



End of Japanese isolation

9-12 Grades AP World History 1750-1900

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

Two to three class periods of 45-60 minutes

Description of activity: Students examine and analyze primary sources, debrief with class discussion, and as a summative assessment, students write an essay (or create an explain everything that also incorporates a given number of images) to answer the prompt.

Focus Question: Why did Japan open up to trade with the West? What was the impact of their decision?

Context: To be taught within a unit on Japan after establishing the Tokugawa Shogunate.

Objectives: Identify and explain the impact of US intervention in Japan. Identify reasons why the Japanese agreed to open up trade and the impact that decision had on the nation of Japan.

Virginia SOLs

STANDARD WHII.1a, b, e, f

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events from 1500 A.D. (C.E.).



STANDARD WHII.9d, e

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

AP World History

Key Concepts 5.1.V; 5.2.II; 5.3.II and III;

Historical Thinking Skills: author's purpose, contextualization, causation

Assessment: Analysis questions, class discussion, and formal assignment (essay or Explain Everything).

Activity Details

Primary Sources: see below

Procedure: Students should take the link to the Library of Congress site and examine the documents carefully, zooming in as needed to see the pertinent details. They should also pay close attention to the accompanying information that is provided with each document.

After careful examination, they should answer the questions provided and note any other observations or questions they have. Considering the large number of documents in this activity, the teacher may choose to assign certain groups of students to lead the discussion on particular sources. Following a class discussion reviewing all the documents, students will complete a summative assessment.

What you will need before implementing: Ideally all students will have their own devices and internet access. If that is not possible, you will need color copies of every document and description information on the back as well as paper copies of the activity.



Doc. A



First landing of Americans in Japan, under Commodore M.C. Perry at Gore-Hama July 14th 1853

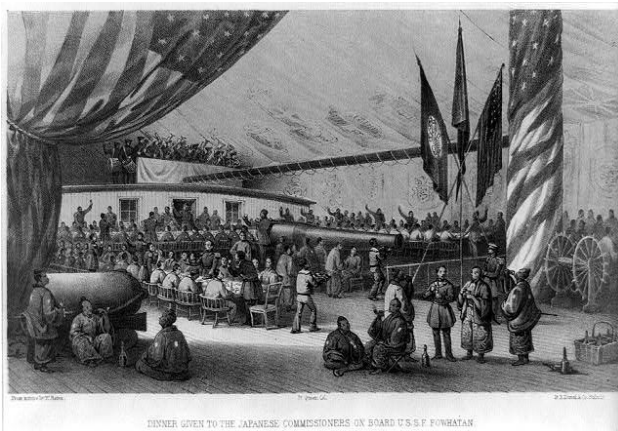
Wilhelm Heine

lith. of Sarony & Co. N.Y.; Published by E. Brown Jr. 142 Fulton St.,

1855

<https://www.loc.gov/item/2007686806/>

Doc. B



Dinner given to the Japanese commissioners on board U.S.S.F. Powhatan

W. Heine

P.S. Duval & Co., Philada.

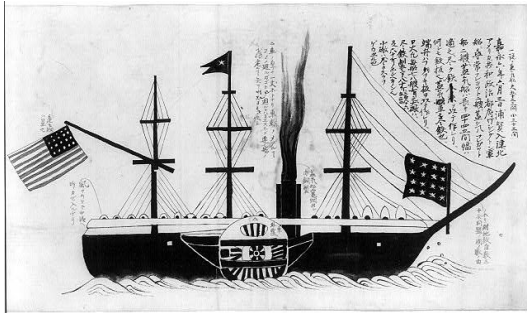
1856

<https://www.loc.gov/item/2003689058/>



Consider the origins of these accounts. Who created them and why?
Note the publication date. How does that fit into the chronology of events?
How accurate do you think these images are? Why - give specific details.

Doc. C



[U.S.S. Susquehanna, Commodore Perry's flag ship, full starboard view]

Drawing is on the "Susquehanna & Mississippil Scroll", depicting Perry's expedition to Japan.
[1853 July 9]

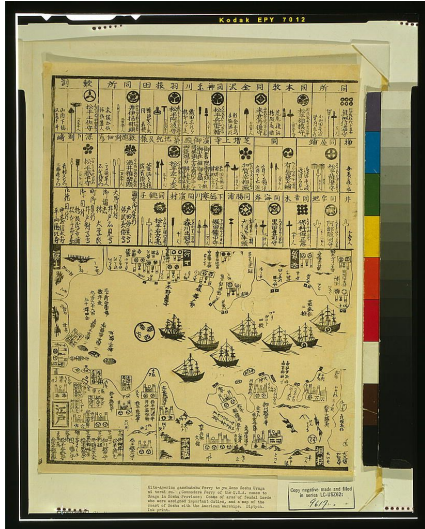
Taguchi Shumpei.

<https://www.loc.gov/item/2006677644/>

What details do you notice in the image?
Why was this scene depicted?
What was the author's purpose?
Describe the timing/context of this image.



Doc. D



Kita-Amerika gasshukoku: Peruri to yu mono Soshu Uraga ni torai su
United States of North America: Perry arrives in Uraga, Soshu Province.
between 1850 and 1900
<https://www.loc.gov/resource/cph.3a12067/>

What details do you notice in the image?
Why was this scene depicted?
What was the author's purpose?
Describe the timing/context of this image.



