



# IMPACT<sup>TM</sup>

CALIFORNIA SOCIAL STUDIES



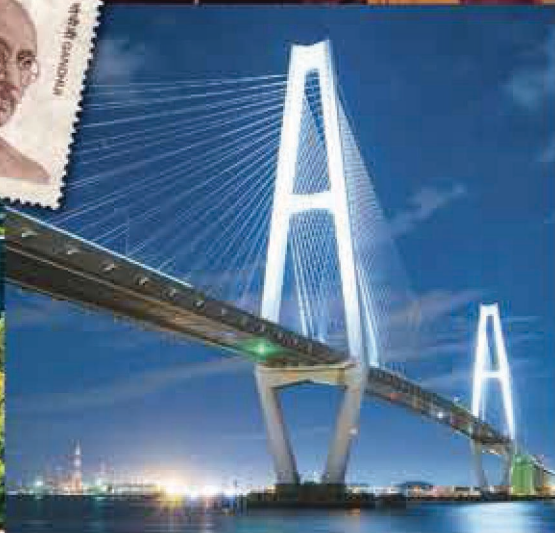
# WORLD

HISTORY, CULTURE, & GEOGRAPHY

## THE MODERN WORLD



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◀ Dowager Empress Cixi of the Qing Dynasty, seen here with representatives of the American diplomatic corps in the late 1890s. By this time, China had become powerless to stop the influence of Western powers on its internal affairs.

1800 — 1914

# Challenge and Transition in East Asia

## CHAPTER 8

### ASKING ESSENTIAL QUESTIONS

*How can new ideas accelerate economic and political change?  
How do cultures influence each other?*

**What Will You Learn?** You will learn how governments of nineteenth-century China and Japan reacted to the growing influence of Western Empires in East Asia.

**Why Does this Matter?** Many goods people use today have been created in the factories of China. Before the nineteenth century, however, East Asian states like China and Japan restricted trade with the West. During the nineteenth century, western countries forced these countries to open their markets to merchants from the West. The Japanese government ultimately grew more powerful during this period. In contrast, the Chinese government became increasingly unstable, leading to the collapse of the Qing dynasty.

**How Will You Know That You Learned it?** You will be able to define major political events, figures, and cultural changes in East Asia in the nineteenth and early twentieth centuries. You will be able to explain how these developments shaped the transformation of China and Japan.

### LESSON 1

The Decline of the Qing Dynasty

### LITERATURE FEATURE

Ode For Youth

### LESSON 2

Revolution in China

### LESSON 3

The Rise of Modern Japan

### ANALYZING SOURCES

Connecting East and West

**GO DIGITAL**  
It's All online!




**Using Your Inquiry Journal** As you read in this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

# PLACE & TIME East Asia 1800 to 1914

The centuries-old Qing dynasty, China's last, finally fell as a result of many factors, including foreign pressures, social unrest, and the resistance of the autocratic government to the introduction of reforms. By contrast, Japan's empire expanded as its leaders embraced industrial development and commerce, undertook educational and governmental reform, and used Western ideas, institutions, and technology to create a new national order. Important victories over China and Russia secured Japanese military leadership in East Asia.

## STEP INTO THE PLACE

 Read the quotes and look at the information presented on the map.

### 1. UNDERSTANDING CONTEXT

How might attitudes toward change in China and Japan have affected the two countries' histories during this period?

**2. EXPLORING PLACE** What does the map reveal about the factors that led to the fall of the Qing Dynasty?

“Those who insist that there is no need for reform still say, ‘Let us follow the ancients, follow the ancients.’ They coldly sit and watch everything being laid to waste by following tradition, and there is no concern in their hearts. . . . Now there is a big mansion which has lasted a thousand years. The tiles and bricks are decayed and the beams and rafters are broken up, its fall is foredoomed. Yet the people in the house are still happily playing or soundly sleeping. Even some who have noted the danger know only how to weep bitterly, folding their arms and waiting for death without thinking of any remedy. . . . A nation is also like this.”

—Liang Qichao, comment made in 1896 after China's defeat by Japan, quoted in *East Asia: A New History*

“I am willing to admit my pride in Japan's accomplishments [in rapid modernization]. The facts are these: It was not until the sixth year of Kaei (1853) that a steamship was seen for the first time. . . . by 1860, the science was sufficiently understood to enable us to sail a ship across the Pacific. . . . I think we can without undue pride boast before the world of this courage and skill. . . . I feel convinced that there is no other nation which has the ability or the courage to navigate a steamship across the Pacific after a period of five years of experience in navigation and engineering.”

—Fukuzawa Yukichi, from his autobiography, 1898

## STEP INTO THE TIME

### UNDERSTANDING CHANGE

Using the timeline, compare the number of rebellions and revolutions in the East to the rest of world. Were revolutions and rebellions common elsewhere during this period?



PHOTO: Private Collection/Archives Charmet/The Bridgeman Art Library; TEXT: (a) Schell, Orville, 1989, *Discos and Democracy: China in the Throes of Reform*; Anchor Books; Doubleday; (b) Tsunoda, Ryusaku; De Barry, Wm. Theodore; and Keene, Donald, 1958, *Sources of Japanese Tradition*, Volume 2, Columbia University Press.

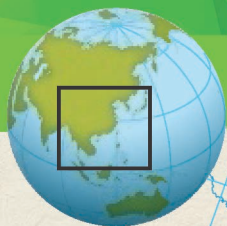
## EAST ASIA



## WORLD EVENTS







## FALL OF THE QING DYNASTY AND THE RISE OF JAPAN 1850–1911



**1853** U.S. asks Japan to open foreign relations

**1910** Japan annexes Korea

**1856**  
Second Opium War begins

**1868**  
Japanese emperor Mutsuhito begins Meiji rule

**1899**  
U.S. establishes Open Door Policy with China

**1905**  
Russia grants Liaodong Peninsula to Japan

**1911**  
Followers of Sun Yat-sen launch Chinese rebellion

**1860**

**1880**

**1900**

**1914**

**1865**  
American Civil War ends

**1879**  
Thomas Edison develops the electric light bulb

**1894**  
José Martí leads revolt against Spanish rule in Cuba

**1902**  
Afrikaners are defeated in the Boer War

**1914**  
World War I begins



## ESSENTIAL QUESTIONS

- How can new ideas accelerate economic and political change?
- How do cultures influence each other?

# THE STORY BEGINS...

Resentful of the growing influence of westerners in China, Chinese rebels called the Boxers, or the Society of Harmonious Fists, began an uprising and carried out attacks against westerners. Here a group of them are informally marching through a Chinese city. ►

## LESSON 1

# The Decline of the Qing Dynasty

In the nineteenth century, the European empires gradually spread their influence into China, weakening the ruling Qing dynasty. Once a powerful empire that refused to see any kingdom as its equal, the Qing emperors were now routinely humiliated by Europeans who could threaten with technologically advanced militaries. The British led the way in perpetrating these humiliations, with the goal of establishing a foothold in China and conducting trade. This was finally achieved after the First Opium War resulted in the Treaty of Nanjing:

“It being obviously necessary and desirable that British subjects should have some port . . . His Majesty the Emperor of China cedes to Her Majesty the Queen of Great Britain, &c., the island of Hongkong, to be possessed in perpetuity by her Britannic Majesty, her heirs and successors, and to be governed by such laws and regulations as Her Majesty the Queen of Great Britain, &c., shall see fit to direct.”

—Article III of *The Treaty of Nanjing*, 1842

In addition to providing the British the island of Hong Kong, the treaty devastatingly forced the Emperor of China to recognize “Her Majesty the Queen of England” as an equal, if not a superior monarch. These humiliations would not soon be forgotten.

PHOTO: Heritage Images/Hulton Fine Art Collection/Getty Images; TEXT: The Office of the Chinese Repository, 1844. The Treaty of Nanking, Signed August 29th, 1842. And the Supplementary Treaty, Signed October 8th, 1843. In the Chinese and English Languages. Macao: The Office of the Chinese Repository.





Major Crises in China, 1800-1911		
Crises	Key Figures	Outcome
The First Opium War		
The Tai Ping Rebellion		
The One Hundred Days of Reform		
The Boxer Rebellion		

## ANALYZING KEY IDEAS AND DETAILS

**SUMMARIZING** Read closely to identify key figures and outcomes of major conflicts in China during this period. Record the key figures, and summarize the outcomes in a graphic organizer like this one.

## CAUSES OF DECLINE

**GUIDING QUESTION** *What factors influenced the decline of the Qing Empire?*

In the year 1800, after a long period of peace and prosperity, the Qing dynasty of the Manchus was at the height of its prestige and power. A little more than a century later, however, humiliated and harassed by the Western powers, the Qing dynasty collapsed.

One important reason for the abrupt decline and fall of the Qing dynasty was the intense external pressure that the Western imperial powers had applied to Chinese society. However, internal problems also played a major role in the dynasty's fall.

After an extended period of growth, the Qing dynasty began to suffer from corruption, peasant unrest, and incompetence. These weaknesses were made worse by rapid growth in the country's population. By 1900, there were 400 million people in China. Population growth created a serious food shortage. In the 1850s, one observer wrote, "Not a year passes in which a terrific number of persons do not perish of famine in some part or other of China."

The ships, guns, and ideas of foreigners **highlighted** the growing weakness of the Qing dynasty and probably hastened its end. By 1800, Europeans had been in contact with China for more than 200 years. Wanting to limit contact with outsiders, the Qing dynasty had restricted European merchants to a small trading outlet at Guangzhou (GWAHNG • JOH), or Canton. The merchants could deal with only a few Chinese firms. The British did not like this arrangement.

