

Important Concepts . . .

Preview Review



Social Studies

Grade 8 TEACHER KEY

W3 - Lesson 4:

Return to Roots

Important Concepts of Grade 8 Social Studies

W1 - Lesson 1	Introduction to Worldview
W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
W1 - Lesson 3	The Exchange of Ideas
W1 - Lesson 4	The Age of Exploration
W1 - Lesson 5	Quiz
W2 - Lesson 1	The People of the Sun
W2 - Lesson 2	Spain Looks Westward
W2 - Lesson 3	A Deadly Meeting
W2 - Lesson 4	Changing a Worldview
W2 - Lesson 5	Quiz
W3 - Lesson 1	Shaping a Unique Worldview
W3 - Lesson 2	Japan Under the Shogun & Edo Japan: A Closed Society
W3 - Lesson 3	Contact and Change in Meiji Japan
W3 - Lesson 4	Return to Roots
W3 - Lesson 5	Quiz

Materials Required

Textbook Required
Worldviews: Contact
and Change

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 4

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirs

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marlyn Clark



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2009, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W3 – Lesson 4:

Return to Roots

OBJECTIVES

By the end of this lesson, you should

- understand the challenges that emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change

GLOSSARY

backlash – an extreme negative reaction against something

conservatives – individuals or groups who are reluctant to accept changes and new ideas

conscription – mandatory military service

Diet – the name for the Japanese government, which was comprised of members of the nobility and members who were elected by the people

etiquette – rules that establish socially acceptable behaviour

indemnity – a sum of money paid in compensation for loss or injury

junshi – following one's feudal lord in death by committing ritual suicide

kimonos – traditional Japanese clothing that is worn on formal occasions

Russo-Japanese War – the conflict between Japan and Russia in 1905

spheres of influence – a term used to describe the areas of China that were under the control of different European countries

tatami – straw matting used as a floor covering in Japanese homes

unequal treaties – treaties made with various Western powers in which Japan was forced to meet Western demands

Victorian – Western attitudes, art, and culture of the latter two-thirds of the 19th century

Westernization – adoption of Western ideas and lifestyles by other countries

W3 – Lesson 4: Return to Roots

Reading 1: Change and Resistance

Bend but do not break is the motto of many coaches of team sports, and it could also have been the motto of the Meiji government. The Meiji government realized that if the Japanese were to keep their independence, Japan had to accept many of the western ideals. However, the leaders were determined to hold on to traditional Japanese values.

When the Meiji emperor was restored to power, Japan was weak militarily. Japan's income came mostly from its agriculture and it had little technological development. The country was controlled by hundreds of semi-independent feudal lords.

By the time of the emperor's death in 1912, Japan had

- an established and quickly growing industrial sector based on the latest technology
- developed a highly centralized, bureaucratic government
- a constitution providing for an elected parliament
- a strong army and navy
- a well-educated population free from feudal class ideals
- an improved transportation and communication system

To find out how Japan successfully modernized and kept its traditional identity, read pages 352 to 354, 356, and 359 to 361 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 1.



Activity 1: Change and Resistance

To finish the activity, you must complete each given statement with the correct word(s) on the provided line. 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. The Meiji government realized that if the Japanese were to keep their **independence**, Japan had to accept many of the **Western** ideals.
2. Many Japanese were **conservative** and more comfortable with **traditional** ways.
3. Some Japanese believed that **Westernization** of Japan would result in a stronger and more **competitive** country.
4. Foreign books and **magazines** became available in Japan and **newspapers** were placed in public reading rooms.
5. Westerners of the mid-1800s who came to Japan were often not **tolerant** of Japanese customs. Laws were passed that affected Japanese men's work clothing, tattooing, and the **public** baths.
6. In their attempt to accept western ideas, the Japanese Imperial court replaced the traditional **tatami** **mats** with **carpets**.
7. The Japanese government urged Japanese men to abandon their **kimonos** for Western-style clothes. Emperor Meiji adopted Western clothing, but he kept the samurai values of **modesty** and thrift.
8. Many Japanese people thought that their society was going too **far** in its **Westernization**.
9. Foreign diplomats were not willing to change the **treaties** that the Japanese felt were unfair.

