERED BY THE DOCUMENT. _____


DEATH MARCH

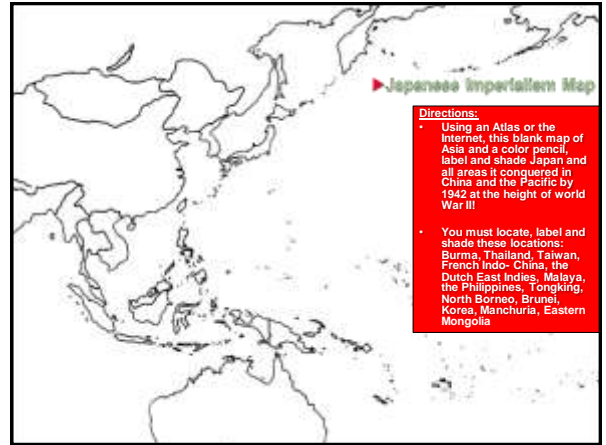
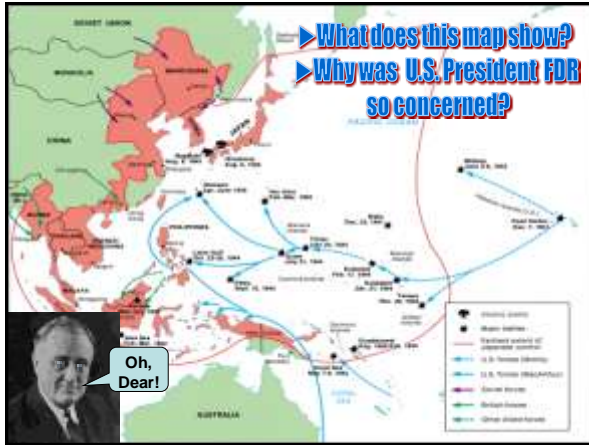


By you can hear, the way these soldiers
 The sound of feet, the sound of rifles,
 The sound of feet, the sound of rifles,
 The sound of feet, the sound of rifles,
 The sound of feet, the sound of rifles,
 The sound of feet, the sound of rifles,
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 The sound of feet, the sound of rifles,

Why did Japan want to form a Pacific Empire?

- Japan wanted to expand in the Pacific in search of raw materials.
- Japan wanted Indochina
- Problems:
 - U.S. insisted on Japan's withdrawal from China (Manchuria)
 - Japan's alliance with Germany and Italy (Tripartite Pact)
- Result: Diplomatic relations between U.S. and Japan break down.



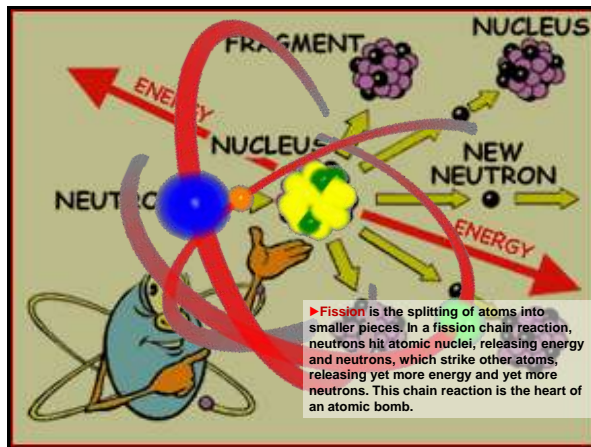
NEW NUCLEAR NIGHTMARES

Ingredients list for a nuclear bomb

At its simplest, an atomic (fission) bomb does one thing: It assembles a "critical mass" of fission fuel fast enough to start a chain reaction. One liberated neutron strikes a uranium nucleus, releasing energy and more neutrons. If the process occurs in the eyeblink of time before the bomb blows itself apart, you have the kind of fission weapon that destroyed Hiroshima and Nagasaki.

(Hydrogen bombs, AKA **fusion bombs**, are more powerful, but much more difficult to make. Thus the proliferation debate focuses on fission bombs.)

An atomic bomb requires two key ingredients: Expertise and bomb fuel.


VOCABULARY

Isotope: one version of a stable proton.

Proton: a particle which is found in the nucleus of an atom and which has a positive electric charge.