Britain had a trade deficit, or an unfavorable trade balance, with China. That is, it imported more goods from China than it exported to China. Qing dynasty regulations also meant that Britain had to pay China with silver for the difference between its imports—tea, silk, and porcelain—from China and its exports—Indian cotton—to China. At first, the British tried to negotiate with the Chinese to improve the trade imbalance. When negotiations failed, the British turned to trading opium.

## THE OPIUM WAR

Opium was grown in northern India under the sponsorship of the British East India Company and then shipped directly to Chinese markets. Demand for opium—a highly addictive drug—in South China jumped dramatically. Soon, silver was flowing out of China and into the pockets of the officials of the British East India Company.

## UNDERSTANDING CRAFT AND STRUCTURE

### 1. ANALYZING TEXT

**PRESENTATION** How does the text present information about the decline of the Qing dynasty? How does this argument further the historical argument presented?

**2. DETERMINING MEANING** The text states, "ideas of foreigners highlighted the growing weakness of the Qing dynasty." What does the word *highlighted* mean in this context?

**INTEGRATING INFORMATION** Use the information in the table to create a bar graph of the amount of opium imported into China.

Opium Imported into China*	
Year	Number of Chests
1729	200
1767	1,000
1830	10,000
1838	40,000

\*(1 chest = approximately 135 pounds)

## HONG KONG

In 1898 Great Britain signed a 99 year lease on the island of Hong Kong. As a British colony, Hong Kong was influenced by the representative traditions of British government. It also gained an appreciation for capitalism at the same time China was becoming increasingly Communist. In the 1970s, for example, Hong Kong became a regional economic powerhouse based on high-tech industries. Then, in 1997 the British returned Hong Kong to the Chinese government. Hong Kong is today a part of modern China, an authoritarian state. However, present-day Hong Kong maintains much greater autonomy or independence than other Chinese cities. For example, Hong Kong has a capitalist economy, unlike the rest of China. Likewise, Hong Kong has a democratically elected leader, called the Chief Executive.

### 1. DETERMINING CENTRAL

**IDEAS** In what way does the history of British rule in Hong Kong continue to influence Hong Kong today?

### 2. DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of “autonomy”?

**DETERMINING MEANING** Analyze the root words for **extraterritoriality**. *Extra* can be defined as “outside or beyond.” *Territory* refers to “a geographic area under one government.” How might knowing the definitions of *extra* and *territory* help when defining *extraterritoriality*?

*This illustration by E. Duncan shows the British steamship *Nemesis* destroying Chinese war junks in Anson's Bay, 1841.*

The Chinese reacted strongly. They appealed to the British government on moral grounds to stop the traffic in opium. Lin Zexu, a Chinese government official, wrote to Queen Victoria:

“Suppose there were people from another country who carried opium for sale to England and seduced your people into buying and smoking it; certainly your honorable ruler would deeply hate it and be bitterly aroused.”

—quoted in *The British Imperial Century, 1815–1914*

The British refused to halt their activity, however. As a result, the Chinese blockaded the foreign area in Guangzhou to force traders to surrender their opium. The British responded with force, starting the Opium War (1839–1842).

The Chinese were no match for the British. British warships destroyed Chinese coastal and river forts. When a British fleet sailed almost unopposed up the Chang Jiang (Yangtze River) to Nanjing, the Qing dynasty made peace.

In the Treaty of Nanjing in 1842, the Chinese agreed to open five coastal ports to British trade, limit taxes on imported British goods, and pay for the costs of the war. China also agreed to give the British ownership of the island of Hong Kong. Nothing was said in the treaty about the opium trade. Moreover, in the five ports, Europeans lived in their own sections and were subject not to Chinese laws but to their own laws—a practice known as **extraterritoriality**.

The Opium War marked the beginning of the establishment of Western influence in China. For the time being, the Chinese dealt with the problem by pitting foreign countries against one another. Concessions granted to the British were offered to other Western nations, including the United States. Soon, thriving foreign areas were operating in the five treaty ports along the southern Chinese coast.





## THE TAI PING REBELLION

In the meantime, the failure of the Chinese government to deal with pressing internal economic problems led to a peasant revolt, known as the Tai Ping (TIE PING) Rebellion (1850–1864). It was led by Hong Xiuquan, a Christian convert who viewed himself as a younger brother of Jesus.

Hong was convinced that God had given him the mission of destroying the Qing dynasty. Joined by great crowds of peasants, Hong captured the town of Yongan and proclaimed a new dynasty, the Heavenly Kingdom of Great Peace (*Tai Ping Tianguo* in Chinese—hence the name of the rebellion.)

In March 1853, the rebels seized Nanjing, the second largest city of the empire, and massacred 25,000 men, women, and children. The revolt continued for 10 more years but gradually began to fall apart. Europeans came to the aid of the Qing dynasty when they realized the destructive nature of the Tai Ping forces. One British observer noted there was “no hope of any good ever coming of the rebel movement. They do nothing but burn, murder, and destroy.”

In 1864 Chinese forces with European aid recaptured Nanjing and destroyed the rebels. The Tai Ping Rebellion was one of the most devastating civil wars in history. As many as 20 million people died during the 14-year struggle.

China's struggle with the West prevented the Qing dynasty from dealing effectively with internal unrest. Beginning in 1856, the British and the French applied force to gain greater trade privileges. As a result of the Treaty of Tianjin in 1858, the Chinese agreed to legalize the opium trade and to open new ports to foreign trade. They also surrendered the Kowloon Peninsula to Great Britain.



### GEOGRAPHIC REASONING

By 1900, parts of China were divided into separate spheres of influence.

**1. SPATIAL THINKING** After Russia, which country had the largest sphere of influence in China?

**2. GLOBAL INTERCONNECTIONS** Why were countries able to maintain ports in other countries' spheres of influence?

## SPHERES OF INFLUENCE IN CHINA 1900



### DETERMINING MEANING

To define **self-strengthening**, examine its parts. *Self* refers to a person's, or in this case a nation's, "true character." To *strengthen* means "to increase in power or effectiveness." How might knowing the definitions of *self* and *strengthen* help when defining *self-strengthening*?

### INTEGRATING KNOWLEDGE AND IDEAS

#### 1. ANALYZING INFORMATION

How does the information in the biographical feature about Empress Ci Xi support and enhance the argument offered in the text that China was suffering from an "internal crisis"?

2. **ASSESSING** How does the information in the "Mounting Pressures" and the "Internal Crisis" section work together to reinforce the argument proposed at the outset of this section that China was witnessing an "Advance of Imperialism"?

### DETERMINING MEANING

Read the paragraph that contains the phrase **spheres of influence**. Which words in the paragraph give context clues about the meaning of *spheres of influence*?

## EFFORTS AT REFORM

By the late 1870s, the Qing dynasty was in decline. Unable to restore order themselves, government troops had relied on forces recruited by regional warlords to help fight the Tai Ping Rebellion. To finance their armies, the warlords had collected taxes from local people. After the revolt, many of these warlords kept their armies.

In its weakened state, the Qing court finally began to listen to the appeals of reform-minded officials. The reformers called for a new policy they called "**self-strengthening**." That is, China should adopt Western technology but keep its Confucian values and institutions.

Some reformers wanted to change China's traditional political institutions by introducing democracy. However, such ideas were too radical for most reformers. During the last quarter of the nineteenth century, the Chinese government tried to modernize China's military forces and build up industry without touching the basic elements of Chinese civilization. Railroads, weapons factories, and shipyards were built. However, the Chinese value system remained unchanged.

### ✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** What factors influenced the decline of the Qing Empire?
2. **EXPLAINING CAUSE AND EFFECT** How did the Opium War contribute to the long term decline of Chinese power?
3. **INTERPRETING** What concerns did the Qing dynasty have about contact with foreign nations?

## THE ADVANCE OF IMPERIALISM

**GUIDING QUESTION** *Why were spheres of influence established in China?*

In the end, however, the changes did not help the Qing stay in power. The European advance into China continued during the last two decades of the nineteenth century. Internal conditions also continued to deteriorate.

## MOUNTING PRESSURES

In the north and northeast, Russia took advantage of the Qing dynasty's weakness to force China to give up territories north of the Amur River in Siberia. In Tibet, a struggle between Russia and Great Britain kept both powers from seizing the territory outright. This allowed Tibet to become free from Chinese influence.

Even more ominous changes were taking place in the Chinese heartland. European states began to create **spheres of influence**, areas in which the imperial powers had **exclusive** trading rights. After the Tai Ping Rebellion, warlords in the provinces began to negotiate directly with foreign nations. In return for money, the warlords granted these nations exclusive trading rights or railroad-building and mining privileges. In this way, Britain, France, Germany, Russia, and Japan all established spheres of influence in China.



In 1894, another blow furthered the disintegration of the Qing dynasty. The Chinese went to war with Japan over Japanese inroads into Korea, a land that the Chinese had controlled for a long time. The Chinese were soundly defeated. Japan demanded and received the island of Taiwan and the Liaodong (LYOW • DOONG) Peninsula. Fearing Japan's growing power, however, the European powers forced Japan to give the Liaodong Peninsula back to China.

New pressures for Chinese territory soon arose. In 1897, Chinese rioters murdered two German missionaries. Germany used this incident as a pretext to demand territories in the Shandong (SHON • DOONG) Peninsula. When the Chinese government approved the demand, other European nations made new claims on Chinese territory.

## INTERNAL CRISIS

This latest scramble for territory took place at a time of internal crisis in China. In June 1898, the young emperor Guang Xu (GWANG SHYOO) launched a massive reform program based on changes in Japan. During the following weeks, known as the One Hundred Days of Reform, the emperor issued edicts calling for major political, administrative, and education reforms. With these reforms, Guang Xu intended to modernize government bureaucracy by following Western models; to adopt a new education system that would replace the traditional civil service examinations; and to adopt Western-style schools, banks, and a free press. Guang Xu also intended to train the military to use modern weapons and Western fighting techniques.

