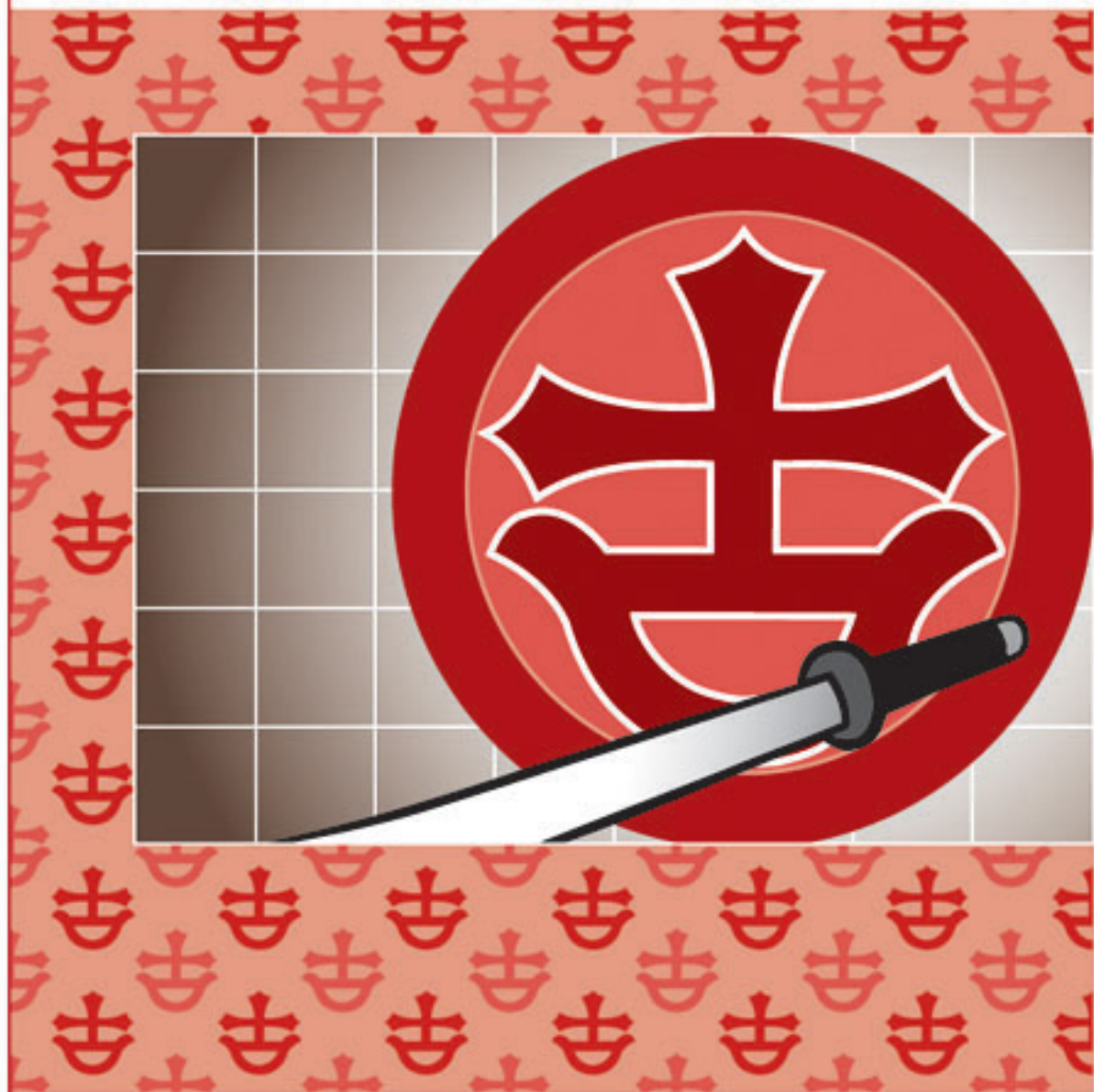


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WAR LORDS OF JAPAN



A Simulation of the Shogun History of Feudal Japan

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A simulation of the shogun history of feudal Japan

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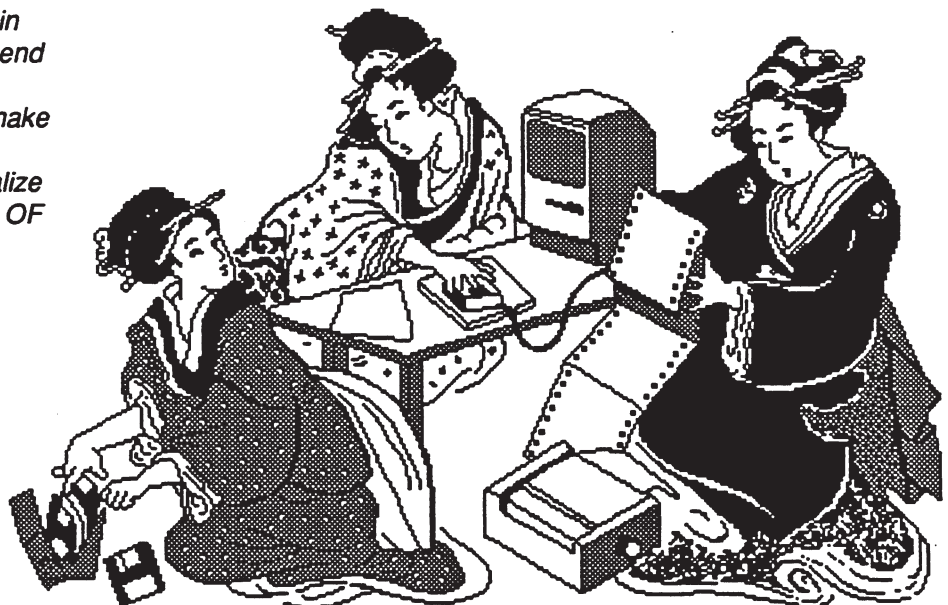
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WAR LORDS OF JAPAN places students into the time and circumstances of one of the most exciting periods of Japanese history. Students gain insights into a culture whose past is quite different from their own. At the same time they discover that strategic thought, careful planning, hard work, and a little bit of luck are the elements for success similar to all cultures.

As the history of Japan is vividly revealed, young shoguns become active participants in events that keep them eagerly involved. The facts of Japanese history are learned and comparisons are drawn between eastern and western societies. Classroom samurai understand the social order in a feudal society, discover the relationships between the military and civilian society, and learn the importance of honor and respect in any society.

Japan has rapidly developed into one of the world's most wealthy and influential nations. Students need to know about this country which has become our trading partner, ally, and friend. To better understand the present, a knowledge of the past is essential. Modern-day Japan is very much a product of its past. While experiencing WAR LORDS OF JAPAN, students will understand the important part history played in the development of this intriguing nation.

While we were laying out this simulation on our Macintosh computers, we left spaces in the left margins and at the end of sections for us to make comments and for you to make comments. (Write in these spaces yourself to personalize your copy of WAR LORDS OF JAPAN.)





During WAR LORDS OF JAPAN your students will experience the following:

Knowledge

1. the history of Japan
2. the Japanese attitudes that have shaped history
3. the organization of a feudal society
4. the importance of intercultural exchange
5. the strategies behind survival in early times
6. the similarities and differences between eastern and western societies
7. the geography of Japan and its surrounding area

Attitudes

1. understanding life and values in a different society
2. learning the role of honor, self-respect, and national pride
3. appreciating the art, culture, and religion of Japan
4. respecting the differences of other people and other societies
5. realizing that cooperation is important for success

Skills

1. reading and listening for information
2. discovering comparisons and differences
3. creating strategies and long-range plans
4. balancing a mathematical accounting sheet
5. cooperating with teammates
6. learning the role of history in shaping the present

WAR LORDS OF JAPAN is a simulation of life of the samurai in feudal Japan.

Working together in groups or clans, students assume the role of war lords of a historic Japanese castle. It is the late 1500s in Japan, a time known as the "Period of the Warring States." Each clan must send armies out from its castle, take over and control provinces, and attempt to take over and control the other castles. Their goal is to become shogun, supreme military ruler of Japan.

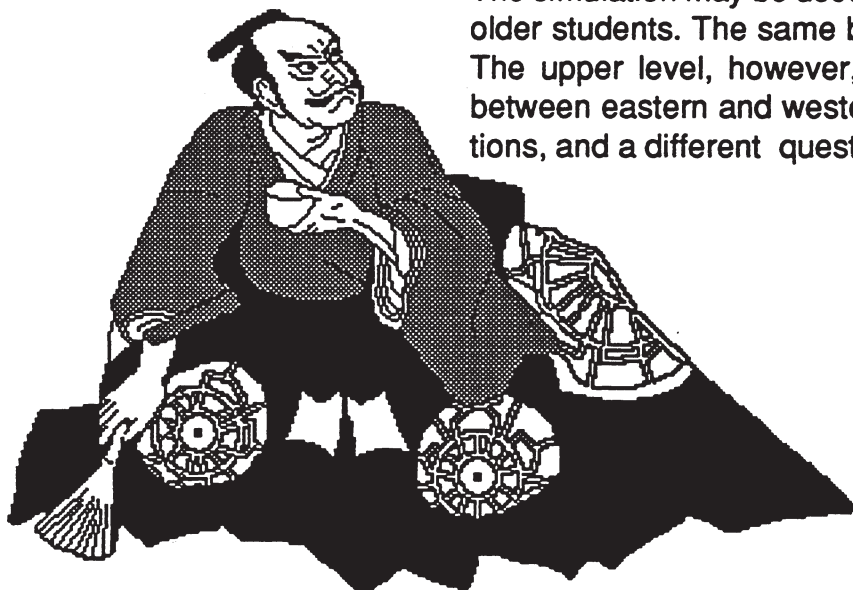
Each clan earns moves on a classroom map and essential rice, which is used as money, by doing the following:

- learning facts about Japan;
- creating a daily packet;
- writing reports;
- working an accounting sheet; and
- participating in other Japan-related activities.

In addition, students are rewarded for demonstrating honorable behavior and respect toward their teacher and peers.

As teacher, you assume the role of emperor, guiding students through the simulation as it flows from day to day. Daily BACKGROUND ESSAYS are the focus of the day's activities. Question-and-answer rounds reinforce the daily lessons and provide additional income (rice) for each group. In this way Japan's amazing history is revealed.

The simulation may be used with either upper elementary or older students. The same basic rules apply for both levels. The upper level, however, contains cultural comparisons between eastern and western cultures, more difficult questions, and a different questioning style.





Before you begin WAR LORDS OF JAPAN, make the following preparation:

1. **Study** *Carefully study all the pages in both this Teacher Guide and the Student Guide several days in advance. You may find it helpful to take a few notes as you go along if you sense you have questions you wish to answer during or after your reading.*
2. **GAME MAP** Use the GAME MAP MASTER on page 22 to make a display copy. Directions for making the large classroom map are found on this page. Start this activity early on order to stimulate student interest in the upcoming simulation.
3. **Colored pins** Requisition 20 to 25 push pins for each clan or castle. You will want a different color for each castle. Students should select the color to represent their group before the simulation begins. Place pins by color in a line along sides and bottom of the large GAME MAP (see number 2 above).
4. **Required duplication** (Run these forms through your school copier to produce the number indicated in parentheses. Then place each title in separate class folders.)
 - FAMILY CRESTS (20 only)
 - BASIC TEST (double class set)
 - THE GEOGRAPHY OF JAPAN (class set)
 - JAPAN GEOGRAPHY QUIZ (class set)
 - ARMY MOVE PLAN (60)
 - ACCOUNTING SHEETS (60)
 - SAMURAI JOURNAL EXAMPLE (class set)
 - ART ASSIGNMENT #1 (class set)
 - ART ASSIGNMENT #2 (class set)
 - JAPANESE CALLIGRAPHY #1 (class set)
 - JAPANESE CALLIGRAPHY #2 (class set)
 - COOPERATIVE SKILLS TALLY SHEET (class set)
 - DEVELOPING COOPERATIVE SOCIAL SKILLS (class set)
 - JAPAN TIMELINE (class set)



5. **Optional duplication** (These items may be read to the class if you prefer not to duplicate them.)

- BACKGROUND ESSAYS (9 total; class sets for each daily)
- ESSAY OBJECTIVE TESTS (9 total; class set daily)
- FORTUNE CARDS (1 sheet for each group of eight; then cut apart. Stack cards 1 through 8 in one pile to be read *sequentially*. Put cards 9 through 16 in another pile. These will be selected at random by team leaders during Day 10's play.)

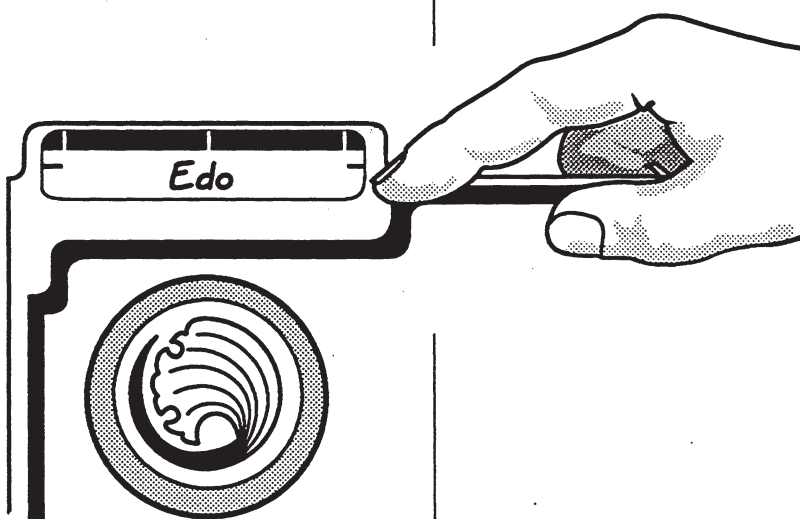
(These items may be placed on the greenboard if you prefer not to duplicate them.)

- COMPARISON/CONTRAST INFORMATION SHEETS (class set for advanced students)
- EXTRA CREDIT WRITING IDEAS #1 AND #2 (class set)

6. **Setting up castle teams** The simulation is designed for six teams of six students each, but team size can be as low as three and as high as six. Simply adjust them to your situation by having students do dual roles if your teams have less than six members. Since an ideal cooperative learning group consists of a blend of both sexes and abilities, we recommend you dictate each team membership, but you can leave this to chance and have students draw numbers 1 through 6 if you like.

7. **Castle folders** Set up Castle Folders for each of your teams. In each folder place the following:

- ACCOUNTING SHEET (1 copy)
- SAMURAI JOURNAL EXAMPLE (1 copy)
- ART ASSIGNMENT #1 (1 copy)
- CALIGRAPHER'S ASSIGNMENT #1 (1 copy)
- COOPERATIVE SKILLS TALLY SHEET (1 copy)
- FAMILY CREST SET (1 copy)
- ARMY MOVE PLAN (1 copy)





UNIT TIME CHART

This Unit Time Chart is intended as an example. Alter it as desired.

M	Tu	W	Th	F
<p>Introductory directions ➡</p> <p>BASIC TEST as pre-test</p> <p>Organize teams</p> <p>Pass out Student Guides</p> <p>Explain roles</p> <p>Review of game rules</p> <p>1</p>	<p>Pass out GEOGRAPHY OF JAPAN assignment</p> <p>Review ACCOUNTING SHEET</p> <p>BKGRD ESSAY 1: Jimmu</p> <p>2</p>	<p>BKGRD ESSAY 2: Prince Shotoku</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>3</p>	<p>BKGRD ESSAY 3: Yoritomo</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>4</p>	<p>BKGRD ESSAY: 4 Kublai Khan</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>5</p>
<p>BKGRD ESSAY 5: Hideyoshi</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>6</p>	<p>BKGRD ESSAY 6: Ieyasu Tokugawa</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>7</p>	<p>BKGRD ESSAY 7: Commodore Perry</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>8</p>	<p>BKGRD ESSAY 8: World War II</p> <p>Follow daily procedure as given in DAILY PLAY DIRECTIONS</p> <p>9</p>	<p>BKGRD ESSAY 9: Modern Japan</p> <p>JAPAN TIMELINE filled out</p> <p>Review of unit using QUIZZES</p> <p>Final questions and exam</p> <p>"Final Day" activities if there is time; otherwise, schedule an additional day</p> <p>10</p>



The steps below will help you introduce WAR LORDS OF JAPAN to your students. These procedures are the same for both levels of the simulation. You may need more than the first day (or the first hour) to cover these first steps. If you do, simply continue on in the sequence listed.

1. Give the BASIC TEST as a pre-test. File in a folder so that when you give this test later as post-test the students will demonstrate to you and to themselves how much they have learned.
2. Have students move into one of six classroom areas you have designated for the castle teams: Edo, Nagasaki, Osaka, Hokkaido, Shikoku, and Sendi.
3. Briefly motivate your students by generally explaining what is going to happen during the simulation.
4. Pass out the Student Guides and have students rapidly read them to get an overview of the rules and roles they are going to play.
5. Assign a role to teach student in each group or allow students to select their own for the first day of simulation play. Tell them they have five minutes to study their role responsibilities.
6. Pass out the Castle Folders and have the leaders give each member his/her first assignment sheet.
7. Explain how each team is to function by fulfilling these roles on sequential days. *Stress how they are not going to be locked into one role.* Briefly cover each role's responsibility. Point out where you have placed Class Folders on a shelf or table in front of the room. Indicate these contain extra assignment sheets which teams will use on succeeding days.
8. Have the Leaders conduct a brief discussion about how to give their individual castles a distinctive personality. Each leader should discuss with his/her clan members which FAMILY CREST the artist should choose and modify. (The FAMILY CREST options are in the Castle Folders. They are intended to inspire, not dictate. Artists may modify them as desired.) Tell the teams' artist that





they will have to use as their dominant color the one related to push pin colors you have assigned the teams. (See SETTING UP CASTLE TEAMS.)

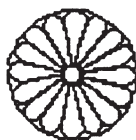
9. The Artist then has the responsibility to enlarge and color a CASTLE CREST to place on the castle folder along with CASTLE NAME *by the next day*. (Castle members' names can also be included on the castle folder if the artist so desires.) The quality of the artist's CASTLE CREST and CASTLE NAME as drawn on the folder will earn up to 5 extra moves on the GAME MAP. And as an added incentive, offer up to 10 extra moves if the artist will draw/illustrate this same crest on a large sheet of poster board or sheet of butcher paper *within two days*. (Such a larger illustration can be pinned on a nearby bulletin board or hung by twine from the ceiling or a lighting fixture over the castle's classroom area.
10. Have students read RULES and PLAY in their Student Guides. After they have had a few minutes to read these pages, demonstrate on the large GAME MAP how the armies move. Explain how *daily* you will award a maximum of **16 moves** to each team as a result of how well members fulfill individual roles and how well the total team functions as an *honorable* clan. Each castle can earn up to the following:
 - Accountant: maximum of **5 moves**
 - Writer: maximum of **5 moves**
 - Calligrapher: maximum of **2 moves**
 - Artist: maximum of **2 moves**
 - Honor and Respect (impact of clan/castle's honor as determined by your quick evaluation of the COOPERATIVE SKILLS TALLY SHEET): maximum of **2 moves**
11. Tell students that additional moves or rice will be awarded either for completing extra credit reports on Japan or for turning in work that goes well beyond what is expected. As the simulation progresses, you can expect to see student work improving as various castles try to gain a competitive advantage over the other castles. As emperor, you should award students' diligence.



*(You may want to grade the quiz in class. If so, have castles exchange quizzes. You can award **moves** on the basis of average team scores. Give **two moves** to teams whose members get all the answers correct. Give **one move** to teams having an average of 10 or more correct and **no moves** to teams below 10. You, of course, can use your own grading scale if you wish to match your students' age and/or ability levels.)*

12. Read the first FORTUNE CARD. Explain that one of these cards will be read each day to simulate how forces beyond our control affect us. (Remember that FORTUNE CARDS 1 through 8 are numbered and must be read in sequence.)
13. Have the leaders place their push pins on the classroom map in their respective home provinces. Explain that leaders will be able to move these "armies" the next day.
14. Tell Accountants to enter the BEGINNING ASSETS figures on their ACCOUNTING SHEETS. (Each team gets 100 koku of rice and 4 Warrior Armies to start as per FORTUNE CARD 1.
15. Pass out the GEOGRAPHY OF JAPAN assignment. Allow students to work together inside their teams, but emphasize that *each student must fill out a separate assignment sheet*.
16. When students are finished, administer the JAPAN GEOGRAPHY QUIZ individually, but allow students to use their GEOGRAPHY OF JAPAN assignment sheets as an aid. Have them place these quizzes in their castle folder. Check them prior to the next day in order to determine how many **moves** each team has earned.
17. If you want to use the BACKGROUND ESSAYS as handouts, pass out Essay #1 now; if you do not, you can read it now or wait until the next day.
18. Have the Assistant Leader (if you have one, otherwise the Leader) put all papers in the Castle Folders *in the following order* to facilitate checking and grading:
 - ACCOUNTING SHEET
 - WRITER'S ASSIGNMENT
 - ART ASSIGNMENT
 - CALLIGRAPHER'S ASSIGNMENT
 - COOPERATIVE SKILLS TALLY SHEET
 - EXTRA CREDIT WORK.

