The East Asian World

Key Events

As you read this chapter, look for the key events in the history of the East Asian world.

• China closed its doors to the Europeans during the period of exploration between 1500 and 1800.
• The Ming and Qing dynasties produced blue-and-white porcelain and new literary forms.
• Emperor Yong Le began renovations on the Imperial City, which was expanded by succeeding emperors.

The Impact Today

The events that occurred during this time still impact our lives today.

• China today exports more goods than it imports.
• Chinese porcelain is collected and admired throughout the world.
• The Forbidden City in China is an architectural wonder that continues to attract people from around the world.
• Relations with China today still require diplomacy and skill.

World History Video


1400 1435 1470 1505 1540 1575

1405 Zheng He begins voyages of exploration

1514 Portuguese arrive in China

1550 Ming dynasty flourishes

Chinese sailing ship

Ming dynasty porcelain bowl
The Forbidden City in the heart of Beijing contains hundreds of buildings.
Mission to China

In 1793, a British official named Lord George Macartney led a mission on behalf of King George III to China. Macartney carried with him British products that he thought would impress the Chinese so much that they would be eager to open their country to trade with Great Britain. King George wrote in his letter to the Chinese emperor: “No doubt the exchange of goods between nations far apart tends to their mutual convenience, industry, and wealth.”

Emperor Qianlong, however, was not impressed: “You, O King, are so inclined toward our civilization that you have sent a special envoy across the seas . . . to present your native products as an expression of your thoughtfulness. . . . As a matter of fact, the virtue and prestige of the Celestial Dynasty having spread far and wide, the kings of the myriad nations come by land and sea with all sorts of precious things. Consequently, there is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country’s manufactures.”

Macartney was shocked. He had believed that the Chinese would recognize, as he said, “that superiority which Englishmen, wherever they go, cannot conceal.” An angered Macartney compared the Chinese Empire to “an old, crazy, first-rate man-of-war [naval warship].” It had once awed its neighbors “merely by [its] bulk and appearance” but was now destined, under poor leadership, to be “dashed to pieces on the shore.”

Why It Matters

Between 1500 and 1800, China experienced one of its most glorious eras. The empire expanded, and Chinese culture flourished. In 1514, Portuguese ships arrived on the coast of China. At first, the new arrivals were welcomed. During the seventeenth century, however, most of the European merchants and missionaries were forced to leave. Chinese leaders adopted a “closed country” policy to keep out foreign ideas and protect their values and institutions. Until 1800, China was little affected by events taking place outside the region. Japan and Korea, too, remained isolated.

History and You

Visit the Web site of a major art museum. Locate artifacts in their permanent collection from the dynasties discussed in this chapter, and explain how they typify the art of the time period.
China allows Portuguese to occupy Macao

1630
Major epidemic reduces the population in many areas

1736
Emperor Qianlong begins reign

**Voices from the Past**

Ferdinand Verbiest, a European missionary, reported on his experience with the Chinese emperor:

This emperor [Kangxi] [punishes] offenders of the highest as well as lowest class with marvelous impartiality, according to their misdeeds, depriving them of rank and dignity. . . . On this account men of all ranks and dignities whatsoever, even the nearest to him in blood, stand in his presence with the deepest awe, and recognize him as sole ruler. . . . The same goodwill he showed us on many other occasions, to wit, in frequently sending us dishes from his own table to ours. He even ordered us sometimes to be entertained in his own tent.

—Sources of World History, Mark A. Kishlansky, ed.,1995

Kangxi was one of the greatest of the many strong emperors who ruled China during the Ming and Qing dynasties.

**The Ming Dynasty**

As you read this section, you will discover how the decision to stop the voyages of exploration in the 1400s caused China to turn inward for four centuries, away from foreign trade and toward agriculture.

The Mongol dynasty in China was overthrown in 1368. The founder of the new dynasty took the title of Ming Hong Wu (the Ming Martial Emperor). This was the beginning of the Ming dynasty, which lasted until 1644.

Under Ming emperors, China extended its rule into Mongolia and central Asia and briefly reconquered Vietnam. Along the northern frontier, the Chinese
strengthened the Great Wall and made peace with the nomadic tribes that had troubled them for centuries.

At home, Ming rulers ran an effective government using a centralized bureaucracy staffed with officials chosen by the civil service examination system. They set up a nationwide school system. Manufactured goods were produced in workshops and factories in vastly higher numbers. New crops were introduced, which greatly increased food production. The Ming rulers also renovated the Grand Canal, making it possible to ship grain and other goods from southern to northern China. The Ming dynasty truly began a new era of greatness in Chinese history.

The Voyages of Zheng He Ming Hong Wu, founder of the dynasty, ruled from 1368 until 1398. After his death, his son Yong Le became emperor. This was after a four-year campaign to defeat the rightful heir. To establish the legitimacy of his rule, Yong Le built large monuments, strengthened the Great Wall, and restored Chinese rule over Vietnam.

In 1406, Yong Le began construction of the Imperial City in Beijing. In 1421 he moved the capital from Nanjing to Beijing, after construction was sufficiently far along. The Imperial City (known today as the Forbidden City) was created to convey power and prestige. For nearly 500 years the Imperial City was home to China’s emperors. Yong Le died in 1424 and was buried with his wife and 16 concubines in a new cemetery for emperors outside of Beijing.

During his reign, Yong Le also sent a series of naval voyages into the Indian Ocean that sailed as far west as the eastern coast of Africa. Led by the court official Zheng He (JUNG HUH), seven voyages of exploration were made between 1405 and 1433. On the first voyage, nearly 28,000 men embarked on 62 ships. The largest ship was over 440 feet (134.1 m) long. (Columbus’s Santa Maria was only 75 feet [22.9 m] long.) The fleet passed through Southeast Asia and visited the western coast of India and the city-states of East Africa. It returned with items unknown in China and information about the outside world. The emperor was especially fascinated by the giraffes from Africa, and he placed them in the imperial zoo.

