SECTION 1

Set a Purpose

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how problems in Japanese society and the opening of Japan to other countries led to the Meiji Restoration.
- Describe the main reforms under the Meiji government.
- Analyze the factors contributing to Japan's drive for empire.

Prepare to Read

Build Background Knowledge

Remind students that for more than two centuries Japan's leaders kept the island nation isolated. Discuss reasons why Japanese leaders might reverse this policy and open Japan to foreign influences.

Set a Purpose

- WITNESS HISTORY: Read the selection aloud or play the audio.
- WITNESS HISTORY Audio CD: Changes for Japan
- DISCUSS: Discuss the implications of the emperor Meiji's poem about his hopes for change in Japan.
- FOCUS: Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)
- PREVIEW: Have students preview the Section Objectives and the list of Terms, People, and Places.
- READING SKILL: Have students use the Reading Strategy: Recognize Multiple Causes worksheet.
- NOTE TAKING: Have students read this section using the Paragraph Shrinking strategy (TE, p. 720). As they read, have students fill in the cause and effect chart about the Meiji Restoration.

Reading and Note Taking Study Guide, p. 224

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Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

- HIGH-USE Teaching Resources, Unit 5, p. 88; Teaching Resources, Skills Handbook, p. 3

High-Use Words Definitions and Sample Sentences

emphasize, p. 785

vt. to stress

The teacher underlined the word with a red marker to emphasize its importance.

thereby, p. 786

adv. by that means, because of that

The player hit a home run, thereby breaking the tie and winning the game.
Discontent in Tokugawa Japan/Japan Opens Up

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. Ask them to list factors a ruler might consider when deciding what the government should emphasize under his or her reign.

■ Teach Using the Think-Write-Pair-Share strategy (TE, p. T23), have students work together to identify the internal and external pressures faced in Tokugawa Japan. Internal discontent of daimyö, lesser samurai, merchants, and peasants; failure of Tokugawa reform efforts; weakening of shogun’s power; external: inability of Japan to defend itself against U.S. forces. Ask: How did these pressures influence the signing of unequal treaties with foreign powers and the downfall of Tokugawa government? (Together, these factors weakened Japan so much that the shogun felt he had to sign the unequal treaties. This act brought on great criticism of the Meiji reformers main goal? (Together, these factors weakened Japan so much that the shogun felt he had to sign the unequal treaties. This act brought on great criticism of the Meiji reformers’ main goal? (They wanted to adapt Western ways to Japanese needs so that Japan could withstand Western demands.)

■ Quick Activity Read aloud the Primary Source selection. Ask students whether they agree with Lord Ii’s opinion on contact with foreign powers. Then, have students work in groups to discuss the decision by Japan’s rulers to adapt to Western ways rather than continue to isolate Japan from foreign influence. Have groups list reasons in support of each position.

Answer

The economy changed but the social structure remained the same, and the shoguns were no longer strong leaders.
Independent Practice

Traveler’s Tales
To help students learn more about Fukuzawa’s impressions of the United States, have them read the selection The First Japanese in America and complete the worksheet.

History Background

Monitor Progress
As students fill in their cause-and-effect charts, circulate to make sure they understand that both internal and external pressures led to the opening of Japan. For a completed version of the chart, see Note Taking Transparencies, 165

Answer
Discontented samurai and daimyo restored the emperor to power and set about reforming Japan to allow it to compete more effectively with Western powers.

Japanese Diplomat

Fukuzawa Yukichi Visits America
In 1860, writer and educator Fukuzawa Yukichi (1835–1901) joined the first Japanese diplomatic mission to the United States. When he returned home, he wrote articles and books explaining Western customs and practices to the Japanese. In this selection from his autobiography, Fukuzawa recalls his early impressions of San Francisco and discusses some of the differences between American and Japanese cultures and attitudes.

History Background

An Eye-Opening Experience
During the Tokugawa era, the Japanese had viewed other world cultures as inconsequential. The humiliating experience of being forced to accept Western demands made many Japanese people question this view. Over time, they reshaped their views of other societies. Fukuzawa argued that the technology, sciences, and humane laws of Western countries made them both “civilized and enlightened.” Like Fukuzawa, whose observations students may read in the Traveler’s Tales feature and worksheet, many Japanese officials went abroad to study Western ways. In 1871, about half the key Meiji leaders spent some time in the United States or Europe.
The Meiji Transformation

The Meiji reformers faced an enormous task. They were committed to replacing the rigid feudal order with a completely new political and social system and to building a modern industrial economy. Change did not come easily. In the end, however, Japan adapted foreign ideas with great speed and success.

A Modern Government
The reformers wanted to create a strong central government, equal to those of Western powers. After studying various European governments, they adopted the German model. In 1889, the emperor issued the Meiji constitution. It set forth the principle that all citizens were equal before the law. Like the German system, however, it gave the emperor autocratic, or absolute, power. A legislature, or Diet, was formed, made up of one elected house and one house appointed by the emperor. Additionally, voting rights were sharply limited.

