

Important Concepts . . .

# Preview Review



Social Studies  
W3 - Lesson 3:

Grade 8 TEACHER KEY  
Contact and Change in  
Meiji Japan

## Important Concepts of Grade 8 Social Studies

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## Materials Required

Textbook Required  
Worldviews: Contact  
and Change

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 3

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# **Preview/Review Concepts for Grade Eight Social Studies**

## **Teacher Key**



W3 – Lesson 3:

Contact and Change  
in Meiji Japan

# OBJECTIVES

By the end of this lesson, you should

- understand the motivations for the radical changes in Japan's model of organization during the Meiji period
- understand how Japan adapted to changes brought on by the transition from feudal to modern models of organization
- discover how changes resulting from adaptation affected Japan economically, politically, and socially during the Meiji period

## GLOSSARY

**Amaterasu** – the Japanese Shinto sun goddess

**black ships** – the name given to Western vessels arriving in Japan

**Charter Oath** – a document that outlined the main aims and the course of action to be followed during Emperor Meiji's reign

**civil war** – a war between factions in the same country

**Commodore Perry** – an American who negotiated with Japanese officials to achieve the goal of opening the doors of trade with Japan

**industrialization** – developing industries on a large scale

**Industrial Revolution** – the change from producing goods by hand and with simple tools to using complicated machinery

**Kyoto** – the former Imperial capital of Japan

**Meiji restoration** – the period of time when the shogun lost his power and the emperor was restored to the supreme position. Meiji means “enlightened rule”.

**oligarchy** – a government in which all power is in the hands of a few people

**Tokyo** – the capital city of Japan, the seat of the Japanese government and the Imperial Palace, and the home of the Japanese Imperial Family

**Treaty of Kanagawa** – the treaty that opened the Japanese ports to United States trade, guaranteed the safety of shipwrecked U.S. sailors, and established a permanent consulate in Japan

## W3 – Lesson 3: Contact and Change in Meiji Japan

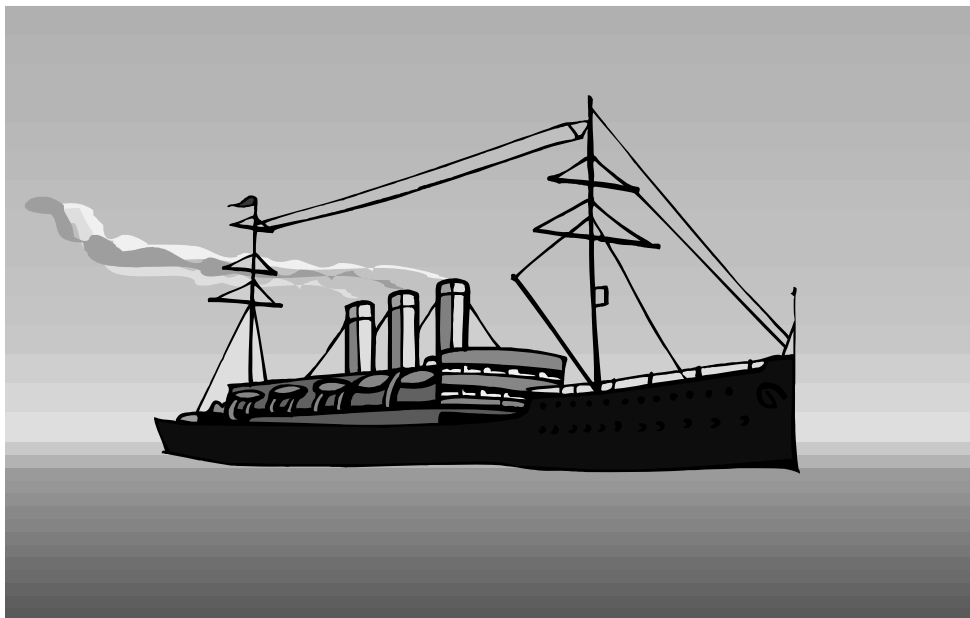
### Reading 1: The End of Isolation

Tokugawa Yoshinobu was the shogun of Japan and he was worried. Since the arrival of the **black ships** and the meeting with the American **Commodore Perry** several years ago, the people of Japan had been pushing for a change in the way things were done.

No longer were things debated in council chambers. Often there were riots in the streets. Some people were upset with the **Treaty of Kanagawa**, which gave the Americans privileges never before given to the “Southern Barbarians”.

Tokugawa Yoshinobu felt the loss of respect for the shogunate, and he could sense that tensions that were building would only get worse. He decided he must speak to the emperor and do the only honourable thing that remained.