Many conservatives at court, however, opposed these reforms. They saw little advantage in copying the West. As one said, "An examination of the causes of success and failure in government reveals that . . . the adoption of foreignism leads to disorder." According to this conservative, traditional Chinese rules needed to be reformed and not rejected in favor of Western changes.

Most important, Empress Dowager Ci Xi (TSUH • SEE), the emperor's aunt, opposed the new reform program. Ci Xi became a dominant force at court and opposed the emperor's reforms. With the aid of the imperial army, she eventually imprisoned the emperor. Other supporters of the reforms were imprisoned, exiled, or prosecuted. These actions ended Guang Xu's reforms. Although Guang Xu's efforts aroused popular sympathy, they had limited support within Chinese society overall.

## ✓ CHECKING FOR UNDERSTANDING

- 1. INTERPRETING** Why were spheres of influence established in China?
- 2. EXPLAINING CAUSE AND EFFECT** What role did foreign countries play in causing internal crises in China? How did spheres of influence change the Qing's authority within their own borders?
- 3. UNDERSTANDING CONTEXT** Why might conservatives in the Qing Dynasty oppose adopting Western reforms such as Western approaches to education, banking, and the military?

## BIOGRAPHY



### CI XI (1835–1908)

Though never the official ruler of China, Ci Xi was the power behind the throne for 47 years. Ci Xi was appointed regent when her son, the emperor's only heir, became emperor at age six. After her son died, she ruled for her three-year-old nephew, Guang Xu. Ci Xi officially retired when Guang Xu came of age. Later, however, when he tried to institute reforms, Ci Xi had him imprisoned and resumed the regency. In 1899 she supported the Boxer Rebellion, which ultimately failed, and fled Beijing after China's defeat. She did not return to Beijing until 1902.

**DRAWING CONCLUSIONS** How did Ci Xi acquire and maintain power in a political system dominated by men?

# RESPONSES TO IMPERIALISM

## ANALYZING KEY IDEAS AND DETAILS

### 1. DETERMINING CENTRAL IDEAS

**IDEAS** What is the central idea of this section? How is this idea presented and developed?

### 2. SUMMARIZING

In your own words, write a brief summary of this section.

## ANALYZING PRIMARY SOURCES

### DETERMINING CENTRAL IDEAS:

This note was sent to the other great powers with economic interests in China. What does this suggest about Hay's central idea and intentions in this excerpt?

*This photograph, from around 1901, shows Chinese men who took part in the Boxer Rebellion. They were captured and imprisoned by the American forces at Tientsin, China.*

### CONSTRUCTING HYPOTHESES

Why do you think the foreign response to the Boxer Rebellion was "immediate and overwhelming"?



## GUIDING QUESTION What were the responses to imperialism in China?

As foreign pressure on the Qing dynasty grew stronger, both Great Britain and the United States feared that other nations would overrun the country should the Chinese government collapse.

## OPENING THE DOOR TO CHINA

In 1899, U.S. secretary of state John Hay wrote a note to Britain, Russia, Germany, France, Italy, and Japan. Hay presented a proposal that ensured equal access to the Chinese market for all nations and preserved the unity of the Chinese empire. When none of the other imperialist governments expressed opposition to the idea, Hay proclaimed that all major states with economic interests in China had agreed that the country should have an Open Door policy.

“Earnestly desirous to remove any cause of irritation and to insure at the same time to the commerce of all nations in China the undoubted benefits which should accrue from a formal recognition by the various powers claiming ‘spheres of interest’ that they shall enjoy perfect equality of treatment for their commerce and navigation within such ‘spheres,’ the Government of the United States would be pleased to see His German Majesty’s Government give formal Assurances, and lend its cooperation in securing like assurances from the other interested powers, that each, within its respective sphere of whatever influence.

First. Will in no way interfere with any treaty port or any vested interest within any so-called ‘sphere of interest’ or leased territory it may have in China.”

—U.S. Secretary of State John Hay, “First Open Door Note” (1899)

In part, the **Open Door policy** reflected American concern for the survival of China. However, it also reflected the interests of some U.S. trading companies. These companies wanted to operate in open markets and disliked the existing division of China into separate spheres of influence dominated by individual countries.

The Open Door policy did not end the system of spheres of influence. However, it did reduce restrictions on foreign imports imposed by the dominating power within each sphere. The Open Door policy also helped reduce imperialist hysteria over access to the China market. The policy lessened fears in Britain, France, Germany, and Russia that other powers would take advantage of China’s weakness and attempt to dominate the China market for themselves.

## THE BOXER REBELLION

The Open Door policy came too late to stop an uprising known as the Boxer Rebellion. “Boxer” was the popular name given to members of a secret organization called the Society of Harmonious Fists. Members of this group practiced a system of exercise—a form of shadowboxing, or boxing with an imaginary opponent—that they thought would protect them from bullets.



## FREE TRADE AGREEMENTS

Modern-day international trade agreements like the Association of Southeast Asian Nations (ASEAN), and the proposed Trans Pacific Partnership (TPP) establish specific trading rules between the member states. Non-members follow different rules and pay different tariffs. These trade deals are popular for some because they increase the flow of trade between member nations. Critics argue that these deals drive down wages and flood home markets with cheaper goods from other countries. Some have argued for doing away with these trade agreements, while others hope to find a more balanced approach.

**EVALUATING:** In what way are criticisms of modern free trade agreements similar to criticisms of trade relations with foreign powers expressed by some in nineteenth-century Chinese society?

The Boxers were upset by economic distress and the foreign takeover of Chinese lands. Viewing foreign governments and their people as responsible for the problems in Chinese society, their ultimate goal was to push all foreigners out of China. Their slogan was “Support the Qing government and destroy the foreigner.” They especially disliked Christian missionaries and Chinese converts to Christianity who seemed to threaten Chinese traditions. At the beginning of 1900, Boxer bands roamed the countryside and slaughtered foreign missionaries and Chinese Christians. Foreign business people and the German envoy to Beijing were also victims.

Response to the killings from foreign governments was immediate and overwhelming. An allied army consisting of 20,000 British, French, German, Russian, American, and Japanese troops attacked Beijing in August 1900. The army restored order and demanded more concessions from the Chinese government. The Chinese government was forced to pay a heavy **indemnity** to the powers that had crushed the uprising. The imperial government was now weaker than ever.

### ✓ CHECKING FOR UNDERSTANDING

- 1. ANALYZING CHANGE** What were the responses to imperialism in China?
- 2. DRAWING CONCLUSIONS** Did the Boxer Rebellions lead to any reduction in the foreign presence in China? Explain your answer.
- 3. RELATING EVENTS** What did John Hay and the U.S. government hope that the Open Door Policy would accomplish?

## LESSON 1 REVIEW

### Time and Place

- 1. ANALYZING CHANGE** What changes took place in China during this period that led to the decline of the Qing dynasty?

### Building History-Social Science Skills

- 2. UNDERSTANDING CHANGE** How did losing the Opium war change how China interacted with other nations?
- 3. IDENTIFYING CAUSES** What was the policy of “self-strengthening”? Did it succeed? Why or why not?
- 4. IDENTIFYING CONNECTIONS** What were some issues that emerged from the establishment of spheres of influence? How did the Open Door Policy intend to fix these problems?

### Writing About History

- 5. INFORMATIVE WRITING** Write an informative essay explaining how the events of the nineteenth century changed China, and how these problems may relate to contemporary political issues in the world today. You must cite specific people, places, and events in your response.

### Collaborating

- 6. COLLABORATING** In a small group, discuss the consequences behind industrializing or not industrializing for a state such as China. Discuss the following: What are the costs of industrializing? What are the benefits? How do these costs and benefits for China differ from those faced by European states?

## Ode for Youth

by An Unknown Member of the Tai Ping Rebellion

**PURPOSE:** To understand how the Tai Ping rebellion incorporated many ideas from Christianity and traditional Chinese ideas into their movement to overthrow the Qing dynasty

**BACKGROUND INFORMATION** The Tai Ping rebellion was led by Hong Xiuquan (hung she-o chew-on), a convert to Christianity, who believed he was Jesus Christ's younger brother. Xiuquan was a leader and founder of an organization called the "God Worshipping Society." Members of this group adopted a kind of Christianity. They declared a "Tai Ping Heavenly Kingdom" with Hong Xiuquan as their king. The Tai Ping rebellion lasted fourteen years (1850-1864), and even though the Tai Ping lost, they had numerous victories over Qing forces. At times, the Tai Ping occupied the city of Nanjing, and they almost captured the Qing's capital in Beijing. By the early 1860s, however, the Tai Ping rebels were nearing defeat. The final blow came in the form of Hong Xiuquan's death on June 1, 1864.

### Explore the Text

**The Scene:** In the southern Chinese province of Guanxi, a new religious sect is growing called the God Worshipping Society. This new religious sect is rooted in a rough interpretation of Christianity. With China in seeming decline, the sect is attracting large numbers of converts and gobbling up territory at a frightening rate.

**Key Historical Actors:** The author of this poem is unknown, but he was clearly familiar with the Tai Ping Rebellion and its fundamental principles governing family relationships. Hong Xiuquan was the leader of the Tai Ping rebellion, and he believed that members of the Qing dynasty were demons. Hong Xiuquan thought that it was his duty to rid them from China. During this period, the Qing dynasty was trying to manage the growing influence of the Western powers in China.

**Key Ideas:** The text demonstrates the influence of Christianity but also of traditional Chinese culture on the ideas of the Tai Ping Rebellion. This text highlights the importance of traditional family roles for the Tai Ping rebels. While the Tai Ping wished to overthrow the Qing dynasty, they did not wish to end traditional ideas about the role of women in Chinese society.



### On Reverence For Parents

As grain is stored against a day of need,  
So men bring up children to tend their old age.  
A filial son begets filial children;  
The reward here is truly wonderful.

