



Japanese O-Yoroi Armour for High Ranking Samurai  
12<sup>th</sup>-14<sup>th</sup> Century A.D.  
P0006677

Japan: From Samurai to Cyberspace  
Teacher's Program Guide

**TeacherResources**  
**AtGlenbow**

# TeacherResources AtGlenbow

## Teacher's Program Guide for School Visits

*Japan: From Samurai to Cyberspace* is a history and arts program designed for the Grade 8 Alberta Social Studies and Grades 10-12 Alberta Social Studies and Fine Arts curricula. This program explores the dramatic transitional period in Japanese history from the 19<sup>th</sup> century on through the examination of artifacts, photographs and other items included in the Glenbow Museum's permanent *Warriors* and *Many Face Many Paths: The Art of Asia* galleries. This program's purpose is to understand the transition period of 19<sup>th</sup> century Japan as a model to think critically about issues of economic and cultural protectionism and globalization.

After a brief introduction, students move into the *Warriors* gallery to discuss the origins and class hierarchy of the Edo Period as an effective military dictatorship. They will be given an opportunity to consider the benefits and challenges facing Japanese society at this time before moving to the *Many Face Many Paths* exhibit. Opportunity will be given to explore the gallery and then discuss the traditional arts and aesthetic values of the Edo Period. They will then learn about the forced opening of Japan's ports in the 1850's, the period of civil war, restoration of Emperor Meiji in 1868 and the rapid Westernization that followed. The program culminates in students comparing and contrasting traditional and modern Japanese visual arts, music, armed forces, technology and sport, and delivering group presentations on their findings.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. The activities require few materials and can be adjusted to meet the age and needs of your students.

# CURRICULUM CONNECTIONS

## Grade 8

Social Studies:

### 8.1 From Isolation to Adaptation: Japan

Values and Attitudes

Students will:

8.1.1 Appreciate the roles of time and geographic location in shaping a society's worldview

8.1.2 Appreciate how a society's worldview can foster the choice to remain an isolated society

8.1.3 Appreciate how models of governance and decision making reflect a society's worldview

8.1.4 Appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)

Knowledge and Understanding

Students will:

8.1.5 Analyze the effects of cultural isolation during the Edo period by exploring and reflecting

upon the following questions and issues:

- In what ways did Japan isolate itself from the rest of the world?
- How did isolation during the Edo period lead to changes in Japan?
- How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period?
- How did the physical geography of Japan affect its worldview?
- How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan?

8.1.6 Analyze the effects that rapid adaptation had on traditionally isolated Japan during the

Meiji period by exploring and reflecting upon the following questions and issues:

- What were the motivations for the radical changes in Japan's model of organization during the Meiji period?
- How did Japan adapt to changes brought on by the transition from feudal to modern models of organization?

- How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period?
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period?
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change?

### Skills and Processes for Grade 8

#### Dimensions of Thinking

Students will:

8.S.2 Develop skills of historical thinking:

- Distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations
- Use historical and community resources to organize the sequence of historical events
- Analyze the historical contexts of key events of a given time period

#### Research for Deliberative Inquiry

Students will:

8.S.7 Apply the research process:

- Integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- Develop a position that is supported by information gathered through research
- Draw conclusions based upon research and evidence
- Organize and synthesize researched information
- Formulate new questions as research progresses

#### Communication

Students will:

8.S.8 Demonstrate skills of oral, written and visual literacy:

- Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- Use skills of informal debate to persuasively express differing viewpoints regarding an issue

- Elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions
- Offer reasoned comments related to a topic of discussion
- listen to others to understand their points of view

8.S.9 Develop skills of media literacy:

- Examine the values, lifestyles and points of view represented in a media message
- Analyze the impact of television, the Internet, radio and print media on a particular current affairs issue

## **Grades 10-12**

Social Studies:

### 10-1 Perspectives on Globalization

#### 10-2 Living in a Globalizing World

Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life.

### 20-1 Perspectives on Nationalism

#### 20-2 Understandings of Nationalism

Grade 11 explores the complexities of nationalism in Canadian and international contexts and includes study of the origins of nationalism and the influence of nationalism on regional, international and global relations.

