In 1853, the United States displayed its new military might, sending a naval force to make Japan open its ports to trade. Japanese leaders debated how to respond. While some resisted giving up their 215-year-old policy of seclusion, others felt that it would be wiser for Japan to learn from the foreigners. In the end, Japan chose to abandon its centuries of isolation. The country swiftly transformed itself into a modern industrial power and then set out on its own imperialist path.

Discontent in Tokugawa Japan

In the early 1600s, Japan was still ruled by shoguns, or supreme military dictators. Although emperors still lived in the ceremonial capital of Kyoto, the shoguns held the real power in Edo. Daimyo, or landholding warrior lords, helped the shoguns control Japan. In 1603, a new family, the Tokugawas, seized power. The Tokugawa shoguns reimposed centralized feudalism, closed Japan to foreigners, and forbade Japanese people to travel overseas. The nation’s only window on the world was through Nagasaki, where the Dutch were allowed very limited trade.

For more than 200 years, Japan developed in isolation. Internal commerce expanded, agricultural production grew, and bustling cities sprang up. However, these economic changes strained Japanese society. Many daimyo suffered financial hardship. They needed money in a commercial economy, but a daimyo’s wealth was in land rather than cash. Lesser samurai were unhappy, too, because they lacked the money to live as well as urban merchants.

Vocabulary Builder

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

**High-Use Words**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definitions and Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>emphasize, p. 599</td>
<td>vt. to stress The teacher underlined the word with a red marker to <strong>emphasize</strong> its importance.</td>
</tr>
<tr>
<td>thereby, p. 600</td>
<td><strong>adv.</strong> by that means, because of that The player hit a home run, <strong>thereby</strong> breaking the tie and winning the game.</td>
</tr>
</tbody>
</table>
The officials’ fears against the foreigners. Some bitterly criticized the shogun for not taking a strong stand. The Japanese felt humiliated by the terms of these unequal treaties. Nations demanded and won similar rights. Like the Chinese, the extraterritoriality and low taxes on American imports. European open two Japanese ports to American ships, though not for trade.

In the Treaty of Kanagawa in 1854, the shogun Iesada agreed to the ability to defend itself against the powerful United States Navy. The United States soon won trading and other rights, including contact with foreign powers:

**External Pressure and Internal Revolt** The officials’ fears were correct. In July 1853, a fleet of well-armed American ships commanded by Commodore Matthew Perry sailed into lower Tokyo Bay. Perry carried a letter from Millard Fillmore, the President of the United States. The letter demanded that Japan open its ports to diplomatic and commercial exchange.

The shogun’s advisors debated what to do. Japan did not have the ability to defend itself against the powerful United States Navy. In the Treaty of Kanagawa in 1854, the shogun Isabella agreed to open two Japanese ports to American ships, though not for trade.

The United States won trading and other rights, including extraterritoriality and low taxes on American imports. European nations demanded and won similar rights. Like the Chinese, the Japanese felt humiliated by the terms of these unequal treaties. Some bitterly criticized the shogun for not taking a strong stand against the foreigners.

**Japan Opens Up**

While the shoguns faced troubles at home, disturbing news of the British victory over China in the Opium War and the way in which imperialists had forced China to sign unequal treaties reached Japan. Surely, the Japanese officials reasoned, it would not be long before Western powers turned toward Japan.

**Checkpoint** By the mid-1800s, why did so many groups of people in Japan feel discontented?

**Vocabulary Builder**

**emphasizing**—(em’ fah-siz’ ing) vt. stressing

**Discontent in Tokugawa Japan**

**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 daimyo, 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 shogun and then revolt.) What was 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.

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.

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.

Foreign pressure deepened the social and economic unrest. In 1867, discontented daimyo and samurai led a revolt that unseated the shogun and “restored” the 15-year-old emperor Mutsuhito to power. When he was crowned emperor, Mutsuhito took the name Meiji (MAY jee), which means “enlightened rule.” He moved from the old imperial capital in Kyoto to the shogun’s palace in Edo, which was renamed Tokyo, or “eastern capital.”

The Meiji Restoration The young emperor began a long reign known as the Meiji Restoration. This period, which lasted from 1868 to 1912, was a major turning point in Japanese history. The Meiji reformers, who ruled in the emperor’s name, were determined to strengthen Japan. Their goal was summarized in their motto, “A rich country, a strong military.” The emperor supported and embodied the reforms.

The new leaders set out to study Western ways, adapt them to Japanese needs, and thereby keep Japan from having to give in to Western demands. In 1871, members of the government traveled overseas to learn about Western governments, economies, technology, and customs. The government brought experts from Western countries to Japan and sent young samurai to study abroad, furthering Japan’s knowledge of Western industrial techniques.

Checkpoint How did Japan react when it was forced to accept unequal treaties?

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.

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.

600 New Global Patterns
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 adapted 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.

Link to Technology

Spinning 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 late 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.