### On The Fathers' Way

When the ridgepole is straight, nothing will be irregular below;  
When the father is strict, the Way will be formed.  
Let him not provoke his children to wrath,  
And the whole dwelling will be filled with harmony.

### On The Mothers' Way

Mothers, beware of partiality<sup>1</sup>;  
Tenderly instruct your children in virtue.  
When a mother's demeanor<sup>2</sup> is worthy of her daughter-in-law's imitation,  
The happy feeling will reach high heaven.

### On The Sons' Way

Sons, be patterns to your wives;  
Obedience to parents is your natural duty.  
To the tattle of women never listen,  
And you will not be estranged from your own flesh.

### DETERMINING CENTRAL IDEAS

What does the central idea of this passage suggest about the author's attitude about the roles people should play in their families?

### DETERMINING MEANING

Read the text of the section that contains the phrase **dwelling**. Which words in the section give context clues about the meaning of *dwelling*?

<sup>1</sup>**partiality**: unfair bias or favoritism

<sup>2</sup>**demeanor**: behavior



## CITING TEXT EVIDENCE

Cite evidence from the text that shows that the author expected to be subservient to men.

### On The Daughters-In-Law's Way

You who are married into other families,  
Be gentle and yielding, and your duty will be fulfilled.  
Do not quarrel with your sisters-in-law  
Or quarrel and vex<sup>3</sup> the father-in-law and mother-in-law.

### On The Elder Brothers' Way

Elder brothers, instruct your younger brothers;  
Remember always your common parentage.  
Should the younger brother commit some trifling fault,  
Bear with it and be indulgent<sup>4</sup>.

### On The Younger Brothers' Way

That there should be old and young is ordered by Heaven;  
The way to follow elder brothers lies in respect.  
When younger brothers understand Heaven's manifest principles,  
Happiness and honor will be their portion.

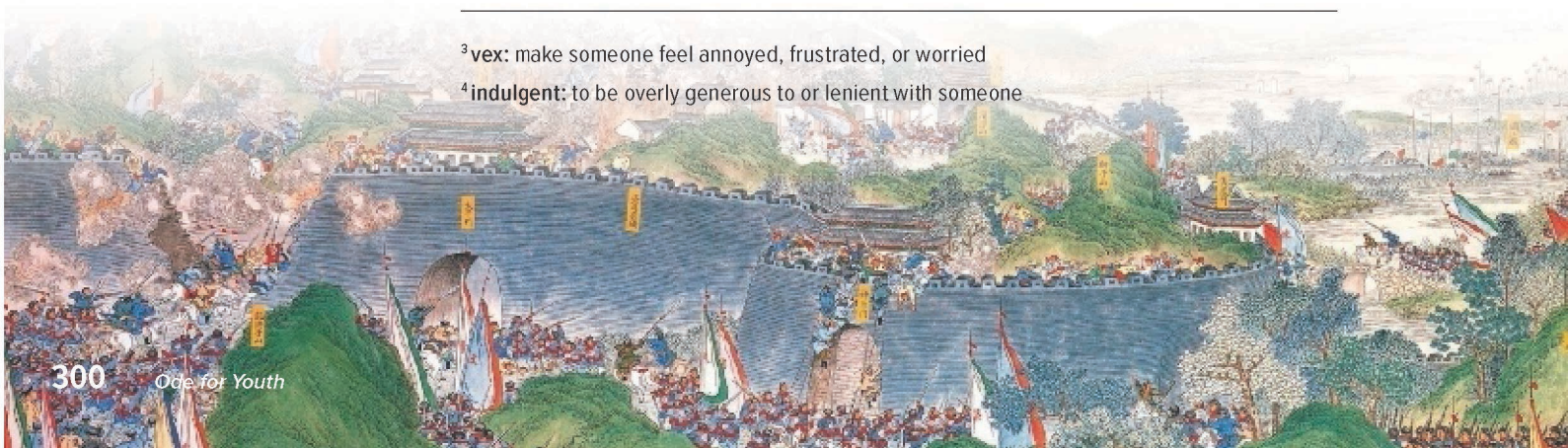
### On The Elder Sisters' Way

Elder sisters, instruct your younger brothers and sisters;  
Refine the good that you may turn to Heaven.  
Should there be reason to return to your parents' home,  
Gather the younger ones and tell them what is wrong and right.

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<sup>3</sup>vex: make someone feel annoyed, frustrated, or worried

<sup>4</sup>indulgent: to be overly generous to or lenient with someone





### On The Younger Sisters' Way

Girls, obey your elder brothers and sisters;  
By obliging and avoid a high display.  
With careful diligence cultivate the upright,  
And mind and keep the Ten Heavenly Commandments.

### On The Husbands' Way

The husband's way is based on firmness;  
Love for a wife should be qualified by prudence.  
And should the lioness east of the river roar,  
Let not the heart be filled with terror.

### On The Wives' Way

The wife's way lies in the three obediences;  
Do not disobey your husband.  
If hens crow in the morning,  
There will be self-sought misery for the family  
—From *Tai Ping Rebellion: History and Documents*, by Franz Michael and  
Chung-Li Chang (Seattle: University of Washington Press, 1971).

### EVALUATING TEXT EVIDENCE

What can we conclude about the fact that the poem's reference to family roles and relationships appears to borrow from the ancient and influential Chinese philosophers, like Confucius?

### ANALYZING TEXT PRESENTATION

How does the text present information about family roles in Chinese society? Do you find the text's organization clear and logical?

### Text-Based Discussion:

- 1. IDENTIFYING CONNECTIONS** What are some larger changes occurring in China during this period that are reflected in the *Tai Ping Rebellion*?
- 2. SUMMARIZING** In a few sentences, summarize the key points within the passage.
- 3. ANALYZING POINTS OF VIEW** Based on the text, what can you determine about the author[s] point of view?
- 4. COMPARING AND CONTRASTING** List similarities and differences between the *Tai Ping* and the Boxer Rebellions.
- 5. ANALYZING CHANGE** Based on this text, can we infer that the influence of western ideas in China helped women obtain greater rights during this period?

## ESSENTIAL QUESTIONS

- How can new ideas accelerate economic and political change?
- How do cultures influence each other?

# THE STORY BEGINS...

Sun Yat-Sen became a central figure in the post-Qin Dynasty Chinese republic. ►

## LESSON 2

# Revolution in China

After the failure of the Boxer Rebellion in China, the Qing Dynasty made a desperate move to institute reforms. These reforms came far too late. When the Empress Ci Xi died in 1908, the country slipped into a period of revolution. The Qing Dynasty finally collapsed in early 1912, and China fell into civil war. The general Sun Yat-Sen and his Nationalist Party fought to turn China into a republic. A few years later he wrote the following words about his country's future:

“China therefore needs a republican government just as a boy needs school. As a schoolboy must have good teachers and helpful friends, so the Chinese people, being for the first time under republican rule, must have a farsighted revolutionary government for their training. This calls for the period of political tutelage, which is a necessary transitional stage from monarchy to republicanism.”

—Sun Yat-Sen, *“The Three Stages of Revolution,”* 1918

Sun Yat-Sen's support for representative government demonstrated the growing influence of Western ideas in China and set the stage for a period of traumatic modernization.



PHOTO: Art Collection 2/Alamy Stock Photo; TEXT: Yat-Sen, Sun, 1918. Selections From a Program of National Reconstruction: "The Three Stages of Revolution". Quoted by de Bary, Win. Theodore and Lufano, Richard. 2000. In Sources of Chinese Tradition, Second Edition, Volume II - From 1600 Through the Twentieth Century. New York: Columbia University Press.



The Chinese Civil War	
Causes	Key Figures

## ANALYZING KEY IDEAS AND DETAILS

**DESCRIBING** Read closely to identify causes and key figures that contributed to the Chinese Civil War. Record each cause in a graphic organizer similar to this one.

# THE FALL OF THE QING

**GUIDING QUESTION** *What led to the fall of the Qing dynasty?*

After the Boxer Rebellion, the Qing dynasty in China tried desperately to reform itself. Ci Xi, who had long resisted suggestions from her advisers for change, now embraced a number of reforms.

A new education system based on the Western model was adopted, and the civil service examination system was dropped. In 1909 legislative assemblies were formed at the **provincial**, or local, level. Elections for a national assembly were held in 1910.

The emerging new elite, composed of merchants, professionals, and reform-minded gentry, soon became impatient with the slow pace of political change. They were angry when they discovered that the new assemblies were not allowed to pass laws but could only give advice to the ruler. Moreover, the recent reforms had done nothing for the peasants, artisans, and miners, whose living conditions were getting worse as taxes increased. Unrest grew in the countryside as the dynasty continued to ignore deep-seated resentments.

## THE RISE OF SUN YAT-SEN

The first signs of revolution appeared during the 1890s when the young radical Sun Yat-sen formed the Revive China Society.

Sun Yat-sen believed that the Qing dynasty was in a state of decay and could no longer govern the country. Unless the Chinese were united under a strong government, they would remain at the mercy of other countries. Although Sun believed that China should follow the pattern of Western countries, he also knew that the Chinese people were hardly ready for democracy.

Sun instead developed a three-stage reform process. The first stage would be a military takeover. In the second stage, a transitional **phase**, Sun's own revolutionary party would prepare the people for democratic rule. The final stage called for establishment of a constitutional democracy.

At a convention in Tokyo in 1905, Sun united members of radical groups from across China and formed the Revolutionary Alliance, which eventually became the Nationalist Party. In presenting his program, Sun Yat-sen called for the following changes:

## ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What is the central idea of this section? Describe how the section presents and advances this idea.
- 2. SUMMARIZING** In your own words, summarize this section.

## DETERMINING MEANING

In order to understand the word **provincial**, consider its similarity to the word *province*, which refers to a district or region in a country. How does knowing the meaning of *province* help a reader determine the meaning of *provincial*?