The voyages led to enormous profits, which alarmed traditionalists within the bureaucracy. Some of them held the Confucian view that trading activities were unworthy. Shortly after Yong Le’s death, the voyages were halted, never to be revived. One can only guess what difference it would have made if Zheng He’s fleet had reached the Americas before Columbus did.

First Contacts with the West In 1514, a Portuguese fleet arrived off the coast of China. It was the first direct contact between the Chinese Empire and Europe since the journeys of Marco Polo.

At the time, the Ming government thought little of the arrival of the Portuguese. China was at the height of its power as the most magnificent civilization on
Earth. From the perspective of the emperor, the Europeans were only an unusual form of barbarian. To the Chinese ruler, the rulers of all other countries were simply “younger brothers” of the Chinese emperor, who was seen as the Son of Heaven.

The Portuguese soon outraged Chinese officials with their behavior. They were expelled from Guangzhou (Canton) but were allowed to occupy Macao.

At first, the Portuguese had little impact on Chinese society. Portuguese ships did carry goods between China and Japan but direct trade between Europe and China remained limited. Perhaps more important than trade, however, was the exchange of ideas.

Christian missionaries had also made the long voyage to China on European merchant ships. The Jesuits were among the most active. Many of them were highly educated men who brought along instruments, such as clocks, that impressed Chinese officials and made them more receptive to Western ideas.

Both sides benefited from this early cultural exchange. Chinese scholars marveled at their ability to read better with European eyeglasses. Christian missionaries were impressed with many aspects of Chinese civilization, such as the teachings of Confucius, the printing and availability of books, and Chinese architecture. Reports back home soon made Europeans even more curious about this great civilization on the other side of the world.

**Fall of the Ming Dynasty** After a period of prosperity and growth, the Ming dynasty gradually began to decline. During the late sixteenth century, a series of weak rulers led to a period of government corruption. High taxes, caused in part by this corruption, led to peasant unrest. Crop yields declined because of harsh weather.
In the 1630s, a major epidemic greatly reduced the population in many areas. One observer in a major city wrote, “There were few signs of human life in the streets and all that was heard was the buzzing of flies.”

The suffering caused by the epidemic helped spark a peasant revolt led by Li Zicheng (LEE DZUH• CHUNG). The revolt began in central China and then spread to the rest of the country. In 1644, Li and his forces occupied the capital of Beijing (BAY• JING). The last Ming emperor committed suicide by hanging himself from a tree in the palace gardens.

The overthrow of the Ming dynasty created an opportunity for the Manchus, a farming and hunting people who lived northeast of the Great Wall in the area known today as Manchuria. The Manchus conquered Beijing, and Li Zicheng’s army fell. The victorious Manchus then declared the creation of a new dynasty called the Qing (CHING), meaning “pure.” This dynasty, created in 1644, remained in power until 1911.

The Martial Arts in China

The phrase martial arts refers to arts of combat and self-defense. Martial arts are a significant part of Asian history and culture. In recent years, they have become part of Western culture as well. Throughout the United States, for example, one can learn Japanese karate and judo, Korean tae kwon do, and Chinese kung fu and tai chi. Chinese martial arts are especially well known because of films featuring actors trained in the martial arts.

Chinese martial arts were already highly visible during the Han dynasty. Later, in 495, a Zen Buddhist monastery in Henan province developed methods of physical training that became Shaolin Quan. This style of boxing is known to the world today as kung fu.

The Qing Dynasty

At first, the Chinese resisted the new rulers. At one point, rebels seized the island of Taiwan just off the coast of China. The new Manchu government evacuated the coastline across from the island in preparation for an attack on the rebels. To make it easier to identify the rebels, the government ordered all men to adopt Manchu dress and hairstyles. All Chinese males were to shave their foreheads and braid their hair into a pigtail called a queue. Those who refused were to be executed: “Lose your hair or lose your head.”

The Manchus eventually adopted the Chinese political system and were gradually accepted as the legitimate rulers of the country. The Qing flourished under a series of strong early rulers. The emperors pacified the country, corrected serious social and economic ills, and restored peace and prosperity.

Qing Adaptations  The Qing maintained the Ming political system but faced one major problem: the Manchus were ethnically and culturally different from their subject population. The Qing dealt with this reality in two ways.
Martial arts in China fell into five groups: empty-hand boxing, sparring, training in pairs, group exercises involving six or more athletes, and weapons training. Weapons included bows and arrows, swords, spears, and chains with a pointed tip.

The Tang dynasty began to select military officials through martial arts contests and established regular competitions. During the Ming dynasty, the martial arts became even more developed. The classic work on martial arts, *Treatise on Armament Technology*, was published, and martial arts techniques were organized into schools.

One method developed during the Ming era was tai chi. This method focused on providing for better health and longer life by unlocking the flow of energy (chi) in the body. Today, martial arts such as tai chi are used as methods of exercise.

After Communists came to power in China in 1949, the government again fostered the martial arts as a competitive sport. Martial arts teams have spread throughout the world. In 1991, an International Wushu (Martial Arts) Association was formed, consisting of representatives from 38 nations. That same year, the First World Martial Arts Championship took place in Beijing.

**Reign of Kangxi** Kangxi (KONG•SEE), who ruled from 1661 to 1722, was perhaps the greatest emperor in Chinese history. A person with political skill and a strong character, Kangxi took charge of the government while still in his teens and reigned for 61 years.

Kangxi rose at dawn and worked until late at night. He wrote, “One act of negligence may cause sorrow all through the country, and one moment of negligence may result in trouble for thousands of generations.” Kangxi calmed the unrest along the northern and western frontiers by force. As a patron of the arts and letters, he gained the support of scholars throughout the country.

During Kangxi’s reign, the efforts of Christian missionaries reached their height. The emperor was quite tolerant of the Christians. Several hundred officials became Catholics, as did an estimated three hundred thousand ordinary Chinese. The Christian effort was undermined by squabbling among the Western religious orders who opposed the Jesuit policy of accommodating local beliefs and practices in order to facilitate conversion. Although Kangxi tried to resolve the problem, no solution was reached. After the death of Kangxi, however, his successor began to suppress Christian activities throughout China.