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, lighting conductors, gas lamps, telegrams, newspapers, schools, and a postal system.

Answers

Thinking Critically

1. He thinks of carpets as a costly luxury item that people should not walk on in their street shoes.
2. He finds it opulent, confusing, strange, and perhaps interesting.
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. SH96.

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 reform 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.

Investment in Meiji Japan

<table>
<thead>
<tr>
<th>Type of economic activity</th>
<th>1883</th>
<th>1893</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade</td>
<td>35.9</td>
<td>57.6</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>68.3</td>
<td>64.3</td>
</tr>
<tr>
<td>Railways</td>
<td>12.1</td>
<td>12.1</td>
</tr>
<tr>
<td>Banking</td>
<td>75.4</td>
<td>79.4</td>
</tr>
</tbody>
</table>

Chart Skills: Japanese women (above) work in a silk manufacturing factory in the 1890s. How does the graph reflect the Meiji reformers’ drive to industrialize Japan?

SOURCE: S. Uyehara, The Industry and Trade of Japan

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.

MA.912.A.2.2 Interpret a graph representing a real-world situation

Differentiated Instruction

Solutions for All Learners

1. Special Needs
2. Less Proficient Readers
3. English Language Learners

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.

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
The Japanese were determined to resist foreign rule. By the 1890s, Japan was strong enough to force Western powers to revise the unequal treaties. By then, it was already acquiring its own overseas empire.

**Checkpoint** What changes did the reforms of the Meiji Restoration bring about in Japan?

### Japan’s Growing Military Strength

As in Western industrial nations, Japan’s economic needs fed its imperialist desires. As a small island nation, Japan lacked many basic resources that were essential for industrial growth. It depended on other countries to obtain raw materials. Spurred by this dependency and a strong ambition to equal the West, Japan sought to build an empire. With its modern army and navy, it maneuvered for power in East Asia.

**Korea in the Middle** Imperialist rivalries put the spotlight on Korea. Located at a crossroads of East Asia, the Korean peninsula was a focus of competition among Russia, China, and Japan. Korea had been a tributary state to China for many years. A tributary state is a state that is independent but acknowledges the supremacy of a stronger state. Although influenced by China, Korea had its own traditions and government. Korea had also shut its doors to foreigners. It did, however, maintain relations with China and sometimes with Japan.

By the 1870s, Korea faced pressure from outsiders. As Chinese power declined, Russia expanded into East Asia. Then, as Japan industrialized, it too eyed Korea. In 1876, Japan used its superior power to force Korea to open its ports to Japanese trade. Faced with similar demands from Western powers, Korea had to accept unequal treaties.

**Japan Gains Power** As Japan extended its influence in Korea, it came into conflict with China. In 1894, competition between Japan and China in Korea led to the First Sino-Japanese War. (“Sino” means “Chinese.”) Although China had greater resources, Japan had benefited from modernization. To the surprise of China and the West, Japan won easily. It used its victory to gain treaty ports in China and control over the island of Taiwan, thus joining the West in the race for empire.

**Japan’s Growing Military Strength**

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**History Background**

**The Russo-Japanese War** The Russo-Japanese War began and ended on the sea. On February 19, 1904, Japanese torpedo boats made a surprise attack on part of the Russian fleet, near Manchuria. Most of the Russian ships were wiped out. The rest of the Russian navy was based in the Baltic Sea, more than 10,000 miles away. Its ships began a slow 15-month journey around Africa. When they reached the waters of East Asia on May 27, 1905, the Japanese navy attacked again. Japan’s faster ships and more accurate guns forced the Russians to surrender in a single day.

**Japan Rising** In this political cartoon, Japan is depicted marching over Korea on its way to Russia. Why would Russia feel threatened by Japan’s aggression in Korea?
Ten years later, Japan successfully challenged Russia, its other rival for power in Korea and Manchuria. During the Russo-Japanese War, Japan’s armies 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, but 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.

Nine years after annexation, a nonviolent protest against the Japanese began on March 1, 1919, and soon spread throughout Korea. The Japanese crushed the uprising and massacred many Koreans. The violence did not discourage people who worked to end Japanese rule. Instead, the March First Movement became a rallying symbol for Korean nationalists.

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**

How did industrialization help start Japan on an imperialist course?

**Answer**

Japan had few of the natural resources it needed to make industrial products. Expansion increased Japan’s access to natural resources and enabled it to build an empire similar to those of the Western powers.

**Note Taking**

2. Reading Strategy: Identify Causes and Effects Use your completed chart to answer the section Focus Question: How did Japan become a modern industrial power, and what did it do with its new strength?

**Writing About History**

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. Jot down notes about each prompt, choose one, and then write a sentence explaining why you chose that prompt.

- Explain how Japan modernized under the Meiji reformers.
- Summarize how and why Korea became a Japanese colony.

For additional assessment, have students access Progress Monitoring Online at PearsonSchool.com/WorldHist.