## DETERMINING MEANING

Read the text of the paragraph that contains the word **phase**. Which words in the paragraph provide context clues you can use to determine the meaning of *phase*?

“Establish the Republic: Now our revolution is based on equality, in order to establish a republican government. All our people are equal and all enjoy political rights. . . . Equalize land ownership: The good fortune of civilization is to be shared equally by all the people of the nation. . . . Its [the land’s] present price shall be received by the owner . . . after the revolution [it] shall belong to the state.”

— quoted in *Sources of Chinese Tradition*, 1960

Sun’s new organization advocated his Three People’s Principles, which promoted nationalism, democracy, and the right for people to pursue their own livelihoods. Although the new organization was small, it benefited from the rising discontent generated by the Qing dynasty’s failure to improve conditions in China.

## BIOGRAPHY

### SUN YAT-SEN (1866–1925)

#### Chinese Revolutionary

Sun Yat-sen was the leader of the revolutionary movement that overthrew the Qing dynasty. Sun was born to a peasant family in the south and was educated in Hawaii. He returned to China to practice medicine but soon began to use his earnings to finance revolutionary activities.

A failed rebellion forced Sun to flee to Japan and later to the United States and London. He raised money and recruited Chinese exiles to carry out his revolutionary plans. After the Qing government collapsed in 1911, he returned to China. Sun decided to back General Yuan Shigai as president in 1912. He was afraid that more fighting would only lead to chaos and foreign intervention.

Sun never realized his dream of leading a new Chinese republic, but both the Republic of China on Taiwan and the People’s Republic of China honor him as the founder of modern China.

1. **IDENTIFYING CONNECTIONS** How do Sun Yat-sen’s western education and embrace of liberal ideals reflect larger changes in China at the turn of the twentieth century?
2. **ANALYZING IDEAS** Why do you think both the Republic of China on Taiwan and the People’s Republic of China honor Sun Yat-sen?



## THINKING LIKE A HISTORIAN

### CLASSIFICATION AND REVOLUTIONS

Historians look for general characteristics and particular patterns to classify events. Political revolutions are important phenomena that historians analyze. For example, a historian might classify one event as a revolution while another as an uprising. The author of this textbook notes that “the events of 1911 were less a revolution than a collapse of the old order.” In other words, the revolution of 1911 was not really a revolution. Think about other revolutions you have learned about in your textbook and why this might be so.

## THE REVOLUTION OF 1911

The Qing dynasty was near its end. In 1908, Empress Dowager Ci Xi died. Her nephew Guang Xu, a prisoner in the palace, died one day before his aunt. The throne was now occupied by China’s “last emperor,” the infant Henry Pu Yi.

In October 1911, followers of Sun Yat-sen launched an uprising in central China. At the time, Sun was traveling in the United States. Thus, the revolt had no leader, but the government was too weak to react. The Qing dynasty collapsed, opening the way for new political forces.

Sun’s party had neither the military nor the political strength to form a new government. The party was forced to turn to a member of the old order, General Yuan Shigai (YOO • AHN SHUR • GIE), who controlled the army.



Yuan was a prominent figure in military circles. He had been placed in charge of the imperial army sent to suppress the rebellion. However, he abandoned the government and negotiated with members of Sun Yat-sen's party. General Yuan agreed to serve as president of a new Chinese republic and to allow the election of a legislature. Sun arrived in China in January 1912, after reading about the revolution in a Denver, Colorado newspaper. He and Yuan exchanged telegrams:

“I beg to call the attention of Premier Yuan in Peking to the fact that when I reached Shanghai two days ago my comrade entrusted me with the responsibility of organizing a provisional government. . . . Although I have accepted this position for the time being, it is actually waiting for you, and my offer will eventually be made clear to the World. I hope that you will decide to accept this offer.”

—telegram from Sun Yat-sen to Yuan Shigai, January 1, 1911,  
quoted in *The Political History of China, 1840–1928*

“I have received your telegram of the first. The choice between monarchism and republicanism in the political system is to be decided by public opinion and there is no way to predict what the decision will be. I dare not participate in the provisional government. You have been kind to offer me such great honor, but I am sorry to say that I dare not accept it; I hope I shall be excused from doing so.”

—telegram from Yuan Shigai to Sun Yat-sen, January 2, 1911,  
quoted in *The Political History of China, 1840–1928*

In the eyes of Sun Yat-sen's party, the events of 1911 were a glorious revolution that ended 2,000 years of imperial rule. However, the 1911 uprising was hardly a revolution. It produced no new political or social order. Sun Yat-sen and his followers still had much to accomplish.

The Revolutionary Alliance was supported mainly by an emerging urban middle class, and its program was based largely on Western liberal democratic principles. However, the urban middle class in China was too small to support a new political order. Most of the Chinese people still lived on the land, and few peasants supported Sun Yat-sen's party. In effect, then, the events of 1911 were less a revolution than a collapse of the old order.

## AN ERA OF CIVIL WAR

After the collapse of the Qing dynasty, the military took over. Sun Yat-sen and his colleagues had accepted General Yuan Shigai as president of the new Chinese republic in 1911 because they lacked the military force to compete with his control over the army. Many feared that if the revolt lapsed into chaos, the Western powers would intervene. If that happened, the last shreds of Chinese independence would be lost. However, even the general's new allies distrusted his **motives**.

Yuan understood little of the new ideas sweeping into China from the West. He ruled in a traditional manner and even tried to set up a new imperial dynasty. The reformers hated Yuan for using murder and terror to destroy the new democratic institutions. The traditionalists hated Yuan for being disloyal to the dynasty he had served.

### ANALYZING PRIMARY SOURCES

1. **SUMMARIZING** In your own words, summarize the excerpts from the telegrams between Yuan Shigai and Sun Yat-sen.
2. **EXPLAINING CAUSES** What do you believe led Yuan Shigai to refuse Sun Yat-sen's offer?

### DETERMINING MEANING

Read the sentences before and after the sentence that contains the word **motives**. How do these sentences help you determine the meaning of *motive*?

Yuan's dictatorial efforts rapidly led to clashes with Sun's party, now renamed the *Guomindang*, or Nationalist Party. When Yuan dissolved the new parliament, the Nationalists launched a rebellion. The rebellion failed, and Sun Yat-sen fled to Japan.

Yuan was strong enough to brush off the challenge from the revolutionary forces, but he could not turn back history. He died in 1916 and was succeeded by one of his officers. Over the next several years, China slipped into civil war as the power of the central government disintegrated and military warlords seized power in the provinces. Their soldiers caused massive destruction throughout China.

### ✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** What led to the fall of the Qing dynasty?
2. **EXPLAINING CAUSES** Why did Yuan Shigai's inauguration as president of China in 1911 lead to a Civil War?
3. **INTERPRETING** In the provisional government, why did Sun Yat-sen ask Yuan Shigai to serve as president, instead of taking on the job himself?

## CULTURAL CHANGES

### UNDERSTANDING CRAFT AND STRUCTURE

#### 1. ANALYZING TEXT

**PRESENTATION** How does the section organize information about social and cultural changes taking place in China? Do you find this structuring of the information effective?

#### 2. DETERMINING MEANING

According to the text, Chinese society and culture were "in transition." What does it mean to be in *transition*?

**GUIDING QUESTION** How did Western influences change Chinese society and culture?

Western influences forced the Chinese to adapt to new ways of thinking and living. Early twentieth-century Chinese culture reflected the struggle between Confucian social ideas and those of the West.

*As part of the changes to the Chinese economy, trade increased between China and the West, as shown in this circa 1900 photograph of the New Market in Hong Kong.*

**INTERPRETING** Name an aspect from this image that shows the Western influence in Chinese society.





## SOCIETY IN TRANSITION

When European traders began to move into China in greater numbers in the mid-1800s, Chinese society was in a state of transition. The growth of industry and trade was especially noticeable in the cities, where a national market for **commodities** such as oil, copper, salt, and tea had appeared.

The Chinese economy had never been more productive. Faster and more reliable transportation and a better system of money and banking had begun to create the foundation for a money economy. Foreign investments in China grew rapidly, and the money went into modernizing the Chinese economy. New crops brought in from abroad increased food production and encouraged population growth.

The coming of Westerners to China affected the Chinese economy in three ways. Westerners introduced modern means of transportation and communications, created an export market, and integrated the Chinese market into the nineteenth-century world economy.

To some, these changes were beneficial. Shaking China out of its old ways quickened a process of change that had already begun. Western influences forced the Chinese to adopt new ways of thinking and acting, and Western ideas stimulated the desire to modernize. Westerners also provided something else to the Chinese. They gave them a model, funds, and the technical knowledge to modernize.

At the same time, China paid a heavy price for these new ways of living and conducting business. Imperialism imposed a state of dependence on China, and many Chinese were exploited. Imperialism condemned the country to a condition of underdevelopment. Its local industry was largely destroyed. Also, many of the profits in the new economy went to foreign countries rather than back into the Chinese economy.

## THE PACE OF CHANGE QUICKENS

During the first quarter of the twentieth century, the pace of change in China quickened even more. After World War I, which temporarily drew foreign investment out of the country, Chinese businesspeople began to develop new ventures. Shanghai became the bastion of the new bourgeoisie. People lived in Shanghai at the same rhythm they lived in other modern cities. Wuhan, Tianjin, and Guangzhou also became major industrial and commercial centers with a growing middle class and an industrial working class.

In 1800 daily life in China was the same as it had been for centuries. Most Chinese were farmers, living in one of thousands of villages near rice fields and on hillsides throughout the countryside. A farmer's life was governed by the harvest cycle, village custom, and family ritual. A few men were educated in the Confucian classics. Women worked in the home or worked out in the fields. All children were expected to obey their parents, and wives were expected to submit to the wishes of their husbands.