**Westerners in China** Qianlong, who ruled from 1736 to 1795, was another outstanding Qing ruler. During his reign, however, the first signs of internal decay began to appear in the Qing dynasty. As the emperor grew older, he fell under the influence of
destructive elements at court. Corrupt officials and higher taxes led to unrest in rural areas. Growing pressure on the land because of population growth also led to economic hardship for many peasants. In central China, unhappy peasants launched a revolt known as the White Lotus Rebellion (1796–1804). The revolt was suppressed, but the enormous expenses of fighting the rebels weakened the Qing dynasty.

Unfortunately for China, the Qing dynasty was declining just as Europe was seeking more trade. At first, the Qing government sold trade privileges to the Europeans. However, to limit contacts between Europeans and Chinese, the Qing confined all European traders to a small island just outside Guangzhou. The traders could reside there only from October through March and could deal only with a limited number of Chinese firms licensed by the government.

For a while, the British accepted this system. By the end of the eighteenth century, however, some British traders had begun to demand access to additional cities along the Chinese coast. At the same time, the Chinese government was under pressure from its own merchants to open China to British manufactured goods.

In 1793, a British mission led by Lord George Macartney visited Beijing to seek more liberal trade policies. However, Emperor Qianlong wrote to King George III that China had no need of “your country’s manufactures.” The Chinese would later pay for their rejection of the British request.

Reading Check Predict Consequences Predict the consequences of the Chinese attitude toward trade with Europe.

Sixteenth-century farming in China

Checking for Understanding
1. Define queue, banner.
2. Identify Ming, Zheng He, Manchu, Qing, Kangxi.
3. Locate Guangzhou, Beijing, Manchuria, Taiwan.
4. Explain how the pigtail became a political symbol under the Qing dynasty.
5. List the ways the Ming and Qing dynasties tried to limit contacts between Europeans and the Chinese people. Why did the British initially accept the restrictions?

Critical Thinking
6. Make Generalizations What was the general attitude of the Chinese regarding trade with the Western world? Give examples from the text to support your answer.

7. Summarizing Information Create a chart like the one below to show how both the Europeans and Chinese benefited from their early cultural exchange.

<table>
<thead>
<tr>
<th>European Benefits</th>
<th>Chinese Benefits</th>
</tr>
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<tbody>
<tr>
<td></td>
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Analyzing Visuals
8. Examine the picture of the Chinese peasants farming shown above. What conclusions can you draw about peasant life in China from looking at this picture? How do your conclusions compare and contrast with the depictions of peasant life found in other cultures you have already read about?

Writing About History
9. Expository Writing Using the Internet or print resources, research the voyages of Zheng He and Columbus. Write an essay comparing the technology, equipment, purpose, and results of their explorations.
Chinese Society and Culture

Main Ideas
• A rapid increase in population led to rural land shortages.
• Chinese society was organized around the family.
• Architecture, decorative arts, and literature flourished during this period.

Key Terms
commercial capitalism, clan, porcelain

People to Identify
Cao Xuegin, Emperor Yong Le

Places to Locate
Imperial City, Beijing

Preview Questions
1. Why did the population increase between 1500 and 1800?
2. Why did commercial capitalism not develop in China during this period?

Reading Strategy
Organizing Information  Use a concentric circle diagram like the one below to show the organization of the Chinese family.

Husband, Wife, and Family

Voices from the Past

In the sixteenth century, an Italian named Matteo Ricci expressed a great appreciation of Chinese printing:

"The Chinese method of printing has one decided advantage, namely, that once these tablets are made, they can be preserved and used for making changes in the text as often as one wishes. . . . The simplicity of Chinese printing is what accounts for the exceedingly large numbers of books in circulation here and the ridiculously low prices at which they are sold."

— China in the Sixteenth Century, Louis J. Gallagher, trans., 1942

Europeans who lived in China found much to admire in Chinese civilization.

Economic Changes

Between 1500 and 1800, China remained a mostly agricultural society. Nearly 85 percent of the people were small farmers. Nevertheless, the Chinese economy was changing.

The first change involved an increase in population, from less than 80 million in 1390 to more than 300 million at the end of the 1700s. The increase had several causes. A long period of peace and stability under the early Qing dynasty was one. Improvements in the food supply were another. A faster growing species of rice from Southeast Asia increased the food supply.
The population increase meant there was less land available for each family. The imperial court tried to make more land available by limiting the amount wealthy landowners could hold. By the eighteenth century, however, almost all the land that could be farmed was already being farmed. Shortages of land in rural areas led to unrest and revolts.

Another change in this period was a steady growth in manufacturing and increased trade between provinces. Taking advantage of the long era of peace and prosperity, merchants and manufacturers expanded their trade in silk, porcelain, cotton goods, and other products. (See page 995 to read excerpts from Sung Ying-Hsing’s The Silk Industry in China in the Primary Sources Library.)

Despite the growth in trade and manufacturing, China did not develop the kind of commercial capitalism—private business based on profit—that was emerging in Europe. Some key differences between China and Europe explain this fact.

In the first place, middle-class merchants and manufacturers in China were not as independent as those in Europe. Trade and manufacturing remained under the firm control of the government. Many Chinese looked down on trade and manufacturing as inferior to farming. The state reflected this attitude by levying heavy taxes on manufacturing and trade and low taxes on farming.

**Reading Check**

Contrasting What was the key difference in government policy toward trade and manufacturing in Europe and in China?

**Daily Life**

Daily life in China remained similar to what it had been in earlier periods. The emphasis on family relationships, based on Confucian ideals, contributed stability to Chinese society.

**The Chinese Family** Chinese society was organized around the family. The family was expected to provide for its members’ needs, including the education of children, support of unmarried daughters, and care of the elderly. At the same time, all family members were expected to sacrifice their individual desires for the benefit of the family as a whole.
The ideal family unit in Qing China was the extended family, in which as many as three or four generations lived under the same roof. When sons married, they brought their wives to live with them in the family home. Unmarried daughters also remained in the house, as did parents and grandparents. Chinese society held the elderly in high regard. Aging parents knew they would be cared for by their children.