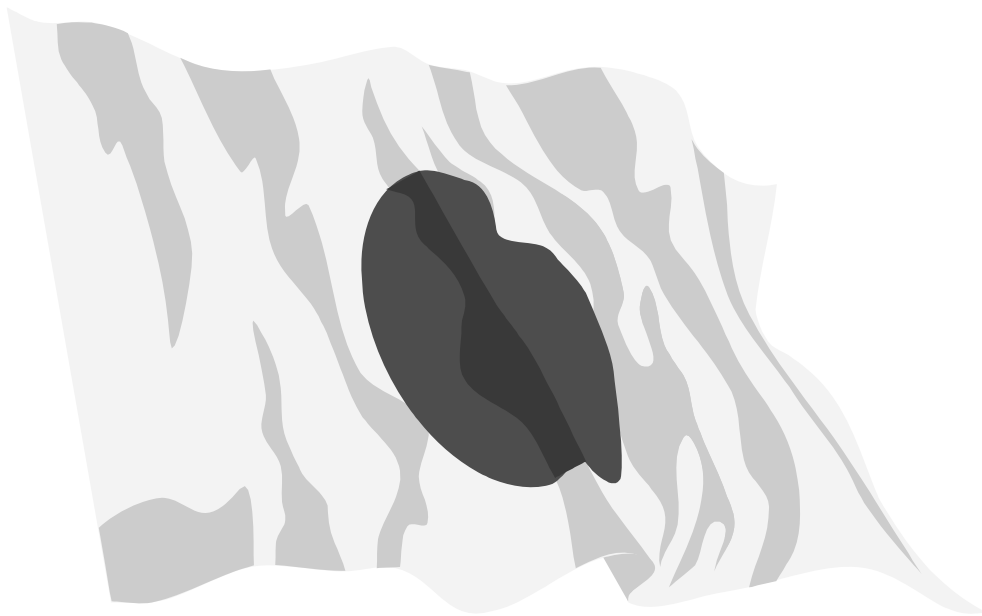
10. The rapid changes involved in the Westernizing process had produced **tensions** in Japanese society. Japanese leaders decided the Westernization process need to be **slowed**.
11. **Shinto** was the traditional religion of Japan and was declared Japan's official religion.
12. The Japanese wanted a constitution that reflected their distinct **culture** and the best elements of **Western** thinking.
13. Japanese citizens were granted freedoms and rights such as freedom of **speech** and religion and the right to privacy.
14. An elected government called the Imperial **Diet** was introduced.
15. The Japanese constitution supports a strong **central** **government**.

Reading 2: Strong Army, Strong Country

The Japanese worried that their country would become another China. China had been carved up into **spheres of influence** by various European countries.

Japan learned from the West that if Japan had a strong military, an independent economy, and if Japan extended its influence beyond its borders, Japan would win the respect of the West.

To discover if Japan was able to accomplish this, read pages 362 to 364 and 366 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 2.



Activity 2: Strong Army, Strong Country

Answer the following questions in complete sentences. 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. What **three** things did the Meiji government see as common among powerful Western nations?

• *All the Western nations had foreign colonies or territories.*

• *They all had a strong military.*

• *All had strong and independent economies.*

2. What were the first steps the Japanese government took to strengthen the military? Why did the Japanese think it was important to develop their military?

Japan passed a law that required all males to serve in the military for

three years and do reserve duty for four more years. Japan then took

control over several island territories.

The Japanese believed it was important to develop their military for the following reasons.

• *The Japanese wanted to protect themselves against western aggression.*

• *They wanted to be able to acquire territory and influence Asia.*

• *They wanted to be able to defeat China and Russia in any conflict that might develop.*

3. Why was Korea important to Japan?

Korea is very close to Japan and it borders both China and Russia. The

Japanese felt that Korea was very important because of its strategic

location between all three countries.