A visitor to China 125 years later would have seen a different society, although it would still have been recognizably Chinese. The changes were most striking in the cities, among the urban middle class. Here the educated and wealthy had been visibly affected by the growing Western cultural presence. Confucian social ideas were declining rapidly in influence.

## DETERMINING MEANING

Read the paragraph that contains the word **commodities**. Which words in the paragraph provide context clues you can use to determine the meaning of *commodities*?

## MAKING CONNECTIONS TO TODAY

### SHIFTS IN THE GLOBAL MARKETPLACE

Prior to the Industrial Revolution China, along with India, accounted for nearly half the world's manufacturing. In the year 1900, however, China was in a state of rapid decline and was losing control of its economy to Western Powers. Over a century later, China is in a very different situation. It is now a global center of manufacturing, producing electronics, clothing, plastics, and other consumer and industrial goods. It has a manufacturing output of over \$1.5 trillion per year and its economy is steadily outpacing every other economy on the planet. Today, its contributions to the global economy are projected to surpass that of the U.S. in 2018. The center of the world economy that shifted to Europe and North America after the Industrial Revolution is slowly shifting back to Asia.

**1. DETERMINING CENTRAL IDEAS** What does the central idea of this passage indicate about the changes in the world economy since 1900?

**2. EVALUATING ARGUMENTS** It could be inferred that China's great size is a major contributor to its rise in economic power. Does this passage or the text provide sufficient evidence to support this inference?

## CULTURE IN TRANSITION

Nowhere in China was the struggle between old and new more visible than in the culture. Radical reformers wanted to eliminate traditional culture, condemning it as an instrument of oppression. They were interested in creating a new China that would be respected by the modern world.

The first changes in traditional culture came in the late nineteenth century. Intellectuals began to introduce Western books, art, and ideas to China. Soon, China was flooded by Western culture as intellectuals called for a new culture based on that of the modern West.

Western literature and art became popular in China, especially among the urban middle class. Traditional culture, however, remained popular, especially in rural areas. Most creative artists followed foreign trends, while traditionalists held on to Chinese culture. Literature in particular was influenced by foreign ideas. Western novels and short stories began to attract a larger audience. Although most Chinese novels written after World War I dealt with Chinese subjects, they reflected the Western tendency toward a realistic portrayal of society. Often, they dealt with the new Westernized middle class. Most of China's modern authors showed a clear contempt for the past.

Ba Jin, the author of numerous novels and short stories, was one of China's foremost writers of the twentieth century. Born in 1904, Ba Jin was well attuned to the rigors and expected obedience of Chinese family life. In his trilogy, *Family, Spring, and Autumn*, he describes the disintegration of traditional Confucian ways as the younger members of a family attempt to break away from their elders.

### CHECKING FOR UNDERSTANDING

- 1. ANALYZING CHANGE** How did Western influences change Chinese society and culture?
- 2. SUMMARIZING** What intellectual and cultural innovations took place in China following the revolution?
- 3. EVALUATING** How did Western ideas and institutions help or hurt the Chinese economy? Be specific.

## LESSON 2 REVIEW

### Time and Place

- 1. IDENTIFYING EFFECTS** Identify one significant effect of reforms taking place in China at the end of the Qing dynasty.

### Building History-Social Science Analysis Skills

- 2. INFERRING** Analyze the telegrams between Sun Yat-sen and Yuan Shigai. Do you think Sun Yat-sen and Yuan Shigai shared the same motives for their support of the provisional government in 1911? Why or why not?
- 3. EVALUATING** How did interactions with the West change Chinese literature? Can you find any parallels between how international relations changed Chinese culture and how similar forces affect popular culture in the present?

- 4. COMPARING AND CONTRASTING** Compare and contrast the beliefs Yuan Shigai and Sun Yat-sen held about the type of government China should adopt after the Revolution of 1811.

### Writing About History

- 5. EXPLANATORY WRITING** Write an essay explaining how the Revolution of 1911 resulted in a civil war. Be sure to cite specific people, events, and ideas from this section in your response.

### Collaborating

- 6. INTEGRATING INFORMATION** With a partner, discuss the changes that took place in China during the nineteenth century. Take turns listing examples of how these changes affected not only their government but also their economy and culture.



## ESSENTIAL QUESTIONS

- How can new ideas accelerate economic and political change?
- How do cultures influence each other?

# THE STORY BEGINS...

## LESSON 3

# The Rise of Modern Japan

In the early 1600s, Japan isolated itself from the rest of the world in a policy known as *Sakoku*. No one, especially Westerners, could enter and no Japanese could leave. Japan's rulers were determined to protect their country from what they saw as harmful outside influences. By the mid-1800s this policy proved impossible to maintain. As with China, Western powers pressured the Japanese to open their country and their markets. On July 8th, 1853, four American warships appeared outside the capital, Tokyo, in a display of strength that forced Japan to open itself to trade with the West. Recognizing the futility of resistance, a Japanese Lord said the following:

“We must construct new steamships, especially powerful warships, and these we will load with goods not needed in Japan. For a time we will have to employ Dutchmen as masters and mariners, but we will put on board with them Japanese of ability and integrity who must study the use of large guns, the handling of ships, and the rules of navigation. Openly these will be called merchant vessels, but they will in fact have the secret purpose of training a navy. As we increase the number of ships and our mastery of technique, Japanese will be able to sail the oceans freely and gain direct knowledge of conditions abroad without relying on the secret reports of the Dutch. Thus we will eventually complete the organization of a navy.”

—*Observations of Ii Naosuke, Lord (daimyo) of Hakone, 1853*

Japan opened itself to trade and eagerly pursued a modernization program. Naosuke was unaware, but his suggestions would lead to a transformation of Japanese society.

*In the last quarter of the nineteenth century, the Japanese rapidly adopted western industrial and military technologies. ►*



Important Changes in Japan, 1853-1914		
Political	Cultural	Military

## ANALYZING KEY IDEAS AND DETAILS

**CITING TEXT EVIDENCE** Read closely to identify important cultural, political, and technological changes taking place in Japan. Record each change in a graphic organizer such as this one.

# JAPAN RESPONDS TO FOREIGN PRESSURE

## UNDERSTANDING CRAFT AND STRUCTURE

### 1. ANALYZING TEXT PRESENTATION

Analyze how the text describes Japan's response to foreign pressures. What are some key events listed in the text?

### 2. DETERMINING MEANING

The text states, "His forces **collapsed**, ending the shogunate system." What does the word *collapsed* mean in this context?

**GUIDING QUESTION** *How did Japan respond to foreign pressure to end its isolationist policies?*

New technologies from western Europe spread across the world at a rapid pace. The Japanese followed the example of Western nations and made use of the new knowledge and technology to emerge as a modern imperialist power by the end of the nineteenth century. However, they also worked diligently to preserve Japanese values.

By 1800, the Tokugawa shogunate had ruled Japan for 200 years. It had kept an isolationist policy, allowing only Dutch and Chinese merchants at its port at Nagasaki. Western nations wanted to end Japan's isolation, believing that the expansion of trade on a global basis would benefit all nations.

The first foreign power to succeed with Japan was the United States. In the summer of 1853, Commodore Matthew Perry arrived in Edo Bay (now Tokyo Bay) with an American fleet of four warships. Perry brought a letter from President Millard Fillmore, asking the Japanese for better treatment of sailors shipwrecked on the Japanese islands. (Foreign sailors shipwrecked in Japan were treated as criminals and exhibited in public cages.) He also asked to open foreign relations between the United States and Japan. Perry returned about six months later for an answer, this time with a larger fleet. Some shogunate officials recommended **concessions**, or political compromises. The guns of Perry's ships ultimately made Japan's decision.

Under military pressure, Japan agreed to the Treaty of Kanagawa with the United States. The treaty provided for the return of shipwrecked American sailors, the opening of two Japanese ports to Western traders, and the establishment of a U.S. consulate in Japan. In 1858 a more detailed treaty called for the opening of several new ports to U.S. trade and residence. Japan soon signed similar treaties with several European nations.

Resistance to opening foreign relations was especially strong among the samurai warriors in two southern territories, Satsuma and Choshu. In 1863 the Sat-Cho alliance (from Satsuma-Choshu) forced the shogun to promise to end relations with the West. In 1868, when the shogun refused, the Sat-Cho leaders attacked the shogun's palace in Kyōto. His forces collapsed, ending the shogunate system and beginning the Meiji Restoration.

## DETERMINING MEANING

Read the paragraph that contains the word **concessions**. Which phrase in the paragraph provides context clues you can use to determine the meaning of *concessions*?



## ✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** How did Japan respond to foreign pressure to end its isolationist policies?
2. **IDENTIFYING CONNECTIONS** Why would western nations want Japan to end its isolation?
3. **UNDERSTANDING CHANGE** How did the guns of the U.S. Navy make “Japan’s decision” to open foreign relations with the United States?

## THE MEIJI RESTORATION

**GUIDING QUESTION** *How did the Meiji Restoration change Japan?*

The Sat-Cho leaders had genuinely mistrusted the West, but they soon realized that Japan must change to survive. The new leaders embarked on a policy of reform that transformed Japan into a modern industrial nation. The symbol of the new era was the young emperor Mutsuhito. He called his reign the Meiji (MAY • jee), or “Enlightened Rule.” This period has thus become known as the Meiji Restoration.

Of course, the Sat-Cho leaders controlled the Meiji ruler, just as the shogunate had controlled earlier emperors. In recognition of the real source of political power, the capital was moved from Kyōto to Edo (now named Tokyo), the location of the new leaders.

### TRANSFORMATION OF JAPANESE POLITICS

When in power, the new leaders moved to abolish the old order and to strengthen power in their hands. To undercut the power of the daimyo (the local nobles) the new leaders stripped them of their lands in 1871. In turn, the lords were named governors of the territories formerly under their control. The territories were now called **prefectures**.

