

GLOBAL HISTORY & GEOGRAPHY II Regents

MR. REGAN

The World in 1750 ASSIGNMENTS

Date	Classwork	Homework
Thurs. 9/5 & Fri. 9/6	Seating Assignments & Textbook Distribution. Complete Course Info. Sheet & Class Expectations Web site review Begin Early Unit Contextualization & Review of MP # 4 from Global IR	Complete the writing assignment on p. 1 - 2 of the unit packet
Mon. 9/9	Ottoman Empire & Mughal Empire Comparison	Complete the Ottoman / Mughal Comparison chart on pp. 3 - 4 of the unit packet
Tues. 9/10	The Tokugawa Shogunate in Japan	Complete through halfway on p. 7 of the Unit packet by Wed. 9/11
Wed. 9/11	Comparison: Tokugawa Shogunate & Bourbon Dynasty	Complete through Document 2 on p. 9 of the Unit packet by Thurs. 9/12
Thurs. 9/12 & Fri. 9/13	Comparing the Tokugawa & Mughal Response to Outsiders	Complete the Unit packet by Mon. 9/16 Prep for The World in 1750 Unit test on Mon. 9/16.
Mon. 9/16	The World in 1750 test	

Objective: **Explain** the historical circumstances that led to a historical event from a previous unit by **contextualizing** events from previous units and **explaining** the cause and effect relationships between them.

Directions: To review the historical events from the end of Global IR, you will discuss the following.

Slides # 1 - 7

Words and Phrases to CONNECT CAUSE and EFFECT	Words and Phrases to EXPLAIN WHY	Sentence Frame Claims about Historical Circumstances	Examples
<p>as a result for this reason so therefore this led to...because</p>	<p>because if..then in order to since</p>	<p>_____ led to _____.</p> <p>_____ happened because _____.</p> <p>Since _____ happened, _____ occurred</p> <p>As a result of _____, _____ happened.</p>	<p>A weak government and invasions led to the fall of Rome.</p> <p>The fall of Rome happened because of a weak government and invasions.</p> <p>Since there was a weak government and invasions, Rome fell.</p> <p>As a result of a weak government and invasions, Rome fell.</p>

Write a paragraph (8 - 10 sentences) in which you explain the historical circumstances that led to European Influence in Asia.

To do this you must:

- Establish a claim that responds the prompt.
- Explain the cause and effect relationship between the events discussed in class (the Google Slides, # 1 - 7) & the historical circumstances that led to European Influence in Asia.

While Europeans were creating a new order affecting Africa & the Americas, large empires continued to flourish further east in Turkey, Persia, India, and China. Like the absolute monarchs of Europe, the rulers of these empires used gunpowder and large armies to improve order on their vast territories. But in other ways, these empires did not advance as rapidly in scholarship, science, and technology as many European states did. As a result, these regions would later feel the impact of European expansion.

Slide # 9 -- The Ottoman Empire (1453 - 1918)

Followers of Islam created a vast Islamic civilization that eventually covered an area from Spain to the Indus River. The Ottomans, a nomadic (wandering) group of Turkish people originally from Central Asia, emerged as rulers in the Islamic world in the 13th century. In 1453, they seized control of most of the eastern Mediterranean Sea. By the mid-1500's, the Ottomans also conquered Egypt & North Africa, uniting most of the Islamic world under their rule.

Slide # 10 -- The Mughal Empire (1526 - 1837)

The Mughal Empire was founded in 1526 by a Muslim group from Persia. The Mughals ruled the Indian subcontinent during the 16th and 17th centuries. They spread Muslim art and culture as well as the Islamic religion throughout southwest Asia.

Activity: Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.

	Religious & Ethnic tolerance	Political Organization	Commercial Activity
Ottoman Empire			

Mughal Empire			
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4

The Tokugawa Shogunate Seizes Power (1603 - 1868)

Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate

Slides # 11 - 15 -- Geographic Context of Japan

1. Japan is an **archipelago**, or a chain of **islands**. *As a result...*
2. Most of Japan is **mountainous**, *therefore..*
3. As an **archipelago**, Japan has an **irregular coastline**, which creates natural ports and harbors safe for ships to dock in, *so...*
4. Japan's neighboring countries are Korea and China. *As a result...*

During the period from 1603 to 1868 in Japan, each shogun was a member of the Tokugawa clan. A shogun was a military dictator. Although appointed by the emperor, shoguns were the actual rulers of Japan until feudalism was abolished in 1867.