4. What were the results of the Sino-Japanese War?

The Japanese won the war, acquired control of Taiwan and a Chinese peninsula, and were granted a large indemnity and economic rights.

5. Why did Western nations intervene in the Sino-Japanese peace treaty? What changes were made?

The Western nations intervened in the peace treaty because Russia, France, and Germany were concerned about Japan's victory in this war. Japan was forced to give up the Liaotung Peninsula.

6. What did the Russo-Japanese War accomplish for Japan?

Japan was recognized as an imperial power and gained the respect of the West after defeating Russia.

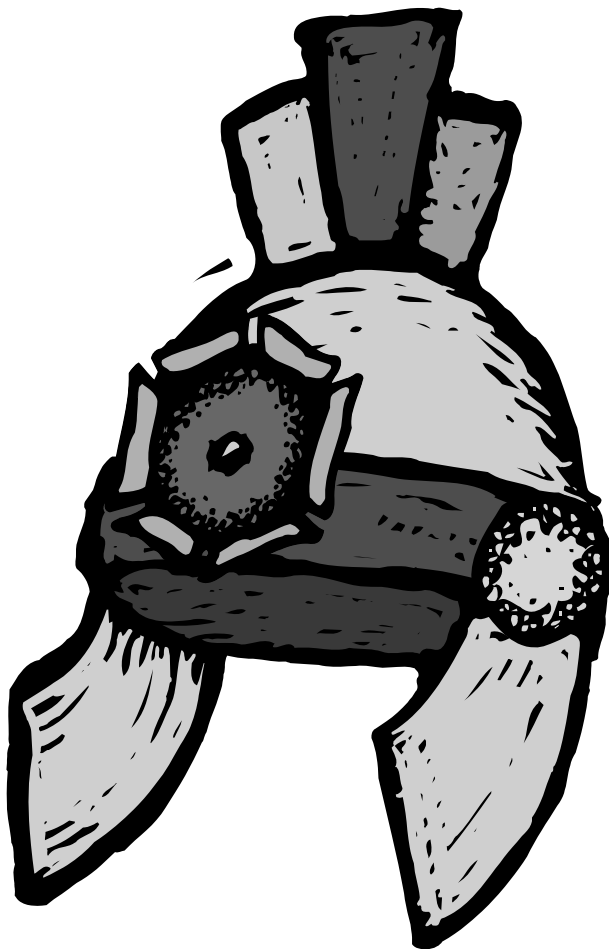
Reading 3: Into the Future

Japan had changed dramatically in a very short period of time. Many Japanese thought the country had changed too quickly. Some feared the Meiji regime had put too much effort into developing a strong military.

When the Meiji emperor died in 1912, his leading general and his wife committed **junshi**. Many Japanese praised the general's loyalty and devotion to tradition, but some thought his actions belonged to the past.

For the next thirty years, Japan and its people would wrestle with these two viewpoints. In the beginning, the Japanese followed traditional values. Then, a disaster occurred, and the Japanese had to start over in building a modern nation.

To examine how change affected Japan and how Japan recovered after World War II, read pages 367 to 370 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 3.



Activity 3: Into the Future

Read each of the following statements 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.

F

1. Many Japanese worried that Japan was becoming a civilized society rather than a powerful state.

Many Japanese worried that Japan was becoming a powerful state rather than a civilized society.

T

2. Most Japanese wanted Japan to continue to adapt and accept Western ideas without violating Japan's sense of tradition.

T

3. Emperor Meiji's leading general and his wife committed junshi after the death of the emperor.

F

4. Militarization and imperialism led Japan to its involvement in World War I.

Militarization and imperialism led Japan to its involvement in World War II.

F

5. After the war, Japan soon became one of the poorest nations in the world.
- After the war, Japan soon became one of the wealthiest nations in the world.***

T

6. Japan's economic success can be partially attributed to the ability of the Japanese to learn from others and their desire to make the country powerful and respected in the world.