On succeeding days, this moment is a good time to discuss how work may be improved.



You can also give the quiz orally and then have clans exchange and grade. We recommend you give 5 koku per correct answer for each student. Hence, a team could earn as many as 180 koku.

When the ACCOUNTING SHEETS are turned in, check them for army purchases. Then put a pin for each newly bought army in the castle's home province on the CLASS-ROOM MAP.

1. Pass back Castle Folders with graded work.
2. Award each Castle Team up to **two moves** for its score on the GEOGRAPHY OF JAPAN quiz the previous day. Have the Accountants record these moves as their teams' beginning balance under BEGINNING ASSETS on ACCOUNTING SHEET #1. (On succeeding days place a new ACCOUNTING SHEET in each folder with the Beginning Assets filled out using figures from the previous day's ACCOUNTING SHEET plus your **move** award.)
3. Pass out and explain DEVELOPING COOPERATIVE SOCIAL SKILLS handout. Emphasize a clan's honor depends on how well each skill is practiced by team members and that the Assistant Leader's duty is to record how each member does in using that day's skill on the COOPERATIVE SKILLS TALLY SHEET. (On succeeding days, remind students of the skill to be emphasized that day.)
4. If you did not pass out BACKGROUND ESSAY #1 the previous day, do so now. (Or read it slowly to the class.)
5. Administer the Objective Test for Essay #1. (Note you can either duplicate these tests and hand them out or read the question to the students.) for more advanced classes, you can add oral "Jeopardy-type" questions (i.e., where you give the answer and the students give the question) based on the COMPARISON/CONTRAST QUESTIONS handout.
6. If you are using written tests, have the castles exchange answer sheets and quickly grade. Have castles return answer sheets to their owners and have the Accountants record the total points their team has won in **B-1** on the ACCOUNTING SHEET.
7. Award bonus koku for extra work if any, (You may want students to report on this work to the class.)
8. Read the FORTUNE CARD for the day and have Accountants record the effects.

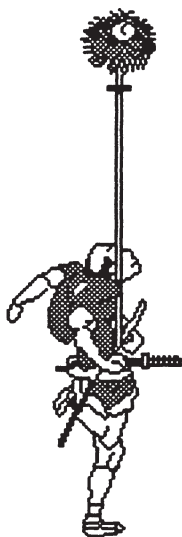
9. Castle teams meet by themselves in circles to discuss army acquisitions and moves. (*Note: Explain to the clans that armies take time to develop. Therefore, any armies purchased today will not be given to the teams until the next day.*)
10. The Leaders fill out the top half of their ARMY MOVE PLANS, give these to the Emperor (teacher), and then move their pins to the provinces listed on their MOVE PLANS. The team that has earned the most moves for the day has its Leader place its pins on the CLASSROOM MAP first. Then, the Leader of the team having the second most moves, moves next. If an attack possibility occurs, the Leaders of the two teams involved must immediately decide whether to remain and fight or to retreat. Once this issue (if there is one) is resolved by the Emperor, the next team's Leader steps forward and places his/her team pins on the map. Again, if a conflict occurs, the Emperor resolves it according to the rules. Play continues until all teams have placed their pins and all battles have been resolved. (*Note: Leaders may deviate from their MOVE PLANS, but they risk the displeasure of their clans if they do.*)
11. Remind Accountants they must deduct each army lost on the E-2 space of the ACCOUNTING SHEET. After all battles and other effects of moves are resolved, return the MOVE PLANS to the Leaders.
12. Leaders should then fill out the map in the top half of the MOVE PLAN with x's indicating enemy armies and o's indicating their own. This act gives teams a basis for planning the next day's moves.
13. You should circulate among castles mainly to help the Accountants finish their ACCOUNTING SHEETS correctly. Other students work on their assigned role tasks. (*Note: As an option, you may allow Artists, Calligraphers, and Writers to complete their tasks at home and turn them in the next day if necessary. Of course, this act will delay their moves award for a day, but their work's better quality will likely make up for work hastily done to meet a deadline.*)



*If you have a class that is hard to keep on task, award 15 koku to the first castle to turn in its **completed** work; 10 koku for second; and 5 koku for third.*

It is a good idea to staple together all of each team's graded work for a particular day so that the next day's work will not become mixed in with it (either purposely or accidentally).

14. Pass out BACKGROUND ESSAY #2 (if you are using these for homework.)
15. Have members place all material to be evaluated in their castle folders and give to you before they leave. (Each folder must have as a minimum the ACCOUNTING SHEET, but usually it will also contain work from the Artist, the Calligrapher, and the Writer as well.)
16. Sometime before the next class meeting, decide how many moves each castle has earned from the work placed in its folder. Place these move awards on A-3 of the ACCOUNTING SHEET for the beginning of the next day's play. Put a chart on the chalkboard showing each team's move award for the day. This act facilitates bringing the Leaders forward in the proper sequence when the army pins are actually moved. (See #10 above.)



Day 10

1. After handing out the essay on modern Japan and having students read (if you have not done this for homework), help students fill out the JAPAN TIMELINE assignment to put events in historical perspective.
2. Conduct an oral review by asking questions taken at random from the daily OBJECTIVE TESTS (and from the COMPARISON/CONTRAST QUESTIONS if you have more advanced students).
3. Tell students to take brief notes on this session, using key words only. Indicate to them they may use these "crib sheets" only on the test to come.
4. Give the BASIC TEST and the JAPAN GEOGRAPHY QUIZ again as a post-test. (*You may wish to make up a new test made up of questions taken from these.*) For more advanced students, add one COMPARISON/CONTRAST QUESTION of the student's choice from the list of three to five that you have taken from this page in the Teacher's Guide and placed on the greenboard.
5. Collect the tests and evaluate them before the Final Day.

Final Day

This could be the next day or several days later, depending on your grading load, but you do need to accomplish closure of the unit by doing the following:

1. Return the graded tests. Tell students they get five koku per correct answer on the Final Objective Test and one to 25 koku on the COMPARISON/CONTRAST ESSAY.
2. Have the Accountants add all the test scores together and divide by the number of team members to determine team average. Have Accountants enter that score as their final quiz rice koku total for income in **B1**.

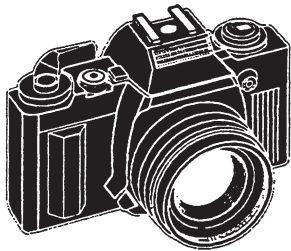


3. Have Accountants, with their leader's help, count all armies in their team's possession and multiply by 10. Place this figure in **B-2** as income on the ACCOUNTING SHEET. (*Note: All moving of armies and conquering of provinces is over.*)
4. Have Accountants place any bonus koku for "extra work" in **B-3**.
5. Have each leader draw one of the remaining FORTUNE CARDS (you have already used 1 through 8; 9 through 16 remain), and hand it to you. You then read the castle's final "fate." (If you are reading these, have leaders pick a number 9 through 16.) When Fate consequences are known, have Accountants record the results in the appropriate place on the ACCOUNTING SHEET (either **B-4** for good fortune or **C-5** for bad.)
6. Have Accountants complete the Expenses in **C** on their ACCOUNTING SHEETS by adding **C-3** and **C-5**. (*Note: All other expenses are 0 since play has ended.*)
7. Have Accountants complete item **D** for their team's final rice total. Since armies have been converted to koku (see 3 above), this total represents the final score for all teams. You can then rank them and give awards for first, second, and third, if you wish.
8. You may wish to schedule a final "happening." This activity can be any number of events relating to your unit on Japan. (See the "Happenings" options below.) During the final happening display all art work, calligraphy, stories, posters, prints, and pictures. Japanese paper lanterns, fish, flags, kimonos, dolls, and other items will add to the event.

"Happening" options

1. Hold a **Japanese feast**, sampling the many tasty rice, fish, and vegetable dishes of Japan. Don't forget the seaweed! Invite parents and the other classes.
2. Put on a traditional **Japanese tea ceremony**. First, study how this is properly done so that it is as accurate as possible.
3. Invite a **community guest speaker** to visit and speak to the class. Ask a Japanese citizen, Japanese American, or

There should be some great photo opportunities.

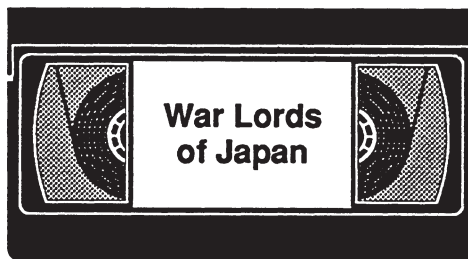


someone who has visited Japan and has pictures, clothes, collectibles, or stories to share.

4. Have a **Japanese fashion show**. Some children or parents may have a traditional Japanese kimono, obi, and zoris. Or create kimonos for paper dolls if the real thing is unavailable.
5. Show all or part of a fine **Japanese motion picture** depicting life in ancient Japan. "Ran," "Yojimbo," or "The Seven Samurai" are excellent choices.

Suggestions:

1. Combine any of the above possibilities or create your own event, but be sure to have your 35 mm and video cameras ready. Making a video tape is particularly useful. You can use it during open house and with students in your next year's class when you are getting ready to play the simulation with these new students.

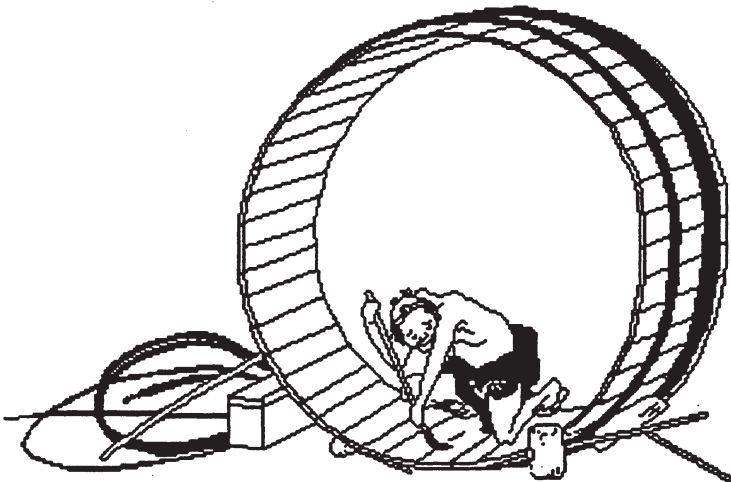


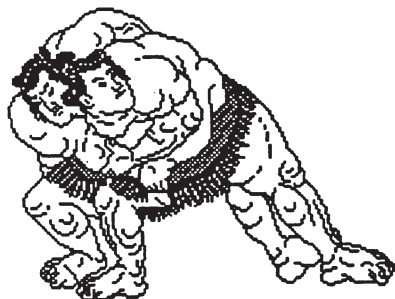
2. Include an **awards ceremony** in your happening to honor winners for several categories such as these:

- the richest castle ...
- the most powerful ...
- the most peaceful ...
- the most daring ...
- the most cooperative ...
- the best poets, etc.

3. Call your school or local newspaper to publicize this happening.

4. Invite your school administrator or your department head to witness this event.





Here are ANSWER KEYS for various tests you will give your students playing WAR LORDS OF JAPAN.

Basic Test:

1. c; 2. a; 3. c; 4. a; 5. c; 6. a; 7. b; 8. a; 9. b; 10. b.

Essay Objective Tests:

- 1: 1. a; 2. a; 3. b; 4. b; 5. a; 6. a.
- 2: 1. c; 2. b; 3. b; 4. c; 5. b; 6. b.
- 3: 1. a; 2. b; 3. a; 4. b; 5. c; 6. c.
- 4: 1. b; 2. c; 3. c; 4. a; 5. d; 6. b.
- 5: 1. a; 2. c; 3. b; 4. c; 5. b; 6. d.
- 6: 1. a; 2. a; 3. b & d; 4. b; 5. d; 6. a.
- 7: 1. a; 2. c; 3. a; 4. b; 5. a; 6. a.
- 8: 1. a; 2. b; 3. c; 4. b; 5. a; 6. c.
- 9: 1. a; 2. b; 3. b; 4. a; 5. b; 6. b.

Japan Geography Quiz:

- 1. Tokyo; 2. Shikoku (She ko ku), Kyushu (Q shoe); 3. a chain of islands; 4. Kyushu; 5. Pacific; 6. Hiroshima, Nagasaki; 7. Honshu (Hon shoe); 8. Hokkaido (Hoe ki doe); 9. Kyoto (Key o toe); 10. Inland Sea; 11. Sea of Japan; 12. Mount Fuji; 13. hemispheres

Japan Timeline:

- 1. 660 BC, 600, 1185, 1281, 1590, 1602, 1856, 1941;
- 2. e, h, b, c, a, g, f, d.



Always feel free to alter the simulation to fit your particular situation or teaching style.



Showing the Emperor HONOR and RESPECT

You assume the role of Emperor throughout the simulation. WARLORDS OF JAPAN begins when you as Emperor grant four armies and 100 koku of rice to each castle on the first day. Demand great honor and respect at all times from your subjects. Note that you should grant or withhold two additional moves based on a team's ability to show honor and respect to both you and their fellow team members. You may also grant additional rice for such appropriately respectful behavior.

Note: Consider referring to the castles' COOPERATIVE SKILLS TALLY SHEETS for help here.

The money supply

Note that you may increase or curtail the amount of rice given or moves awarded for any activity, depending on whether or not there is sufficient rice in the economy or moves available to properly play the game. Remember the words of the old shogun, "Give the peasants neither life nor death." In other words, provide just enough for survival, but don't become inflationary. You are in charge of the money supply.

The BACKGROUND ESSAYS

Younger students should most likely have each BACKGROUND ESSAY in their hands so that they can read it silently or watch the words while you read it to them. But with older, more capable students you have several other options. You might ask them to silently read the essay and highlight words/ideas/phrases with a colored pen. A discussion could follow in which you discussed the relationship of *general idea* and *specific detail*. Or you might like to have one student read the essay and explain its contents to the students as an oral report. You might choose to give the essay as a mini-lecture in which you expand upon the essay's contents.

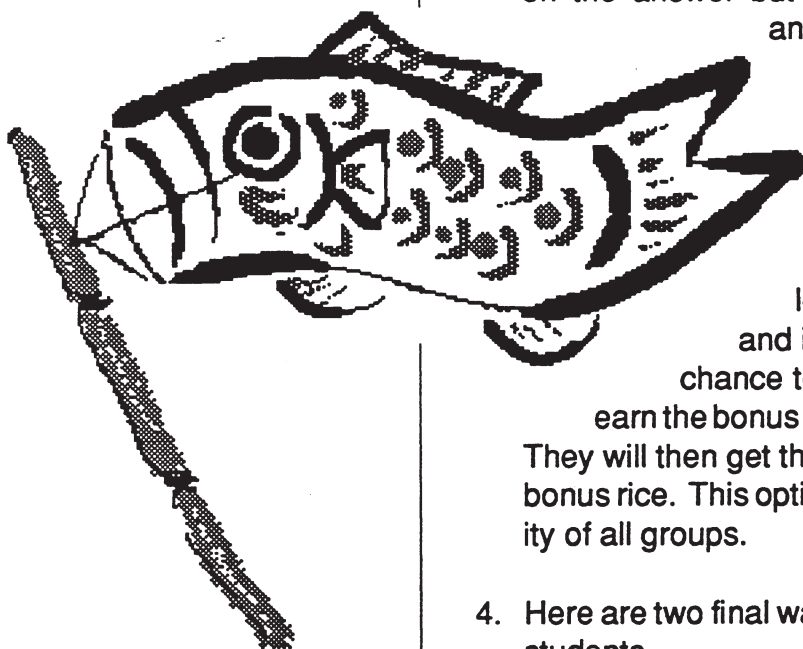
Challenging older, more capable students

1. Reproduce and pass out to the students the upper level COMPARISON/CONTRAST INFORMATION sheet that relate to the BACKGROUND ESSAYS. Have team members discuss this information among themselves. After such discussion, you might allow each team five to ten minutes to question fellow team members on material from the day's essay and all previous essays.



2. Instead of passing out the OBJECTIVE TESTS, question students in a rapid, game-show fashion. Frame the questions in the form of answers, and require that they be answered in the form of questions. (*Example: (Question) The first emperor of Japan. (Answer) Who was Jimmu?*)
3. Daily procedures are the same as in the grade 4-6 level of play -- except for a *compare and contrast round*. All team members are allowed to help formulate the answer, but the day's leader must read the final answer. Allow students 30 seconds to make one, two, or three (your option) comparisons or three contrasting observations between Japanese and European cultures of early times. Award ten koku of rice for a correct answer. Award no rice for a wrong or partially correct answer. There are six *compare and contrast questions*. One new question should be introduced on Days 2, 4, 6, 7, 8, and 9.

OPTION: After listening to the answer, make no comment on the answer but ask the next group's leader if the answer was correct or incorrect. If he/she says the answer was correct and it was correct, then his/her team will get the next question. If the leader says the question was correct and it was not, his/her team is skipped for the bonus round. If the leader says the answer was incorrect and it was incorrect, the leader will get a chance to correctly answer the question and earn the bonus rice the incorrect group failed to earn. They will then get their own question to answer for more bonus rice. This option may help to increase accountability of all groups.



4. Here are two final ways to challenge older, more capable students.
 - Require them to do brief research activities growing out of the EXTRA CREDIT WRITING IDEAS (see handout).
 - Make up spelling and vocabulary exercises related to the VOCABULARY WORDS found on the next page.

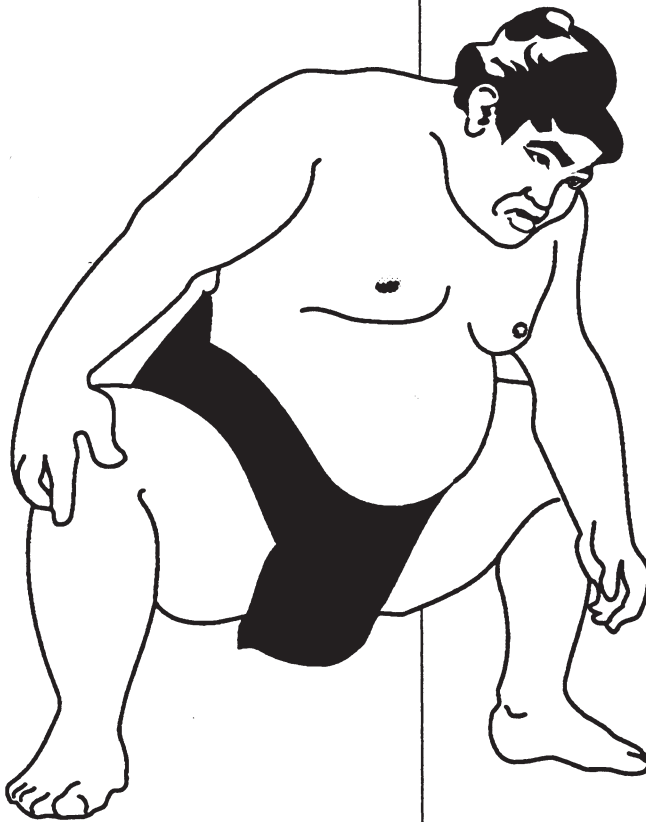
Vocabulary and Spelling Words

Things

kimono (key-moan-no)
 yen (yen)
 samurai (sam-ur-rye)
 artisan (art-is-san)
 monk (munk)
 No (no)
 kabuki (kah-boo-key)
 Ainu (ah-ee-new)
 province (prah-vince)

Spelling

warriors
 peasants
 conquer
 honor
 respect
 armies
 surrender
 attacked
 strategy



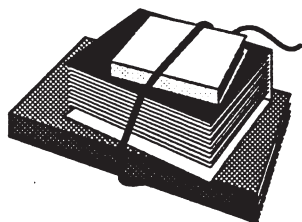
*"What do you want to
 wrestle? Me or these
 words?"*

Places

Mount Fuji (Mount Foo-gee)
 Tokyo (Toe-key-oh)
 Hiroshima (Hee-row-shee-mah)
 Nagasaki (Nah-gah-sah-key)
 Yokohama (Yoke-uh-hah-ma)
 Kyoto (Kyo-toe)
 Osaka (Oh-sah-kah)
 Hokkaido (Ho-kye-do)
 Shikoku (Shee-koe-koo)
 Honshu (Hon-shoe)
 Kyushu (Kyou-shoe)
 Sendai (Sen-dye)
 Edo (A-do)

People

Buddha (Boo-dah)
 Jimmu (Jee-moo)
 Yoritomo (Yo-ree-toe-mo)
 Shitoku (Shee-toe-koo)
 Yoshitsune (Yo-sheet-soo-nah)
 Kublai Khan (Koo-bleeuh-kahn)
 Taira (Tyre-rah)
 Minamoto (Mee-nah-mo-toe)
 Tokagawa (To-kah-gah-wah)
 Commodore Perry
 General MacArthur



This list is merely a beginning. You will discover that many more fine books on Japan exist.