To discover what Tokugawa Yoshinobu decided to do and what happened, read pages 327 to 329, 331, 333, and 335 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 1.



## Activity 1: The End of Isolation

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss the questions as a group. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What was Commodore Perry's strategy in getting the Japanese to open their country to trade and diplomatic relations with the Americans?

***Commodore Perry showed military strength by sailing into Japanese waters with ships never seen by the Japanese and with well-equipped troops. He presented a letter from the American president requesting protection for shipwrecked sailors, the right to buy coal, and a trading agreement. He then gave the Japanese time to consider the request.***

2. What did the Treaty of Kanagawa do?

***The Treaty of Kanagawa opened two Japanese ports to American ships. It also established an American consulate in Japan, provided protection for shipwrecked American sailors, and gave the Americans the right to buy coal for their ships.***

3. What occurred in 1858? Why were many Japanese unhappy?

***A commercial treaty was signed in 1858 that gave further trading rights to the Americans. Japan signed similar treaties with England, France, the Netherlands, and Russia the same year.***

***Many Japanese were unhappy with the terms of the treaties and felt Japan was being treated unequally. They felt Japan had lost control of its trade.***

4. Why did the Japanese make deals with Perry?

- *The Japanese recognized that they could not meet the military strength of the Americans. They did not want to start a war they could not win.*
- *The Japanese did not want to see Japan carved up among the Western powers as China had been.*

5. What were the **three** proposed solutions to Japan's situation?

*The proposed solutions were as follows:*

- *War with the Westerners and continued isolation*
- *Adopt some elements of Western civilization*
- *Welcome the Americans and Europeans and trade with them*

6. What were the events that led the shogun to resign?

- *Groups that disagreed with the shogun began to riot in the streets instead of debating in council chambers.*
- *The daimyo who resisted the shogun were retired or arrested and their samurai were imprisoned, exiled, or executed.*
- *Attacks on foreigners increased and foreign gunboats bombarded Japanese communities.*

7. What occurred after the shogun resigned?

*Civil war broke out between those who supported the shogunate and those who supported the emperor. Eventually, the troops supporting the emperor were victorious.*

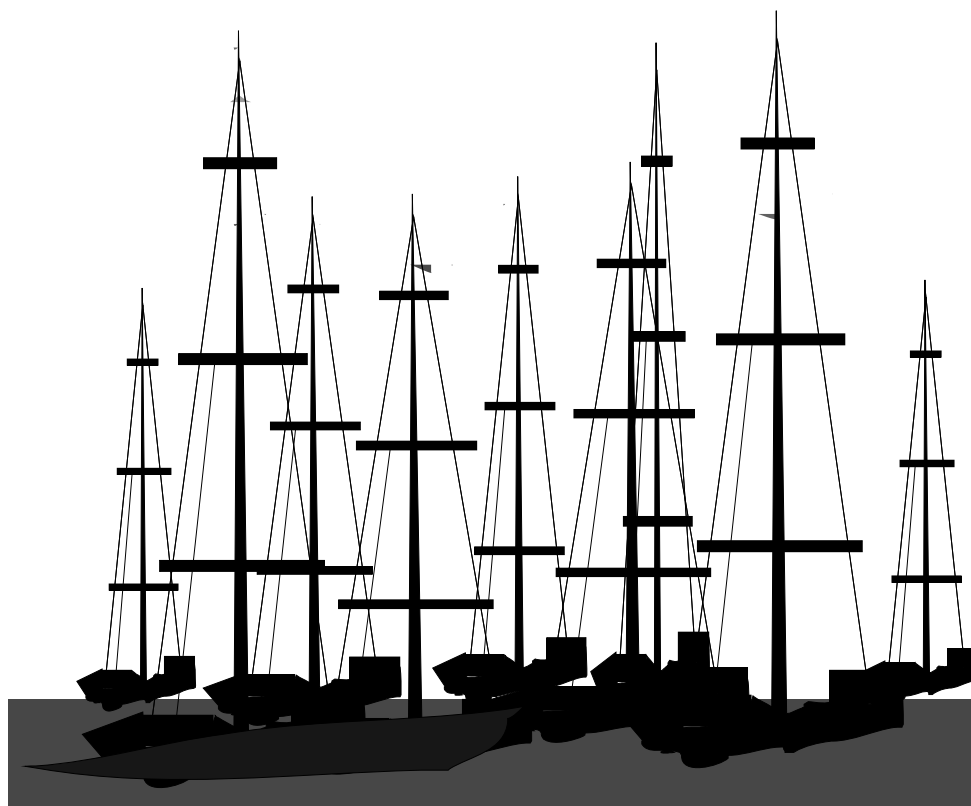
## Reading 2: A Changing Order

Like the Aztecs, the Japanese decided to observe the people who visited their shores. However, the Japanese had several advantages that Moctezuma and the Aztecs did not have.