 T

7. Japan's economic success led to Japan's management practices being studied by other countries and led to prosperity and consumerism.

 T

8. Today, Japan's youth has been accused of rejecting traditional values.

W3 – Lesson 4: Return to Roots Review Assignment

Complete pages 10 to 13 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: Matching

Match the word on the left with the correct definition or idea on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks.

<u> H </u>	Meiji	A.	Japanese clothing
<u> F </u>	backlash	B.	adoption of Western ideas and lifestyles
<u> J </u>	indemnity	C.	the government of Japan
<u> G </u>	junshi	D.	required military service
<u> A </u>	kimonos	E.	a person who favours traditional ways
<u> C </u>	Diet	F.	a hostile reaction
<u> I </u>	Edo Period	G.	ritual suicide
<u> D </u>	conscription	H.	an emperor of Japan
<u> B </u>	westernization	I.	the time of the shogun
<u> E </u>	conservative	J.	a payment for losses

Section B: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. This section is worth 10 marks.

- B** 1. The motto “Civilization and Enlightenment” referred to
- A. a conservative viewpoint to traditional values
 - B. the adoption of western ways and ideas
 - C. the development of the military
 - D. Imperial Court etiquette
- D** 2. Which of the following behaviours did the Japanese outlaw?
- A. The growing of beards
 - B. The wearing of kimonos
 - C. The practice of junshi
 - D. The tattooing of the body
- A** 3. The closing of the Deer Cry Pavilion was a reaction to
- A. the backlash towards Westernization
 - B. western opposition to the Japanese
 - C. the unwillingness of foreign diplomats to attend
 - D. street riots
- C** 4. The new Japanese motto, “Western Science, Japanese Essence”, was the government’s recognition of the need to
- A. return to traditional values
 - B. accept all Western values
 - C. adapt Western ways with Japanese ways
 - D. develop the military
- C** 5. Which religion became the official religion of Japan?
- A. Christianity
 - B. Buddhism
 - C. Shinto
 - D. Confucianism

- B** 6. Japan's new constitution established the
- A. House of Commons
 - B. Imperial Diet
 - C. Senate
 - D. Parliament
- D** 7. The Japanese decided to model their constitution after the
- A. English system
 - B. American system
 - C. Italian system
 - D. Prussian system
- A** 8. The development of a strong military allowed the Japanese to
- A. acquire territory and influence in Asia
 - B. put Japanese youth to work
 - C. preserve traditional ways
 - D. preserve the role of the samurai
- B** 9. The defeat of the Russians by Japan in 1905 resulted in Japan
- A. gaining total control of Korea
 - B. being recognized by the West as an imperial power
 - C. demanding a large indemnity
 - D. controlling Taiwan
- C** 10. After World War II, the Japanese economy led to
- A. high unemployment
 - B. a depression
 - C. prosperity
 - D. a collapse

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. Identify **two** aspects of Japanese culture that were outlawed or replaced by the Japanese government to meet Western standards of etiquette. (2 marks)

Students may indicate any two of the following.

- *Japanese working men had to wear a shirt or tunic while working in public.*
- *Tattooing was outlawed.*
- *Public baths were ordered closed.*
- *Tatami mats were replaced with carpets.*
- *Kimonos were replaced with trousers and shirts.*

2. Identify **one** of the things the Meiji government saw powerful Western nations had in common. (1 mark)

Students may indicate one of the following.

- *All Western nations had control over foreign colonies or territories.*
- *All Western nations had military power to defend their territories.*
- *All Western nations had a strong and independent economy.*

3. Identify **two** of the factors that allowed the Japanese to rapidly rebuild after World War II. (2 marks)

Students may indicate any two of the following.