Beyond the extended family was the clan, which consisted of dozens, or even hundreds, of related families. These families were linked by a clan council of elders and a variety of common social and religious activities. The clan system made it possible for wealthier families to help poorer relatives.

The Role of Women  Women were considered inferior to men in Chinese society. Only males could have a formal education and pursue a career in government or scholarship. Within the family, capable women often played strong roles. Nevertheless, the wife was clearly subordinate to the husband. Legally, she could not divorce her husband or inherit property. The husband, in contrast, could divorce his wife if she did not produce sons. He could also take a second wife. Husbands were expected to provide support for their wives and children. In many cases, the head of the family would also be responsible for providing for more than just his own wife and children.

A feature of Chinese society that restricted the mobility of women was the practice of footbinding. The origins of footbinding are not clear. Scholars believe it began among the wealthiest class of women and was later adopted by all classes. Bound feet were a status symbol. Women who had bound feet were more marriageable than those who did not, thus there was a status incentive as well as an economic incentive. An estimated one-half to two-thirds of the women in China bound their feet.

The process, begun in childhood, was very painful. Women who had their feet bound could not walk, they were carried. Not all clans looked favorably on footbinding. Women who worked in the fields or in occupations that required mobility did not bind their feet.

**Reading Check**

Describe the role of women in Chinese society.

**Describing**  What was the legal status of women in China?
Cultural Developments

During the late Ming and the early Qing dynasties, traditional culture in China reached new heights.

The Chinese Novel

During the Ming dynasty, a new form of literature arose that eventually evolved into the modern Chinese novel. Works in this literary form were enormously popular, especially among well-to-do urban dwellers.

One Chinese novel, *The Golden Lotus*, is considered by many to be the first realistic social novel. *The Golden Lotus* depicts the corrupt life of a wealthy landlord in the late Ming period who cruelly manipulates those around him for sex, money, and power.

*The Dream of the Red Chamber*, by Cao Xuegin, is generally considered even today to be China’s most distinguished popular novel. Published in 1791, it tells of the tragic love between two young people caught in the financial and moral disintegration of a powerful Chinese clan.

Ming and Qing Art

During the Ming and the early Qing dynasties, China experienced an outpouring of artistic brilliance. In architecture, the most outstanding example is the Imperial City in Beijing. Emperor Yong Le began construction of the Imperial City—a complex of palaces and temples—in 1406. Succeeding emperors continued to add to the palace.

The Imperial City is an immense compound surrounded by six and one-half miles (10.5 km) of walls. It includes a maze of private apartments and offices, as well as stately halls for imperial audiences and banquets and spacious gardens. Because it was off-limits to commoners, the compound was known as the Forbidden City.

The decorative arts also flourished in this period. Perhaps the most famous of all the arts of the Ming Era was blue-and-white porcelain. Europeans admired the beauty of this porcelain and collected it in great quantities. Different styles of porcelain were produced during the reign of individual emperors.

**Reading Check**

Describing: What were the artistic accomplishments of the Ming and Qing dynasties?

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**Section 2 Assessment**

**Checking for Understanding**

1. Define commercial capitalism, clan, porcelain.
2. Identify Cao Xuegin, Emperor Yong Le.
3. Locate Imperial City, Beijing.
4. Explain the significance of the Chinese extended family.
5. Summarize the plot of *The Dream of the Red Chamber*.

**Critical Thinking**

6. **Draw Conclusions** Although legally inferior to men, what important roles did women in the peasant class have?

7. **Identifying Information** Use a diagram to identify the economic changes in China from 1500 to 1800.

**Analyzing Visuals**

8. **Examine** the picture of women spinning silk shown on page 493 of your text. How does this picture reflect the role of women in Chinese society during the eighteenth century?

**Writing About History**

9. **Persuasive Writing** Pretend you are a Chinese mother talking to your daughter in 1700. Using research or your own ideas, convince her that foot-binding is necessary and beneficial.
Why Learn This Skill?

Less than one hundred years ago, people could only communicate long distances by mail or messenger. Today, electronic mail, or e-mail, enables users to send and receive messages worldwide. E-mail is a useful way to instantaneously exchange information with a variety of sources. Most agencies and businesses have e-mail addresses so that they can be contacted easily by anyone who needs their services.

Learning the Skill

• Your computer is ready for e-mailing after two items are added to it. The first piece of equipment is a device that enables the computer to communicate with other computers. This can be either a modem, which connects the computer to a telephone line, or a wideband connection through cable or fiber-optics lines that does not need to connect to the telephone. The second necessary item is communications software, which lets your computer prepare and send information through the modem or wideband connection. It also allows your computer to receive and understand the information it receives.

• Once the computer is ready, you must subscribe to an Internet Service Provider (ISP), which receives and stores your messages in an electronic “mailbox” until you choose to access it. When you subscribe to an e-mail network, you have a specific address. This address identifies the location of your electronic “mailbox”—the place where you receive your e-mail. To send e-mail, you must write in the address of the recipient, but your address is automatically attached to the document. When the message is sent, the e-mail system places the message in the receiver’s mailbox. He or she may read the message at any time and send you a return message.

Practicing the Skill

To send an e-mail message, complete the following steps:

1. Access your e-mail server by clicking on the icon on your desktop display.
2. Select the “New Message” or “Write” function from your communications software.
3. Type in the e-mail address of the recipient.
4. Write your message—remember to proofread it for errors.
5. Select the “Send” button. Some e-mail systems will allow you to select an option that will notify you when your message has been delivered and opened.

Applying the Skill

Silkworm farming and the wearing of silk began in the East Asian world. Using e-mail, contact a librarian and ask for recommendations of books about the silk industry. Share the list of resources you receive from the librarian with your class.
Tokugawa Japan and Korea

Main Ideas
• Japan was unified by three powerful political figures.
• Between 1500 and 1800, Japan experienced many peasant uprisings.
• Korea could not withstand invasions by the Japanese and Manchus.