Japan did not have nearby enemies that could join forces with the Westerners. The Japanese had more resistance to Western diseases. Finally, the Japanese had more time to learn about Western ideas than the Aztecs.

The Japanese had been able to control Western contact and maintain a policy of isolation for a long time, but the Americans were different. The Americans forced Japan to make changes and to face new realities.

To discover how the Japanese **oligarchy** was able to maintain a traditional lifestyle while adapting to the new ideas they encountered, read pages 336 to 338, and 340 to 342 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 2.





## Activity 2: A Changing Order

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. **Then rewrite the sentence correctly to make the statement true.** If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

    **T**    

1. The period when Emperor Meiji came to the throne and the government emphasized the importance of the emperor is called the *Meiji Restoration*.

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    **F**    

2. The shogun wanted to create a strong central government that could unite the country and rule it effectively.

*The Meiji leaders wanted to create a strong central government*  
*that could unite the country and rule it effectively.*

    **T**    

3. The Meiji leaders wanted to create a form of government closer to the democracies of the West.

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    **F**    

4. The Meiji leaders wanted to let Western countries take control of Japan as they had done in China.

*The Meiji leaders wanted to prevent Western countries from taking*  
*control of Japan as they had done in China.*

    **F**    

5. The daimyo lands were returned to the emperor and the daimyo were executed.

*The daimyo lands were returned to the emperor and the daimyo*  
*were given a pension.*

$$\mathbf{F}$$

6. The samurai system was strengthened during the Meiji period.

*The samurai system was abolished.*

$$T$$

- Commoners were given rights in the Charter Oath. They could live where they wanted and take a surname. Peasants were also given their own land.

$$T$$

8. The education system was reformed by the Meiji leaders.

$$F$$

9. In Japan, traditional family patterns changed dramatically.

*In Japan, traditional family patterns did not change.*

$$F$$

10. Class distinctions disappeared.

***Class distinctions remained.***

$$T$$

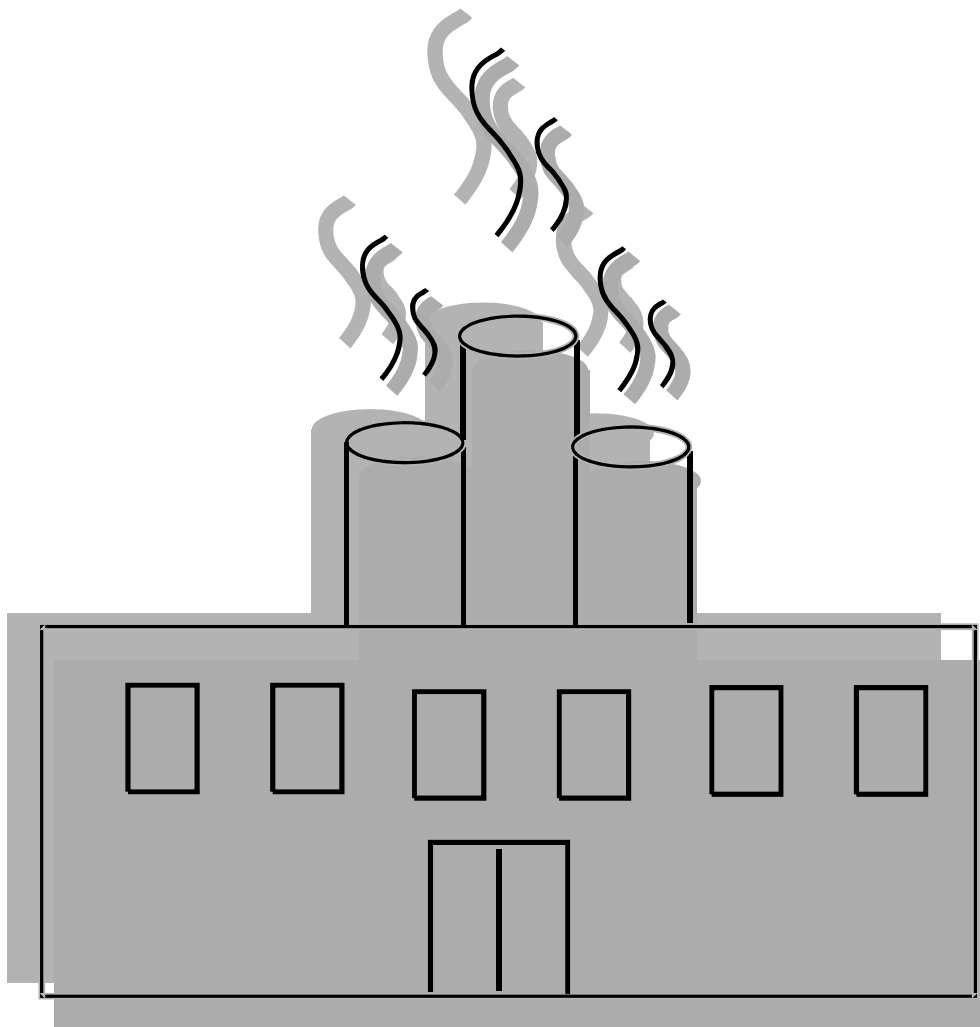
11. Rural peasant life remained mostly the same. Many remained illiterate.