During this period, Japan was plagued by frequent violence and civil wars. In 1603, Tokugawa Ieyasu seized power and founded the Tokugawa Shogunate. This rise to power of the Tokugawa shoguns united Japan and brought an end to the civil wars. They then ruled Japan for the next 250 years by controlling its cities, encouraging commerce and manufacturing in Japan, and limiting undesirable types of commerce. Although the emperor was their source of legitimacy, the shoguns had the real power in Japan.

Slide # 15 -- Historical Context: What was a shogunate?

Directions: Watch the video “The Shogunate: History of Japan (0:00 - 5:35)” by The Dragon Historian, examine the image on the slide, & complete the chart.

5

For each of the titles for people in the feudal system, identify if a person with that title would support the feudal system in Japan and explain why or why not.

Title	If you had this title, would you support the feudal system in Japan? [Yes, No, Maybe]	Why would you support/not support the feudal system in Japan if you had this title?
Emperor		
Shogun		
Daimyo		
Samurai		
Merchants		

The Tokugawa's Policies Towards the Outside World

In 1543, a Portuguese trade ship landed in Japan for the first time. Japan had never seen European people. The trade ship carried many new products the Japanese had never seen, especially guns. The guns introduced by Portuguese would bring major changes to society. In the Battle of Nagashino, 2,000 guns were used to shoot a charging army of samurai who still carried swords. The power of the samurai was seriously threatened. During the following years, traders from Portugal, the Netherlands, England, and Spain arrived, and so did many Catholic (Christian) missionaries who tried to spread their religion to Japan. Many traditional Japanese leaders disliked the changes brought by Europeans, but the emperor saw this as an opportunity to regain power.

During the 17th Century (1600's), the shoguns grew tired of foreigners changing traditional Japanese society. In 1600, a new shogun became powerful -- the Tokugawa family shogun. They Tokugawa clan ruled until 1868. In 1635, foreigners and missionaries were expelled from the islands of Japan and many peasants who converted to Christianity were persecuted. From 1635 to 1853, shoguns and their samurai warriors tried to move back to their traditional society and began a period of isolation, known as Sakoku, from the rest of the world. Isolation means to be separate from others or to exist by yourself — Sakoku was the Japanese name for the government policy of isolation, where no foreigner could enter nor could any Japanese leave the country on penalty of death. Japan was cut off from Western nations for the next 200 years. Although this allowed the Tokugawa leaders to preserve Japanese traditions, it blocked Japan from gaining valuable knowledge from the West.

The Edict (Law) of 1635 was issued by the Tokugawa Shogunate. It would isolate Japan for the next 200 years, until the United States opened relations with Japan in 1854.

1. Japanese ships are strictly forbidden to leave for foreign countries.
2. No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ships involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
3. If any Japanese returns from overseas after residing there, he must be put to death.
4. If there is any place where the teachings of padres (Christianity) is practiced, the two of you must order a thorough investigation.
7. If there are any Southern Barbarians (Westerners) who propagate the teachings of padres, or otherwise commit crimes, they may be incarcerated in the prison ...
10. Samurai are not permitted to purchase any goods originating from foreign ships

1. What was the shogun's **purpose** in issuing such strict policies towards Japanese traveling abroad?
2. What was the shogunate's intent in forbidding samurai from trading directly with foreigners?
3. What was the significance / importance of the issuance of the Edict of 1635?

1

A Comparison of the Tokugawa Shogunate & the Bourbon Dynasty

Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.

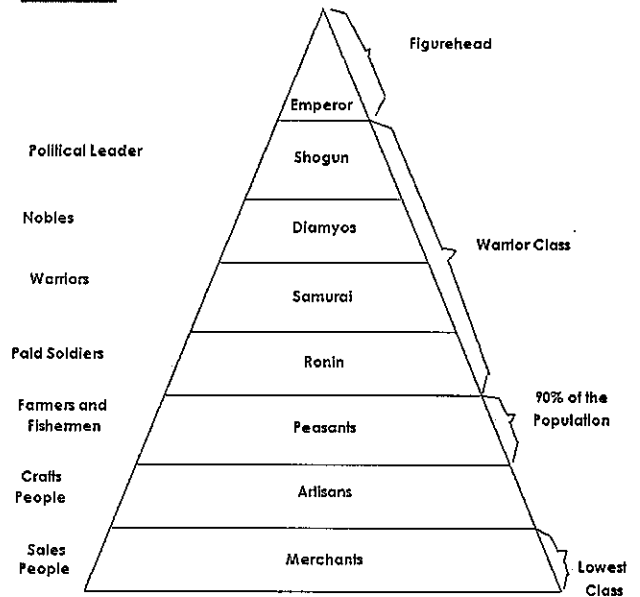
Although each ruled on different continents, both the Tokugawa Shogunate in Japan and the Bourbon Dynasty in France used similar techniques to keep their nobility class under control and to prevent any uprisings or dissent against their rule.