Advanced

- Longford, Joseph W., *Story of Old Japan*, Scholarly Resources, 1973
 Macintyre, Michael, *The Shogun Inheritance*, A&W Publishers, 1981
 Meger, Milton H., *Japan, A Concise History*, Allyn and Bacon, Inc., 1966
 Murdock, James, *History of Japan*, Frederick Ungar Publishing Co., 1964
 Turnbull, Steven, *Samurai Warriors*, Blandford Press, 1987
 Wiencek, Henry, *The Lords of Japan*, Stonehenge Press, 1982

Intermediate

- Claypool, Jane, *Hiroshima and Nagasaki*, Franklin Watts, 1984
 Gallant, Kathryn, *Mountains In the Sea*, Coward-McCann, Inc., 1957
 Kirk, Ruth, *Japan, Crossroads of East and West*, Thomas Nelson and Sons, 1966
 Lewis, Brenda Ralph, *Growing Up In Samurai Japan*, Batsford Educational, 1981
 Seidensticker, Edward, *Japan*, Time Incorporated, 1961

Elementary

- Ashby, Gwynneth, *Take a Trip to Japan*, Franklin Watts, 1980
 Elkin, Judith, *A Family In Japan*, Lerner Publications, 1987
 Haskins, Jim, *Count Your Way Through Japan*, Carolrhoda Books, Inc., 1987
 Jacobsen, Karen, *Japan*, Childrens Press, 1982
 Kawamata, Kazuhide, *We Live In Japan*, The Bookwright Press, 1984
 Pilbeam, Mavis, *Japan, 5000 BC - Today*, Franklin Watts, 1988
 Stein, Conrad, *World At War, Hiroshima*, Childrens Press, 1982



SUGGESTED FILMSTRIP SERIES ON JAPAN

Advanced

Japan, Technology and Tradition, Society for Visual Education, Inc., 1354 Diversey Parkway, Chicago, IL 60614

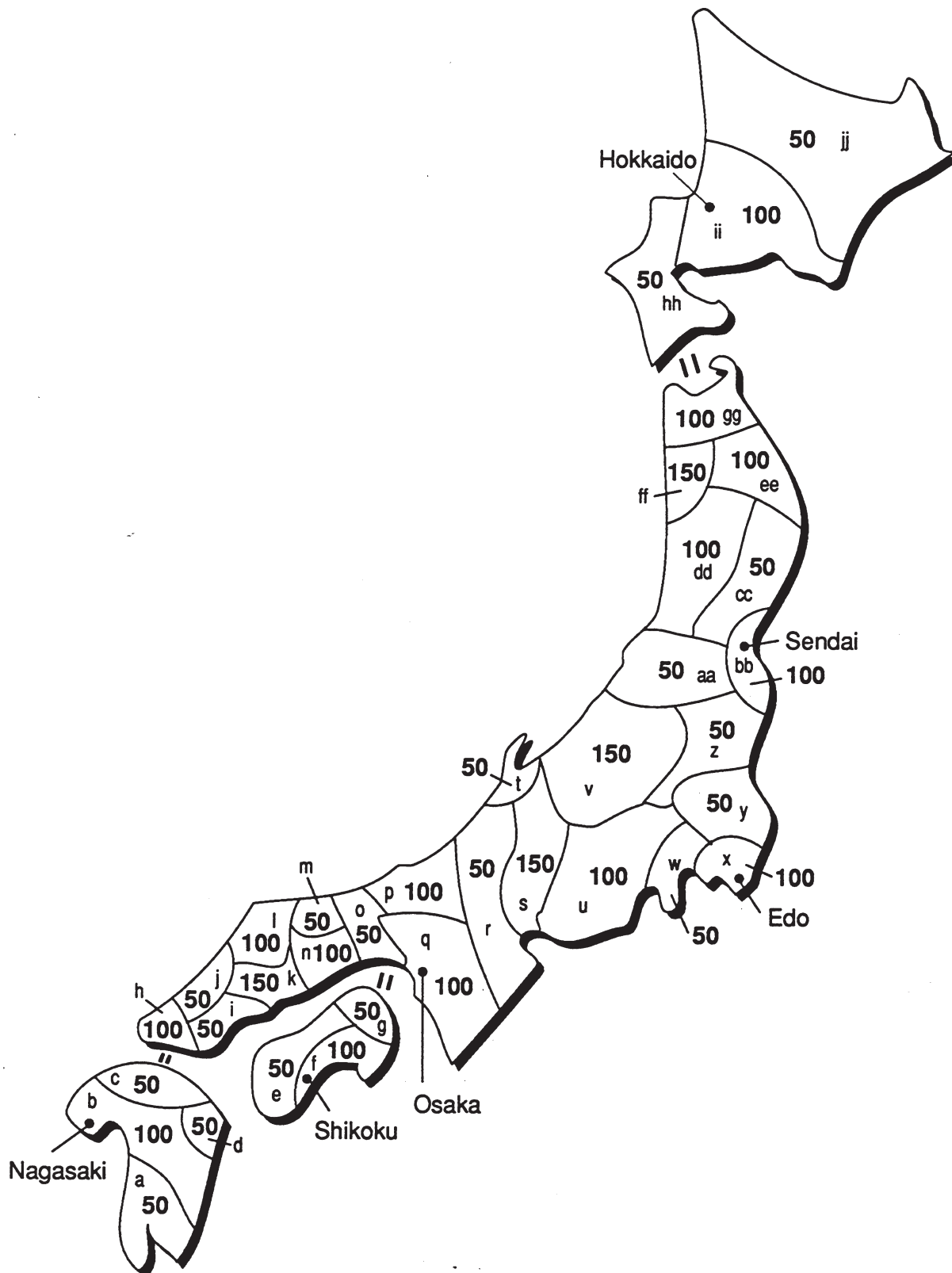
Elementary

The New Japan, Society for Visual Education, Inc., 1354 Diversey Parkway, Chicago, IL 60614

Japan, Land of the Golden Fish, National Wildlife Federation, 1412 16th Street NW, Washington, D.C. 20036

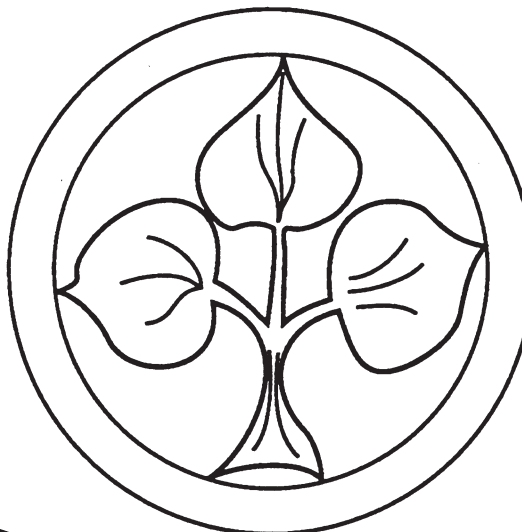
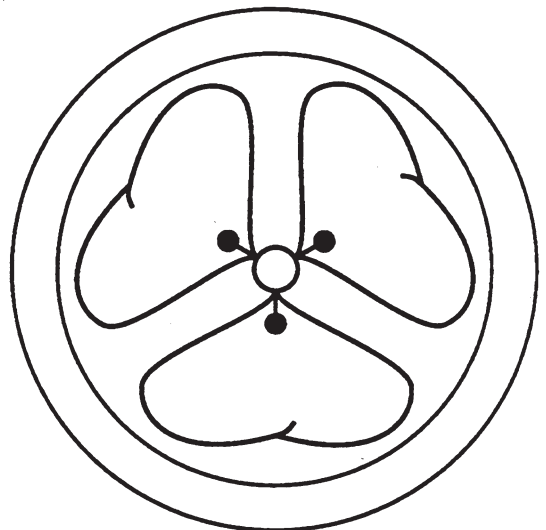
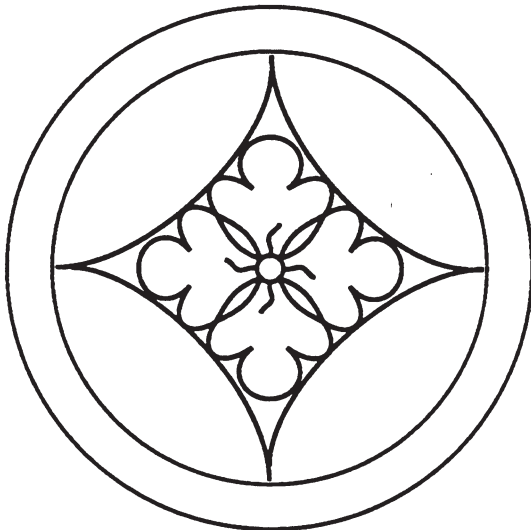
GAME MAP MASTER

Directions: Make a display copy of this GAME MAP, which is also found on page 8 of the Student Guide. Hang it in a prominent place in front of your classroom. **Special note:** You may wish to enhance the GAME MAP's quality by adding appropriate Japanese pictures, illustrations, or calligraphy.

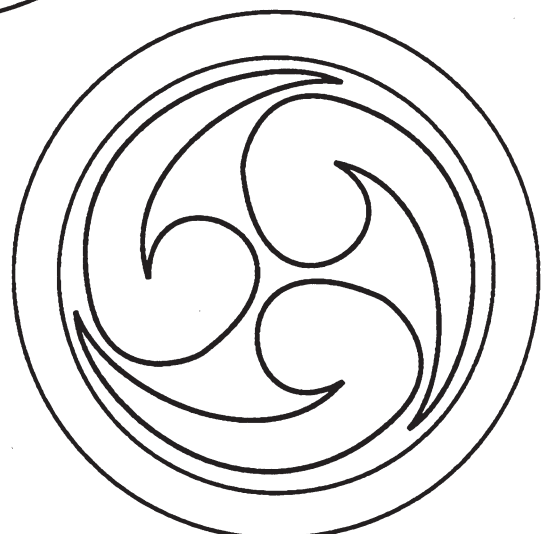
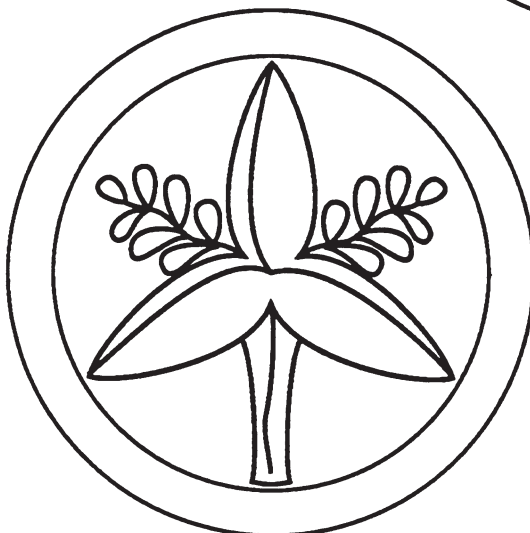


FAMILY CRESTS - 1

Directions: On this page and the next page you will find several FAMILY CRESTS. Members of your castle should choose one for your most talented artist to duplicate and color to the best of his/her ability. This crest will then become a symbol for your castle. It should then be placed on your team folder and on a paper banner which you should hang over your castle area in your classroom.

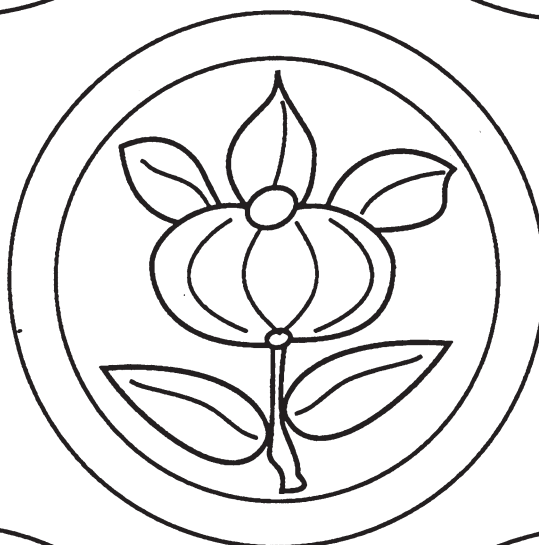
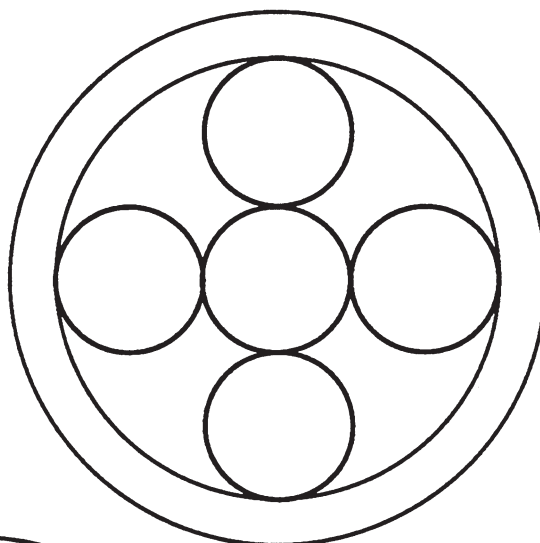
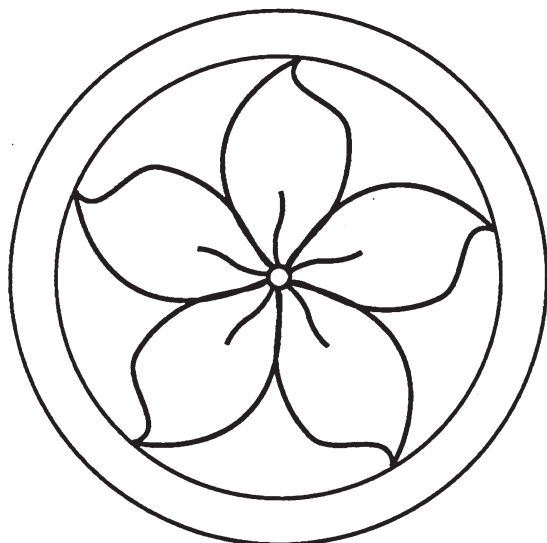


These crest designs are adaptations of those found in Clarence Hortung's *Japanese Crest Designs*, published by Dover Publications in New York. They are used with permission of the publisher.

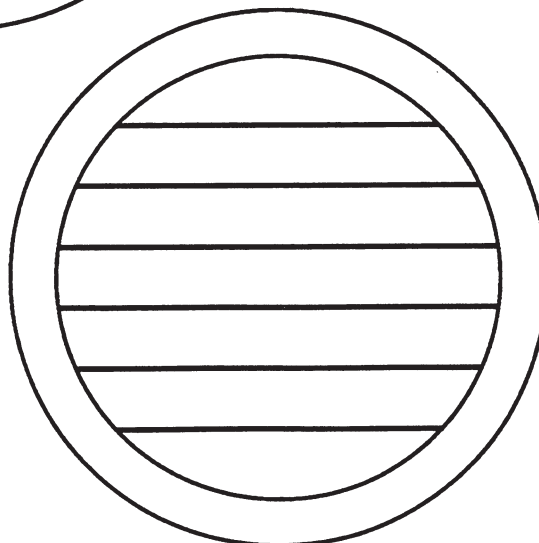
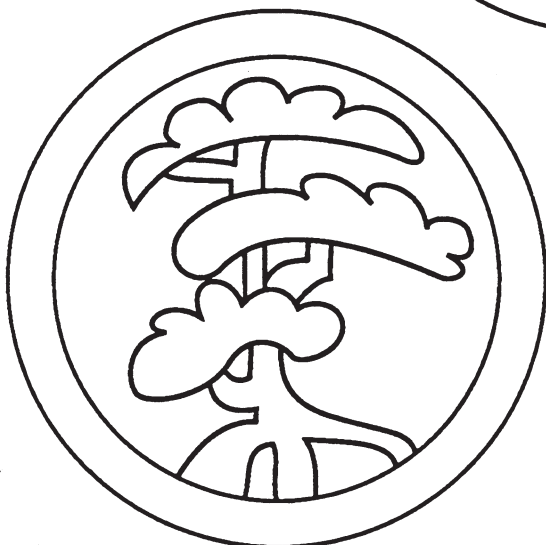


FAMILY CRESTS - 2

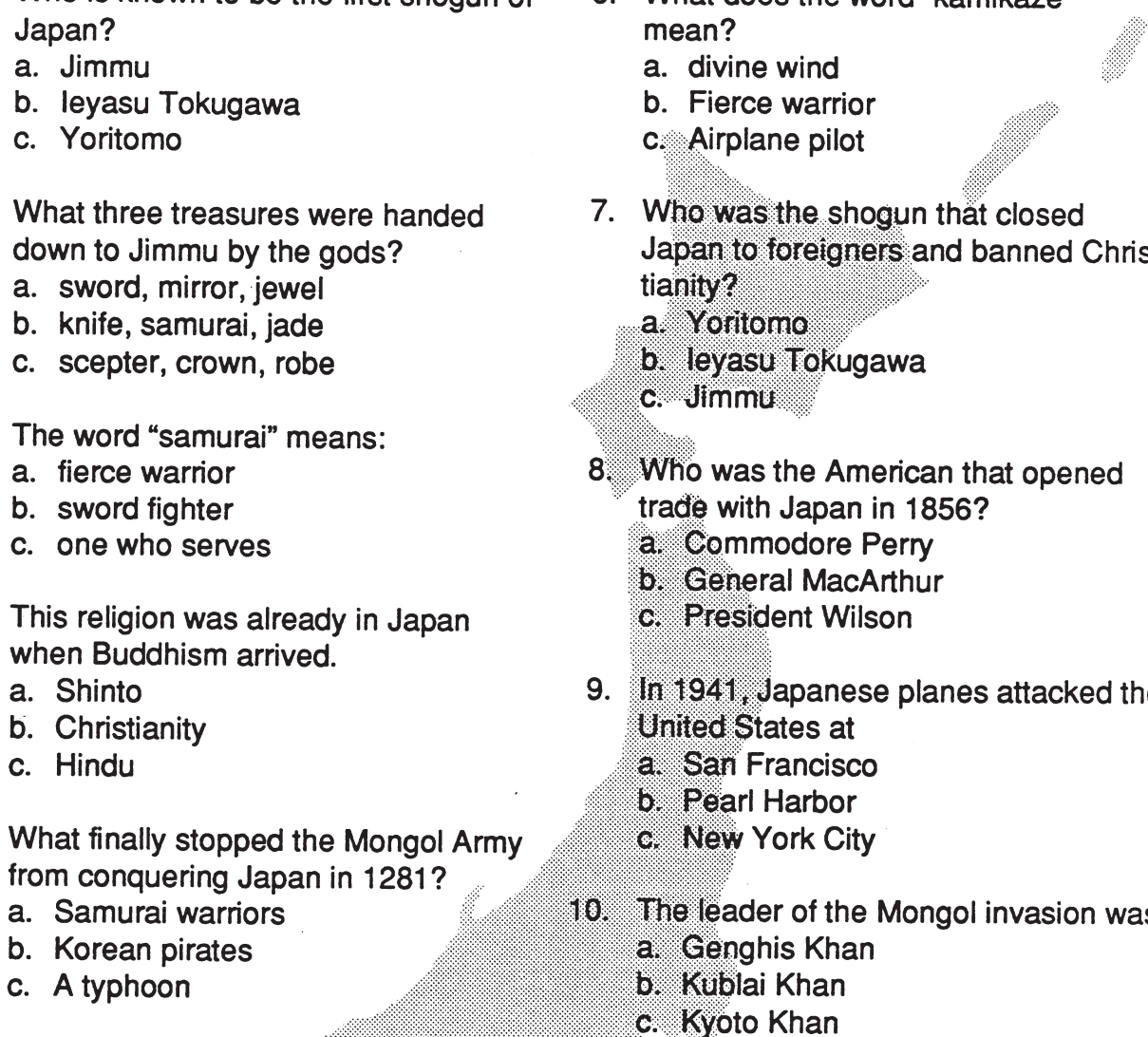
Directions: On this page and the previous page you will find several FAMILY CRESTS. Members of your castle should choose one for your most talented artist to duplicate and color to the best of his/her ability. This crest will then become a symbol for your castle. It should then be placed on your team folder and on a paper banner which you should hang over your castle area in your classroom.