Key Terms
daimyo, han, hostage system, eta

People to Identify
Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Matsuo Basho

Places to Locate
Kyoto, Osaka, Edo, Korea

Preview Questions
1. What economic changes took place under the Tokugawa shoguns?
2. How did Japanese culture change during the Tokugawa Era?

Reading Strategy
Categorizing Information
Using a diagram like the one below, categorize the different elements of Japanese culture.

In 1649, the Japanese government issued an edict to be read in every village:

“Peasants are people without sense or forethought. Therefore they must not give rice to their wives and children at harvest time, but must save food for the future. They should eat millet, vegetables, and other coarse food instead of rice. Even the fallen leaves of plants should be saved. The husband must work in the fields, the wife must work at the loom. However good-looking a wife may be, if she neglects her household duties by drinking tea or sightseeing or rambling on the hillsides, she must be divorced. Peasants must wear only cotton or hemp. They may not smoke tobacco. It is harmful to health, it takes up time and costs money."


The life of the Japanese peasant was a difficult one, and there were many peasant revolts between 1500 and 1800.

The Three Great Unifiers

At the end of the fifteenth century, Japan was in chaos. The centralized power of the shogunate had collapsed. Daimyo, heads of noble families, controlled their own lands and warred with their neighbors. Soon, however, a dramatic reversal would unify Japan. The process of unification began in the late sixteenth century with three powerful political figures.
The first was Oda Nobunaga (oh•DAH noh•boo•NAH•gah). Nobunaga seized the imperial capital of Kyoto and placed the reigning shogun under his control. During the next few years, he tried to consolidate his rule throughout the central plains.

Nobunaga was succeeded by Toyotomi Hideyoshi (toh•yoh•TOH•mee HEE•day•YOH•shee), a farmer’s son who had become a military commander. Hideyoshi located his capital at Osaka. By 1590, he had persuaded most of the daimyo on the Japanese islands to accept his authority.

After Hideyoshi’s death in 1598, Tokugawa Ieyasu (toh•kuh•GAH•wah ee•YAH•soo), the powerful daimyo of Edo (modern-day Tokyo), took control of Japan. Ieyasu took the title of shogun in 1603. The Tokugawa rulers completed the restoration of central authority begun by Nobunaga and Hideyoshi. Tokugawa shoguns remained in power at their capital at Edo until 1868. Tokugawa rule brought a long period of peace known as the “Great Peace.”

Under Tokugawa Ieyasu, however, all missionaries were expelled, and Japanese Christians were persecuted.

European merchants were the next to go. Only a small Dutch community in Nagasaki was allowed to remain in Japan. Dutch ships were permitted to dock at Nagasaki harbor only once a year and could remain for only two or three months.

Reading Check 

Identifying Sequence the events that led to the unification of Japan.

Europeans in Japan

As you read this section, note how Japan’s “closed country” policy removed European influence, allowing Japan to remain in isolation for centuries.

As the three great commanders were unifying Japan, the first Europeans began to arrive. Portuguese traders landed on the islands in 1543. In a few years, Portuguese ships began stopping regularly at Japanese ports to take part in the regional trade between Japan, China, and Southeast Asia.

At first, the visitors were welcomed. The Japanese were fascinated by tobacco, clocks, eyeglasses, and other European goods. Daimyo were interested in buying all types of European weapons. Oda Nobunaga and Toyotomi Hideyoshi found the new firearms helpful in defeating their enemies and unifying the islands.

The first Jesuit missionary, Francis Xavier, arrived in 1549. The Jesuits converted a number of local daimyo. By the end of the sixteenth century, thousands of Japanese had become Christians. However, the Jesuit practice of destroying shrines caused a severe reaction. In 1587, Hideyoshi issued an edict prohibiting Christian activities within his lands.

Hideyoshi’s edict was at first not strictly enforced. The Jesuits were allowed to continue their activities.

Explaining What was the effect of the Jesuit practice of destroying shrines?

Tokugawa Rule

The Tokugawa rulers set out to establish control of the feudal system that had governed Japan for over three hundred years. As before, the state was divided into about 250 separate territories called hans, or domains. Each was ruled by a daimyo. In theory, the
daimyo were independent, because they were able to support themselves from taxes on their lands. In actuality, the shogunate controlled the daimyo by a hostage system.

In this system, the daimyo were required to maintain two residences—one in their own lands and one in Edo, where the court of the shogun was located. When the daimyo was absent from his residence in Edo, his family was forced to stay there.

During this long period of peace—known as the “Great Peace”—brought by Tokugawa rule, the samurai who had served the daimyo gradually ceased to be a warrior class. Many of them became managers on the lands of the daimyo.

Reading Check Explaining What was the hostage system? What was its effect on the daimyo?

Economic and Social Changes

A major economic change took place under the Tokugawa. Since the fourteenth century, many upper-class Japanese, influenced by Confucianism, had considered trade and industry beneath them. Under the Tokugawa, trade and industry began to flourish as never before, especially in the growing cities of Edo, Kyoto, and Osaka.

By 1750, Edo had a population of over a million and was one of the largest cities in the world. Banking flourished, and paper money became the normal medium of exchange in business transactions. A Japanese merchant class emerged and began to play a significant role in the life of the Japanese nation.

What effect did these economic changes have on Japanese peasants, who made up most of the population? Some farm families benefited by exploiting the growing demand for cash crops (crops grown for sale). Most peasants, however, experienced both declining profits and rising costs and taxes. Many were forced to become tenants or to work as hired help.

When rural conditions became desperate, some peasants revolted. Almost seven thousand peasant revolts and demonstrations against high taxes took place during the Tokugawa Era.

The Class System Social changes also marked the Tokugawa Era. These changes affected the class system and the role of women. During this era, Japan’s class system became rigid. Rulers established strict
legal distinctions among the four main classes: warriors, peasants, artisans, and merchants. Intermarriage between classes was forbidden.

The emperor and imperial court families were at the very top of the political and social structure. Next came the warrior class composed of the shogun, daimyo, samurai, and ronin. The shogun was supreme ruler below the emperor and distributor of the national rice crop. The local daimyo received land and rice from the shogun in exchange for military service. Samurai received rice from the daimyo in exchange for their services as advisers, castle guards, and government officials. Finally, the ronin were warriors without masters who traveled the countryside seeking employment.