Doc. E



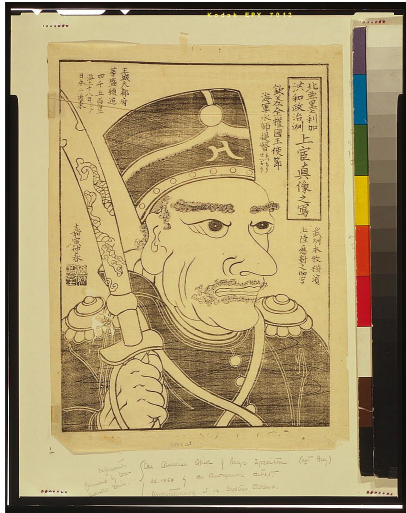
Commodore Perry in Japan
between 1850 and 1900
<http://www.loc.gov/pictures/item/2002700116/>

How is this American officer portrayed?

What might have motivated the artist?



Doc. F



Accurate picture of commanding officer from the republic of North America.
1854

<https://www.loc.gov/item/2002700349/>

How is this American officer portrayed?

What might have motivated the artist?

Compare/contrast these two images (E and F).



Doc. G



Yokohama gaikokujin gyōretsu no zu (Picture of foreign parade in Yokohama.)

Izumi Ichi

1861

<https://www.loc.gov/item/2002700281/>

What details do you notice?

Why was this scene depicted?

What was the author's purpose?

Describe the timing/context of this image.



Doc. H



James Watt, inventor of the steam engine

Japanese Department of Education

between 1850 and 1900

<https://www.loc.gov/item/2002700142/>

Who published this image?

What was the likely motive behind the creation and distribution of this image?

Try to explain the historical context.



Doc. I



Oranda, Amerika, Ijirisu (Dutch, American, English)

Hiroshige Utagawa 1826?-1869, artist

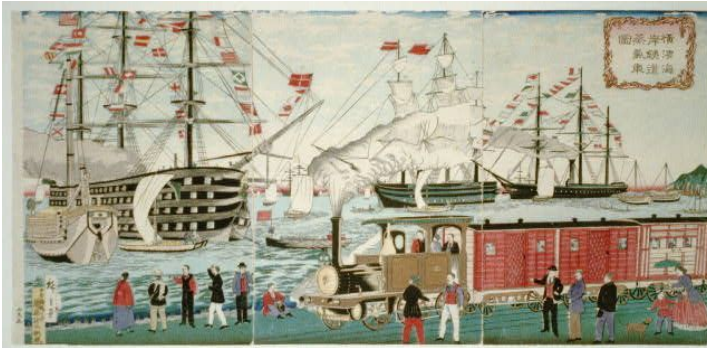
1860

<https://www.loc.gov/item/2002700151/>

Explain the significance of this image and provide historical context.
What important events led up to this scene?



Doc. J



Yokohama kaigan tetsudō jōkisha no zu (Steam train in Yokohama)

Utagawa, Hiroshige, 1842?-1894, artist

[ca. 1872]

<https://www.loc.gov/item/2002700158/>

What changes came to Japan as a result of Western involvement in Japanese trade?

Doc. K



Tōkyō Ueno yama shita yori Nakasendō ōfuku jōkitetsudō no zu

View of Ueno-Nakasendo railway from Ueno station, Tokyo.

Nogawa, Tsumekichi, artist

1885

<https://www.loc.gov/item/2002700137/>

What influences and innovations can be seen here?



What were important effects of Japan's new interactions with the West (technologies, styles, etc.)?

Doc. M



Ueno kōen naikoku kangyō daini hakurankai bijitsukan narabini [shojo] funsuiki no zu
Second national industrial exhibition at Ueno Park.

Utagawa, Hiroshige

1881

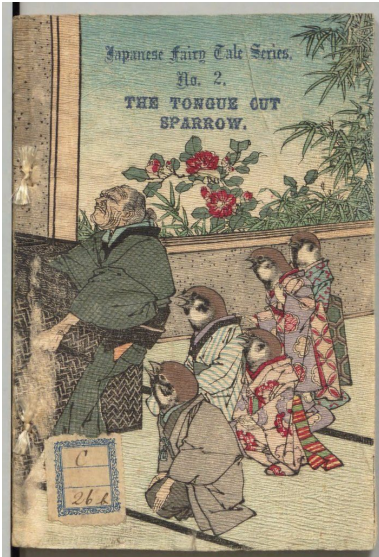
<https://www.loc.gov/item/2002700173/>

What influences and innovations can be seen here?

What were important effects of Japan's new interactions with the West (technologies, styles, etc.)?



Doc. N



The Tongue-Cut Sparrow

Eitaku Kobayashi, illustrator, and David Thompson, translator

1885

<https://www.wdl.org/en/item/14461/#q=Meiji&qia=en>

Why were these books of Japanese fairy tales translated into Western languages and published?

Read the story. What moral does it convey to the reader?

Summative Assessment:

Why did Japan choose to open up trade to the US?

What impact did contact with the US have on Japan?

To what extent did Japan change socially and economically as a result of opening up to trade with the West?