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BASIC TEST

1. Who is known to be the first shogun of Japan?
 - a. Jimmu
 - b. Ieyasu Tokugawa
 - c. Yoritomo
 2. What three treasures were handed down to Jimmu by the gods?
 - a. sword, mirror, jewel
 - b. knife, samurai, jade
 - c. scepter, crown, robe
 3. The word "samurai" means:
 - a. fierce warrior
 - b. sword fighter
 - c. one who serves
 4. This religion was already in Japan when Buddhism arrived.
 - a. Shinto
 - b. Christianity
 - c. Hindu
 5. What finally stopped the Mongol Army from conquering Japan in 1281?
 - a. Samurai warriors
 - b. Korean pirates
 - c. A typhoon
 6. What does the word "kamikaze" mean?
 - a. divine wind
 - b. Fierce warrior
 - c. Airplane pilot
 7. Who was the shogun that closed Japan to foreigners and banned Christianity?
 - a. Yoritomo
 - b. Ieyasu Tokugawa
 - c. Jimmu
 8. Who was the American that opened trade with Japan in 1856?
 - a. Commodore Perry
 - b. General MacArthur
 - c. President Wilson
 9. In 1941, Japanese planes attacked the United States at
 - a. San Francisco
 - b. Pearl Harbor
 - c. New York City
 10. The leader of the Mongol invasion was
 - a. Genghis Khan
 - b. Kublai Khan
 - c. Kyoto Khan
- 

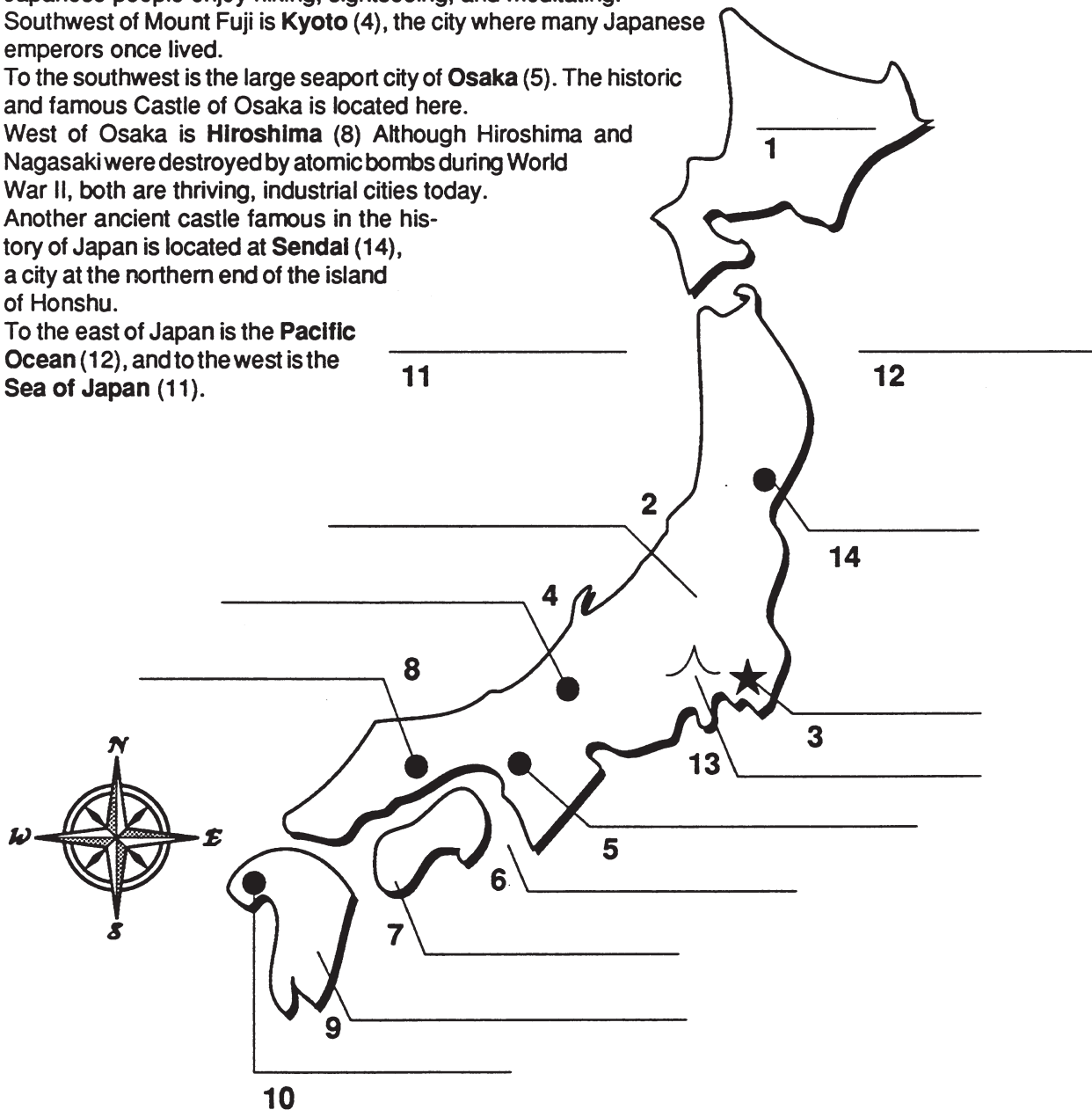
THE GEOGRAPHY OF JAPAN

Directions:

Read the information below about the geography of Japan. Use the NORTH, EAST, SOUTH and WEST direction markers on the compass rose to help you find the important locations on the map. Then fill in the names of the locations on the map.

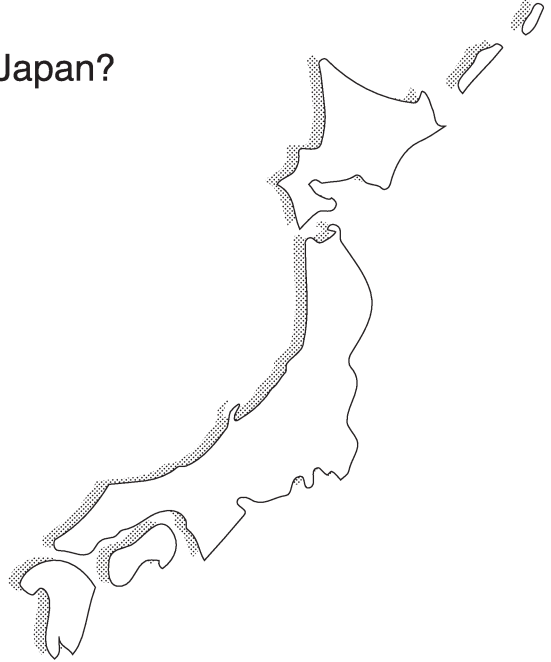
Japan is an archipelago, or a chain of islands, located in the Eastern and Northern hemispheres. This small but densely populated nation is made up of four main islands and hundreds of smaller islands.

- The main island farthest to the north is **Hokkaido** (1).
- South of Hokkaido is the largest of the islands, **Honshu** (2).
- **Shikoku** (7) is the smallest of the main islands, and it is surrounded by the **Inland Sea** (6).
- The main island farthest south is called **Kyushu** (9).
- **Nagasaki** (10) is the largest city on Kyushu.
- **Tokyo** (3) is the capitol city of Japan. This modern city is located on Tokyo Bay and is one of the world's largest cities. In earlier times Tokyo was known as Edo.
- Near Tokyo is the famous and beautiful **Mount Fuji** (13), where many Japanese people enjoy hiking, sightseeing, and meditating.
- Southwest of Mount Fuji is **Kyoto** (4), the city where many Japanese emperors once lived.
- To the southwest is the large seaport city of **Osaka** (5). The historic and famous Castle of Osaka is located here.
- West of Osaka is **Hiroshima** (8) Although Hiroshima and Nagasaki were destroyed by atomic bombs during World War II, both are thriving, industrial cities today.
- Another ancient castle famous in the history of Japan is located at **Sendai** (14), a city at the northern end of the island of Honshu.
- To the east of Japan is the **Pacific Ocean** (12), and to the west is the **Sea of Japan** (11).



JAPAN GEOGRAPHY QUIZ

1. What is the name of the largest city in Japan?
2. Name Japan's two southern islands.
3. What is an archipelago?
4. On what island is Nagasaki?
5. The coast of Japan is on what ocean?
6. Name the two cities on which America dropped atomic bombs during World War II.
7. What is the name of Japan's main island?
8. What is the name of Japan's northern island?
9. Name the city where many Japanese emperors lived.
10. What is the name of the sea between Shikoku and Honshu?
11. What is the name of the sea that separates Japan from Korea and Russia?
12. What is the name of the most famous mountain in Japan?
13. What is the name for two equal parts of the earth?



ARMY MOVE PLAN Day # _____

1 FIRST MOVES

Fill out the chart below before moving army pins.

Armies

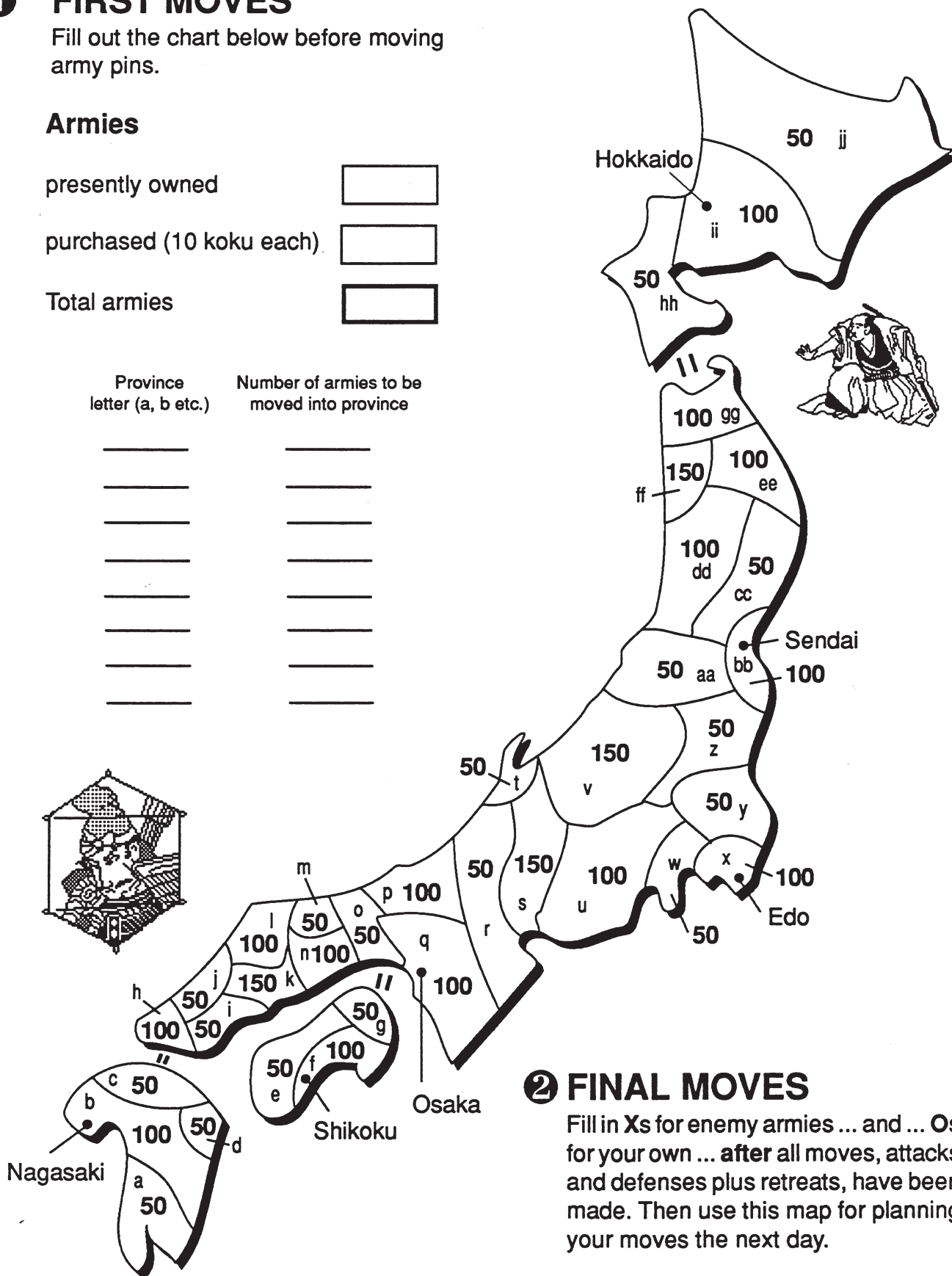
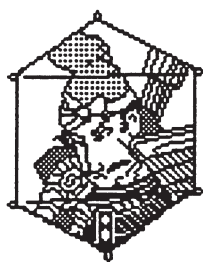
presently owned

purchased (10 koku each)

Total armies

Province
letter (a, b etc.)

Number of armies to be
moved into province



2 FINAL MOVES

Fill in Xs for enemy armies ... and ... Os for your own ... **after** all moves, attacks and defenses plus retreats, have been made. Then use this map for planning your moves the next day.

ACCOUNTING SHEET

A. Beginning Balance

Day #

1. WAR CHEST (in rice koku)
(100 at start; then E1 below thereafter) _____
2. WARRIOR ARMIES
(4 to start; then E2 below thereafter) _____
3. MOVES
(2 to start; then awarded by Emperor thereafter) _____

Today's accountant:

B. Income for the Day

1. Rice koku earned for answering questions _____
2. Rice koku earned for conquering province
(See map for each province's rice wealth.) _____
3. Bonus rice koku for extra work _____
4. Rice koku given your village from good fortune _____

Total Income _____

Team name:

C. Expenses for the Day

1. Rice koku spent to purchase armies _____
2. Rice koku spent to maintain armies _____
3. Rice koku given to honor Emperor 25
4. Rice koku given to feed conquered villagers _____
5. Rice koku lost because of ill fortune _____

Total Expenses _____

Team color(s):

D. Castle's Gain or Loss (Income minus Expenses)

E. Ending Assets

1. WAR CHEST
Beginning balance in A1 _____
Plus or minus castle's amount in D _____
Total (which is the new beginning balance) _____

2. WARRIOR ARMIES
Beginning number in A2 _____

Add armies purchased (See C1 above) + _____

Sub-total: _____

Subtract armies lost to other castles - _____

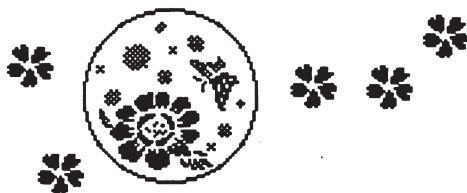
Total: _____

3. MOVES (Always zero at the end of the day) **0**



SAMURAI JOURNAL EXAMPLE

Day 4



壽



*Ryan,
our leader*

TEAM STRATEGY

Today the great leaders of the castle at Edo met to discuss what actions to take against the advancing armies of Osaka. Our leader, Ryan, suggested that we move as many armies as possible into the provinces to the south. These are rich lands, and by forcing the farmers to share their rice harvest with us, we will gain much wealth. This action will also set up our line of defense against Osaka in case they should they attack. When we become richer and more powerful, we will attack Osaka. Their castle will be our first prize.

DAILY LESSON

I cannot believe that the great Yoshitsune is dead. How cruel the shogun, Yoritomo, must be to force his younger brother to his death out of jealousy and fear. Without Yoshitsune's help to win those important battles against the Taira family, Yoritomo would never have become shogun. In fact, he probably would have had his head removed by the angry Tairas. I hope Yoshitsune's ghost comes back to haunt him.

BOARD MOVES

The brave samurai of Edo were ready to march today. Unfortunately, the leaders were not prepared enough to move them very far. We moved into the two adjoining provinces and left enough armies (2) in each to be sure the peasant farmers shared their rice harvest with us. At first they resisted. A group of farmers came to our army and protested. Ryan quickly removed the head of one of the farmers with his lightning swift sword. The other farmers immediately paid their tribute and returned to work. They never complained again.

FORTUNE

Good fortune smiled down upon us today. The terrible plague has ended, thanks to the wisdom of our great emperor. A huge statue of Buddha was built by the emperor in order to stop the disease. It seemed to work, and now the emperor is so happy he is sending a gift of 10 koku of rice to each castle. We plan to purchase another army with our royal gift. It will help us to crush Osaka.

ART ASSIGNMENT #1

Name _____
Castle _____ Day _____



ART ASSIGNMENT #2

Name _____
Castle _____ Day _____



Name _____
 Castle _____ Day _____

Introduction to Assignments 1 and 2

Calligraphy, the process of making beautiful letters, is a Japanese art form. Consider these directions and observations while you are working on Japanese calligraphy on both these assignments.

1. Do your calligraphy assignment *patiently* and *carefully*. Work as if you are striving to create fine art.
2. For *quick, sloppy work* you will receive no simulation move.
3. For *good work* you will receive one move.
4. For *beautiful work* you will receive two moves.
5. Use a black felt tip pen to complete both assignments.
6. Japanese write from *right to left* and from *top to bottom*. Therefore, start at * and work to the left before starting the second letter.
7. First trace over the letter in the fifth box from the left. Try to get a feel for how it has been shaped.
8. Next move to the two boxes with dotted lines and try making the letters there. The dotted lines should help you with sizing and centering.
9. In the final two boxes at the left practice the letter two more times. Your best letter will likely appear in the box at the extreme left.

Message for Assignment 1: This is how to write **Good afternoon** in Japanese. It is pronounced *Ko nee chi wah*. *

				こ	こ
				ん	ん
				に	に
				ち	ち
				は	は

Japanese Calligraphy Assignment 1

Name _____
Castle _____ Day _____

Message for Assignment 2: This is how to write **Good morning** in Japanese. It is pronounced *Oh hah yo Go zah ee Mah su.*

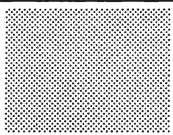
Japanese Calligraphy Assignment 2

				お
				は
				よ
				う
				げ
				ざ
				い
				ま
				す

お
は
よ
う
げ
ざ
い
ま
す

COOPERATIVE SKILLS TALLY SHEET

Directions: See the DEVELOPING COOPERATIVE SOCIAL SKILLS handout for directions you should follow while you fill out this sheet for your castle group.

	Student	Student	Student	Student	Student	Student
						
Day 1: Moving without noise						
Day 2: Staying with the group						
Day 3: Using a quiet voice while talking about WL of J						
Day 4: Encouraging everyone to participate						
Day 5: Using given names						
Day 6: Making eye contact with speaker						
Day 7: Refraining from put-downs						
Day 8: Directing the group's work						
Day 9: Expressing support						
Day 10: Asking for help						

The materials on this sheet were adapted from David W. Johnson and Roger I. Johnson's *Cooperating in the Classroom*, Interaction Book Company, Edina, MN, 1984.

DEVELOPING COOPERATIVE SOCIAL SKILLS

During WAR LORDS OF JAPAN, your team will improve its use of ten social skills. Team members will focus on developing a different social skill each day. As the person responsible for the tally sheet on a certain day (as either assistant leader or calligrapher), you must observe and tally how each member of your group performs that day's skill. Follow these steps below.

1. Obtain the COOPERATIVE SKILLS TALLY SHEET for your team. (On Day 1 fill in the students' names.)
2. Immediately tell your team members which skill everyone will concentrate upon for the day. Make very clear to everyone what behavior will result in your giving that person a successful mark. (See the ten descriptions of appropriate behavior below.)
3. When you see group members using the social skill learned for the day, record it on the COOPERATIVE SKILLS TALLY SHEET. On the day you must do the tallying, you will receive no marks for that day.



4. Since a mark may be recorded for each occurrence, you may tally multiple marks under each student's name. The tally sheet will help your team members to be visually aware of whether or not they practiced the daily skill. It is not intended to be used as a means to earn more rice or to obtain moves.
5. At the end of the day's activities, lead a discussion of how well your team practiced the day's social skills. Try to be positive. Relate your comments to how much you sense that students' use of the social skill helped them to complete their work.
6. Return the COOPERATIVE SKILLS TALLY SHEET to the Castle Folder.

The following social skills will be introduced:

Day 1 *Moving without noise*

Clan members should move to and from their castles or assignments without talking or banging furniture.

Day 2 *Staying with the group*

Team members should remain on task. They should not wander around the room or talk with friends in other groups. They should work only with their own team members.

Day 3 *Using a quiet voice while talking about the simulation* Use subdued voices for group discussions. All talking should relate to WAR LORDS OF JAPAN. Group members should not yell instructions to the leader at the game map. Team members should hold up their hands to ask a question or to ask for help.

Day 4 *Encouraging everyone to participate* Each clan member should participate in decision making. The leader will ask each member for input and will encourage members in a positive manner to complete their work. Team members should encourage one another with compliments and positive suggestions.

Day 5 *Using given names*

When speaking to any member in the group, clan members should use that member's first name. *Caution team members not to overdo this one just to gain more tallies.*



Yes, everyone has a first name and everyone wants to participate!



Day 6 *Making eye contact with speaker*

Team members should demonstrate good listening skills by looking directly at the person speaking, whether it is the teacher or another group member.

Day 7 *Refraining from put downs*

No unkind remarks or name calling should be directed toward other group members, toward other groups, or toward the teacher. Record a mark on the tally sheet for every 15 minutes that a team members has not used a put down.

