

---

# How did the Tokugawa's consolidate their power?



## Source Analysis:

- Origin
  - Purpose
  - Value
  - Limitation
-

---

# Origin and Purpose



What is meant by the origin and purpose of sources?

In Social Studies we often refer to different sources of information in terms of their origin and purpose.

Origin - What is the name of source? Who made or wrote it? When was it made? Where was it created?

Purpose - Why was the source created? What is its intention? Who is it for?



---

# Value and Limitations

Here you are expected to judge how useful the source is to an historian or other academic studying this topic.

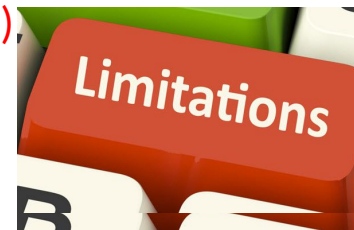
## Value

- Does the author represent a particular 'side' of a controversy or event?  
Are there any signs of bias? (Origin)
- Is it a primary source? An eyewitness account? (Origin)
- Can you trust the author? Did they have a motive? (Purpose)
- A secondary source. Who are the readers? Is it thoroughly researched? (Purpose & Origin)



## Limitations

- Does the author have personal involvement in the event or topic? (Origin)
- Who produced it? When? Other events that might have influenced the author? (Origin)
- What type of source is it? Primary or secondary? (Origin)
- Why was it produced? Propaganda? To incite a reaction? A defence? An accusation? (Purpose)





---

# Koro Shodan



Society was built on a system of hereditary classes. The (1) nobles were at the top, followed by (2) warriors, with (3) tenant farmers and artisans below. At the bottom were (4) merchants who produce nothing but personal wealth from others' labour.



There was almost no social mobility; the children of farmers became farmers, while the children of lords became lords and ladies. Confucian ideals emphasized the importance of productive members of society, so farmers and fishermen had higher status than shopkeepers in Japan.

---





© CanStockPhoto.com - csp47415864

---

# Laws of Military Households (Buke Shohatto)

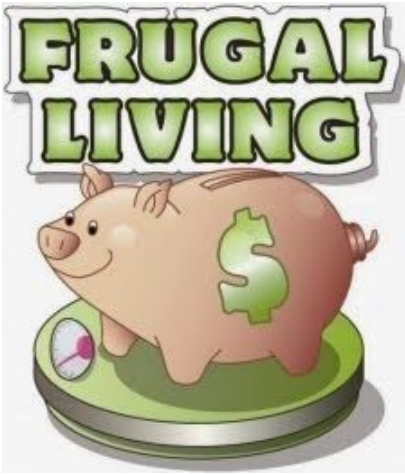
One of the most important Tokugawa legal documents, the **Laws of Military Households (Buke Shohatto)**, was issued in **1615**, only one year before Tokugawa Ieyasu's death, and provided basic regulations on the behavior of lords and warriors.

The contents of the edicts were seen as a code of conduct, a description of proper honorable daimyō behavior, and not solely laws which had to be obeyed.

By appealing to notions of **morality and honor**, therefore, the shogunate was able to see its 'rules' followed despite its inability to enforce them directly.

---





---

# Laws of Military Households (Buke Shohatto)

As you read through the points of Buke Shohatto identify the ones that would have



1. prevented Daimyo from making alliances with each other
2. prevented Daimyo from becoming stronger militarily
3. prevented nepotism
4. enforced the confucian idea of frugality
5. made clear people's social position
6. enforced the confucian idea of 'proper' conduct





---

## Laws of Military Households (Buke Shohatto 1615)

OPVL - How useful is this source to an historian studying the social structure of Edo Japan?



- What members of society are included in the document?
- Which are not?





## The Keian Edict 1649

### Rules for villagers

The hallmark of the Tokugawa dynasty (1603-1867) was a strong belief in the Neo-Confucian ideals of morals, education, and strict hierarchical class structure in both government and society.



After hundreds of years of civil wars, the fifteen Tokugawa shoguns made their foremost goals political stability and complete isolationism. The rice-based economy of Tokugawa period Japan was a complex form of feudalism. It was a country symbolically ruled by the emperor in Kyoto, while in actuality ruled by his shogun, or chief military advisor, in Edo.

---





# The Keian Edict 1649

## Rules for villagers

The edict drew upon Neo-Confucian ideas. Can you find evidence of:

1. The Tokugawa view of the corrupting power of commercialization,
2. The lauding of frugality, by which the authors meant self-sufficiency, i.e. living only on what one made/grew oneself.
3. Restrictions against peasants
4. Reinforcement of the social order





# The Keian Edict 1649

## Rules for villagers

OPVL - How useful is this source to an historian studying the social structure of Edo Japan?

- What members of society are included in the document?
- Which are not?



---

---

# Rebellions

---