### 30-1 Perspectives on Ideology

#### 30-2 Understandings of Ideologies

Grade 12 explores the origins and complexities of ideologies. Students will investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Fine Arts:

### Encounters

Students will:

1. Investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.
2. Understand that the role and form of art differs through time and across cultures.
3. Understand that art reflects and affects cultural character.

## VOCABULARY

- **Protectionism:** Any program, policy or system of laws designed to provide protection for a society's domestic culture, arts, economy, property, etc.
- **Globalization:** The process by which regional economies, societies, and cultures have become integrated through communication, transportation, and trade.
- **Isolationism:** A foreign policy in which a country refuses to enter into any alliances, foreign trade or economic commitments, or international agreements. It is not accurate to say that Japan was completely isolationist.
- **Sakoku:** The foreign relations policy of Japan under which no foreigner could enter nor could any Japanese person leave the country on penalty of death.
  
- **Tenno:** The hereditary emperor of Japan.
- **Shogun:** Highest rank of military general. Though technically subordinate to the emperor, shoguns effectively ruled Japan throughout the Middle Ages and into the 19<sup>th</sup> century.
- **Daimyo:** Regional lords and large scale property owners subordinate to the shogun.
- **Samurai:** Japanese caste of military noblemen. Originally a type of landed gentry, they were forced to give up their property during the Edo Period to become vassals of the daimyo.
- **Chonin:** The cultured, urban middle class that developed during the Edo Period, especially in the vicinity of the city of Edo, now Tokyo.
- **Nikkei:** Persons of Japanese descent living in other countries.
  
- **Muromachi Period:** The period of Japanese history ranging from 1336 to 1573. In this period, the remnants of imperial leadership were overthrown by the Ashikaga shogunate, which ruled until 1467, followed by a time of civil war called the Warring States Period. From the end of the Muromachi Period to 1603, power reconsolidated in the hands of the shogunate. The majority of the Glenbow Museum's Japanese artifacts date to the Muromachi Period.
- **Edo Period:** The period of Japanese history ranging from 1603 to 1867, in which shogun Ieyasu Tokugawa assumed power. The Tokugawas maintained peace under what was effectively a military dictatorship, during which time much of what is considered traditional Japanese arts and culture flourished.
- **Bakumatsu:** The period of decline in the power of the Tokugawa shogunate, dating from the forced opening of Japan's borders to trade in 1853 by the United States, through a period of Western influence and domestic political dissent, to the civil war in 1867-69 during which the shogunate was overthrown and the emperor restored to power.

- **Meiji Period:** The period of Japanese history ranging from 1868 to 1912, named for Emperor Meiji whose restoration to power allowed for the rapid redevelopment of Japan into a globally competitive political and economic power.
- **Iki/tsu:** Japanese aesthetic values indicating sophisticated simplicity and an unrefined, uncomplicated and unpretentious ephemeral quality. Both are urbane terms, though tsu exclusively applies to persons as a form of practical connoisseurship (i.e.: proper behavior) while iki defines a general sophisticated attitude that can apply to persons as well as a person's appreciation for situations, events or places (but not the situation, event or place itself).
- **Geisha:** A type of artist courtesan. Though the life of traditional geisha did involve indentured service and some acts of prostitution, the total purpose was to affect an embodiment of iki through expertise in traditional fine arts for the private enjoyment of moneyed connoisseurs. The popular image of a fully-dressed "geisha" is actually that of a **maiko**, or geisha in training.
- **Ukiyo:** Literally "The Floating World," the term indicates an urbane lifestyle enjoyed by chonin that is reflective of iki and tsu values. **Ukiyo-e** is a genre of woodblock print illustrating the ukiyo lifestyle, including geisha, sumo sport, kabuki theatre, chonin, and natural and pastoral landscapes as subject matter.

# LESSON PLANS

## PRE-VISIT ACTIVITY

### Japan and Canada

The Japanese Emperor Meiji ascended to the country's throne in 1867, the same year as Canadian Confederation. The following year, the Tokugawa Shogunate was overthrown by Imperial loyalists and Emperor Meiji assumed direct rule. This began a process of rapid technological, military and cultural development that turned Japan into a major world power. Today Canada and Japan enjoy a unique relationship, including a thriving Japanese-Canadian community. Our relationship was not always like this, however.