## Reading 3: Industrialization in Japan

The Japanese had been impressed by the gifts the Americans had given to them. The Americans were equally impressed with the gifts they had received from the Japanese. The result was both countries benefited from the exchange of goods.

The Japanese realized that if Japan was to avoid the division of their country by Western nations like the West had done to China, Japan needed to adapt quickly to **industrialization**.

To discover how the Japanese went about developing a modern nation, read pages 343 to 344, 346, and 348 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 3.



### Activity 3: Industrialization in Japan

To finish the activity, you must complete each given statement with the correct word(s) on the line provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. In the West, goods were no longer made by **hand** in people's homes and workshops. **Machines** did this work quickly and efficiently.
2. **Factories** were built to house many workers who produced **large** amounts of goods using increasingly complicated machinery.
3. In Europe and North America, the **Industrial** Revolution had taken place over **100** years. This change occurred in Japan over a much **shorter** period.
4. The American gifts had **impressed** the Japanese.
5. Japanese craftsmen and merchants produced **luxury** goods for the **daimyo** and their families.
6. The Japanese wanted to be in **charge** of the process of change in their country. Outside **experts** had to leave Japan once Japanese workers were trained to replace them.
7. Japanese **representatives** visited Europe and the United States to **learn** about Western culture. They studied ship building, military science, **factory** construction, and medicine.
8. In Japan, large, essential **industries** were planned, built, and paid for by the **government**. When they became prosperous, these businesses were sold at **low** prices to establish large family firms.

## W3 – Lesson 3: Contact and Change in Meiji Japan

### Review Assignment

Complete pages 9 to 12 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

### Section A: Fill-in-the-Blanks

Use the list of words provided to choose the **best** word to complete each statement. Write the correct word(s) on the lines provided. Not all the words will be used. This section is worth 10 marks.

American	civil	factories	Meiji	resigned
background	commercial	industry	ports	wealth
China	emperor	Kanagawa	powerful	weapons

1. The Treaty of **Kanagawa** opened two **ports** to American ships.
2. In 1858, a **commercial** treaty gave further trading rights to the United States.
3. The Japanese recognized that the Americans had **weapons** that were far in advance of their own.
4. The Japanese did not want to become another **China**.
5. In 1868, the shogun **resigned**, but he asked the **emperor** to take power.
6. **Civil** war broke out between those who wanted to restore the shogunate and those who backed the emperor.
7. The emperors had been very much in the **background** during the years of the Tokugawa shogunate.
8. The emperor had always been a **powerful** symbol to the Japanese people.

## Section B: True or False

Read each of the following statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. **Then correctly rewrite the statement to make the statement true.** (10 marks)

  **T**  

1. In Japanese, *Meiji* means “enlightened rule”.

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  **F**  

2. The samurai who had led the fight to defeat the shogunate and restore the emperor were dismissed.

***The samurai who had led the fight to defeat the shogunate and restore the emperor became his advisors.***

  **F**  

3. Japan knew it would have to change in order to keep China from taking over the country.

***Japan knew it would have to change in order to keep the Westerners from taking over the country.***

  **T**  

4. An oligarchy was formed and took control of the Japanese government in the name of the emperor.

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  **F**  

5. Meiji leaders emphasized that allegiance to the shogun was the foundation of a strong nation.

***Meiji leaders emphasized that allegiance to the emperor was the foundation of a strong nation.***

- F** 6. The emperor's Imperial Court was moved from Edo to Tokyo.  
*The emperor's imperial court was moved from Kyoto to Tokyo.*
- F** 7. Meiji leaders encouraged the daimyo to hold on to their lands.  
*Meiji leaders encouraged the daimyo to turn over their lands to the state.*
- T** 8. The feudal system in Japan had come to an end.
- T** 9. Legislation was passed to end discrimination against the outcasts.
- F** 10. Once Japanese businesses were prosperous, the Japanese government sold them at very high prices to establish large family firms.  
*Once Japanese businesses were prosperous, the Japanese government sold them at a very low prices to establish large family firms.*