Below the warriors were the farmers (peasants). Farmers produced rice and held a privileged position in society but were often poor. The artisan class included craftspeople such as swordmakers and carpenters. Finally, the merchant class distributed food and essential goods. This class was at the bottom of the social hierarchy because they profited from the labor of others.

Below these classes were Japan’s outcasts, the eta. The Tokugawa enacted severe laws to regulate the places of residence, the dress, and even the hairstyles of the eta.

**The Role of Women** The role of women in Tokugawa society became somewhat more restricted. Especially in the samurai class, where Confucian values were highly prized, the rights of females were restricted. Male heads of households had broad authority over property, marriage, and divorce.

Among the common people, women were also restricted. Parents arranged marriages, and a wife was expected to move in with her husband’s family. A wife who did not meet the expectations of her husband or his family was likely to be divorced. Still, women were generally valued for their roles as childbearers and homemakers among the common people. Both sexes worked in the fields as well, although men did the heavier labor.

**Reading Check** Explaining In what ways were the rights of women of the common class restricted?

**Tokugawa Culture**

In the Tokugawa Era, a new set of cultural values began to appear, especially in the cities. It included the rise of popular literature written by and for the townspeople.

**Literature** The best examples of the new urban fiction in the seventeenth century are the works of Ihara Saikaku, considered one of Japan’s greatest writers. Saikaku’s greatest novel, *Five Women Who Loved Love*, tells of a search for love by five women of the merchant class. The women are willing to die for love—and all but one eventually do.

Much of the popular literature of the Tokugawa Era was lighthearted and intended to please its audiences. Poetry remained a more serious form of literary expression. Exquisite poetry was written in the seventeenth century by the greatest of all Japanese poets, Matsuo Basho.

**Theater and Art** A new world of entertainment in the cities gave rise in the theater to Kabuki, which emphasized action, music, and dramatic gestures to entertain its viewers. Early Kabuki dramas dealt with the world of teahouses and dance halls in the cities.

Government officials feared that such activities could corrupt the nation’s morals. Thus, the government forbade women to appear on stage. Officials therefore created a new professional class of male actors to impersonate female characters.

Art also reflected the changes in Japanese culture under the Tokugawa regime. The shogun’s order that all daimyo and their families have residences in Edo sparked an increase in building. Nobles competed to erect the most magnificent mansions with lavish and beautiful furnishings. The abundant use of gold foil on...
walls and ceilings helped reflect the light in dark castle rooms, where windows were often small.

Japanese art was enriched by ideas from other cultures. Japanese pottery makers borrowed techniques and designs from Korea to create handsome ceramic pieces. The Japanese studied Western medicine, astronomy, languages, and even painting styles. In turn, Europeans wanted Japanese ceramics, which were prized as highly as the ceramics of the Chinese.

**Korea: The Hermit Kingdom**

The Yi dynasty in Korea, founded at the end of the fourteenth century, remained in power during the entire Tokugawa Era in Japan. From their capital at Hanyang (modern-day Seoul), Yi rulers patterned their society after that of their powerful Chinese neighbors to the north.

Korean rulers tried to keep the country isolated from the outside world, earning it the name “the Hermit Kingdom.” They were not always successful, however. A Japanese force under Toyotomi Hideyoshi invaded Korea in the late sixteenth century. Although the Japanese invaders were defeated, Korea was devastated, and the Yi dynasty was weakened. In the 1630s, a Manchu army invaded northern Korea and forced the Yi dynasty to become subject to China. Korea remained largely untouched by European merchants and Christian missionaries.

**Reading Check**  **Summarizing** Why were government officials concerned about Kabuki theater?

**Section 3 Assessment**

<table>
<thead>
<tr>
<th>Checking for Understanding</th>
<th>Critical Thinking</th>
<th>Analyzing Visuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define daimyo, han, hostage system, etc.</td>
<td><strong>6. Draw Inferences</strong> How were most peasants affected by the economic changes in Japan?</td>
<td><strong>8. Examine</strong> the photograph of a Kabuki actor shown above. What does this photograph tell you about Japanese Kabuki theater, and how does this theater compare to and contrast with the different forms of theater (opera, pantomime, realistic drama) that developed in the West?</td>
</tr>
<tr>
<td>2. Identify Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Matsuo Basho.</td>
<td><strong>7. Organizing Information</strong> Using a chart like the one below, show how the new urban centers in Japan influenced the arts and entertainment.</td>
<td><strong>9. Descriptive Writing</strong> Imagine that you are the literate wife of a samurai. Write a journal entry that describes your relationship to your husband, your children, and your mother-in-law.</td>
</tr>
<tr>
<td>3. Locate Kyoto, Osaka, Edo, Korea.</td>
<td></td>
<td></td>
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<tr>
<td>4. Sequence the events that led to Japan’s policy of isolation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. List the four main social classes that existed during the Tokugawa Era. Who was at the top of the social structure, and who was at the bottom?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| urban centers | }
The Japanese Discover Firearms

THE PORTUGUESE BROUGHT guns to Japan in the sixteenth century. In this selection, the daimyo of a small island off the southern tip of Japan provides an explanation of how to use the new weapons. Obviously, he is fascinated by the results.

“There are two leaders among the traders. In their hands they carried something two or three feet [.6 or .9 m] long, straight on the outside with a passage inside, and made of a heavy substance. The inner passage runs through it although it is closed at the end. At its side, there is an opening which is the passageway for fire. Its shape defies comparison with anything I know. To use it, fill it with powder and small lead pellets. Set up a small target on a bank. Grip the object in your hand, compose your body, and closing one eye, apply fire to the opening. Then the pellet hits the target squarely. The explosion is like lightning and the report like thunder. Bystanders must cover their ears. This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man’s domain and he was touched by it, he would lose his life instantly. . . . Lord Tokitaka saw it and thought it was the wonder of wonders. He did not know its name at first nor the details of its use. Then someone called it ‘ironarms.’