Day 8 Directing the group's work

Observe when team members contribute concrete suggestions for completing assignments. Record a tally when a team member makes a positive suggestion how the group can improve its work or suggests ways your castle can outperform another. Examples: 1) giving suggestions regarding team strategy and short-term and long-term goals; 2) offering to proofread another team member's work to check for misspellings and missing information.

Day 9 Expressing support

Team members should express support for other team members. They should congratulate someone when good work has been accomplished. Even when a team member has made a mistake, received a poor grade or missed a question, group members should try to make positive contributions. Watch students to see if they attempt to buoy up their teammates' spirits.



"Come on, help me. What was Japan's leader doing with his warriors at this time in history?"

Day 10 Asking for help

Team members should demonstrate that they understand who, when, and how to ask for help. They should ask for help from a teammate or from the teacher when they can no longer proceed with their assignment because they do not understand something. Students should ask for specific help with a question rather than a simple statement of "I don't get it." The question should demonstrate that the student has read all instructions and is still unclear on how to proceed. Team members should raise their hands to ask for the teacher's help, but they may ask a teammate directly. Record a tally when you observe that help has been properly requested.

Your, yourself, have an opportunity here to help everyone be a happier, more successful group member. Don't act like a tough disciplinarian. Instead, be like a warm, friendly parent.

Good luck!

JAPAN TIMELINE

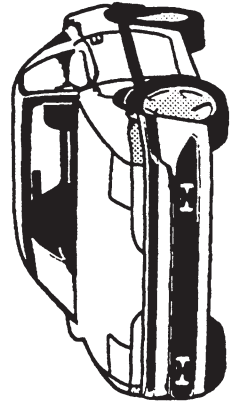
1. Write the dates in the boxes below in correct order.
2. Write the correct letter that goes with the event on the line below the date.

Dates

- 600
- 1185
- 1941
- 1602
- 600 BC
- 1281
- 1856
- 1590

People and Events

- A. Hideyoshi
- B. Yoritomo
- C. Mongol invasion
- D. World War II
- E. Jimmu
- F. Perry
- G. Tokugawa
- H. Prince Shotoku



Background Essay 1:

Jimmu

THE CREATION A mythical story is told about the beginning of the islands known as Japan. Long ago the islands of Japan did not even exist, only ocean. A god and goddess looked down from the heavens upon the beautiful ocean and saw a long and colorful rainbow streaking over the ocean. The rainbow formed a splendid bridge and the god and goddess decided to walk across it. Pausing in the center of this stretch of color, the god lowered his jeweled spear into the ocean. He swirled the spear around and around and lifted it from the water. Tiny water drops fell from the tip of the spear, and as they hit the ocean they turned into land. This became the country known as Japan.

THE FIRST EMPEROR The god and goddess descended to their newly created land where the goddess gave birth to Amaterasu, the goddess of the sun and the first ruler of this land. The great-great grandson of Amaterasu is thought to be the great Jimmu, founder of Japan's imperial family. Every emperor of Japan, from Jimmu's time to present day, have been directly related to Jimmu and, therefore, a descendant of the gods.

THREE TREASURES Jimmu carried with him the proof he needed to verify his divine ancestry. Three treasures, handed down by the gods, were always to be kept in possession of Japan's emperors. The first was a mirror that belonged to the sun goddess, representing the emperor's relation to the gods. The next treasure was a special sword, representing the emperor's strength. The third treasure was a jewel, said to actually have been taken from the steps of heaven, representing the great wisdom the emperor possesses. With such powerful and convincing evidence, no one could ever doubt that Japan's emperors were truly related to the gods.

BATTLES WITH AINU Jimmu gained control of Japan about 660 BC. He successfully battled against a different race of people who originally inhabited Japan called the Ainu (pronounced I Knew). These people looked different than the present-day Japanese people. They were tall, white skinned, and many had beards. (A small number of Ainu still live in Japan today, mainly on the northern island of Hokkaido.) Jimmu defeated these people he called the white, hairy, barbarians and drove them primarily to the north, thus becoming emperor and sole ruler of Japan.

A LASTING HERITAGE Jimmu was, most likely, an actual person. The mythical beginnings of Japan is a story still enjoyed by the Japanese, though the actual relation of the emperor to the gods was renounced by the emperor of Japan, Hirohito, after World War II. Emperor Hirohito's heritage can, however, be traced directly back to Jimmu, the first emperor of Japan. Emperor Hirohito died in 1989, and today his son is emperor of Japan.

Background Essay 2: Shotoku

THE YOUNG PRINCE In 572, a boy with exceptional talents was born to a member of the royal family of Japan. He became known as Prince Shotoku. It is said that by the time he was four months old he was already speaking, and shortly after that he could read and write. While still a young boy, he had learned all the scriptures of a religion that had recently been introduced to Japan. As his many great talents developed, people looked to him for guidance and leadership.

BUDDHISM The new religion that interested the prince was Buddhism. Although it was new to Japan, it had originated in India more than 1,000 years earlier. The religion was started by a member of a royal family of India who became known as the Buddha. His teachings gradually spread through China and into Korea. Then, as a gift to the Japanese, the Korean leader sent the Buddhist scriptures and a gold and copper image of the Buddha to the royal family. Prince Shotoku was very impressed with the teachings of the Buddha, and he sought to spread the religion throughout the country.

SHINTO The Japanese religion of Shinto had existed throughout the country from the early times of Jimmu. The belief that spirits existed in all things, living or not, was part of the religion. Building a shrine, or leaving offerings for these spirits could help one in fishing, farming, or warfare. When the new religion of Buddhism was introduced into Japan, it was found to be compatible with the existing Shinto religion. The Japanese people happily could still practice their ancient Shinto and adopt the Buddhist religion that Prince Shotoku so admired.

BUDDHISM SPREADS Prince Shotoku set about erecting temples and statues to the new religion. One great complex of temples was said to hold something quite special. The story was told that when the prince was only a year old, while praying, the left eyeball of the Buddha appeared in his hands. Later, that eyeball was placed at the temples. Soon the scriptures of Buddhism spread across Japan. Monasteries were constructed where people could devote their lives to studying the religion.

STATESMAN The prince became more than just a religious leader. He also had talents as a great statesman. His aunt was the empress when the prince was growing up. When Shotoku was 21 years old, she made him her regent, giving Shotoku her full confidence and total control over the government. The prince brought many teachers to Japan from Korea and China. He awarded teachers high social ranks in order to attract experts in astronomy, calendars, geography, medicine, and the sciences. The country awoke from the dark ages with this wealth of new information.

ACCOMPLISHMENTS The prince introduced the Chinese style of centralized government. But he based his government on virtues of sincerity, love, and goodness, and he used Buddhism as a peaceful, unifying, religious force. Prince Shotoku wrote a code of law in his own hand using principles of philosophy learned from the Chinese. It provided guidelines of moral conduct for statesmen to follow, providing for an amazing degree of justice for such early times. He created a lasting peace from a civilization used to continuous warfare. Prince Shotoku commanded such great confidence in the people of his country that there was very little resistance to his many changes he introduced to produce an age of enlightenment for Japan. The nation was saddened at his death from illness in 622.

CHINESE INFLUENCE For the next century, the Japanese continued to be fascinated with the much older Chinese culture. A type of university for Japanese royalty and friends was created. Chinese speech and writing was taught, and soon Chinese character writing was the preferred form of communication, often written in the form of poetry. The Japanese emperors and empresses became more impressed with the grand scale that Chinese royalty enjoyed. It was said that when the Chinese emperor built a capital, 2,000,000 men were set to work, and that his fleet of pleasure boats on the Yellow River was towed by 80,000 men. When he traveled on land, his caravan was 300 miles long. The Japanese royalty sought to live in a similar way. Rich art in the form of paintings, bronzes, silks, stones, and woods were commissioned from artists taught in the Chinese influence.



WOMEN IN JAPAN Women held an honorable place in early Japanese society. Though not considered an equal to men, women had many freedoms not extended to women of other early societies. Japanese women could be educated, own property, and inherit property. Some of the best books written in early Japan were from female authors writing in traditional Japanese language, not in Chinese as the male authors preferred. The 54-book series, *The Tale of Genji*, written by Lady Murasaki, tells of what life was like as a member of the royal family in early Japan. Women were also known for their bravery. Once a general, while fighting the white, hairy barbarians, was about to be overrun. He had climbed over a stockade to make his getaway when his wife grabbed him and taunted him to stay. Then she gathered the other women together and they all made plucking noises like bow strings. The barbarians, thinking there was a waiting army behind the stockade, decided to withdraw. Later, the general reorganized his troops and lead them back to victory.

Background Essay 3: Yoritomo

EMPERORS LOSE POWER Jimmu, the first emperor of Japan, ruled around 660 BC. Over the next 2,500 years, many of his relatives served as emperor; some with strength and ability. But some were not so able, especially in political leadership and military planning.

FAMILIES OF WARRIORS Many emperors concerned themselves only with the gentler matters of practicing their Buddhist religion, writing poetry, and appreciating items of peace and beauty. The more difficult matters of war and power were frequently left to other families. For serving the emperor, these families were often rewarded with the rights to control and tax the peasant farmers and land owners. A few families achieved tremendous wealth and power. To maintain their power, families frequently fought wars with each other. Needing to be continuously ready to do battle, family members trained daily at the use of all types of weapons, knives, bows, spears, but especially the sword -- the favorite weapon of these times. The swordsmanship of the Japanese warriors was perhaps the best in the world.

SAMURAI These warriors came to be known as "samurai," which means "one who serves." The code of the samurai required that he always would be ready to serve his leader, unquestioningly, even if it meant his own death. A good samurai would consider it quite honorable to die in battle at the request of his leader, but preferably not before chopping off the heads of a few enemy warriors.

WOMEN SAMURAI Being samurai didn't mean simply one was a warrior, but rather it meant being a member of one of the powerful warring clans. Women, too, could be samurai, but they did not participate in battle. They were expected to serve their husbands and their family leader, taking their own lives if requested to do so. Occasionally a woman of the royal family would become empress; only rarely did a woman become a military leader of a warring clan.

FAMILY FEUD Around 1160 two powerful families feuded. The Taira family controlled much of the important land around Kyoto, home of the imperial family. The Tairas, by force, had the favor of the emperor. Their rivals, the Minamoto family, controlled lands farther from the emperor's home and greedily desired to take over the Taira's territory in order to force their influence on the emperor. The Minamotos won an important battle, temporarily taking control of the Kyoto area. The Tairas battled back, crushing the Minamotos and later assassinating their leader. The leader's entire family was also to be executed; however, the leader's widow was so beautiful that the leader of the Taira family sought to make a deal with her.

THE DEAL If Lady Minamoto would agree to become the Taira leader's wife, he would not only allow her to live but would also allow her sons to continue living. In order to avoid having them grow up and seek revenge against the Tairas, however, they had to become monks and live their lives in the confines of separate monasteries, never to see each other. Though she hated the Tairas for the death of her husband, she agreed to the deal to save the lives of her sons.

TWO SONS The elder son's name was Yoritomo; his younger brother was Yoshitsune. They grew up with a hatred for the Taira family and a desire for revenge. Yoshitsune, at age 15, escaped from the monastery where he was held. While in hiding, he trained daily to become a great samurai warrior. Meanwhile, Yoritomo, who had been sent to a remote province, planned his revenge. Yoritomo began meeting with old Minamoto clan members and loyal friends of his father's. The Tairas also had many enemies. Yoritomo united all these people to form a small army and set up his own government.

YOSHITSUNE Young Yoshitsune had now joined with his older brother and had taken on the role of military commander. He proved to be an expert at battle strategy and, though frequently outnumbered, Yoshitsune led the Minamoto armies to several surprise victories over the Taira forces.

FINAL BATTLE Pushed toward the sea by advancing Minamotos, the Tairas took with them the emperor, Antoku, who was just a young boy. Antoku kept with him many of his important imperial belongings. The final, decisive battle took place at sea. Though again outnumbered, Yoshitsune cleverly used the tides and currents to his advantage. The Minamoto victory caused such despair among the surviving Taira army that many of the samurai took their own lives by jumping into the water and drowning. The boy emperor also drowned during the fierce battle, and the famous mirror, sword, and jewel, proof of the emperor's divine ancestry, were lost at sea. Yoshitsune sent divers to search for the priceless treasures. Eventually, the mirror and the gem were recovered, but the sword was never found.

FIRST SHOGUN The Minamotos now had complete military control of Japan, and Yoritomo, as the eldest son, was supreme ruler. A new emperor from the imperial family was installed. This emperor named Yoritomo to be the first shogun, chief military ruler of all Japan. To assure himself complete and unthreatening power, Yoritomo forced his devoted younger brother, Yoshitsune, to commit suicide.

GHOST OF YOSHITSUNE Yoritomo ruled Japan efficiently until 1199. It is said that, while riding on his horse one day, Yoritomo confronted the ghost of Yoshitsune. In shock and terror, Yoritomo fell from his horse and died.



Background Essay 4:

Kublai Khan

SAMURAI CODE The code of the samurai warrior was based on honor, respect, obedience, and total loyalty to those superior. As with Yoshitsune, a younger brother showed honor, respect, and obedience to an older brother, a wife to her husband, children to their father, and samurai warriors to their leaders, with the highest position in Japan being shogun, total military ruler. The emperor, too, shared the very highest level of respect, but his role was as a religious and spiritual leader and as a symbolic figure representing the divine heritage of Japan. Though the emperors lived in splendor, their powers were rarely a threat to the shoguns' power.

KUBLAI KHAN About 70 years after the death of Yoritomo, Japan's first shogun, the strength of the samurai code and the bravery of the samurai warriors was tested. Kublai Khan, the cruel and powerful leader in Mongolia, had conquered many lands, maintaining his power through sheer terror. He looked upon Japan as yet another unconquered prize. Stories of the ruthless Khan's destruction of entire villages, killing all men, women, and children, spread such fear that many people felt it safest to simply surrender to the dreaded Mongol army than to fight against it and suffer its wrath. Therefore, when Kublai Khan sent messengers to Japan in 1268, stating that Japan was to surrender to him or face the consequences, the great leader felt that Japan would surely negotiate.

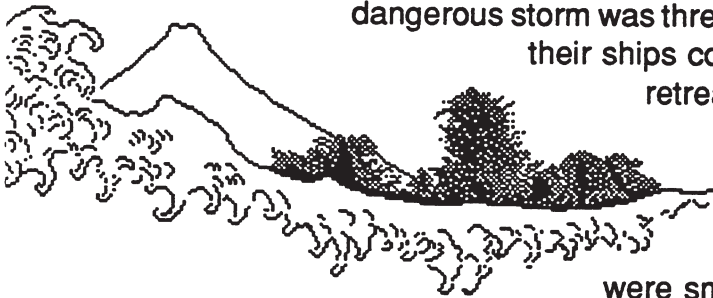
INVASION PLANS But the military leaders of Japan were unshaken and sent the messengers back to Mongolia, making it quite clear they would never surrender. This message infuriated Kublai Khan, and he put together his invasion plan that would crush Japan. He formulated a fleet of 800 Korean ships to transport 30,000 Chinese, Korean, and Mongolian soldiers. In 1274 he sent them out to conquer Japan.

FIRST ATTEMPT Brave samurai, well trained and eager to fight, met the massive Mongol fleet on the island of Kyushu. The samurai's individual style of combat confused the Mongol's plan of attack and forced them to retreat to their ships after a day of fighting. On the following day, a storm came up and forced the fleet to withdraw to sea to avoid the danger of being smashed against the rocky shore.

KHAN'S ANGER When the fleet returned to Korea, Kublai Khan was infuriated at his army's failure. Again the tyrant sent messengers to Japan and demanded surrender or be prepared to pay the price. But this time the Japanese simply put the messengers to death, making it clear that Japan still had no intention of surrender. Kublai Khan had never been madder and vowed to severely punish Japan. He ordered mountains to be stripped of trees to build the largest armada ever assembled on earth, even to this day. More than 3,500 ships were constructed. An army of 140,000 men prepared for what they hoped would be a decisive invasion of Japan.

SECOND ATTEMPT The second attack came in 1281. The Japanese had spent the intervening seven years training and preparing for the Mongol army's inevitable return. The brave samurai were anxious and ready to defend their country. Japanese pirate ships menaced the advancing armada. The pirates would quietly swim to the Mongol ships at night. Then, cutting off the heads of the ship's crew members, the pirates would secretly return to their boats leaving the Mongol crafts floundering with inexperienced replacements.

THE BATTLE When the Mongol army landed, the massive mixture of Chinese, Korean, and Mongolian soldiers took to the shore again on the island of Kyushu. But the samurai battled bravely to defend their divinely created land. Weeks of furious fighting kept Kublai Khan's forces from establishing a solid foothold on Japanese shores.



HELPFUL STORM Then one day, strong winds began to blow. A dangerous storm was threatening, and the Mongol army feared that their ships could be driven against the shore. Troops retreated to the ships. But unlike the storm that had forced an end to the previous invasion, this storm quickly became more violent. Before they could reach the relative safety of the open seas, the ships were smashed and sunk, scattering the Mongol warriors into the angry waters. Most all were drowned. Those that managed to swim to the shore were swiftly chopped into fish food by the awaiting samurai.

DIVINE WINDS Thanks to the tremendous storm and the bravery of the samurai, Japan was successfully defended from the most powerful and frightening of invading forces. Kublai Khan's great army was crushed. His resources and morale drained, Kublai Khan made no further attempts to capture Japan. The Japanese were certain the great storm had been sent by the gods to help the samurai defend their sacred land from outsiders. They called the wind "kamikaze" or "divine wind," a term later adapted by World War II fighter pilots. This was still further proof that Japan was not only created by the gods, but was still watched over and protected by the deities. All Japan had much to be proud of. Instead of fighting among themselves, it was a time that Japan fought as a nation, preserving its purity and independence, and remaining unconquered.

Footnote

In 1982, Japanese divers discovered the remains of the Mongolian armada off the shores of Kyushu. Though the ships had long since disintegrated, many relics were brought up still as they were in 1281.

Background Essay 5: Hideyoshi

PERIOD OF THE WARRING STATES In the 200 years following the great Japanese victory over Kublai Khan's invading forces, the shoguns of Japan allowed their absolute military power to slip away to the regional generals. When some shoguns lost interest in being military leader and pursued other areas of interest, their generals began fighting among themselves to defend or expand their areas of power and control. The Period of the Warring States, between 1490 and 1600, was a time of much bloodshed, uncertainty, civil fighting, and instability. It was also a time when any regional chieftain with great skill and a little luck could seize power and become shogun of Japan.

THE RISE OF HIDEYOSHI One regional leader, Oda Nobunaga, attempted to do just that. Among his officers was a common man, not samurai, named Hideyoshi. A man of great talent, he had become one of Nobunaga's most favored and trusted generals. Many times he had proven his skill on the battlefield. During one battle, he had a river diverted to flood out the defenses of his enemy. His cleverness led him to become a popular general among Nobunaga's troops.

MUSKETS IN JAPAN A new discovery came to Japan in 1542 when a trading ship, caught in a storm, washed ashore. Three Portuguese sailors managed to salvage their muskets and gunpowder from the shipwreck. They demonstrated their firearms, much to the astonishment of the Japanese. One observer reported, "Light like lightning was seen and noise like thunder was heard. Bystanders closed their ears with their hands, and flying birds and running beasts fell before them." Hideyoshi quickly understood the importance of using muskets in warfare. Soon he developed battle plans utilizing the new weapons. In one battle, with only 3,000 troops of his own, Hideyoshi defeated an army of 25,000 by using musketeers protected behind movable stockades. The enemy could not fight against the steady gunfire and was forced to retreat. In the following years, Hideyoshi won many battles and conquered much land for Nobunaga.

NOBUNAGA ASSASSINATED Although Nobunaga was named deputy shogun by the emperor, the fighting continued. Resistance came from other warlords and even from sects of warrior Buddhist priests who wanted to control trade in their region. Nobunaga eventually defeated most of his enemies, but in 1582 he was assassinated by one of his own men. When Hideyoshi killed the assassin, his power and popularity allowed him to become leader of Nobunaga's army.

HIDEYOSHI CONQUERS JAPAN In the following 10 years, Hideyoshi set out to conquer the remainder of Japan. His army of 170,000 soldiers dealt cruelly with those that resisted. One obstacle was a powerful warlord named Ieyasu Tokugawa, who could not be defeated. Hideyoshi agreed to make peace with Tokugawa and assured the deal with an interfamily marriage. Tokugawa was allowed to keep

control of his region. Hideyoshi then severely crushed all other armies and became the absolute military ruler of Japan.

RULER, BUT NOT SHOGUN Although Hideyoshi was now the ultimate military ruler of Japan, he could not become shogun because he was a common man and not born samurai. In order to make himself seem more important, he persuaded members of the royal Fujiwara family to adopt him. He told a story that before his birth, his mother saw a brilliant sunlight fill her room, though it was late at night. She then heard a prophecy telling that she would have a son who would lead a glorious life. Hideyoshi kept secret the true facts of his birth. No one was sure of the exact date of his birth or who his father was.