Japan Under the Tokugawa Shogunate

The samurai were the warrior class, making up about 8% of Japan's population. The samurai usually lived near or around their daimyo's (powerful lords) castle. The other classes in society included farming peasants, artisans, and merchants.

In 1603, the Tokugawa came to power and moved the capital from Kyoto to Edo (modern day Tokyo). At Edo, the shogun introduced a system to ensure the loyalty and obedience of the samurai and daimyo by limiting contact between the samurai & daimyo to reduce any chance of uprisings or rebellions. The domain (Daimyo's estate) could be reduced in size or in some cases given over to an entirely different person. A system of alternate residence in Edo was introduced. The Tokugawa demanded that for a period of time each year the daimyo had to live in Edo as well as their own domain. The demand for a dual residence drained a large part of each daimyo's yearly income -- preventing them from using their funds to cause trouble or plan an uprising.

LEGENDS & CHRONICLES



Read the two documents below and answer the questions that follow.

Document 1

By 1603, Tokugawa Ieyasu had won the civil war and had become the supreme ruler of Japan, the Shogun. His successor, Shogun Hidetada, put forth laws for military households. These households included members of the warrior class: the daimyo, the greater samurai, and the lesser samurai.

... [4] Great lords (daimyo), the lesser lords, and officials should immediately expel from their domains any among their retainers [vassals] or henchmen who have been charged with treason or murder. . . .

[6] Whenever it is intended to make repairs on a castle of one of the feudal domains, the [shogunate] authorities should be notified. The construction of any new castles is to be halted and stringently [strictly] prohibited. "Big castles are a danger to the state." Walls and moats are the cause of great disorders.

[7] Immediate report should be made of innovations which are being planned or of factional conspiracies [schemes by dissenting groups] being formed in neighboring domains. . . .

Who is the intended audience for the laws described above?

What was the larger purpose for the laws described above?

Document 2

The sankin kotai or hostage system was included as part of the warrior class laws.

Alternate residence duty, or sankin kotai, was a system developed in the Warring States period and perfected by the Tokugawa shogunate. In essence, the system demanded simply that daimyo reside in the Tokugawa castle at Edo for periods of time, alternating with residence at the daimyo's own castle. When a daimyo was not residing in the Tokugawa castle, he was required to leave his family at his overlord's [shogun's] castle town. It was, at its simplest, a hostage system which required that either the daimyo or his family (including the very important heir) always be physically subject to the whim of the overlord. . . .

Source: "Sankin Kotai and the Hostage System," Nakasendo Way, Walk Japan

Is this a primary or secondary source? Explain your answer.

What was the shogun's purpose in establishing the sankin kotai system?

Slide # 16 -- France Under the Bourbon Dynasty (1589 - 1793)

During the 16th & 17th centuries, the power of European monarchs increased. Nowhere was this more apparent than in France. Louis XIV and the other Bourbon monarchs were absolute monarchs. Their word was law and any critic that challenged their authority was punished. They controlled the economic and religious lives of their subjects. In 1682, the French King Louis XIV officially moved the French capital to his newly-built palace at Versailles, a small village 25 miles outside of Paris. This new palace accommodated his court of nobles and distanced himself from the problems of Paris. Like the Tokugawa Shogunate moving Japan's capital to Edo, the Bourbon kings

built Versailles primarily to control the nobility. Leading nobles were forced to spend most of their year at Versailles, limiting opportunity for them to organize a rebellion or uprising against the king.

In addition, the French nobility were subjected to a strict system of etiquette that governed their daily contact, manners, and dress. This code of etiquette rewarded privileges according to a noble's position in the court. By keeping the nobility occupied with such privileges, the king kept ambitious nobles under his control. The ordered society that was established at Versailles soon became a model for a well-run European state and led to the creation of strong, modern central governments.