Disregarding the high price of the arms, Tokitaka purchased from the aliens two pieces of the firearms for his family treasure. As for the art of grinding, sifting, and mixing of the powder, Tokitaka let his retainer learn it. Tokitaka occupied himself, morning and night, and without rest in handling the arms. As a result, he was able to convert the misses of his early experiments into hits—a hundred hits in a hundred attempts.

—Lord Tokitaka, On the Use of Firearms

This detail from a late sixteenth-century Japanese painting records the arrival of the first Portuguese traders at the port city of Nagasaki, Japan.

Analyzing Primary Sources

1. Who introduced firearms to Japan in the sixteenth century? [FCAT LA.A.2.4.1]
2. Considering the description of the firearm the Portuguese brought, what do you think we would call it today? [FCAT LA.A.2.4.1]
3. In the last paragraph, to whom does the term aliens refer? [FCAT LA.A.2.4.1]
Using Key Terms

1. Military units called _______ were strategically placed throughout China as the chief fighting force of the Manchu Empire.
2. Trade and manufacturing in China did not develop into _______ as it did in Europe.
3. Chinese pottery makers were famous for their blue and white _______.
5. The shogunate controlled the daimyo by what has been called a _______, forcing the daimyo lords to leave their families in their Edo residence when the daimyo lords were away.
6. Japan was divided into 250 separate territories called _______, each ruled by a daimyo lord.
7. During the Tokugawa Era, Japan’s class system became rigid with four classes and an underclass of outcasts, called the _______.

Reviewing Key Facts

8. Culture  What was the Chinese view of Europeans, and how did interactions with Europeans impact Chinese society?
9. Government  How did the Qing government solve the problem of being ethnically and culturally different from the people they governed?
10. Culture  Why is the Imperial City in Beijing called the Forbidden City?
11. Society  Explain how the samurai gradually ceased to be a warrior class.
12. Government  How did the completion of the Grand Canal impact China?
13. Economics  What was the Chinese attitude toward European products?
14. Society  Why did Toyotomi Hideyoshi turn against the Jesuit missionaries?
15. History  What year did the Portuguese make official contact with China?
16. Geography  What is the current name of Edo, Japan? Why was Edo an important city to the Tokugawa rulers?
17. Geography  Where was the ancient capital of Korea located?

Critical Thinking

18. Making Generalizations  Do you believe that the plots of The Golden Lotus and The Dream of the Red Chamber would appeal to Western readers? Give your reasons.
19. Analyzing  How might the Surgeon General of the United States today respond to the portion of the Japanese government’s edict in 1649 that said, “They [peasants] should eat millet and vegetables and other coarse food instead of rice. . . . They may not smoke tobacco. It is harmful to health. . . .”?

Chapter Summary

By the nineteenth century, Japanese and Chinese societies had changed as a result of the decisions and policies of their leaders.

People

- Ming Hong Wu
- Yong Le
- Zheng He
- Li Zicheng
- Kangxi
- Qianlong
- Tokugawa

Changes

- Challenged Mongol Empire
- Strong emperor
- Voyages of exploration
- Occupied Beijing
- Calmed unrest; patron of the arts
- Weakened Qing dynasty
- Completed restoration of central authority

Results

- Established Ming dynasty
- Moved capital to Beijing
- Reaffirmed low view of trading
- Overthrew Ming dynasty
- China’s greatest emperor
- White Lotus Rebellion
- The Great Peace
Self-Check Quiz
Visit the Glencoe World History Web site at wh.glencoe.com and click on Chapter 16–Self-Check Quiz to prepare for the Chapter Test.

Writing About History
20. Expository Writing Compare the isolationist periods of China and Japan. Discuss each government’s reasons for isolation, and the impact of this policy. FCAT LA.B.1.4.2

Analyzing Sources
Read the following excerpts from A Story That Matters, page 484.

... there is nothing we lack. We have never set much store on strange or ingenious objects, nor do we need any more of your country’s manufactures.

—Emperor Qianlong

... that superiority which Englishmen, wherever they go, cannot conceal.

—Lord George Macartney

21. Compare the attitudes of Lord Macartney and Emperor Qianlong. FCAT LA.A.2.4.2
22. What have been some of the historical results of the political views of China and Britain?

Applying Technology Skills
23. Creating an Electronic Database Conduct outside research to learn more about the Tokugawa emperors in Japan. Then create an electronic database listing names of the emperors, dates each ruled, their significant accomplishments, and any problems that arose in Japan during their reigns. Share your database with your class.

Making Decisions
24. Imagine you are a Jesuit missionary in Japan. What would lead you to destroy Japanese religious shrines? When it becomes evident that the Japanese are outraged by your actions, what would you do and why?

Analyzing Maps and Charts
Study the map on this page to answer the following questions.
25. How many major daimyo clans existed during the Tokugawa Era?
26. How many miles separate Uesugi and Shimazu?
27. Which clans are located at the same latitudes?

Standardized Test Practice
Directions: Use the passage and your knowledge of world history to answer the following question.

It seems to be quite remarkable... that in a kingdom of almost limitless expanse and innumerable population... that has a well-equipped army and navy... neither the King nor his people ever think of waging a war of aggression.

—Journals of Matteo Ricci

The author suggests that people in the Ming dynasty
F lived in a militaristic society.
G adopted a “closed country” policy.
H were impoverished and starving.
J were prosperous but focused inward.

Test-Taking Tip: Do not rely on your memory of the passage to answer this question. Instead, look at each answer choice and check it against the quote.
Language not only allows us to communicate, it affects the way we think and even how we may view ourselves. It creates an identity for a community of people and shapes their experiences.

Today about 6,500 languages are spoken around the world. Hundreds of these will disappear in this century because younger generations no longer speak them. Others will be overpowered by the influence of English, a language that has spread through technology, global commerce, telecommunications, and tourism.

