



Chapter 15 – Contact and Change in Meiji Japan

Name: _____

Chapter 16 – Return to Roots



"I Can" Statements

General Outcome

Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

Specific Outcomes

Values and Attitudes

Students will:

- 8.1.1 Appreciate the roles of time and geographic location in shaping a society's worldview
- 8.1.2 Appreciate how a society's worldview can foster the choice to remain an isolated society
- 8.1.3 Appreciate how models of governance and decision making reflect a society's worldview
- 8.1.4 Appreciate how a society's worldview shapes individual citizenship and identity

Knowledge and Understanding

Students will:

- 8.1.6 Analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:
 - What were the motivations for the radical changes in Japan's model of organization during the Meiji period?
 - How did Japan adapt to changes brought on by the transition from feudal to modern models of organization?
 - How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period?
 - In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period?
 - What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change?

Vocabulary

Manifest Destiny

Unequal Treaties

Culture Shock

Meiji

Meiji Restoration

Meiji Period

Oligarchy

Imperial Council

Conservative

Westernization

Backlash

Ukiyo-e

Indemnity

Junshi

Exit Slips

Chapter 15: Section 1– The End of Isolation - What factors motivated Japan’s decision to end its isolation?

Chapter 15: Section 2 – A Changing Order - To what extent did the changes made during the Meiji Restoration affect the lives of Japanese citizens?

Chapter 15: Section 3 – Industrialization in Japan - What characteristics of Japanese culture allowed for successful rapid industrialization?

Chapter 15 Worldview Inquiry - In what ways does a society’s worldview affect its ability to adapt to rapid change?

Chapter 16: Section 1 – Change and Resistance – In what ways did resistance to rapid change lead to a return to a traditional Japanese worldview?

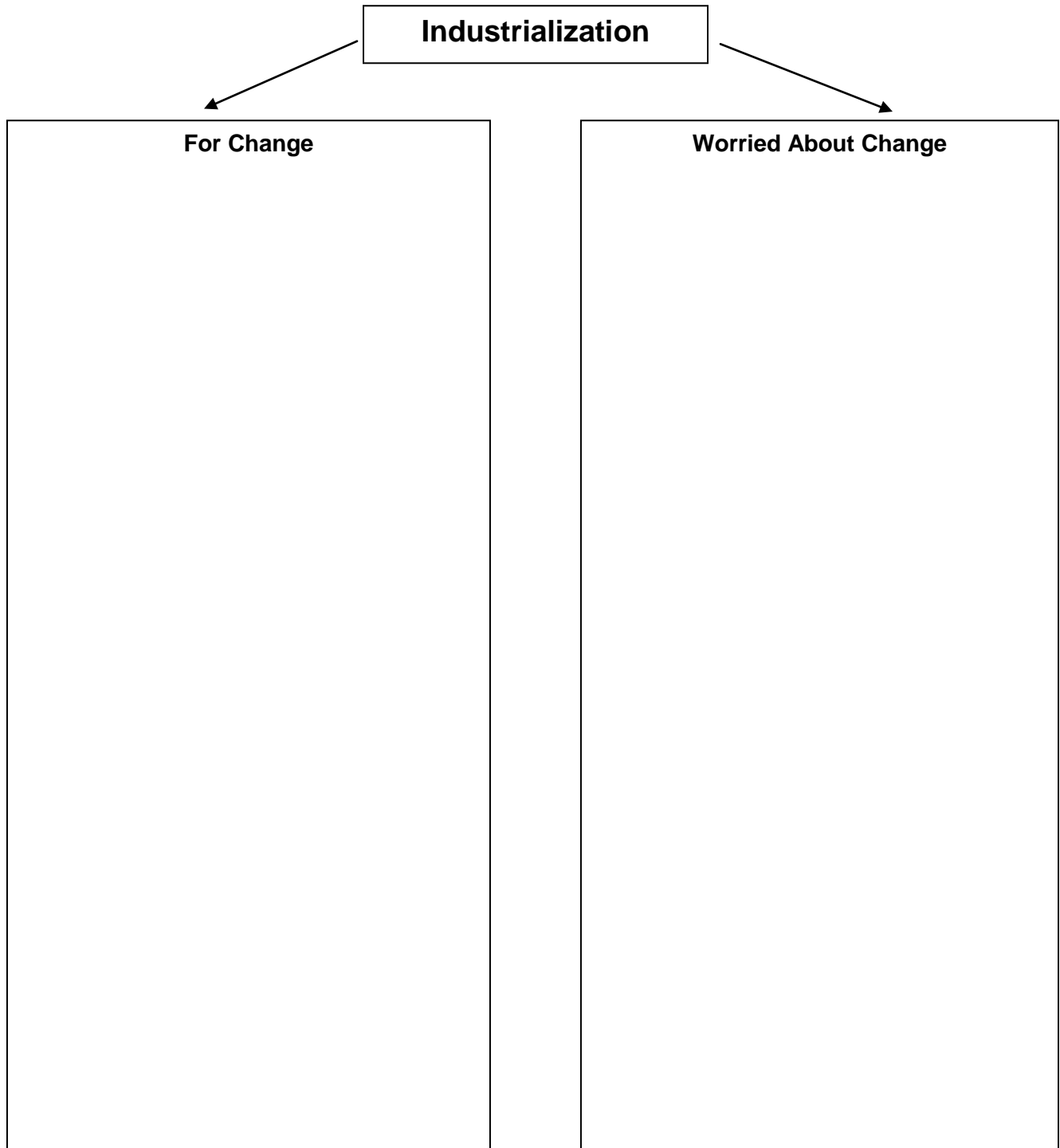
Chapter 16: Section 2 – Strong Army, Strong Country – What roles did rapid change play in Japan becoming a military power with an expansionist worldview?