Neutron: a particle which is found in an atom's nucleus and which has no electric charge.

Electron: a particle which orbits the atom's nucleus and which has a negative charge.

Nucleus: the center of the atom where protons and electrons are located.

Radioactive element: unstable atoms (see below).

Fission: the process by which a large atomic nucleus splits to form two smaller ones.

Fusion: a process in which smaller atoms join together, releasing tremendous energy.

NOTES

Six forms of energy: mechanical, heat, electrical, wave, chemical, and nuclear.


Sources of energy: the sun, wind, coal, oil, gas, solar, atomic, geothermal, and hydroelectric.

Renewable energy: wind, solar, hydro.

▶ WARM UP ACTIVITY

▶ **Some strategies that were considered by scientists and the Truman Administration.**

▶ **Question: What would be the pros and cons of each?**



	A. For this view	B. Against this view
1. Keep our invention of the bomb a complete secret and do not use it in this war.		
2. Drop the bomb on an American desert so that the Japanese can hear about its power.		
3. As above, but specifically invite members of Japan over and then give them a new opportunity to surrender before full use of the weapon is attempted.		
4. Drop a military demonstration in a deserted part of Japan followed by a renewed opportunity to surrender before we drop the bomb on a Japanese city.		
5. Drop the bomb immediately and mercilessly on a Japanese city.		

Judgments

You had the means to end the war quickly, with a good savings of human life. I believed it was the wisest thing to do, and I still do. *-Leo M. Alvarez, physicist*

We were afraid that Hitler had the bomb first, and we made this bomb, which obliterated the war and saved a lot of American and Japanese lives in the Japanese sea. *-Victor Weisskopf, physicist*

If I had known that the Germans would not succeed in constructing the atom bomb, I would have never lifted a finger. *-Albert Einstein, physicist*

I think it was necessary to drop one, but the second one could have easily been avoided. I think Japan would have capitulated anyway. *-Hans Bethe, physicist*

I believe it was an error that Truman did not ask Stalin to carry on further talks with Japan, and also that the warning to Japan was completely inadequate. *-J. Robert Oppenheimer, physicist*

Discussion Points:

Scientists should continually probe the boundaries of what is possible and not consider the potential effects of their research?

“There are no circumstances in which a government has the right to keep secrets from its citizenry.”

The Decision to Drop the A-Bombs: Was it the right thing to do?

- **August 6, 1945** – Enola Gay drops bomb on Hiroshima
 - 140,000 dead; tens of thousands injured; radiation sickness; 80% of buildings destroyed
- **August 9, 1945** – second bomb dropped on Nagasaki
 - 70,000 dead; 60,000 injured

Key Facts and Consequences of the A-Bomb

- On August 6th 1945, the Enola Gay, a USA bomber, dropped a bomb called "Little Boy" on Hiroshima.
- Hiroshima was the first city ever targeted to be bombed by an atomic weapon. The battles at Dunkirk, the Battle of Britain and even Stalingrad seemed to pale into comparison with what took place in Hiroshima.
- The initial heat blast was 900 times hotter than the surface of the sun.
- 80,000 people were killed instantly – many vaporized underneath the bomb blast.
- By 1950, 200,000 people had died as a result of the bomb.
- Between 1950-1980, a further 97,000 people died from cancers associated with the radiation caused by "Little Boy"

The Atomic Bomb

★ Interpreting Primary Sources

Nuclear bombs cannot possibly remain a "secret weapon" at the exclusive disposal of this country for more than a few years. The scientific facts on which their construction is based are well known to scientists of other countries. Unless an effective international control of nuclear explosives is instituted, a race for nuclear armaments is certain to ensue following the first revelation of our possession of nuclear weapons to the world...In the war in which an armaments race is likely to lead, the United States, with its agglomeration of population and industry in comparatively few metropolitan districts, will be at a disadvantage compared to nations whose population and industry are scattered over large areas.

We believe that these considerations make the use of nuclear bombs for an early, unannounced attack against Japan inadvisable. If the United States were to be the first to release this new means of indiscriminate destruction upon mankind, we would sacrifice public support throughout the world, precipitate the race for armaments, and prejudice the possibility of reaching international agreement on the future control of such weapons.