<table>
<thead>
<tr>
<th>Language(s)</th>
<th>Native Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese languages</td>
<td>1,223,307,000</td>
</tr>
<tr>
<td>Spanish</td>
<td>332,000,000</td>
</tr>
<tr>
<td>English</td>
<td>322,000,000</td>
</tr>
<tr>
<td>Hindi/Urdu</td>
<td>240,000,000</td>
</tr>
<tr>
<td>Bengali</td>
<td>189,000,000</td>
</tr>
<tr>
<td>Arabic languages</td>
<td>174,950,000</td>
</tr>
<tr>
<td>Portuguese</td>
<td>170,000,000</td>
</tr>
<tr>
<td>Russian</td>
<td>170,000,000</td>
</tr>
<tr>
<td>Japanese</td>
<td>125,000,000</td>
</tr>
<tr>
<td>German</td>
<td>98,000,000</td>
</tr>
<tr>
<td>French</td>
<td>72,000,000</td>
</tr>
</tbody>
</table>

If you were to travel back in time to visit Robin Hood, you would not be able to understand him. Even though you would both be speaking English, the language you speak has changed a great deal since the days of Robin and his merry men. Can you recognize any words from this old English conversation?

“Hast thu hafoc?”
Do you have a hawk?
“Íc habbe.”
I have.
“Canst thu temian hig?”
Do you know how to tame them?
“Gea, íc cann. Hwat sceoldon hig me buton íc cuþe temian hig?”
Yes, I do. What use would they be to me if I could not tame them?
—From a tenth-century lesson

Middle English evolved when the Normans conquered England, bringing their language, French, with them. Many different dialects of English were spoken, but the dialect spoken in London became dominant. Geoffrey Chaucer’s Canterbury Tales (1390) is an example.

Although you might find Shakespeare difficult to understand, his English is essentially the language that evolved into the way we speak and read today.

Juliet: How camest thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

Romeo: With love’s light wings did I o’er perch these walls,
For stony limits cannot hold love out,
And what love can do, that dares love attempt,
Therefore thy kinsmen are no stop to me.
—From Romeo and Juliet

In this viage shal telle tales tweye
To Caunterbury-ward I mene it so,
And homward he shal tellen othere two,
Of aventures that whilom han bifalle.

On this trip [you each] shall tell two tales
On the way to Canterbury,
And homeward [you] shall tell another two,
Of adventures that once had happened.
—From the Prologue of Canterbury Tales
How did writing begin? Early writing systems were derived from pictures. Every word would correspond to one or more symbols. For example, the word house might be written as a symbol that looked like a simplified house. Ancient Egyptian and Mayan hieroglyphics are examples.

The Phoenicians were among the first to develop an alphabet with characters that could be combined to make different sounds. The Greeks adapted it and passed it on to the Romans. The Roman alphabet is the alphabet most Western languages, such as English, use today.

How would you write “How are you?” to the people you meet around the world through the Internet?

<table>
<thead>
<tr>
<th>Languages written from left to right</th>
<th>Languages written from right to left</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danish Hvordan gaar det?</td>
<td>Arabic كيف حاكم؟</td>
</tr>
<tr>
<td>Greek π ο ς ε ι σ τ ε:</td>
<td>Hebrew הוה גלובם?</td>
</tr>
<tr>
<td>Hindi अप कैसे है?</td>
<td>Persian جطوربد؟</td>
</tr>
<tr>
<td>Russian Как живаете?</td>
<td></td>
</tr>
<tr>
<td>Spanish ¿Cómo está usted?</td>
<td>Languages written from top to bottom</td>
</tr>
<tr>
<td>Swahili Hujambo?</td>
<td>Chinese 你好 吗？</td>
</tr>
<tr>
<td>Tagalog (Philippines) Kumusta po kayo?</td>
<td>Japanese お元気ですか？</td>
</tr>
<tr>
<td>Thai สบายดีไหม？</td>
<td>Korean 어요, 가시나요?</td>
</tr>
<tr>
<td>Vietnamese Anh (Chi) có khoe không?</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Chinese Characters**

Chinese characters are combined in thousands of ways to make new words. In this example, when the character for tree is inserted into the character for box, you have a tree growing in a box, which is the character for “be in trouble.”

Here are some other Chinese words divided into their elements. See if you can figure out what these characters mean.

1. 火山 fire + mountain = ________
2. 木木木森 tree + tree + tree = ________
**Disappearing Languages**

Before World War II, it is estimated that over 11 million Jews spoke Yiddish, a language based on German, Hebrew, and other languages. Many Yiddish speakers were killed in the Holocaust. Children of Holocaust survivors often forgot the language or chose not to use it in their new homelands. Today, the number of speakers is approximately 2 million, most of whom are elderly. When these people die, there will be few people left who speak the language, even though it’s preserved in literature and oral records.

Many minority cultures around the world face the same problem. Often, these people live in areas that were once subjugated or conquered by other countries. The new rulers forced native peoples to adopt a new culture, often by prohibiting the use of the local language. In the United States, Native American children were frequently sent to boarding schools where they were forced to speak English and were punished if they spoke their own language. Not surprisingly, where there had once been hundreds of Native American languages, today there are only 175, and many of those will soon be extinct.

Fortunately, many struggling languages are making a comeback. In places like Ireland, northern Spain, and even Hawaii, schools are teaching traditional languages, and their usage is becoming widely accepted. Native Americans are also taking steps to revive their languages, as demonstrated by the Navajo newspaper at right. With language comes renewed interest in culture, and many ethnic groups who revive their language also find that they revive hope and self-worth within their people.

**English As an International Language**

Mahesh is an Indian who lives in Trinidad. His wife is from Venezuela. To communicate they speak English. He works for an international oil company where he conducts business worldwide in English. On TV he watches CNN news, and he enjoys going to American movies.

English was first spread through colonization. Though usually unwelcome, English eventually became a way of communicating between ethnic groups who shared a country but not a common language. In the late twentieth century, English became even more dominant as American language and culture spread through global business (think Coca-Cola and McDonald’s), media, and technology. The Israeli sign with English translations at left is an example of how English is being used worldwide.

Today, English is spoken in 115 countries as either the official language or as an important minority language. Although many people do not like it, the globalization of English has made communication and interaction between peoples easier. On the other hand, many smaller languages and cultures are being lost as the world becomes more homogeneous.