## PURPOSE

The purpose of this activity is to prepare students to think about and describe how Japan and Canada have shared their cultures and been in cultural conflict throughout history. The *Japan: From Samurai to Cyberspace* program begins with a conversation between the educator and the students on the cultural sharing between Japan and Canada as a prelude to discussing the effects of Western influence on Japan through the 19<sup>th</sup> and 20<sup>th</sup> centuries.

For art students, this discussion should help prepare them to notice and articulate differences between Japanese and Western aesthetics.

These are discussion questions and have no right or wrong answers when discussed in a serious and respectful manner.

## INSTRUCTIONS

Facilitate a class discussion on the connections between Canada and Japan.

1. Have the students brainstorm the things that we in Canada have from Japan. Write these down in a list. This list will likely include things like anime (Japanese animation), manga (Japanese comics), sushi and Japanese food, video games and fashion, and specific examples (i.e.: Pokémon, Nintendo, *Naruto*, *Death Note*, Edo Japan, Harajuku Girls).
2. Discuss how these things from Japan are different from similar things made in Canada, the United States or Europe. If it is artistic, does it have a different style? If it is musical, does it have a different sound? If it is food, what is it made with or how does it taste? If it is fashion, how does it look? Can you tell if something is from Japan without looking at the label, and if so, how?
3. Discuss what these imported things tell us about Japanese culture. Ask the students to describe what they think Japanese culture is like.
4. Ask the students if they can name any famous Japanese-Canadians. Some examples include:
  - a. David Suzuki, broadcaster and environmentalist: Born a third-generation Canadian in Vancouver in 1936, most well-known for hosting the CBC television *show The Nature of Things* since 1979 and for climate change activism.
  - b. Bev Oda, first Japanese-Canadian MP and cabinet minister: Also born a third-generation Canadian in Thunder Bay in 1944, elected in 2004 as a member of the Conservative Party and became the (controversial) Minister of Heritage in 2006.
5. Describe the history of the Japanese community in Canada: The first Japanese person to immigrate to Canada was Manzo Nagano, who moved to Vancouver Island in 1877 to take part in the Salmon fishery. Most Japanese immigrants, or “Nikkei,” stayed on the Pacific coast in those first generations, though many of these communities were dispersed during the Second World War. Over 20,800 Japanese-Canadians, 75% of which were Canadian citizens, were displaced and interned after the attack on Pearl Harbor. Property was seized and families forced to move to detention camps in the interior of British Columbia or to provinces “East of the Rockies,” including the vicinity of Lethbridge. This policy continued after the war: though the detention camps were shuttered, Japanese-Canadian property was seized and sold by the government and families were invited to be “repatriated” to Japan or live somewhere other than BC. Amongst the Japanese-Canadians to suffer the period of internment is broadcaster and environmentalist David Suzuki, who was born in Vancouver. Prime Minister Brian Mulroney and the government of Canada formally apologized and compensated the Japanese-Canadian community in 1988.
6. If possible, watch the short film *The Relocation Experience* available on the CBC Digital Archives website (17:39 minutes): <http://www.cbc.ca/archives/entry/japanese-canadians-the-relocation-experience>

7. Introduce the students to Ryotaro Nakagama: During the Second World War Ryutaro Nakagama and his family were among the last of the Japanese families evacuated from Steveston, British Columbia. Unlike other families forced to leave on short notice, the Nakagamas had time to pack. Thinking the war against Japan would be over in a few months, they placed most of their belongings in storage and took only the most essential and precious items with them to southern Alberta. Rice bowls, plates, teacups, and pots were packed in a trunk alongside family photos, books, and papers. Nobuko also carefully packed a kimono she had made in Japan, with a kimono given to her daughter, Rita, and a vest given to her son, Ken. When they arrived in Picture Butte, Alberta, the Nakagamas had only a trunk, a wicker box filled with clothes, a box of food, a sack of rice, a sewing machine, and a baby carriage. Japanese families forced to evacuate from Canada's west coast to the beet fields of southern Alberta, lived in shacks from 1942-1946. The shacks were originally constructed to house migratory workers during the summer beet season. They were not built to house entire families year round. In the summer, weeds grew through the floorboards. Efforts to stay warm in the winter were futile. The heat generated from a single wood stove did not last in a room where snow blew through cracks in the walls. To offer comfort to fellow interred Japanese-Canadians, Ryotaro began selling fish and other Japanese food items. In 1949 he received special permission to open a Japanese grocery in Lethbridge and the Nakagamas became the first Japanese-Canadian family to live within the city limits. The grocery store is still owned and operated by the family to this day. **Artifact photos to illustrate this activity can be found by searching “Nakagama” on the Glenbow Museum website at <http://ww2.glenbow.org/search/collectionsSearch.aspx>. We recommend making time during your trip to the museum to visit our exhibit on Ryotaro Nakagama in the “War and the Homefront” section of our Mavericks gallery.**
8. Discuss government treatment of Japanese-Canadians: Why did the government inter them? Was it fair? Was redress fair? How does this activity compare to what you know of how Westerners were treated in Japan during the Edo Period?