## Section C: Short Answer

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. What were the **two** goals that Meiji leaders wanted to accomplish by changing the way Japan was governed? (2 marks)

- ***They wanted to create a strong central government that could unite the country and rule it effectively.***
- ***They wanted a government that was closer to the democracies of the West.***

2. What were **two** of the rights the people of Japan gained from the Charter Oath? (2 marks)

***Students will identify any two of the following.***

- ***The people could live where they wanted and pursue any occupation.***
- ***They were allowed to have a family surname.***
- ***Peasants were made owners of their land.***
- ***Discrimination against the outcasts was ended.***
- ***Education was encouraged.***
- ***All matters were to be discussed in public.***

3. What happened to the samurai during the Meiji restoration? (1 mark)

***The samurai system was abolished. At first, the samurai were given a tax-free income. Eventually, the samurai had to get jobs.***

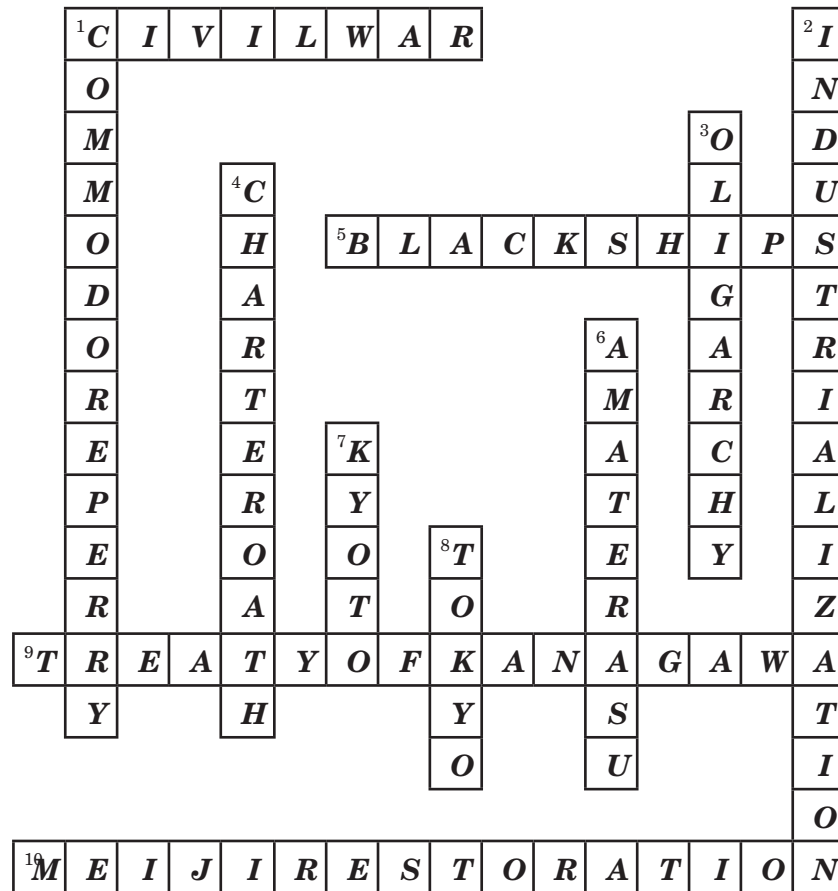
Total: \_\_\_\_\_

25 marks



## Contact and Change in Meiji Japan Bonus Crossword Puzzle

Use the clues below to identify the word(s) in the crossword puzzle.



### Across

1. a war between factions in the same country
5. the name given to Western vessels arriving in Japan
9. the treaty that opened the Japanese ports to United States trade
10. the time when the shogun lost his power and the emperor was restored

### Down

1. an American negotiator who helped open the doors of trade with Japan
2. the change from producing goods by hand to using complicated machinery
3. a government in which all power is in the hands of a few persons
4. outlined the main aims and the course of action during Emperor Meiji's reign
6. the Shinto sun goddess
7. the former imperial capital of Japan
8. modern Japan's capital city







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