HIDEYOSHI'S WEALTH Perhaps to overcome his humble past, Hideyoshi set out to increase his wealth and power to levels greater than any ruler before him. Prospectors were ordered to search for new gold and silver mines. Hideyoshi personally claimed much of the new discoveries of wealth. In one of his homes in Kyoto, everything Hideyoshi touched had to be made of gold. Even the roof was gold. Rooms were filled with bars of gold and silver and bales of fine silk. Hideyoshi also built the largest and strongest fortress ever constructed in Japan, the castle at Osaka. Tens of thousands of workmen were needed to build the 187-acre castle, which Hideyoshi made the center of his government. Double walls, deep moats, and a 100-foot-high tower protected Hideyoshi and his family within.

HEIR TO POWER Hideyoshi hoped that his son would become ruler. However, when his son died in 1590, new plans were made. Hideyoshi appointed his nephew to become the next ruler after his death. To everyone's surprise, in 1593, another son was born. Because Hideyoshi preferred his son to inherit the throne, he ordered his nephew to commit suicide, and all the nephew's children killed, which was done. This cleared away any argument of who would succeed Hideyoshi.



KOREA INVADED To increase his power further, Hideyoshi's ambition was to conquer China. Using his military skills, he organized a crushing invasion of Korea. Though successful in Korea, his army was unable to advance to China. Disease and a loss of many convoy ships to Korean pirates forced the Japanese armies to return home. A second invasion was launched. Again the Japanese armies quickly conquered Korea. But before any invasion into China could take place, Hideyoshi's generals received word that he had died. The invasion attempt ended; the army returned. Japan had been strengthened and enriched by Hideyoshi's rule. The period of the warring states had ended, but a peaceful future for Japan was left uncertain.

Background Essay 6: Ieyasu Tokugawa

HIDEYOSHI'S TRUST IN TOKUGAWA A few years before Hideyoshi died, he met with his former rival, Ieyasu Tokugawa, on the hills above what is now Tokyo. Hideyoshi slowly and silently drew his sword. But instead of using it to remove the head of Tokugawa, Hideyoshi handed the sword to him, a symbol that Hideyoshi placed great trust in this strong and clever warlord. Plans for the future of Japan were discussed, but one matter especially worried Hideyoshi. His son, who he wanted to be the next military leader of Japan, was only a young boy. In those days when children were sometimes killed to clear a path to power for another, Hideyoshi planned for his son's safety after his eventual death. Hideyoshi asked Tokugawa to be the leader of a five-regent council entrusted to care for the boy and run the government until Hideyoshi's son was old enough to take charge. Although this was like assigning a fox to watch the chickens, Hideyoshi had tremendous trust in Tokugawa's wisdom and abilities.

RISE TO POWER When Hideyoshi died in 1592, his son was six years old. The regents took control of the government, but it wasn't long before they were feuding. Two sides emerged, with Tokugawa and his allies going to battle against another regent and his allies. Tokugawa's army won a major battle in 1600, forcing the other regent to flee to the castle at Osaka. With his enemies now contained, Tokugawa requested that the emperor name him shogun of Japan, which was granted in 1603.

SIEGE OF OSAKA CASTLE Although he was now the supreme military ruler of Japan, Tokugawa could not rest knowing that his enemy still lived securely in the huge castle at Osaka with Hideyoshi's son and his mother. The castle was built so solidly that it was thought impossible to capture. However, Tokugawa attempted to overrun it with a direct attack and a constant bombardment with his cannons. When this failed, the wise Tokugawa had a better idea. Knowing which part of the castle Hideyoshi's son and his mother lived, Tokugawa ordered his cannons to fire only on that area. The continual barrage of cannonballs frightened the family enough that they eventually surrendered. Tokugawa assured the safety of the family, but took the opportunity to tear down some of the walls while he secretly planned a second attack on the weakened castle. The second attack came in 1615 and brought the death of Hideyoshi's son and those who threatened the supreme power of the Shogun Tokugawa.

SOCIETY ORGANIZED During the period that Ieyasu Tokugawa was shogun, a system known as feudalism was used to organize the country. Land was given to daimyos, who were usually family, friends, or loyal generals of the shogun. The daimyos allowed peasants to farm the land, giving the peasants half of what they grew and keeping the rest to increase their own wealth. The richest farmland was a prize awarded to the shogun's most trusted friends. In this system of

feudalism, peasant farmers were loyal to their daimyos, and the daimyos pledged their loyalty and full military support to the shogun.

THREE CLASSES All people belonged to a certain class, and their class was not allowed to change. Three major classes existed in feudal Japan. The highest ranking class was royalty, which included the emperor and his family. Second was the military class known as samurai. Shogun was the highest military rank, daimyos below him, and foot soldiers below the daimyos. The third class of people were the commoners, or peasants. Even they had a social ranking. Farmers and artisans were the highest ranked common people, merchants ranked below them, and eta, or bone pickers, were the lowest social level. Into whatever level a person was born, that was generally where he remained for life.



ENTERTAINMENT During the Edo period, a favorite form of entertainment was to attend a play. Two types of plays existed. One style was known as No. It was entertainment specifically for royalty and the highest ranking military families. No actors wore wooden masks. Because the actors could not change facial expressions, their costumes and body movements were important in telling the stories, usually of gods and military heroes. A second, livelier form of theater, developed to entertain the common people. Known as Kabuki, these plays contained more action, music, and generally were more fun to watch. Since women were forbidden to be Kabuki actors, men played the roles of women, adding to the humor of the event. Colorful costumes and exciting stories made Kabuki a popular form of entertainment.

TOKUGAWA'S POWERFUL SHOGUNATE Although Tokugawa possessed wealth beyond imagination, he did not share the same fascination with gold and silver as did Hideyoshi. Total power and control were the main interests of Tokugawa. Keeping the peasants at poverty level kept them under control. "Give the peasants neither life nor death," he said, meaning feed them only enough to keep them from starving to death, but no more. The daimyos were kept under control by requiring that their families live near Tokugawa's government at Edo. This way they could easily be captured as hostages should a daimyo decide to turn against his leader. Tokugawa also banned the recently introduced religion of Christianity in favor of the Chinese philosophy of Confucius. Confucius taught that all people should obey their superiors. Children should obey their parents; soldiers should obey their military leaders. Tokugawa saw this as an additional means of control.



*The title
of SHOGUN
remained in
the family for
250 years ...*



CLOSES JAPAN Finally, as a means to eliminate any outside influence, Tokugawa closed Japan to all foreigners and trade outside the country. Only the harbor at Nagasaki was left open to limited trade with the Dutch and Chinese. When some sailors from Portugal asked if they too could trade in Nagasaki, Tokugawa had them beheaded, sending a clear message to sailors of other countries to stay away from Japan. Tokugawa carefully planned all parts of Japanese society and also planned to control the future of Japan after his death. His son was allowed to become shogun before Ieyasu died, so he could assure a stable transfer of power. The title of shogun remained in the Tokugawa family for more than 250 years, and Japan remained closed to the rest of the world during the entire time.

Background Essay 7: Matthew Perry

TOKUGAWA SHOGUNATE Japan enjoyed more than 250 years of relative peace and stability between 1600 and 1850. The country had been well organized by the shogun, Ieyasu Tokugawa, whose family continued to control the government, generation after generation. But many of the Tokugawas that followed Ieyasu were not strong leaders. They gave many responsibilities of government to administrators and daimyos. Now, they could spend more time enjoying their wealth and privilege. But the Tokugawas lost the respect and fear that Ieyasu had once commanded.

JAPAN REMAINS CLOSED During the Tokugawa shogunate, Japan remained closed to foreign trade and influences. Except for the port at Nagasaki, Japan had no way to know about progress in the rest of the world. Japanese citizens were forbidden to leave the country. The Tokugawa government ordered that no ocean-going ships were to be built. Foreigners attempting to land on Japanese soil, even if by accident, were often punished by death. The Japanese favored and developed those things that were Japanese, such as the tea ceremony, and the Kabuki and No theater. But the government discouraged and outlawed those things introduced by foreigners. Muskets, once introduced by the Portuguese, were now banned. The sword was once again the weapon of choice for the samurai. The Christian religion also remained banned in favor of Buddhism, Shinto, and Confucianism. Japan progressed little in the 250 years of Tokugawa rule, preserving a society like no other on earth.

PERRY ARRIVES A time for surprise and awakening for the Japanese occurred in 1853. Late that year, Commodore Matthew Perry, an American, sailed into a Japanese harbor with his four steam-powered warships. These modern vessels were equipped with massive guns of the latest design. The Japanese had developed no new weapons in the past 250 years, and they knew they were powerless to resist these modern weapons of war. Although Perry had no authority to use the guns against the Japanese, the show of power shocked the Tokugawa government. Perry's warships frightened the Japanese, but his mission was actually one of peace. He wanted Japan to once again open its doors, at least to American sailors. Perry brought a friendly letter from the president of the United States and presented it to the Tokugawa government along with Western gifts that demonstrated the progress of the outside world. The Japanese were especially fascinated with a sewing machine and a miniature railroad. Commodore Perry stayed only 10 days, then sailed off, promising to return in the spring.



“

*Perry
returned to
Japan in
1854*

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PERRY'S SECOND VISIT Commodore Perry returned to Japan early in 1854, this time with 10 steam-powered warships. But Perry's return was once again friendly, and the Japanese were courteous to him. They had spent the past few months thinking about how far behind many other nations Japan had fallen. Plans to open Japan to ideas of the Western world were discussed by the shogun and the emperor. The Japanese, proud of their past, never being conquered by another country, knew that a change had to come. A treaty was signed by Japan with the United States. It provided that shipwrecked U. S. sailors would be treated kindly, and not be beheaded, that U. S. ships could dock and purchase provisions in Japan, and that a representative of the United States government could live in Japan. With this treaty, Perry had successfully opened the doors between Japan and the modern world.

FALL OF THE TOKUGAWA SHOGUNATE The powerful foreign nations had experienced an amazing degree of development in the past 250 years, while Japan, with its doors closed to the outside world, had changed very little. The Japanese knew that something had to be done. For the past 2,000 years Japan had never been conquered by another nation. The proud Japanese recalled the divine beginnings of their country with Jimmu, descendent of the gods. All the emperors of Japan had been relatives of Jimmu, and no one wanted the line of royalty to end now. The Tokugawa government could not decide what should be done. Finally, Emperor Meiji took control of the government, ending the Tokugawa rein of power.

Background Essay 8: World War II

RAPID CHANGES Commodore Perry's visit to Japan in 1854 brought about rapid changes. After living in the old, traditional fashion of a feudal society, Japan made it a national priority to catch up to the rest of the modern world as quickly as possible. Practically all aspects of society were modernized. Because of the excitement and fascination with all things modern, the Japanese were eager to introduce many items of western culture into their own culture, just as Prince Shotoku had adapted many qualities from the Chinese culture centuries earlier. Now, everything western was studied and copied, from railroads and telegraphs, to the postal service and schools. Modern factories were built, copied from the factories of the western world. It was the ambition of the Japanese people to be recognized as an equal by the world's most powerful nations.

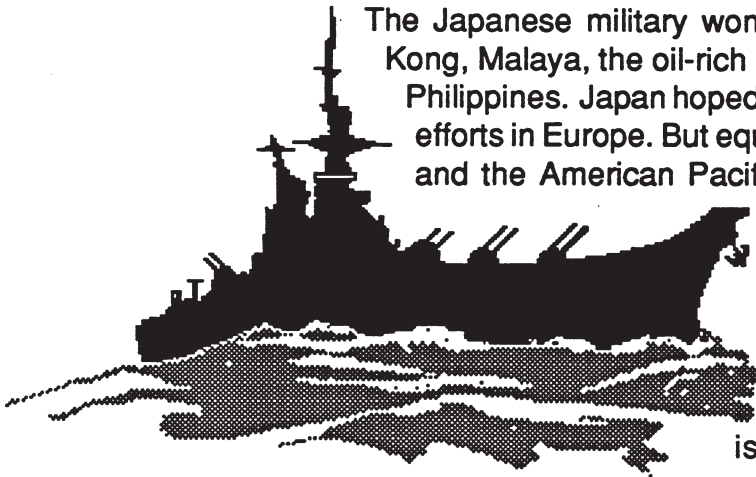
OPPORTUNITY FOR AN EMERGING NATION As Japan entered the 20th century, the military had gained the upper hand in controlling the government. Wars with Russia and China had been fought as Japan attempted to use force to expand its influence. By 1940, war was also raging in Europe, and Japan saw opportunities developing. Because some European countries had taken control of resources in Asia, Japan saw the possibility of capturing these resources from the Europeans. By aligning itself with Germany and Italy, Japan would be able to take over the Dutch-held oil reserves and the valuable British held ports throughout Asia and the Pacific. Japan's large population, and its desire to expand created a need for more resources. By going to war against America, Japan would be able to keep America out of Asia, allowing Japan to conquer all of the Asian and Pacific resources.

JAPAN'S WAR PLAN By 1941, military leaders developed a bold plan where Japan could conquer Asia and keep America out. Many officers saw America as a "sleeping giant," not yet ready to fight, but potentially dangerous. If they could pull off a sneak attack to destroy America's Pacific fleet, and keep the Pacific war fairly short, they could succeed with their goals for expansion. According to the plan, a weakened America would concede and allow Japan the rich prize of Asia. The majority of America's naval fleet was stationed in Hawaii at Pearl Harbor; the Japanese chose this site for their sneak attack.

NATIONS AT WAR On December 7, 1941, Japan launched its attack on Pearl Harbor. The unsuspecting Americans were bombed and torpedoed by waves of Japanese planes. The Americans were unable to respond, while their ships, planes, air and naval bases were pounded and destroyed. In less than two hours the attack was over; 2,403 Americans were dead and 1,178 were injured. The Japanese had destroyed 188 American planes and damaged or destroyed 18 U.S. war ships, while losing only 29 of their own planes. The attack was considered a great success by the Japanese, but it awoke and angered the "sleeping giant." On December 8, President Franklin

Roosevelt announced to a shocked nation that congress had declared war on Japan. Three days later, the U. S. declared war on Germany and Italy. With the world at war, Japan's plan to dominate Asia was underway, and the Japanese felt confident of victory.

AMERICA FIGHTS BACK Japan's crippling attack at Pearl Harbor left America weak and slow to respond to Japan's war in the Pacific. The Japanese military won victory after victory, capturing Hong Kong, Malaya, the oil-rich Dutch East Indies, Singapore, and the Philippines. Japan hoped that the U. S. would concentrate its war efforts in Europe. But equal priority was given to the Pacific war, and the American Pacific fleet was soon rebuilt and back in action. The momentum of the war turned against Japan with American victories at Midway Island and the Coral Sea. American and other allied forces under General Douglas MacArthur fought back capturing one island after another. The Japanese proved to be a difficult foe, often preferring death to being captured, in the tradition of the samurai warriors. By 1945, the U. S. was prepared to deal the final blow. Rather than American troops invading Japan, the decision to use America's newest weapon, the atomic bomb, was made. On August 6, 1945, the first atomic bomb was dropped on Hiroshima instantly destroying more than 60% of the city. On August 9, a second atomic bomb was dropped on Nagasaki with an equal amount of death and destruction. The Japanese knew they had no hope left of winning the war. On September 2, 1945, the Japanese emperor did something never before done in the entire history of Japan. He informed his country that Japan had surrendered to another country.



MAC ARTHUR AND THE OCCUPATION Most of Japan lay in ruins. Not only were Hiroshima and Nagasaki destroyed by atomic bombs, but most other Japanese cities and industries were devastated by conventional bombs. As part of the terms of surrender, Japanese Emperor Hirohito had to go before the people and declare that he was only a human being, and not really related to the gods. The spirit of the Japanese people had been crushed. But rather than continue to punish Japan further, America, under the leadership of General MacArthur, set out to rebuild the nation. Schools, industries, and homes were reconstructed. A new democratic form of government was set up, eventually giving every citizen over the age of 20 the right to vote. Emperor Hirohito was allowed to continue as emperor, acting only as a figurehead and a spiritual leader. But Japan was not allowed to rebuild its military. The occupation of Japan by America lasted from 1945 to 1952. Under MacArthur's direction, Japan began its recovery from the war and rapidly rebuilt as a friend and ally of America.

Background Essay 9: Modern Japan

RAPID RISE Japan's ability to quickly rebuild after World War II came only partially with American aid. The Japanese people throughout history have had a strong national pride and work ethic. Although crushed and defeated, this very pride and hard work allowed Japan to rapidly rebuild into a powerful nation. Only now their power was not military, but rather economic. Japanese business began to flourish. The entire country needed to be rebuilt, and Japanese factories supplied the goods. Originally, Japanese products were of poor quality, but very inexpensive. Soon markets for these goods were developed in other countries, though much resentment was encountered from countries which had fought against Japan. Gradually, the quality of Japanese goods improved and resentment diminished. The new Japan was peacefully achieving the desire which had led it originally into war, to become a respected nation and an equal to the other world powers.

JAPAN'S ECONOMY Today, no home in the U. S. is without some Japanese products. Brand names such as Sony, Honda, Sanyo, Mitsubishi, Hitachi, Nissan, and many others have become common in the United States and throughout the world.



Even many Western companies use Japanese manufactured parts in their products. The list of Japanese exports is long. For years, Japan was known for its production of silk, cultured pearls, as well as its shipbuilding. More recently, Japan has excelled in the production of cameras, automobiles, and electronics. But Japan is a small nation with many people and few natural resources. It relies on imports of these resources to feed its people and operate its factories. Oil, lumber, and food are the main needs of Japan. Now Japan is among the wealthiest nations. Its banks are the world's largest, supplying money for projects all around the globe. Japan now provides foreign aid to poorer countries who would like to peacefully become emerging nations, too.

ESSAY OBJECTIVE TEST 1

1. According to the old myth, all emperors of Japan are related to the gods.
 - a. True
 - b. False
2. What treasures were handed down to Jimmu by the gods?
 - a. mirror, sword, jewel
 - b. knife, samurai, jade
 - c. scepter, crown, robe
3. What is the name of the light-skinned, hairy people who lived in the north?
 - a. Mongols
 - b. Ainu
 - c. Koreans
4. Who was the first emperor of Japan?
 - a. Hirohito
 - b. Jimmu
 - c. Confucius
5. The gods formed Japan, according to the myth, by stirring a jeweled spear in the ocean and lifting it out. Islands formed where water drops fell from the spear.
 - a. True
 - b. False
6. In approximately what year did Jimmu unify Japan?
 - a. 660 BC
 - b. 660
 - c. 1660

Questions

ESSAY OBJECTIVE TEST 2

1. Which religion began in India and took root in Japan around AD 552?
 - a. Christianity
 - b. Shinto
 - c. Buddhism
 - d. Hinduism
2. This religion was already in Japan when Buddhism arrived:
 - a. Christianity
 - b. Shinto
 - c. Hinduism
 - d. Confucianism
3. The early Japanese people refused to accept Chinese religion writing, and art.
 - a. True
 - b. False
4. The name of the prince who enlightened Japan in the 6th and 7th centuries.
 - a. Jimmu
 - b. Shinto
 - c. Shotoku
 - d. Nagasaki
5. Which language did Japanese men prefer for writing poetry?
 - a. Japanese
 - b. Chinese
 - c. Sign
 - d. Korean
6. In the early times of Prince Shotoku, some Japanese women could get an education, but they were not allowed to own their own property.
 - a. True
 - b. False

Questions

ESSAY OBJECTIVE TEST 3

1. In 1192, after defeating the Taira family, Yoritomo was named:
 - a. The first shogun
 - b. The first emperor
 - c. The first conqueror
2. Of the three famous treasures, which was lost at the bottom of the sea in 1185?
 - a. Mirror
 - b. Sword
 - c. Jewel
3. Yoshitsune and Yoritomo were members of what famous family?
 - a. Minamoto
 - b. Tiara
 - c. Nobunaga
4. The Shogun Yoritomo was very fond of his brother, Yoshitsune, and together they ruled Japan.
 - a. True
 - b. False
5. The word "samurai" means:
 - a. Sword fighter
 - b. Fierce warrior
 - c. One who serves
6. What was the samurai's favorite weapon?
 - a. Musket
 - b. Bow and arrow
 - c. Sword
 - d. Knife

Questions

ESSAY OBJECTIVE TEST 4

1. Who was the leader of the Mongol invasion?
 - a. Genghis Khan
 - b. Kublai Khan
 - c. Kyoko Khan
2. What finally stopped the Mongol army from conquering Japan in 1281?
 - a. Samurai warriors
 - b. Korean pirates
 - c. Typhoon
3. How many invasion attempts were made on Japan by Khan's Mongol army?
 - a. None
 - b. One
 - c. Two
 - d. Three
4. What does the word "kamikaze" mean?
 - a. Divine wind
 - b. Fierce warrior
 - c. Airplane pilot
5. Khan's army was made up of soldiers from which countries?
 - a. Mongolia
 - b. Korea
 - c. China
 - d. All of these
6. The Japanese were conquered only once by the Mongols in 1281.
 - a. True
 - b. False