## **POST-VISIT ACTIVITY**

### **Japan, Canada and the World**

#### **PURPOSE**

This activity allows students to reflect on their experience in the *Japan: From Samurai to Cyberspace* program and connect the experience of 19<sup>th</sup> and 20<sup>th</sup> century Japan to multiculturalism and globalization in modern Canada.

Once again, these are discussion questions and have no right or wrong answers when discussed in a serious and respectful manner.

## **INSTRUCTIONS**

Facilitate a class discussion on the lessons we might learn as Canadians from Japan's experience with globalization and protectionism.

1. Ask the students to describe what they think Japanese culture is like now that they have taken the program. Has their perception changed at all? What were the most interesting things they learned or saw?
2. Discuss how similar or different Japanese culture is from Canadian culture. What are the key parts of Canadian culture? What makes our society unique? How can we tell when a work of art, entertainment, food, fashion or other cultural product comes from Canada (without looking at the label)?
3. Considering how Japan has dealt with multiculturalism and globalization, and considering the Japanese-Canadian experience, discuss students' feelings about how Canada should deal with issues of multiculturalism and globalization today. What groups are arriving in Canada today (many students in class may be part of these groups)? Do other Canadians feel threatened by these groups and, if so, why? How is Canada being affected by globalization? Do you feel that Canadian culture is being threatened by cultural influences from abroad (i.e.: Hollywood films)?
  - a. A current example that may prove useful is the controversy over Tamil refugees. In 2009/10, several ships arrived from Sri Lanka carrying over 500 refugees asking for admission to Canada. The ships had been sailing for 3 months and had been turned away at Australia. These refugees are of the Tamil ethnic group and claim they are escaping persecution and oppression in Sri Lanka. The Sri Lankan government claims that the refugees are members of the defeated organization that fought a civil war for Tamil independence. After more than a year the refugees are still sitting in detention centres on the Pacific Coast while the government decides who should be admitted and who should not. Public opinion is divided as some think they should be admitted on humanitarian grounds, some think the refugees should apply for immigrant status and not be allowed to "jump in line" as refugees, and some think that Canada does not have a means to provide jobs and security for refugees and immigrants period. A recent, controversial bill aims to provide failed refugee applicants with a plane ticket home and \$2000 to obtain education and security in their home countries.

Police and international agencies are also concerned about human trafficking – independent ships smuggling refugees for exorbitant fees – and have sent agents to Southeast Asia to stop ships from bringing more refugees.

## RESOURCES

### Websites

**Relocation to Redress: The Internment of the Japanese Canadians:**

<http://www.cbc.ca/archives/entry/japanese-canadians-the-relocation-experience>

CBC Digital Archives topic on the wartime treatment of Japanese-Canadians and later efforts for redress from the Canadian government, with radio and television clips.

**Art of the Edo Period:** [http://www.metmuseum.org/toah/hd/edop/hd\\_edop.htm](http://www.metmuseum.org/toah/hd/edop/hd_edop.htm)

This launch page by the Metropolitan Museum of Art has photos and thematic essays on the arts of the time period and their context.

**The Virtual Museum of Japanese Arts:** <http://web-japan.org/museum/menu.html>

A simpler survey of traditional arts maintained by the Ministry of Foreign Affairs of Japan.

**The Samurai Archives Japanese History Page:** <http://www.samurai-archives.com/>

An extensive wiki on Japanese history and historic military in particular.

**The Asia-Pacific Journal Japan Focus:** <http://www.japanfocus.org/>

This is largely a site of academic papers but may prove enlightening for background on a number of relevant topics.

## OUR COLLECTIONS

<http://www.glenbow.org/collections/>