Scientists' position against use of the atomic bomb, June, 1945

I realize the tragic significance of the atomic bomb. Its production and its use were not lightly undertaken...But we know that our enemies were on the search for it. We know now how close they were to finding it, and we know the disaster which would come to this nation...as all civilizations, if they had found it first....

Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned the pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.

President Truman defends his decision to drop the atomic bombs, August, 1945

★ Questions To Think About

1. What political and military factors led President Truman to order the atomic bombing of Japan?
2. What alternatives were available to him?
3. On what grounds do Truman's critics question his decision?
4. In your opinion was the decision to drop atomic bombs on Japan correct?

Mayor of Hiroshima

On July 11, 2001, the mayor of Hiroshima, Tadatoshi Akiba, met with Keizai Koho Fellows. These were visiting educators from Australia, Canada, the United Kingdom, and the United States. During the formal meeting, he briefly reviewed the devastation of the atomic bomb on Hiroshima and the rebuilding that has taken place over the past fifty-plus years. He hoped that the educators would share their firsthand knowledge with students and colleagues. In his closing remarks, Mayor Akiba stated, "We will not repeat the evil. The only way we can make the world better is to learn from history. We should not forget."

Photo courtesy of Sam Adams



- If you were traveling to Hiroshima, Japan, what would you say to Mayor Akiba?
- What can you do to promote peace and reduce or remove the threat of nuclear war?

READ THE DOCUMENT "HIROHITO: LAST OF THE WWII GIANTS", THEN ANSWER THE FOLLOWING QUESTIONS

1. WHO IS THE AUTHOR OF THE DOCUMENT? _____
2. WHEN DID HIROHITO TAKE THE THRONE? _____
3. WHAT DOES HIROHITO DO FOR RELEASATION? _____
4. WHAT IS THE EMPEROR AN EXPERT ON? _____
5. DEFINE DYNASTY? _____
6. ACCORDING TO THE DOCUMENT, HOW OLD IS THE JAPANESE DYNASTY? _____
7. WHAT DID THE EMPEROR THINK OF THE ATTACK ON PEARL HARBOR? _____
8. AT THE END OF WORLD WAR II WHO WAS CONSIDERED THE AMERICAN HERO? _____
9. WHAT DID THE EMPEROR SAY TO THE U.S. HERO? (REGARDING WWII) _____
10. IS HIROHITO A FIVE THREAT? _____

Hirohito: Last of WWII Giants

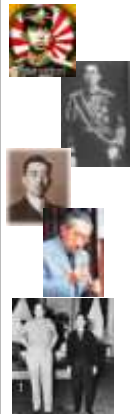
WASHINGTON — When Emperor Hirohito steps up on the balcony of his palace in downtown Tokyo this Friday to greet thousands of cheering Japanese on his 84th birthday, there'll be a CIA agent in the crowd — probably dressed as a tourist.

There have been about 1,000 such CIA emissaries, says a source who has seen the emperor's health in passing.

The emperor, Hirohito, was born in 1926, but had not yet taken the throne. The CIA's mission was to keep Hirohito's health in mind as he aged, to make sure that he was still fit to rule. The CIA's mission was to keep Hirohito's health in mind as he aged, to make sure that he was still fit to rule.

ALSO IN THIS STORY: More than 800 within a year to receive the imperial knighthood, the CIA agent says. "The Japanese will have the emperor's health in mind as he aged, to make sure that he was still fit to rule."

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A MODERN NUCLEAR DISASTER

Final Activity: The Tsunami of 2011 and the nuclear disaster in Japan

- **Introduction:** Watch several videos on the Japanese 9.0 earthquake and tsunami, including National Geographic's "Killer Tsunamis," "Potential Nuclear Meltdown," and "Japanese Nuclear Plant in Jeopardy" at <http://video.nytimes.com/video/2011/03/11/world/asia/10000000720093/te-031111-nuclear.html>
- **Complete the following NY Times lesson:**
 - "Crisis in Japan: Understanding Nuclear Energy and Reactors" at the website <http://learning.blogs.nytimes.com/2011/03/16/crisis-in-japan-understanding-nuclear-energy-and-reactors/>
 - You will complete the questions, the activity requiring you to video a "news bulletin," and then participate in debate on the role of nuclear power in the United States!