Questions

ESSAY OBJECTIVE TEST 5

1. Who was the clever general under Nobunaga who became absolute military ruler in the 16th century?
 - a. Hideyoshi
 - b. Ieyasu Tokugawa
 - c. Yoritomo
2. Who was the one war lord that Hideyoshi could not defeat?
 - a. Nobunaga
 - b. Kublai Khan
 - c. Ieyasu Tokugawa
3. Where was Hideyoshi's huge castle built?
 - a. Edo
 - b. Osaka
 - c. Kyoto
 - d. Nagasaki
4. What was introduced by the Portuguese in the 1500s that changed Japanese warfare dramatically?
 - a. Swords
 - b. Bombs
 - c. Muskets
 - d. Tanks
5. In whom did Hideyoshi trust to care for his son after his death?
 - a. Nobunaga
 - b. Tokugawa
 - c. Confucius
 - d. Jimmu
6. Who was the general that brought the "Period of the Warring States" to an end?
 - a. Yoritomo
 - b. Nobunaga
 - c. Tokugawa
 - d. Hideyoshi

Questions

ESSAY OBJECTIVE TEST 6

1. Where did Ieyasu Tokugawa set up his government?
 - a. Edo
 - b. Kyoto
 - c. Osaka
 - d. Korea
2. Who was the shogun that closed Japan to foreigners and banned Christianity?
 - a. Tokugawa
 - b. Jimmu
 - c. Hideyoshi
 - d. Yoritomo
3. Name two types of theater that developed in Japan during the Tokugawa period.
 - a. Dramatic
 - b. No
 - c. Mime
 - d. Kabuki
4. What did Tokugawa like best?
 - a. Wealth
 - b. Power and control
 - c. Chocolate
5. Who was the Chinese philosopher that taught that children should respect their parents?
 - a. Khan
 - b. Tokugawa
 - c. Buddha
 - d. Confucius
6. What was the name of the social system that Tokugawa used to organize and control Japan?
 - a. Feudalism
 - b. Democracy
 - c. Empire

Questions

ESSAY OBJECTIVE TEST 7

1. The Tokugawa shogunate ended after more than 250 years of power?
 - a. True
 - b. False
2. For many years, this city was the only port that foreigners were allowed to visit.
 - a. Tokyo
 - b. Kyoto
 - c. Nagasaki
3. Who was the American that opened trade with Japan in 1854?
 - a. Commodore Perry
 - b. General MacArthur
 - c. President Wilson
4. Japan changed very slowly after it opened to world trade in the 1850s.
 - a. True
 - b. False
5. On what type of ships did the United States arrive in Japan?
 - a. Steam
 - b. Sailing
 - c. Cruise
 - d. Submarines
6. The number of times Japan had been conquered by another nation between the time of Jimmu and 1854.
 - a. None
 - b. Once
 - c. Twice
 - d. Thrice

Questions

ESSAY OBJECTIVE TEST 8

1. In 1941, Japanese planes attacked the United States. Where did this attack occur?
 - a. Pearl Harbor, HI
 - b. San Diego, CA
 - c. Seattle, WA
2. What famous American general accepted the surrender of Japan?
 - a. George S. Patten
 - b. Douglas MacArthur
 - c. Jonathan Wainwright
3. On what Japanese city did America first drop an atomic bomb?
 - a. Nagasaki
 - b. Tokyo
 - c. Hiroshima
4. Japan no longer has an emperor.
 - a. True
 - b. False
5. Who was the emperor of Japan during World War II?
 - a. Hirohito
 - b. Meiji
 - c. Tokugawa
6. Who was the American president at the beginning of World War II?
 - a. Harry S. Truman
 - b. Richard Nixon
 - c. Franklin D. Roosevelt

Questions

ESSAY OBJECTIVE TEST 9

1. America provided aid to Japan after World War II.
 - a. True
 - b. False
2. Throughout history, Japanese people have had
 - a. To fight for independence
 - b. A strong national work ethic
 - c. An open-door policy
3. Immediately after World War II, Japanese products were
 - a. Extremely well made
 - b. Boycotted by other countries
 - c. Very expensive
4. Japan was known for its production of
 - a. Silk
 - b. Nylon
 - c. Wool
5. Japan imports what goods?
 - a. Cultured pearls
 - b. Oil
 - c. Rice
6. What service does Japanese banking interests provide today?
 - a. Printing currency
 - b. Foreign aid to emerging countries
 - c. Fashion shows for clients

Questions

FORTUNE CARDS

(For daily drawing in sequence, Days 2 through 9)

1: Introduction The Emperor has selected all castles to defend his land and honor. All castles are awarded four armies and 100 koku of rice to begin their loyal service.

5: Kublai Khan has launched an armada of 4,400 ships and 142,000 Mongol Chinese, and Korean warriors to conquer Japan. It looks bad. Each castle must send five armies immediately.

2: Thieves threaten the city of Kyoto. The Emperor requires 10 koku of rice from each castle to raise army for his personal guards.

6: A kamikaze, or divine wind, has destroyed the invading armies of Kublai Khan and has spared many samurai. The Emperor is very happy and orders that each castle be paid 30 koku of rice for their bravery.

3: The Emperor desires to build a huge gold and bronze statue of the Buddha as protection from a smallpox plague. Twenty koku of rice is hereby taxed from each castle.

7: Unhappy peasants have staged a revolt. They have overtaken Nagasaki Castle. Under orders from the Emperor, all castles must send two armies (20 koku) to crush the revolt.

4: A new gold mine has been discovered in northeast Japan. All of the gold has become property of the Emperor. He has sent out messengers to announce his good news and share his happiness by awarding each castle 30 koku of rice.

8: The bravery and dedication of your armies has pleased the Emperor and has brought you much honor. The Emperor rewards all castles with an additional 20 koku of rice. Congratulations!

FORTUNE CARDS

(For Final Drawing)

Final Drawing: Massive crop failures throughout the land have caused starvation and suffering for many. Your rice harvests for each province are half their yield. Subtract five koku per province under your control, including your home province.

Final Drawing: The Emperor has received word that the feared Mongol leader Kublai Khan is planning a massive invasion of Japan. Thirty koku of rice is needed to begin construction of a protective wall at Hakozaki Bay on Kyushu. Send an additional 30 koku to the Emperor.

Final Drawing: Zen priests have amassed great fortunes from trade with China. The Chinese are eager to buy Japanese swords, the best in the world. Taxes from this trading increases your castle's wealth by 30 koku of rice.

Final Drawing: Famine and plague strike Japan. Many of the sick and starving peasants abandon their farmland. Suffering farmers can produce little rice per province. Subtract 30 koku from your castle's total.

Final Drawing: You attempt to build the largest fighting armies you can afford. To do this you must overtax the farmers which causes many to die of starvation. But you don't care. Collect 20 additional koku of rice for each province you control by placing an additional army in each. If you do not have enough armies, you must purchase them.

Final Drawing: Favorable trading with the European barbarians has added 30 koku of rice to your war chest.

Final Drawing: An increase in trade with foreign countries and within Japan has created a rich class of merchants. You impose a special tax on the merchants in the provinces you control. Collect an additional 10 koku for each province.

Final Drawing: Korean pirates threaten the western coast. You ask all castles to send two armies at once to repel the pirates. If other castles refuse, you must send 10 armies by yourself. Subtract 50 koku, as half the armies are destroyed.

COMPARISON/CONTRAST INFORMATION SHEET - 1

I. Compare and contrast Jimmu with King Arthur.

Compare

1. Both unified island nations
2. Both are clouded in a part-mythical, part-actual history
3. Both relied on powers provided by a mystical sword

Contrast

1. Jimmu claimed direct relationship to the gods, Arthur did not
2. Jimmu's time was around 660 BC, Arthur's time was around 600 AD, about 1000 years difference
3. Jimmu was an emperor who's imperial heritage continues today. Arthur was a king. Britain's present day monarchs are not directly related to Arthur.

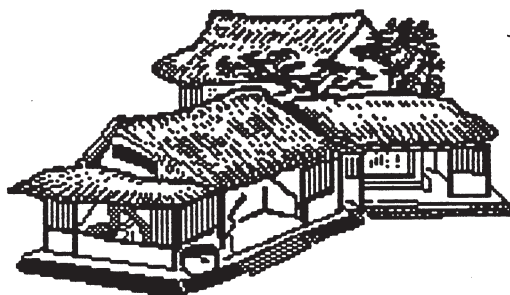
II. Compare and contrast Japan's early feudal government with that of England's.

Compare

1. Both had a strong, unifying military and government.
2. Both contained military families or fiefdoms that battled against each other for power within their country.
3. Both had a well defined social order.

Contrast

1. Japan was never conquered by outsiders, England was.
2. Japan maintained an Emperor/Shogun system of power, England had a King. The Pope may have been similar to the role of Emperor.
3. English government was influenced by the Christian church. Japanese feudal government was influenced by Buddhist teachings.



COMPARISON/CONTRAST INFORMATION SHEET - 2

- III. Compare and contrast the Japanese code of the samurai to the English code of chivalry.



Compare

1. Both called for one to risk his life in defense of honor.
2. Both allowed a person to live at a higher social order.
3. Both were used as a device to maintain social and military control.

Contrast

1. Japanese women could be samurai, subject to the same code as men; the English code dictates men be the protector of "innocent" women.
2. The code of chivalry included battling for the honor and virtue of a woman, not as important in the Japanese samurai code.
3. Suicide was always an accepted and final way to maintain honor and save face in the samurai code, not generally true in the code of chivalry.

- IV. Compare and contrast the age of enlightenment in Europe with that of Japan.

Compare

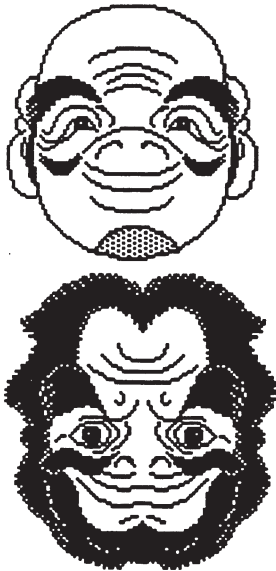
1. Both were times when education and new ideas were encouraged.
2. Both were times when the arts flourished.
3. Both were brought about by people who were great thinkers.

Contrast

1. Japan's age of enlightenment came about 600. In Europe, the age of enlightenment came around 1400.
2. Japan searched outside its borders, mainly in China, for new ideas. Europe's new ideas developed from people within its own borders.
3. Many of the new ideas for Japan's age of enlightenment came from the Buddhist religion. Many of the new ideas of Europe were at odds with established religion.



COMPARISON/CONTRAST INFORMATION SHEET - 3



- V. Compare and contrast Japan and European countries during the age of exploration.

Compare

1. Both Japan and European countries had ports of access to the ocean.
2. Both Europe and Japan used exploration as a means to acquire goods they desired that were unavailable in their own countries.
3. Both Japan and Europe had developed ocean going sailing vessels capable of serving their needs.

Contrast

1. European countries sought new land and wealth by conquering unexplored parts of the world. Japan, during the time of Hideyoshi, sought only to sail to and conquer the well known, China and Korea.
2. European countries came to Japan to trade. Japan never went to Europe to trade.
3. Some European countries sought to spread Christianity through the world as part of their explorations. Japan was not inspired to spread Buddhism throughout the world.

- VI. Compare and contrast old Japan with modern Japan.

Compare

1. The Japanese still honor their emperor.
2. The Japanese still have a strong work ethic and national pride.
3. Japan has always been a very crowded nation, having a dense population on a small island nation.

Contrast

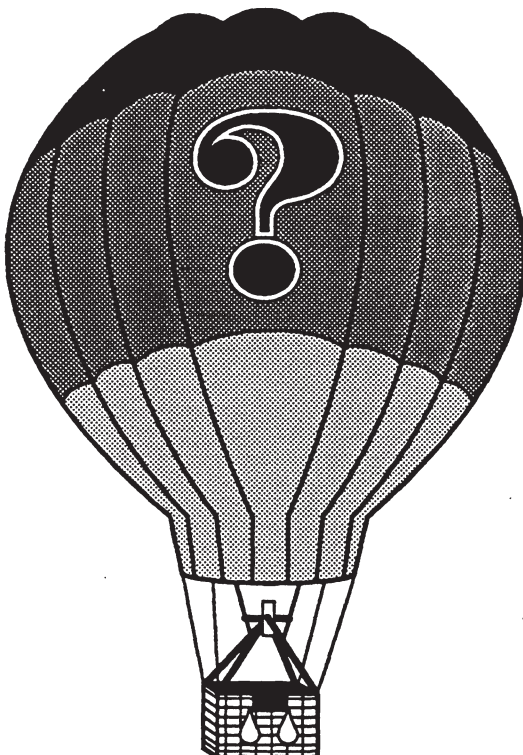
1. Today Japan is a wealthy world power. In early times, Japan was not a world power.
2. Until recent times, Japan has always been a strong military society. Today, Japan is no longer a military society.
3. Today, Japan is a democratic society, with rulers chosen by free election. In earlier times, Japan was ruled by an emperor, or shogun, or local war lord.

Note: Comparisons tend to rely on generalizations and are not universally true. Strive to find exceptions to these generalizations.

EXTRA CREDIT WRITING IDEAS - 1

Values-related questions

1. Which would you rather be, the Emperor of Japan or the Shogun of Japan. Why?
2. Do you think it was important for samurai warriors to honor and obey their leaders? Why or why not?
3. Which would you rather be, a farmer or a samurai warrior? Why?
4. The year is 500 A.D. in Japan. You have the opportunity to introduce new ideas from China to your country. What would be the most important ideas you would want to introduce (e.g., science, math, writing, religion, warfare, art, astronomy)? Explain why.
5. Your leader has just died. Since you are samurai you must decide to either find a new leader or make a new life for yourself as a farmer, fisherman, or religious monk. What will you do?
6. You have just conquered Japan and the Emperor has named you shogun. How will you rule your country? Explain your answer. Be sure to mention your enemies, loyal samurai, peasants, and other countries.
7. You have ruled Japan for many years and now you are old, but very wise. What advice do you give to the person you have selected to be the next shogun?
8. Commodore Perry has just arrived in Japan. You must give advice to the emperor. Should you or should you not allow foreigners to enter Japan. Explain your answer.



*These questions will carry you
to higher levels of thinking.*

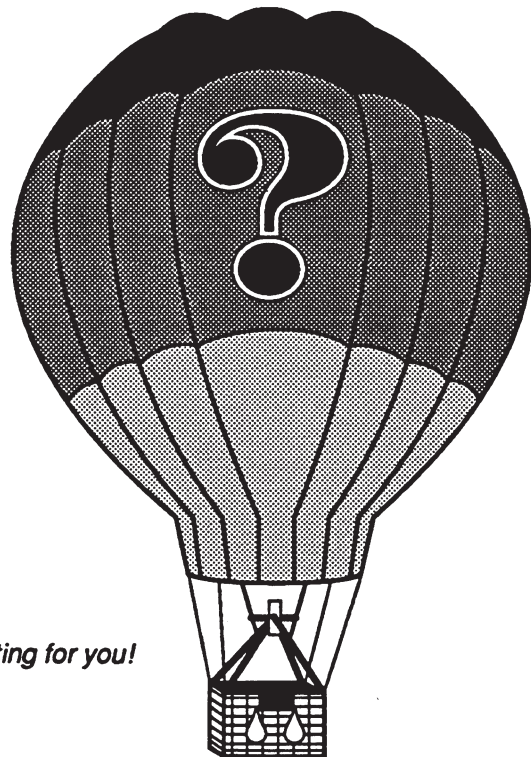
Are you ready for such flight?

EXTRA CREDIT WRITING IDEAS - 2

Compare/contrast research questions

(See your school or local library for appropriate books. Your teacher also has a selected bibliography in the WAR LORDS Teacher Guide.)

1. Compare and contrast an American family with a Japanese family.
2. Compare and contrast the American home with the Japanese home.
3. Compare and contrast American food with Japanese food.
4. Compare and contrast life in an American city with life in a Japanese city.
5. In what ways are companies in Japan important to their workers? How are they different from companies in America?
6. Would you rather go to school in America or Japan? Explain.



The balloon is waiting for you!

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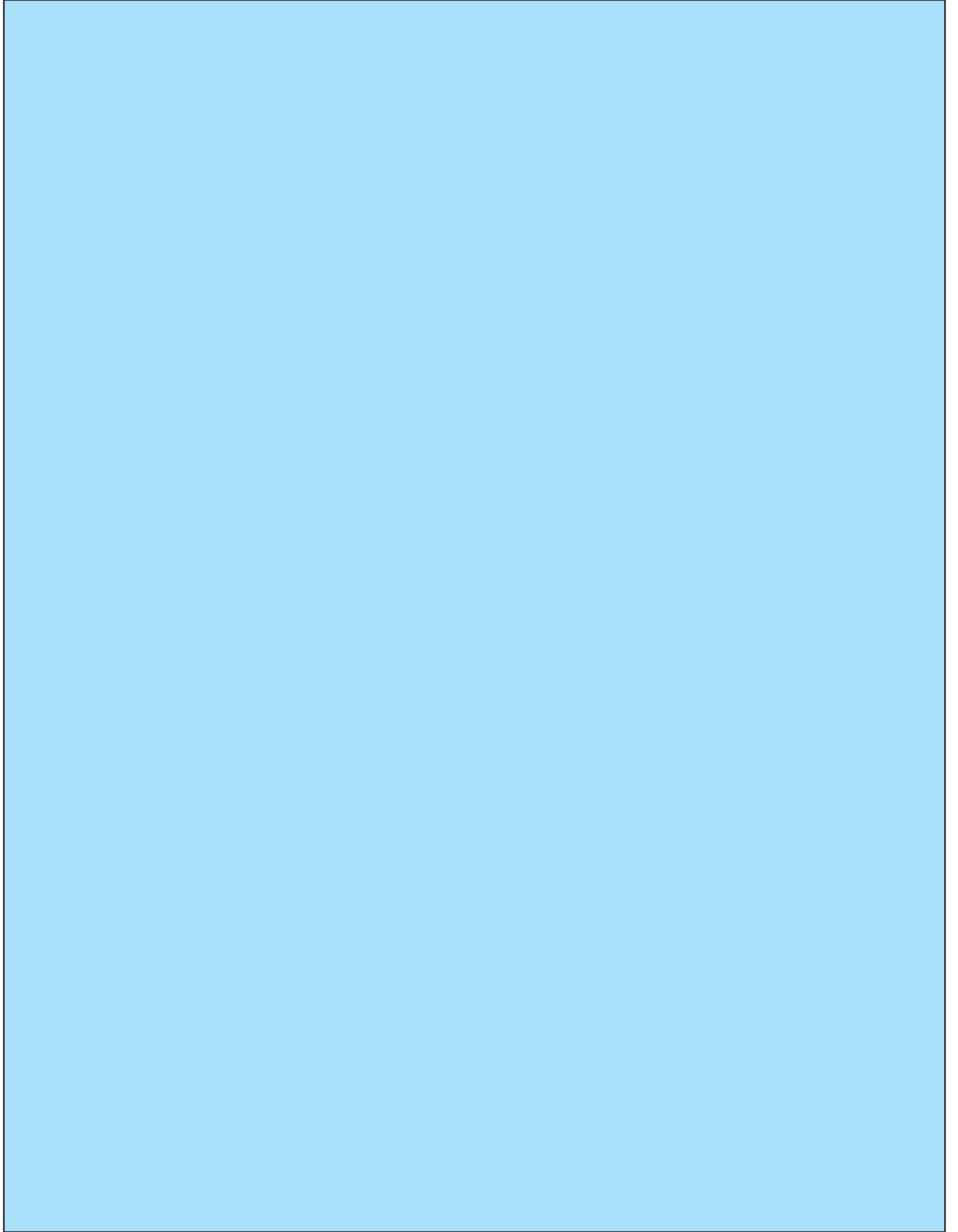
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STUDENT GUIDE

WAR LORDS OF JAPAN

A simulation of the shogun history of feudal Japan

Introduction

Prepare to strap on your sword and don your silk and body armor. For the next 10 days you will return to the samurai times of ancient Japan. The year is 1599. No single ruler controls Japan, and the coveted title of Shogun, or supreme military ruler, is yours if you work hard enough to achieve it.

You and your teammates are members of one of the six powerful samurai clans during this unstable period. Your clan controls the province where your castle is located, but your ultimate goal is to control all of Japan.

Because six castles share this same goal, this task will not be easy. Nor is there any guarantee that any clan will gain total control. Luck will only play a small part in your success or failure. Working well together with your clan is most important. Planning carefully, doing assignments accurately, and showing honor and respect to your teammates and teacher are the pathways to success in this simulation.

During WAR LORDS OF JAPAN you will discover the exciting history of this mysterious nation. You will also learn how to balance an accounting sheet to keep account of your wealth and armies. You will also become acquainted with Japanese art and calligraphy.