The Meiji reformers set out to create a modern political system based on the Western model. During the next 20 years, the Meiji government carefully studied Western political systems. As the process evolved, two main factions appeared, the Liberals and the Progressives. The Liberals wanted political reform based on the Western liberal democratic model, which vested supreme authority in a parliament. The Progressives wanted power to be shared between the legislative and executive branches, with the executive branch having more control.

During the 1870s and 1880s, these factions fought for control. The Progressives won. The Meiji constitution, adopted in 1889, was modeled after that of Imperial Germany. It gave most authority to the executive branch.

In theory, the emperor exercised all executive authority, but in practice he was a figurehead. Real executive authority rested in the prime minister and his cabinet of ministers chosen by the Meiji leaders. The upper house included royal appointees and elected nobles, while the lower house was elected. The two houses were to have equal legislative powers.

The final result was a political system that was democratic in form but authoritarian in practice. Although modern in external appearance, it was still traditional because power remained in the hands of a ruling oligarchy (the Sat-Cho leaders). The system allowed the traditional ruling class to keep its influence and economic power.

## ANALYZING KEY IDEAS AND DETAILS

### 1. ANALYZING CENTRAL IDEAS

Explain how the central idea of this section explains the section’s title, “The Meiji Restoration”?

### 2. CITING TEXT EVIDENCE

Identify text evidence that supports the following claim made in this section: “The Meiji reformers set out to create a modern political system based on the Western model.”

## DETERMINING MEANING

The word **prefecture** has the same root as the word *prefect*. *Prefect* is a noun referring to the government official in charge of a local territory or region, similar to a governor in the United States. How might knowing the meaning of *prefect* help a person determine the meaning of *prefecture*?



Japanese artist Hiroshige III created this woodblock print of the Tokyo-Yokohama railway just years after the Meiji Restoration opened the door to Western trade and ideas.

**IDENTIFYING BIAS** Do you think the artist was biased in his depiction of the railway? Why or why not?



## MEIJI ECONOMICS

The Meiji leaders also set up a land reform program, which made the traditional lands of the daimyo the private property of the peasants. The daimyo were compensated with government bonds. The Meiji leaders then levied a new land tax, which was set at an annual rate of 3 percent of the estimated value of the land. The new tax was a great source of revenue for the government but a burden for farmers.

Under the old system, farmers had paid a fixed percentage of their harvest to the landowners. In bad harvest years, they had owed little or nothing. Under the new system, the farmers had to pay the land tax every year, regardless of the quality of the harvest. As a result, in bad years, many peasants were unable to pay their taxes. This forced them to sell their lands to wealthy neighbors and become tenant farmers who paid rent to the new owners. By the end of the nineteenth century, about 40 percent of all farmers were tenants.

With its budget needs met by the land tax, the government turned to the promotion of industry. The Meiji government gave **subsidies** to needy industries, provided training and foreign advisers, and improved transportation and communications. By 1890 the country had more than 1,400 miles of railroad and telegraph lines linked all major cities. These modernizations were aided by the spread of Western science and technology. Japan's industrial sector was beginning to grow. By 1900 key industries included tea, silk, weapons, and shipbuilding.

From the start, a unique feature of the Meiji model of industrial development was the close relationship between government and private business. The government encouraged new industries by giving businesspeople money and privileges. This process was aided by the adoption of a European-style banking system. After an industry was on its feet, it was turned over entirely to private ownership.

## MODERN INSTITUTIONS AND SOCIAL STRUCTURES

The Meiji reformers also transformed other institutions. A new imperial army based on compulsory military service was formed in 1871. All Japanese men now served for three years. The new army was well equipped with modern weapons.

Education also changed. The Meiji leaders realized the need for universal education. In 1871 a new ministry of education adopted the American model of elementary schools, secondary schools, and universities. It brought foreign specialists to Japan to teach, and it sent students to study abroad.

Before the Meiji reforms, the lives of all Japanese people were determined by their membership in families, villages, and social classes. Japanese society was highly hierarchical. Belonging to a particular social class determined a person's occupation and social relationships. Women were especially limited by the "three obediences": child to father, wife to husband, and widow to son. Husbands could obtain a divorce; wives could not. Marriages were arranged, and the average marital age of females was 16 years. Females did not share inheritance rights with males. Few received any education outside the family.

The Meiji Restoration had a marked effect on the traditional social system in Japan. Special privileges for the aristocracy were abolished. For the first



These woodblock prints are part of a series called "Famous Places on the Tokaido: A Record of the Process of Reform" (1875).

**UNDERSTANDING CHANGE** What are some modern technologies depicted in these prints, and how do they show the effects of Reform?

### DETERMINING MEANING

Analyze the paragraph that contains the word **subsidies**. Which words in the paragraph provide the context clues you can use to determine the meaning of *subsidies*?



time, women were allowed to seek an education. As the economy shifted from an agricultural to an industrial base, many Japanese began to get new jobs and establish new social relationships.

Western fashions and culture became the rage. A new generation began to imitate the clothing styles, eating habits, and social practices of Westerners. The game of baseball was imported from the United States.

The social changes brought about by the Meiji Restoration also had a less attractive side. Many commoners were ruthlessly exploited in the coal mines and textile mills. Workers labored up to 20 hours a day. Coal miners in some areas worked in temperatures up to 130 degrees Fahrenheit (54 degrees C). When they tried to escape, they were shot.

The transformation of Japan into a “modern society” did not detach the country entirely from its old values, however. Traditional values based on loyalty to the family and community were still taught in schools. Traditional Japanese values were also given a firm legal basis in the 1889 constitution, which limited the right to vote to men. The Civil Code of 1898 played down individual rights and placed women within the **context** of their family role.

### ✓ CHECKING FOR UNDERSTANDING

1. **ANALYZING CHANGE** How did the Meiji Restoration change Japan?
2. **UNDERSTANDING CONTEXT** The text explains that “the Sat-Cho leaders had genuinely mistrusted the West,” but they still pursued Western reforms. Why?
3. **EXPLAINING CAUSE AND EFFECT** How did the new land tax in Japan affect small farmers?

## JAPANESE EXPANSION

**GUIDING QUESTION** *Why did Japan turn itself into an imperialist power?*

The Japanese soon copied Western imperialism. The Japanese knew that Western nations had amassed some of their wealth and power because of their colonies. Those colonies had provided sources of raw materials, inexpensive labor, and markets for manufactured products. To compete, Japan would also have to expand.

The Japanese began their program of territorial expansion close to home. In 1874 Japan claimed control of the Ryukyu (ree • YOO • kyoo) Islands, which belonged to the Chinese Empire. Two years later, Japan’s navy forced the Koreans to open their ports to Japanese trade. The Chinese grew concerned by Japan’s growing influence there.

In the 1880s, Chinese-Japanese rivalry over Korea intensified. In 1894, the two nations went to war, and Japan won. In the treaty ending the war, China recognized Korea’s independence.

China also ceded Taiwan and the Liaodong Peninsula, with its strategic naval base at Port Arthur, to Japan. In time, the Japanese gave the Liaodong Peninsula back to China.

Rivalry with Russia over influence in Korea led to increasingly strained relations. The Russo-Japanese War began in 1904. Japan launched a surprise attack on the Russian naval base at Port Arthur, which Russia had taken from

### CITIZENSHIP

## SOCIAL MOBILITY

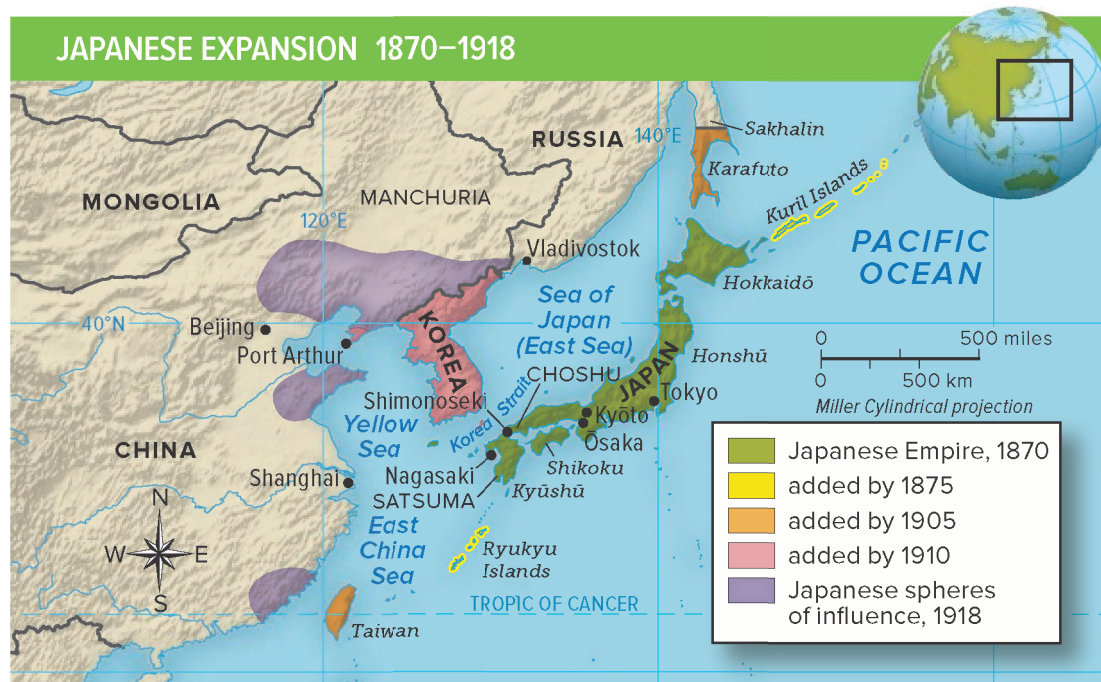
The modernization process that occurred during the Meiji Restoration transformed Japanese society. Educational and economic reforms freed groups like women and commoners to seek education and contribute in ways previous generations could not. In short, it allowed for greater social mobility. In other words, your social status is determined by merit instead of the social status of your parents. In the United States, social mobility has always been a much prized characteristic of American civic life. The idea that children can hope to surpass their parents in social status is seen by many as a key to economic and political stability.