Chapter 16: Section 3 – Into the Future - How did the Japanese maintain their sense of identity through the Meiji period and beyond?

Chapter 16 Worldview Inquiry - In what ways can intercultural contact affect a culture's sense of identity?

Chapter 15 – Big Ideas: Industrialization

For each category write three reasons why Japanese people would want the changes that come with industrialization and three reasons why they might be worried about the change. Link each reason to a specific worldview element. (6 Marks)



Chapter 15 – Performance Assessment – Commodore Perry and the Opening of Japan

1. Determine the most significant change regarding trade and relations that the United States President Fillmore asked Emperor Meiji of Japan to consider.
 - A. Read President Fillmore’s letter.
 - B. Highlight the key proposals made by President Fillmore.
 - C. Record the impact of these proposals based upon the Japanese perspective of the time as seen through the eyes of Emperor Komei. Consider the following points:
 - political well-being—adequate influence, self-determination, social order
 - economic well-being—income from trade, importing of needed goods, good standard of living, job creation
 - social well-being—cultural integrity: cultural connections, national identity, cultural expansion, satisfaction of basic needs.
 - D. Choose one as the most significant and state why you chose that one.

2. Write a likely response by Emperor Meiji officials to President Fillmore based upon the Japanese perspective of the time. Consider the following:
 - historically accurate—includes documented facts and is plausible for the time
 - specific details—contains clear and precise details
 - portrays historical worldview—shows understanding of the mindset and attitudes during the time period.

President Fillmore’s Letter

Letter of Millard Fillmore, President of the United States of America, to His Imperial Majesty, the Emperor of Japan, November 13, 1852

GREAT and Good Friend: I send you this public letter by Commodore Matthew C. Perry, an officer of the highest rank in the navy of the United States, and commander of the squadron now visiting your imperial majesty's dominions.

I have directed Commodore Perry to assure your imperial majesty that I entertain the kindest feelings towards your majesty's person and government, and that I have no other object in sending him to Japan but to propose to your imperial majesty that the United States and Japan should live in friendship and have commercial intercourse with each other.

The Constitution and laws of the United States forbid all interference with the religious or political concerns of other nations. I have particularly charged Commodore Perry to abstain from every act which could possibly disturb the tranquility of your imperial majesty's dominions.

The United States of America reaches from ocean to ocean, and our Territory of Oregon and State of California lie directly opposite to the dominions of your imperial majesty. Our steamships can go from California to Japan in eighteen days.

Our great State of California produces about sixty million dollars in gold every year, besides silver, quicksilver, precious stones, and many other valuable articles. Japan is also a rich and fertile country, and produces many very valuable articles. Your imperial majesty's subjects are skilled in many of the arts. I am desirous that our two countries should trade with each other, for the benefit both of Japan and the United States.

We know that the ancient laws of your imperial majesty's government do not allow of foreign trade, except with the Chinese and the Dutch; but as the state of the world changes and new governments are formed, it seems to be wise, from time to time, to make new laws. There was a time when the ancient laws of your imperial majesty's government were first made.