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Learn Through Experience

ROLES AND RESPONSIBILITIES

As mentioned on the previous page, you have joined a samurai clan living in one of six castles in feudal Japan. You can find these castles' names and locations on this Student Guide's final page.

Playing several roles

You will play more than one role in this simulation. Since you will switch roles daily, eventually you will have to fulfill each role's responsibilities. Therefore, for your castle to succeed, all of your castle members must understand and carry out all directions found on pages 2 through 7. *Study these pages several times until you thoroughly understand everything written there.*



The roles

Each clan has six roles to fill. *If your clan has only five persons, however, the assistant leader role will be eliminated and the calligrapher will assume the responsibility for filling out the COOPERATIVE SOCIAL SKILLS TALLY SHEET.*

Leader

You have three basic responsibilities:

1. On the day you are leader, first make certain that all members complete tasks necessary for the clan's survival. Help members with their accounting, art, calligraphy, social skill tallying, or writing responsibility.
2. If someone is absent, have your assistant leader (if you have one) help you or step in and complete this absent person's work yourself. If you have no assistant leader, you also will have to do this person's third responsibility.

3. Before making decisions about moving armies on the GAME MAP, consult all other clan members for their suggestions. However, since you are the leader, you make the decision. The final power and *responsibility are yours alone.*
4. Once you have made your final decision, fill out the ARMY MOVE PLAN, give it to the Emperor (your teacher), and move your team's pins on the classroom GAME MAP when the Emperor calls you forward.
5. Should another castle attack you, you will then have the opportunity to stand and fight or to retreat. (See RULES AND PLAY on pages 6-7.)

Assistant Leader

You have three responsibilities.

1. Study and carry out the six steps on the DEVELOPING COOPERATIVE SOCIAL SKILLS handout.
2. Help your leader with the leadership responsibilities.
3. At the end of the day, check the castle folder. Make sure it is neat and that all forms that should be in it are there. Then turn it in to your teacher or file it where it is supposed to be filed in your classroom.

Accountant

Your responsibility is to fill out the castle's ACCOUNTING SHEET neatly and accurately. Neatness and accuracy will earn your castle five moves on the GAME MAP. However, each mistake you make will cost your castle a one move penalty. Other mistakes will normally cost you only one move each, but recognize that the Emperor (your teacher) will decide what the penalty will be.

Here is *how you fill out the ACCOUNTING SHEET*:

Beginning Assets

1. The Emperor will give each castle 100 koku of rice to put in this "chest" at the start. Thereafter, you will add or subtract from this total whatever koku balance you have at the end of the day's play.

2. The Emperor will give each castle 4 Warrior Armies to start. Thereafter, you must purchase them at 10 koku per army.
3. The Emperor will give your castle 2 moves at the start. You can use these moves to move 2 armies to an adjacent province. (See **Moving Armies** on page 6.) Thereafter, at the beginning of each day's play, the Emperor will award your castle moves based on the work your castle produced the previous day.

■ **Income**

1. This income comes from doing well on the daily quizzes over the Japanese BACKGROUND ESSAYS. Each castle enters the total points all members earned.
2. Your castle earns the amount of koku listed for each province on the GAME MAP that has at least 2 of your armies in it.
3. Castle members earn bonus koku for doing extra work. (For example, your teacher has EXTRA CREDIT WRITING IDEAS you may wish to complete.)
4. List here any koku given your castle from the good fortune described on a FORTUNE CARD.

■ **Expenses for the Day**

1. Multiply the number of armies your leader has purchased x 10.
2. Multiply the number of armies you control x 10.
3. This honorary amount is fixed; it remains the same daily throughout the simulation (25 koku).
4. Even though the villagers in a conquered province are essentially your slaves, you must feed them so that they continue to produce rice. Therefore, deduct one-half of your award listed as income earned from conquered provinces.
5. List here any koku that you have lost because of a misfortune described on a FORTUNE CARD.

■ **Castle's Gain or Loss**

1. Your castle expenses may possibly be greater than your castle income. If this situation occurs, the Emperor will remove one or more of your armies for each 10 koku you are in debt.
2. Such removal will start in the province which is most distant from your home. Of course, when your armies disappear, another castle's armies with sufficient moves will likely move right in to occupy an undefended province — possibly even your own bankrupt's castle's territory! (Yes, keeping your books balanced is important.)

■ **Ending Assets**

1. Add or subtract the amount shown in **Castle's Gain or Loss** from the amount shown as your Beginning Balance at the top.
2. Warrior Army Record: Items are self-explanatory. Make sure your information is correct.
3. Make sure team members understand that moves are lost if they are not used during the day's play on the day they have been awarded.

■ **Writer** (More information on page 4)

You are responsible for writing the daily entry in your castle's SAMURAI JOURNAL.

1. Study the SAMURAI JOURNAL handout so that you understand what you as writer are expected to write in your castle's journal.
2. Keep brief notes on what is happening during the day.
3. Write your entry, following the steps and the model found in the SAMURAI JOURNAL model on page 4.
4. If you have time, interest, and ability, consider adding some calligraphy or Japanese art to the margins of your entry. (Making this addition will be easier if you have already fulfilled your responsibilities as artist and/or calligrapher for your castle.)

■ **Artist** (More information on page 5)

You have two assignments to complete, one on each of the days you are your castle's artist.

1. On the first day you are the artist, follow the directions on the KABUKI ACTOR handout.
2. On the second day you are the artist, follow the directions on the above handout while completing THE MYTHICAL SHIELD handout.

■ **Calligrapher**

1. If your group has no assistant leader, you are to do #1 under the Assistant Leader's responsibilities on the previous page.
2. On the first day you are the calligrapher, do the JAPANESE CALLIGRAPHY #1 handout.
3. On the second day you are the calligrapher, do the JAPANESE CALLIGRAPHY #2 handout.

WRITER DIRECTIONS

When you are your castle's writer, you must write a daily entry in your castle's SAMURAI JOURNAL. If your entry is well written, you can earn as many as five moves on the GAME MAP.

Six steps to follow:

1. Take brief notes on what happens during the day.
2. Write your journal entry. (See **Writing Procedure** at the right and the **Journal Sample** handout. If you have time and ability, you may wish to add some art and/or calligraphy to your entry as in the **Journal Sample** handout.)
3. Have your clan members proofread your work for spelling, grammar, neatness, and accuracy.
4. Turn in your journal entry for your teacher to evaluate.
5. Attach your evaluated journal entry to other entries written by other clan members. They should be attached together with a paper clip under a cover sheet containing your castle name (e.g., THE EDO SAMURAI JOURNAL).
6. At the end of the simulation, consider creating an artistic cover for your castle's SAMURAI JOURNAL. (See the example at the bottom left.)

Writing procedure

If you are a young student, you should write four paragraphs, each of which covers the recommended paragraph information below. However,

if you are an older or more adventurous student, you may blend the topics for the four paragraphs into a more creative, fictional piece of creative writing based on the lesson's facts. In either case be sure you make your writing vivid. *Use specific details which make appropriate pictures of your experiences in your readers' minds.*

Paragraph 1:

State your castle's short-term and long-term team strategy.

Paragraph 2:

Retell specific details covered in the day's lesson.

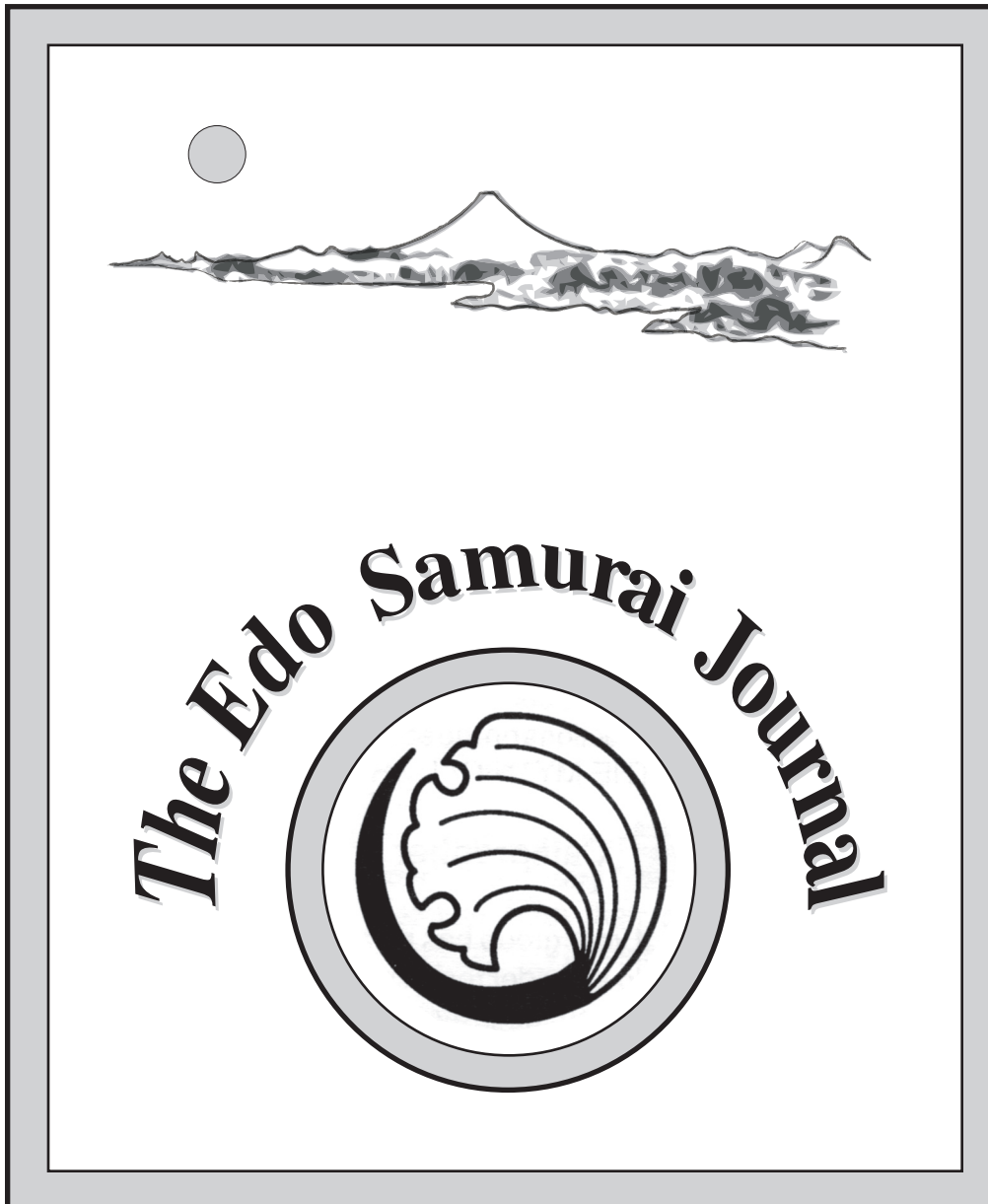
Paragraph 3:

Recreate in story form the moves made on the GAME MAP.

Paragraph 4:

Include information from the daily FORTUNE CARD.

Finally, remember that you can add art and/or calligraphy to your journal entry if you wish to do so.



ARTIST DIRECTIONS

Number of assignments

You have two assignments to complete while filling your role as ARTIST for your castle. You must color the two handout pages (pages 31 and 32) on two separate days.

Suggestions

The **kimono** is the basic part of traditional Japanese dress. Men, women, and children wear this colorful garment. When it is your turn to be the artist, use bright, attractive colors while you color the kimonos. Add attractive designs to the clothing.

Red and pink floral designs indicate spring, but never use red in a man's kimono. Bamboo and pine trees are winter symbols. In the fall chrysanthemums are worn. In summer cool waterfall designs are seen.

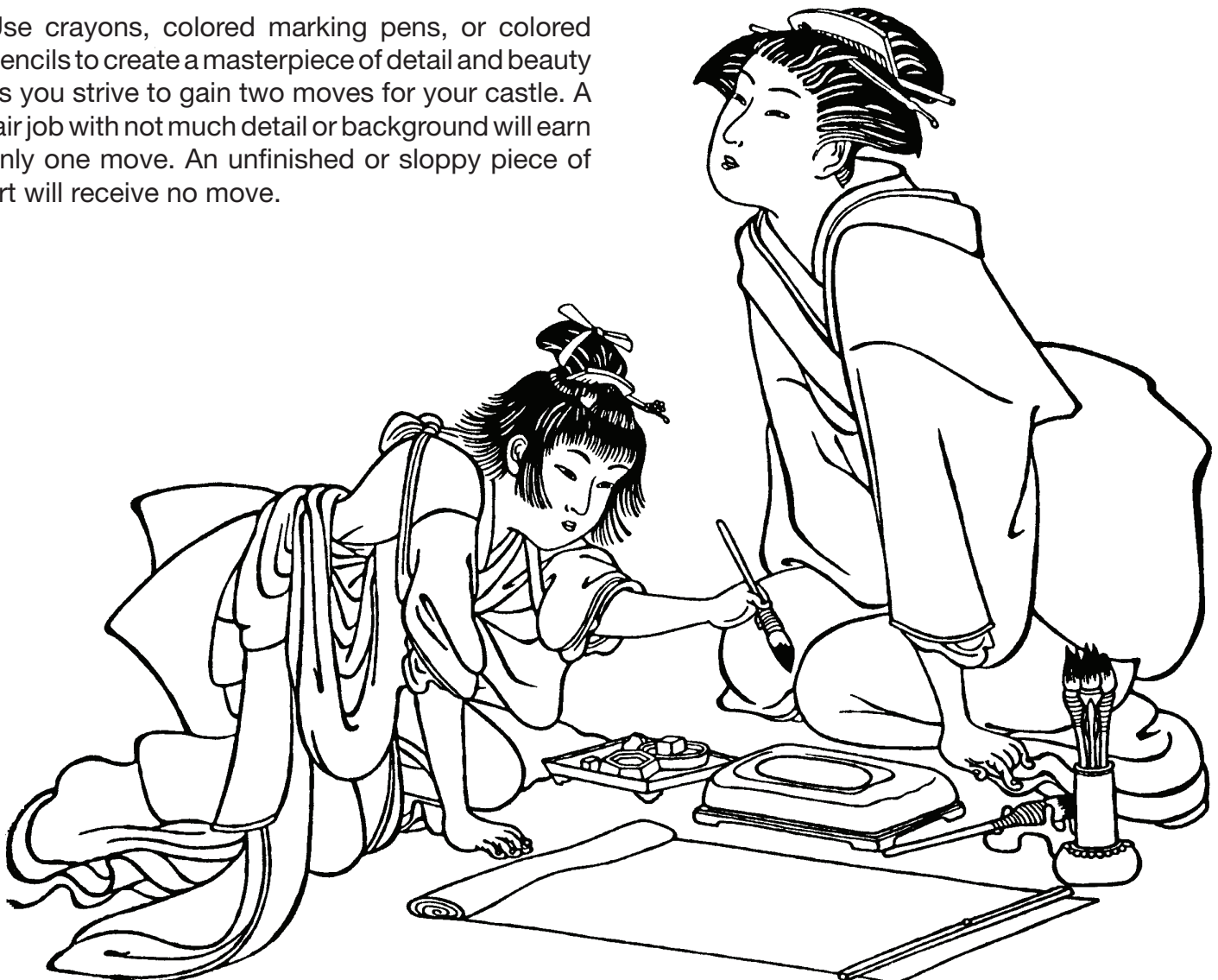
Use crayons, colored marking pens, or colored pencils to create a masterpiece of detail and beauty as you strive to gain two moves for your castle. A fair job with not much detail or background will earn only one move. An unfinished or sloppy piece of art will receive no move.

Source of illustrations

The illustrations on this page and on pages 31 and 32 of this Teacher Guide are used with permission of Bellerophon Books, 36 Anacapa Street, Santa Barbara, California 93101 and are used with permission of the publisher. They are from their book *A Coloring Book of Japan*. If you enjoy this art work, you may wish to ask your teacher to purchase several copies of this book for you and other interested students to use.

Then too, you may wish to color the drawing on this page.

Good luck!



RULES AND PLAY



What is your objective?

You live in one of the six castles in WAR LORDS OF JAPAN:

- Hokkaido
- Sendai
- Edo
- Osaka
- Shikoku, or
- Nagasaki.

Your castle will work to capture the other five castles found on the GAME MAP. Of course, the other castles are going to be attempting to capture your castle, too. (*You can find this GAME MAP in two places: in a small version on page eight of this Student Guide and in a larger version in the front of your classroom.*) If one castle gains control of all the other castles, then that castle becomes shogun.

Understanding rice

1. In samurai Japan rice was used as a form of money. One koku of rice was the amount necessary to feed a peasant family for one year.
2. Your clan will earn valuable rice for your achievements during this simulation.
3. Above all you must protect your province and its rice from marauding armies from nearby castles. You must not allow your peasants to starve or to be captured by an enemy.
4. However, setting up and maintaining armies is expensive. Rice is needed to buy and support the armies you place on the GAME MAP. For you to place a new army on the map, your clan must pay 10 koku. Then to maintain this army

each day will cost you another 10 koku every day this army is on the map. (*You must pay the army its salary even on a day in which the army was defeated in battle.*)

5. You may also save the rice you earn in order to increase your castle's wealth.
6. Of course, the more armies you place on the map, the more rice your castle can possibly earn by defeating neighboring armies in order to control neighboring provinces' rice.
7. Be cautious about purchasing more armies than your castle can afford. *You could possibly lose your own castle by spending yourself into bankruptcy.*

Moving armies

1. Moving one army from one province to an adjoining province equals one move.
2. When you move an army, you cannot skip over any adjoining province. You must move through the adjoining province.
3. If you enter a province containing an enemy army, you must attack any army there. You may not pass through and avoid attacking or being attacked.
4. An attack occurs whenever enemy armies meet in the same province. See **Attacking and defending** below.
5. Moves from one island to another must be made only at the closest distance between the two islands. These movement routes are marked in *three* places on the map; the three places are marked with bold diagonal lines: **//**.
6. No additional moves are charged for crossing the water.
7. Your castle may choose not to move any army during a certain round. No rule requires you to move. Yet realize that not using a move does not save that move. *Any move your castle does not use during a round will be forfeited.*

Controlling a province

1. To control a province your castle must occupy the province with at least two armies. A castle may have only one army in a province, but it is not enough to have control. The peasants in the attacked province will not give up their rice unless at least two armies are present.

2. Once you control a province you control the amount of rice specified by number on the GAME MAP. However, you must return one-half of that rice to the province villagers so that they will not starve. (See the ACCOUNTING SHEET for particulars.)
3. To control a province where its castle is located, a castle must keep at least two armies in the province *at all times*.
10. What happens if an encroaching castle finishes its moves, leaving a number of armies occupying a province equal to the number of armies defending the province? The winner of the resulting battle is decided by "single warrior toe-to-toe combat" with one of the two castle leaders being first to correctly answer a question or series of questions posed by the Emperor. The losing leader's armies are destroyed.

Attacking and defending

1. When two armies meet in a province, an attack and defense occur.
2. A castle can move its armies into a province that is occupied by armies of another castle, but remember that it cannot pass through the province without an attack and defense.
3. An attack begins when an encroaching castle has finished making its moves into the occupied province.
4. The castle with the fewest armies in the province is given the option of either fighting or retreating.
5. You may have your army retreat if an empty province is next to the province where you are being attacked. You may not retreat into a province that is occupied by any other armies unless these armies are from your own castle.
6. If you do retreat into such a province containing one or more of your own armies, your armies will stand and fight if an enemy army pursues you. Above all, you do not want to experience dishonor, shame, and loss of face.
7. If you choose the retreat option, then all your retreating armies get a free move to the adjoining vacant province and no armies are lost.
8. If the castle with the fewer armies chooses to stand and fight, it will lose. However, it may choose this option to weaken the forces of the other castle.
9. During a battle, armies are "killed off" one for one. When such armies are "killed off," their push-pins are removed from the GAME MAP until only one castle's armies remain in the province. If that castle has at least two armies remaining in the province then it will also control the rice in that province for that day.

Controlling a castle

1. A castle takes control of another castle when its armies win a battle in the province where the other castle is located. (Taking control also requires that the attacker have at least two armies remaining after the battle. Otherwise, the attacked castle remains free.)
2. After the above battle, the winner must leave two armies to keep control of the province.
3. Once a clan has lost control of its own castle, it continues to do the same assignments as it did before, but it now does them as an ally of the castle that has conquered it. **Note:** *It must now follow the directions of the castle which has conquered it.*
4. The conquering clan may share rice from its war chest to help its new ally get armies back on the map.
5. The defeated clan no longer may become shogun, but it can help its new ally to defeat the other clans so that its conqueror possibly becomes shogun.
6. **Remember:**
The defeated castle can work independently ... but ... the controlling castle makes all strategy and final decisions.



Game Map

WAR LORDS OF JAPAN



Mt. Fujiyama,
the sacred mountain
of Japan



Directions: Study the RULES AND PLAY found on pages 6 and 7 of this Student Guide. There you will find suggestions on how to plan your strategy and tactics so that your castle might win the simulation.