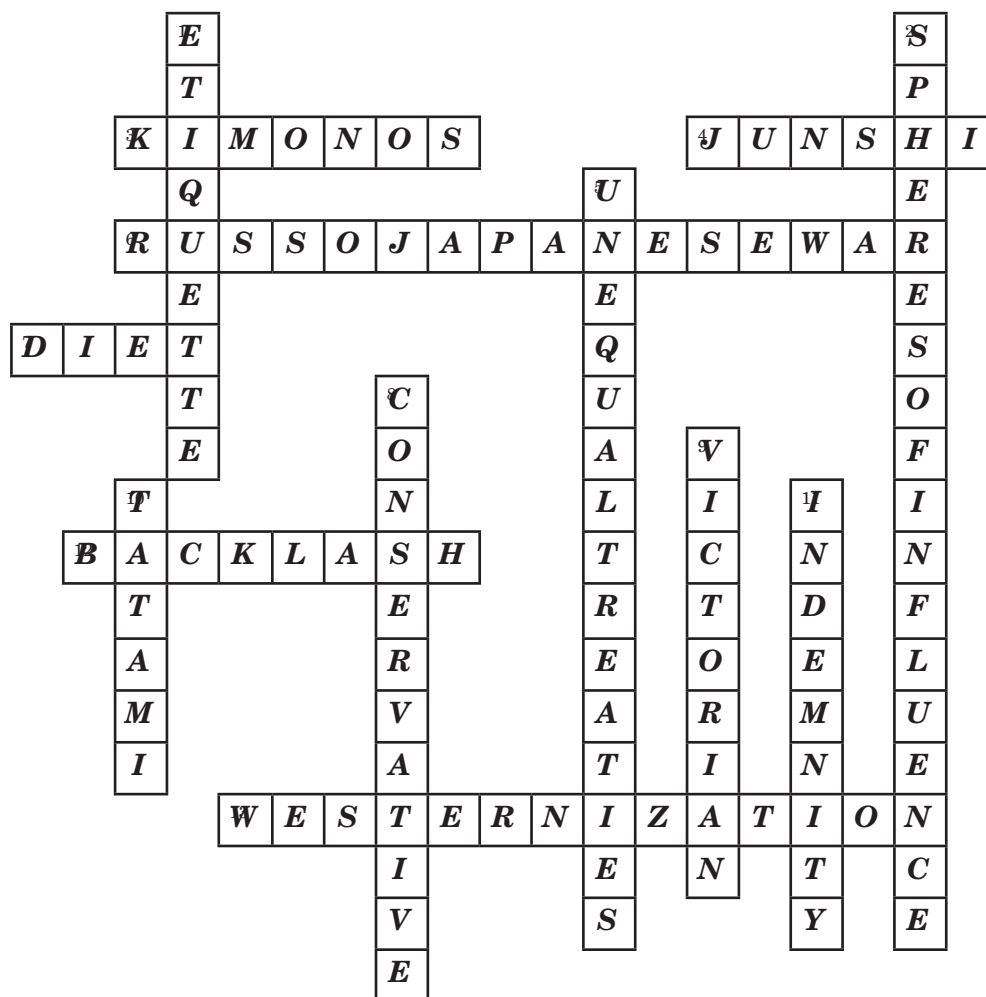
- *The Japanese showed the ability to improve by learning and adapting to the things they had “borrowed”.*
- *They placed importance on learning and education.*
- *The Japanese desired to make their country powerful and respected in the world.*
- *The Japanese people were willing to make sacrifices and to work hard for the greater good of the society.*

Total: _____

25 marks

Return to Roots Bonus Crossword Puzzle

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



Across

3. Japanese clothing
4. a ritual suicide following the death of one's feudal lord
6. a conflict between Japan and Russia
7. the Japanese government
12. a negative reaction against something
13. adoption of Western ideas

Down

1. the rules that establish socially acceptable behaviour
2. the areas of China that were under the control of Western countries
5. China was forced to meet Western demands
8. a person reluctant to accept changes
9. Western attitudes, art, and culture of the late 19th century
10. straw matting on floors of a Japanese home
11. monetary compensation for loss or injury



Printed on 10%
Post-Consumer
Recycled Paper
Please Recycle