Most nobles did not live at Versailles, only the highest ranking ones did. The most privileged nobles were granted rooms within the Versailles Palace's over 220 apartments and 450 rooms. If a noble displeased the king, he would simply not be 'seen' at court the next day. The king's gaze would pass over that noble as the king dealt with others before him. Not being 'seen' by the king was equivalent to ceasing to be relevant at the court at Versailles. The intent of all of this was to keep the nobles focused on trying to win the king's favor rather than on gaining power

Read the documents below and answer the questions that follow.

Document 1

Slide # 17 -- Link to the document on Slide # 17 & answer the question below.

- How does this document **specifically note** how Louis XIV both limited the nobility's participation in government while at the same time preserving their social and legal privileges?

Document 2

How Louis Kept the Nobles in Order

...That it might be amusing for the nobles to obey the king, Louis built a splendid new royal residence at Versailles, near Paris, where he established the most brilliant court ever known in Europe. The most influential nobles were encouraged, and even commanded, to leave their castles in the country, where life at best was dull, and to come and live with the king at Versailles. Here the king provided amusements for them, and here he could keep his eye on them. The nobles could not well be discourteous or disobedient to the king while they lived in his house and ate at his table. Almost without knowing it, Louis's noble guests fell into the habit of trying to please him. The king's manners were imitated, his words repeated. All smiled when the king smiled, all were sad when the king was sad, "all were devout when the king was devout, and all were sorry not to be ill when the king was ill." If a noble at court displeased the king, he was sent back to the country to live in his own house, in which case everyone felt—and he did too—that he was in deep disgrace....

Source: Carl L. Becker, *Modern History*, Silver, Burdett and Company

- According to Carl Becker, what were two ways that Louis XIV attempted to control the nobility?

The Tokugawa and Mughal Response to Outsiders

Slide # 18 -- In 1453, the Ottoman Empire conquered Constantinople, leading them to dominate many overland trade routes that restricted the access of Europeans to Asia. In search of new access to Asia, many European societies, especially Spain and Portugal began overseas exploration and trade during the late 15th and early 16th centuries.

Directions: Read the scenarios below. Respond to the prompt regarding what decision you would make as the leader of your society.

Scenario 1 -- You are the leader of a society that maintains unity through your core religious beliefs. You've been approached by a society who would like to trade with you. This society would send traders and **missionaries** (people sent to promote a religion in a foreign place) to your country for months at a time to negotiate trade deals.

1a. Why might you say NO to this trade relationship?

1b. Why might you say YES to this trade relationship?

Scenario 2 -- You are the leader of an expanding empire. You are approached by a trading company that would like to trade and establish small communities on your land. In this trade relationship, you would provide a range of raw materials that your new trade partner would use to create finished goods

2a. Why might you say NO to this trade relationship?

2b. Why might you say YES to this trade relationship?

Slide # 19 -- Map of Japan. Answer the question below.

- Japan is an **archipelago**. How does Japan's geography encourage or discourage interaction with outsiders?

Slides # 20 & 21 -- Timeline

- What are three things you see in the timeline above about Japan's interaction with "outsiders."
- What do you think motivated how Japan responds to "outsiders"?
- Write two questions you have about Japan's response to "outsiders".

Perceptions of outsiders and interactions with them varied across Eurasia. Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions.

The Tokugawa Response to Outsiders

The approach of the Tokugawa Shogunate to the outside world contrasted sharply with some of the later Mughal emperors. They feared the destabilizing potential of Christianity and moved to destroy it in Japan. This response led them to ban all foreigners from Japan and to isolate it from relations with any foreign nations. They feared that Christian missionaries might take over Japan as a colony. The Tokugawa believed it was important to show people that they were in total control by ending a century of contacts with China, Asia, and Europe. They banned almost all relations with the outside world by issuing the Edict of 1635 which revealed the influence of foreigners on Japanese culture and forbid Japanese citizens to travel to other countries, while at the same time banning foreigners from entering Japan.

This decision to restrict contact with the outside world essentially shut Japan off from any growth, expansion, new movements, inventions, technology, or technological achievements common in the rest of the world over the next 200 years. Japanese music, plays, and artwork from this period were completely devoid of western influence.

Directions: As you read, annotate to identify examples of how Japan responded to outsiders during the Tokugawa Shogunate (1600-1868).