Japan then established a Western-style bureaucracy with separate departments to supervise finance, the army, the navy, and education. To strengthen the military, it turned to Western technology and ended the special privilege of samurai. In the past, samurai alone were warriors. In modern Japan, as in the West, all men were subject to military service.

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Given such results, it is not surprising that the Japanese were encouraged to value new technology. In 1878, a song composed for Japanese children impressed on them the ten objects that their country should adopt from the West to be truly modern: steam engines, steamboats, horse carriages, cameras, light- ning conductors, gas lamps, telegrams, newspapers, schools, and a postal system.

Spin a Fortune
When the Japanese government automated part of the silk-making process, the results were dramatic. Silk production soared from just over two million pounds in the 1870s to 93 million pounds in the late 1920s. Silk became a valuable export, and Japan won over markets previously controlled by the Chinese, whose silk workers made the fabric by hand.
Independent Practice
Break students into groups and assign them one of the following areas of change during the Meiji Restoration: government, industry, or society. Ask each group to create a poster or multimedia presentation describing the ways in which their assigned area changed. Have each group present to the class.

Monitor Progress
■ Have students reread the last paragraph before the Checkpoint on the next page. Ask By the 1890s, how had the more modernized Japan changed its relationship with the West? (Japan became more powerful, acquiring its own empire and revising the unequal treaties.)
■ If students need more instruction on identifying causes and effects, have them read the Skills Handbook, p. SH36.

Answer
Chart Skills. The graph shows an increase in the amount of yen invested in various economic activities, showing that the Meiji reforms brought a strong increase in Japan’s economic strength, particularly in industry.

Industrialization. Meiji leaders made the economy a major priority. They encouraged Japan’s businesses to adopt Western methods. They set up a modern banking system, built railroads, improved ports, and organized a telegraph and postal system.

To get industries started, the government typically built factories and then sold them to wealthy business families who developed them further. With such support, business dynasties like the Kawasaki family soon ruled over industrial empires. These powerful banking and industrial families were known as zaibatsu (zy baht soo).

Changes in Society. The constitution ended legal distinctions between classes, thus allowing more people to become involved in nation building. The government set up schools and a university. It hired Westerners to teach the new generation how to use modern technology.

Despite the reforms, class distinctions survived in Japan as they did in the West. Also, although literacy increased and some women gained an education, women in general were still assigned a secondary role in society. The reformation of the Japanese family system, and women’s position in it, became the topic of major debates in the 1870s. Although the government agreed to some increases in education for women, it dealt harshly with other attempts at change. After 1898, Japanese women were forbidden any political participation and legally were lumped together with minors.

An Amazing Success. Japan modernized with amazing speed during the Meiji period. Its success was due to a number of causes. Japan had a strong sense of identity, partly because it had a homogeneous society—that is, its people shared a common culture and language. Economic growth during Tokugawa times had set Japan on the road to development. Japan also had experience in learning and adapting ideas from foreign nations, such as China.

Differentiated Instruction. Solutions for All Learners

Special Needs
Less Proficient Readers
To help visual learners summarize the changes in Japan, have them create an annotated timeline of Japan’s response to imperialism. For each item on the timeline, have them either write a description or illustrate the action.

English Language Learners
Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide
■ Adapted Note Taking Study Guide, p. 224
■ Adapted Section Summary, p. 225

788 New Global Patterns
Ten years later, Japan successfully challenged Russia, its other rival for power in Korea and Manchuria. During the Russo-Japanese War, Japan’s armada defeated Russian troops in Manchuria, and its navy destroyed almost an entire Russian fleet. For the first time in modern history, an Asian power humbled a European nation. In the 1905 Treaty of Portsmouth, Japan gained control of Korea as well as rights in parts of Manchuria.

Japan Rules Korea
Japan made Korea a protectorate. In 1910, it annexed Korea outright, absorbing the kingdom into the Japanese empire. Japan ruled Korea for 35 years. Like Western imperialists, the Japanese set out to modernize their newly acquired territory. They built factories, railroads, and communications systems. Development, however, generally benefited Japan. Under Japanese rule, Koreans produced more rice than ever before, and most of it went to Japan.

The Japanese were as unpopular in Korea as Western imperialists were elsewhere. They imposed harsh rule on their colony and deliberately set out to erase the Korean language and identity. Repression bred resentment. And resentment, in turn, nourished a Korean nationalist movement.

The Koreans would have to wait many years for freedom. Japan continued to expand in East Asia during the years that followed, seeking natural resources and territory. By the early 1900s, Japan was the strongest power in Asia.

Quick Write: Choose a Topic
When you write for assessment, you may occasionally be given a choice of topics. In that case, quickly jot down notes you could use to answer each prompt. Then, choose the prompt you know the most about. Practice this process using the two sample prompts below. List three ways in which Japan modernized. Explain how each of these actions helped strengthen Japan so it could resist Western pressure. Connect to Geography. Why was control of Korea desirable to both China and Japan?

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2511.