About the same time America, which is sometimes called the New World, was first discovered and settled by the Europeans. For a long time there were but a few people, and they were poor. They have now become quite numerous; their commerce is very extensive; and they think that if your imperial majesty were so far to change the ancient laws as to allow a free trade between the two countries it would be extremely beneficial to both.

Ranking of Proposals (with 1 having the least impact):

Most Significant Proposal and Why:

Response from Meiji Officials:

Chapter 16 Big Ideas: Results of Intercultural Contact

Write two results for each aspect that the Japanese reacted and responded to. (8 Marks)

How did the Japanese react and respond to	Result
1. Western customs, rituals, and styles?	
2. Western religious frameworks and beliefs?	
3. Western forms of government?	
4. Western technology, including military technology?	

Chapter 16 – Performance Assessment – Rapid Adaption in the Meiji Period

- A. Determine the most significant change included in the Charter. Consider the following:
- It greatly impacts well-being of the society
 - It affects many people in society
 - It represents a radical or novel departure from the prevailing mindset.
- B. Write an effective newspaper article summarizing the most significant political, social, economic and cultural changes affecting Japanese society in the Meiji period.

Charter Oath of 1868

The following declaration, often called the Charter Oath of 1868, is one of the first documents written by the new Meiji leaders and reveals much about the new society they hoped to create. The oath was written by the new leaders and given to the newly restored emperor to present to the people.

By this oath we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

Most significant change and why

Newspaper article:

Review

Chapter 15

Section 1 - The End of Isolation

Perry's Strategies – What changes did the unequal treaties create in relation to trade?

Exploring Sources: Treaty of Kanagawa – Answer the three questions that accompany the source in the textbook:

1.

2.

3.

The Japanese Response to Perry – Why did the Japanese respond to Perry's visit as they did?

1.

2.

Pressures from Within – What were some of the pressures already occurring in Japan during the time of arrival of Commodore Perry?

1.

2.

Disorder and Civil War – What types of disputes were occurring at this time?

1.

2.

3.

Section 2 - A Changing Order

New Ideas About Government – What were the two goals of the changing government?

Rallying Around the Emperor

- How did the Meiji leaders begin their transformation of Japan?

- Why was the imperial court moved to Tokyo?

Exploring Sources: The Five Charter Oath – Restate each of the terms of the Oath in your own words:

- 1.

- 2.

- 3.

- 4.

- 5.

Losing Power – How did these changes in government affect the samurai?

Opportunities for the Common People – How did these changes in government effect the common people?

Education Reform – List the two changes in education at this time.

- 1.

- 2.

What are four ways life in Japan did not change from this new contact?

1.

2.

3.

4.

Section 3 - Industrialization in Japan

Borrowing Technology – What are some of the things the Japanese “borrowed” from the West?

What are five similarities and five differences between European contact with Aztecs and European contact with Japanese?

Section 1 - Change and Resistance

The March of Westernization- What was the motto of this period? Why

Cultural Changes

- Why were Japanese customs outlawed?
- What were three customs that were outlawed?
- What changes did the emperor make to accommodate Westerners?

Western Dress – How did Japanese people adopt western styles of dress?

Backlash Against Westernization – How did Westerners show that they did not see the Japanese as equal?

Voices: The Generations Divide – Find examples of traditional Japanese values and worldview in the two stories.

Returning to Old Values – What two values did Western countries have that the Japanese believe made them strong and successful? Do these Western values fit with Japanese values? Why or Why not?

A State Religion and Emperor Worship – What changes occurred in religion? Why did this happen?

Constitutional Government – What changes occurred in government? Why did this happen?

Section 2 - Strong Army, Strong Country

Lessons from the West – What did Japan do to win respect and recognition from the West? Why?

The Sino-Japanese War – What was the result of this war? How did the West respond?

Section 3 - Into the Future

Embracing Change – What were some reactions to the change that was occurring?

The 20th Century and Beyond – What are the four things that led to Japan's success?

1.

2.

3.

4.

What were the three mottos Japan had during the Meiji Period?

1. Page 352 –

2. Page 359 –

3. Page 363 –

How does each one reflect the Japanese thinking and focus at the time they were created?

1.

2.

3.

Outline the differences between Edo Japan (Isolation) and Meiji Japan (Adaptation).