Excerpts of The Edict [Law] of 1635 Ordering the Closing of Japan Addressed to the Joint Bugyo [Governor] of Nagasaki

1. Japanese ships are strictly **forbidden** to leave for **foreign** countries.
2. No Japanese is **permitted** to go abroad. If there is anyone who attempts to do so secretly, he must be **executed**. The ship so involved must be **impounded** and its owner arrested, and the matter must be reported to the higher **authority**.
3. If any Japanese returns from **overseas** after **residing** there, he must be put to death.
4. If there is any place where the teachings of **padres** (Christian priests) is practiced, the two of you [Joint Bugyo of Nagasaki] must order a thorough **investigation**.
7. If there are any Southern Barbarians who **propagate** the teachings of the priests, or otherwise commit crimes, they may be **incarcerated** in the prison. . . .
10. Samurai are not **permitted** to purchase any goods originating from foreign ships directly from Chinese **merchants** in Nagasaki.

Context: When and where was the document created? Major time period? What local / national / international events were taking place during this time period?

Audience: For whom was the document written? Note the tone of the document (argumentative, challenging, forceful, meek, pleading)

Purpose: Why do you think this document was written? (defend, attack, persuade, explain, etc.)

POINT OF VIEW: From what point of view does the author or creator of the document write or create? Remember, POV is NOT who they are, POV is NOT what they said, and POV is NOT their opinion. POV is how who they are had an impact on what they said. Fully addressing POV means explaining how who they are (their job, experiences, nationality, class, gender, etc) led to that bias.

Important Ideas: Write one Important Idea about the person, era, time, or place from the facts learned in the document. Work from the specific to the general.

The Mughal Response to Outsiders

Slides # 22 & 23

- What are three things you see in the timeline above about Mughal's interaction with "outsiders."
- What do you think motivated how the Mughals responds to "outsiders"?
- Write two questions you have about the Mughal's response to "outsiders".

Starting in the early 1600's, European traders were limited to trading posts along the coast of India. Economic prosperity was seen as a threat to Mughal security since it would allow the wealthy to buy arms and, potentially, rebel. Despite this, it was through trade that European countries found their way into the Mughal Empire. Once opened to trade, Europeans were able to permanently expand their influence into India. Over time, European nations gained greater control over trade and, eventually, over the entire Mughal Empire. By the 1800's, the British were able to completely colonize the Indian subcontinent.

Directions: As you read, **annotate to identify examples of how the Mughals responded to outsiders during the Mughal Empire (1525-1857)**. Next, complete the CAAPP BLR document analysis on the next page.

Letter to James I, King of England

The letter of love and friendship which you sent and the presents, **tokens** of your good **affections** toward me, I have received by the hands of your **ambassador**, Sir Thomas Roe (who well deserves to be your trusted servant), delivered to me in an acceptable and happy hour...

Upon which **assurance** of your royal love I have given my general command to all the kingdoms and **ports** of my **dominions** to receive all the merchants of the English nation as the subjects of my friend; ... they may have free **liberty** without any **restraint**; ... and in what city soever they shall have residence, I have commanded all my governors and captains to give them freedom answerable to their own desires; to sell, buy, and to transport into their country at their pleasure.

For confirmation of our love and friendship, I desire your Majesty to command your merchants to bring in their ships of all sorts of **rarities** and rich goods fit for my palace; and that you be pleased to send me your royal letters by every opportunity, that I may rejoice in your health and prosperous affairs; that our friendship may be **interchanged** and **eternal**.

Source: Emperor Jahangir, *Letter to James I, King of England*, 1617

Context: When and where was the document created? Major time period? What local / national / international events were taking place during this time period?

Audience: For whom was the document written? Note the tone of the document (argumentative, challenging, forceful, meek, pleading)

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16

Important Ideas: Write one Important Idea about the person, era, time, or place from the facts learned in the document. Work from the specific to the general.

Summary Exercise: Conjunctions Bank

But	While	However	Even though
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Examples:

- Mark chose to join the basketball team, **but** Jacob chose to join the soccer team.
- **While** Mark chose to join the basketball team, Jacob chose to join the soccer team.
- Mark chose to join the basketball team, **however**, Jacob chose to join the soccer team.
- **Even though** Mark chose to join the basketball team, Jacob chose to join the soccer team.

Task 1

Using one of the conjunctions above, **describe** the differences between how the Tokugawa Shogunate (1600-1868) and Mughal Empire (1526-1857) responded to “outsiders” in the late 16th and early 17th centuries.

Task 2

Explain why the Tokugawa Shogunate (1600-1868) and Mughal Empire (1526-1857) had different responses to “outsiders.”

17