Name:

Date:

Student Note Package - Chapter 15: Contact and Change in Meiji Japan

Meiji oligarchy

Outcomes: Check these off when we have reached the end of this chapter

* 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 freudal to modern models of organization?

Opening Story: iMovie Trailer

* Important points:
	+ Perry’s ships arrive
	+ Japanese people afraid
	+ American technologies are more advanced
* Make an iMovie trailer interpreting Perry’s arrival

The End of Isolation

Even though other foreign countries had attempted to establish trade relations with Japan, this time it was different. There were pressures both inside and outside Japan that would effect change in their isolated society.

Pressure from the Outside

On July 14, 1853 Perry sailed to Uraga Harbour with 2 steamships, 2 sailing vessels, 977 men and 66 guns, which were larger than any the Japanese had seen before. He presented a letter from President Millard Fillmore.

What did this treaty ask for?

In 1854, Perry did return, this time he and representatives of the shogunate signed the Treaty of Kanagawa.

What did it do?

In 1858, a commercial treaty giving further trading rights to the United States was signed. That same year, Japan signed similar treaties with England, France, the Netherlands, and Russia. Many Japanese were unhappy with the terms of these “unequal treaties”, which had been forced on them.

Exploring Resources pg. 329

After reading the section from the Treaty of Kanagawa, answer the three bulleted questions below:

The Japanese response to Perry

Japan had held out against opening up to trade for hundreds of years. Why did the Japanese now response to Perry’s visits as they did?

List the VIPs (very important points) about the Japanese response to Perry below (pg. 331)

Pressures from Within

There were many tensions and stresses in Japan prior to Perry’s arrival. There was a loss of for the shogunate and an uprising against the inefficiency and of its officials.

Disorder and Civil War

Many people saw the treaties as proof that the shogun was weak. The cracks in the foundation of Japanese society had turned into major fault lines. It was as if Japan were experiencing an earthquake or tidal wave in the social world of their country.

* Groups that disagreed with the shogun or each other no longer debated their differences in council chambers, but instead too to rioting in the streets and other acts of violence
* Daimyo who opposed the shogun were retired or put under arrest. Their samurai were imprisoned, exiled or executed.
* Attacks on foreigners increased and at times, foreign gunboats bombarded the Japanese shore in response.

Finally, in 1868 the shogun resigned, but he formally petitioned the emperor to take over power. Civil war broke out between those who wanted to restore the shogunate and those who favored rule by the emperor. The country was divided. In the end, 30 000 troops supporting the emperor blasted a shogunate stronghold for two weeks and then set it on fire. A new era in Japanese history was beginning.

**CHECK IN POINT- Create a T-Chart to record the factors that motivated Japan to end its isolation. Record the outside and inside pressures.**

Inside Pressures

Outside Pressures

A Changing Order

When Prince Mutsuhito was made Emperor of Japan has not much older than you! Mutsuhito selected a new name during the first year of his reign – Meiji, which means “enlightened rule”

What does Mutshuhito’s new name suggest about his attitude toward his new position and his hopes for the future?

The emperors in the past had been mainly in the background of the Tokugawa shogunate. They live secluded lives in the imperial palace in Kyoto, hidden away from the people. In theory, the emperor was the supreme ruler of Japan, but in fact the shogun had all the power. The three-year period beginning in 1867 when the young Emperor Meiji came to the throne is known as the Meiji Restoration. The government emphasized the importance of the emperor; he had been “restored” to his rightful place as head of Japan. Emperor Meiji’s reign lasted until his death in 1912 and it is known as the “Meiji Restoration”.

The samurai who held led the fight to defeat the shogunate and restore the emperor now became his advisors. This oligarchy, or unelected group of powerful leaders, took control of the government in the emperor’s name and ruled the country. The advisors realized that Japan would have to change in order to keep Westerners from taking over as they had done in China. Japan needed to become a strong country with economic and military power that could take its place proudly in the modern world.

The Meiji leaders began their program of reform by changing the way Japan was governed. They had two goals:

LIST THESE BELOW:

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-

How did they go about making these changes and keep the support of the daimyo and the people in Japan?

* move the imperial court from Kyoto to Tokyo, which was the new name for Edo, the capital.
* Meiji leaders encouraged the daimyo to to turn over their land to the state.
* Samauri system abolished by the government.
* Commoners were given new rights after the Charter Oath

**CHECK IN POINT - Exploring Sources: The Five Charter Oath**

1. Read over the excerpt from the Charter.
2. Restate each of the terms of the Oath in your own words
3. Which of the terms demonstrate a move to a more democratic government and society?
4. Which of the terms do you find vague or confusing? Do you think that they would have been clear to the Japanese people? Explain.

Education Reform

The Meiji leaders wanted to reform that Japanes education system to bring it closer to those of the West. For a time, it was modeled on the American and the French sytstems. But in the early 1880s, the leaders decided that education needed to be based on traditional values and centered on developing respect for the emporer. Educated individuals would make a rich and strong country.

* Read over the “Imperial Rescript on Education”

It has been said that the goal of schools in the West is to tteach students HOW to think. Generally, the purpose of Japanese schools was to teach children WHAT to think.

*ESSAY QUESTION:*

***What do YOU think the schools should be? Explain your answer in essay form.***

In Japan , life stayed much the same for m any, despite the Charter Oath. In some cases, even a century later change was gradual. List the four points about the change in Japanese society:

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During the Meiji Restoration, the Japanese were encouraged to present themselves as more Western yet their beliefts often remained traditional. Create a political cartoon that shows the contradiction in Japanese appearance and in their beliefs.

Industrialization in Japan

Beginning in the mid 1700s, there had been dramatic changes in the West how goods were produced. This was called the Industrial revolution. What do you know about the Industrial Revolution?

In North America and Europe, the I.R took over place over 100 years. In Japan, there was intense industrialization over a much shorter period. How do you think the differences in the pace of change in Japan might affect people’s lives and attitudes?

Read the “Zoom In” article on Tsuda Umeko

List 5 points about Tsuda Umeko below:

1.

2.

3.

4.

5.