1. **ANALYZING IDEAS** Why might socially mobile societies have more stable democracies?
2. **INTERPRETING** How might the emergence of a form of social mobility because of the reforms during the Meiji Restoration have furthered the process of modernization at that time?

### INTEGRATING KNOWLEDGE AND IDEAS

1. **ANALYZING INFORMATION** What does the use of the word *expansion* in the heading of this section suggest about the content in the section?
2. **ASSESSING** What information in the text supports the claim that the Chinese grew concerned over Japan’s influence?

## JAPANESE EXPANSION 1870–1918



### GEOGRAPHIC REASONING

From 1870 to 1918 Japan expanded into Korea and China.

#### 1. PATTERNS AND MOVEMENT

What lands did Japan take by 1905?

#### 2. GLOBAL INTERCONNECTIONS

What countries did Japan come into conflict with as it expanded?

### ANALYZING PRIMARY SOURCES

#### 1. CITING TEXT EVIDENCE

What specific language in these articles makes it clear that Russia is the weaker party in the negotiations that resulted in the Treaty of Portsmouth? Cite specific details from the document.

#### 2. EXPLAINING EFFECTS

What do the guarantees created by the treaty suggest about Japan's interests in East Asian geopolitics at this stage?

China in 1898. In the meantime, Russia had sent its Baltic fleet halfway around the world to East Asia, only to be defeated by the new Japanese navy off the coast of Japan. After their defeat, the Russians agreed to a humiliating peace, the Treaty of Portsmouth, in 1905.

**“ARTICLE II.** The Imperial Russian Government, acknowledging that Japan possesses in Korea paramount political, military and economical interests, engages neither to obstruct nor interfere with measures for guidance, protection and control which the Imperial Government of Japan may find necessary to take in Korea. . . .

**ARTICLE IX.** The Imperial Russian Government cedes to the Imperial Government of Japan in perpetuity and full sovereignty the southern portion of the Island of Saghalin and all the islands adjacent thereto and the public works and properties thereon. **”**

—*The Treaty of Portsmouth, 1905*

Russia also gave the Liaodong Peninsula back to Japan, as well as the southern part of Sakhalin (SA • kuh • LEEN), an island north of Japan. The Japanese victory over Russia stunned the world. Japan had become one of the great powers.

After its victory, Japan established a sphere of influence in Korea. The United States recognized Japan's role there and in return, Japan recognized American authority in the Philippines. In 1910 Japan annexed Korea outright.

Some Americans began to fear Japan's power in East Asia. In 1907 President Theodore Roosevelt made a “gentlemen's agreement” with Japan that essentially stopped Japanese immigration to the United States.

### ✓ CHECKING FOR UNDERSTANDING

1. **UNDERSTANDING CHANGE** Why did Japan turn itself into an imperialist power?

2. **UNDERSTANDING CONTEXT** Explain why the Japanese adopted Western-style imperialism.

3. **USING MAPS** Based on the map and text, list the date and name of territories acquired by Japan during this period.



# CULTURE IN AN ERA OF TRANSITION

**GUIDING QUESTION** *How did contact between Japan and the West influence culture?*

The wave of Western technology and ideas that entered Japan after 1850 greatly altered traditional Japanese culture. Dazzled by European literature, Japanese authors began imitating the imported models. They began to write novels that were patterned after the French tradition of realism. Japanese authors presented social conditions and the realities of war as objectively as possible.

Other aspects of Japanese culture were also changed. The Japanese invited engineers, architects, and artists from Europe and the United States to teach their “modern” skills to Japanese students. The Japanese copied Western architectural styles. Huge buildings of steel and reinforced concrete, adorned with Greek columns, appeared in many Japanese cities.

A national reaction had begun by the end of the 1800s, and many Japanese artists began to return to older techniques. In 1889 the Tokyo School of Fine Arts was established to promote traditional Japanese art.

These cultural exchanges were mutual. Japanese arts and crafts, porcelains, textiles, fans, folding screens, and woodblock prints became fashionable in Europe and North America. Japanese gardens, with their close attention to the positioning of rocks and falling water, became especially popular in the United States.

## ✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING CAUSES** How did contact between Japan and the West influence culture?
- 2. IDENTIFYING CONNECTIONS** What were some of the key features of Western literature that Japanese writers adopted?
- 3. INFERRING** Why did the Japanese invite engineers, architects, and artists from the United States and Europe to visit Japan?

## ANALYZING KEY IDEAS AND DETAILS

**CITING TEXT EVIDENCE** The text in this section explains that Japan adopted Western practices and then experienced a nationalist reaction to these adoptions. What text evidence supports the claim that Japan experienced a nationalist reaction to these adoptions?

*This Japanese garden and tea house was showcased at the World's Fair in St. Louis, Missouri, in 1904.*



## LESSON 3 REVIEW

### Time and Place

- 1. IDENTIFYING CAUSES** Identify one major way Japan was transformed through the Meiji Restoration.

### Building History-Social Science Analysis Skills

- 2. UNDERSTANDING CONTEXT** How did the prefecture system affect the daimyo?
- 3. INFERRING** In your own words, summarize some instances when Japan rejected Western values and preserved traditional Japanese ideas about society.
- 4. INTERPRETING** What challenges did women face in Meiji Japan?

### Writing About History

- 5. EXPLANATORY WRITING** Write an essay explaining how foreign influence changed Japan, and discuss the continued relevance of the choice that Japan faced in the 1850s: isolation versus foreign trade in goods and culture. Be sure to cite specific evidence from the text.

### Collaborating

- 6. USING MULTIMEDIA** With a small group, research cultural exchanges between the United States and Japan in the present day. Find three examples of Japanese art, music, film, or other popular media to share with the class.

## CONNECTING EAST AND WEST

Over the course of the nineteenth century, Western imperial powers focused their attention on East Asia. The following excerpts reveal the different perspectives on this process through the eyes of an American president, a Chinese politician, and a Japanese scholar. Read them to understand this period in Asian history.

## VOCABULARY

*abstain*: refrain; keep from

*dominions*: royal lands

*preserved*: maintained or kept

*armament*: military equipment

## PRIMARY SOURCE: LETTER

## TRADE WITH JAPAN

This letter from the U.S. president was delivered by Matthew C. Perry to the emperor of Japan in July 1853.

“I have directed Commodore Perry to assure your Imperial Majesty that I entertain the kindest feelings towards your Majesty’s person and government; and that I have no other object in sending him to Japan, but to propose to your Imperial Majesty that the United States and Japan should live in friendship, and have [trade] with each other. . . . I have particularly charged Commodore Perry to **abstain** from any act, which could possibly disturb the peace of your Imperial Majesty’s lands.

The United States of America reaches from ocean to ocean, and our territory of Oregon and the state of California lie directly opposite to the **dominions** of your Imperial Majesty. Our steamships can go from California to Japan in eighteen days. Our great state of California produces about sixty millions of dollars in gold, every year, besides silver, quicksilver, precious stones, and many other valuable articles.

Japan is also a rich and fertile country, and produces many very valuable articles. . . . our two countries should trade with each other, for the benefit both of Japan and the United States. We know that the ancient laws of your Imperial Majesty’s government do not allow of foreign trade except with the Dutch. But as the state of the world changes, and new governments are formed, it seems to be wise from time to time to make new laws. . . .”

## ANALYZE THE TEXT

- 1. DETERMINING MEANING** Fillmore’s letter states, “I particularly charged Commodore Perry to abstain from any act, which could possibly disturb the peace of your Imperial Majesty’s lands.” What does the word *abstain* mean in this context?
- 2. CITING TEXT EVIDENCE** How is Fillmore’s letter a combination of salesmanship and diplomacy? Cite evidence from the text.

## PRIMARY SOURCE: MANUSCRIPT

## WESTERN INFLUENCE IN CHINA

In the early 1900s the Chinese politician and scholar Liang Qichao petitioned the Qing emperor to abolish the old exam system, resist foreign domination, and embrace Western technology.

“Of course, we may laugh at those old folks among us who block their own road of advancement and claim that we Chinese have all that is found in Western learning. But should we not laugh even more at those who are drunk with Western ways and regard everything Chinese as worthless. . . . What we need to learn is the essential spirit of that system and not the conditions under which it was produced. . . . For example, Confucius said a great deal about ethics of an aristocratic nature, which is certainly not suitable today. But we should not take Confucius lightly simply because of this. Shall we cast Plato aside simply because he said that the slavery system should be **preserved**?

I therefore hope that our dear young people will, first of all, have a sincere purpose of respecting and protecting our civilization; second, that they will apply Western methods to the study of our civilization and discover its true character; third, that they will put our own civilization in order and supplement it with others’ so that it will be transformed and become a new civilization. . . .”

## ANALYZE THE TEXT

- 1. DETERMINING POINT OF VIEW** Does Liang Qichao believe that the Chinese people should adopt Western ideas, traditional Chinese philosophy, or a mix of both?
- 2. DETERMINING CENTRAL IDEAS** What does Liang Qichao mean when he says that Chinese people should “apply Western methods to the study of our civilization and discover its true character”?



## SECONDARY SOURCE: AUTOBIOGRAPHY

### COMPARING THE WEST AND THE EAST

Yukichi Fukuzawa (1835–1901), from a low-ranking samurai family in Japan, traveled to the United States and to Europe. He wrote many influential books on how the Japanese could become strong and independent. His autobiography, from 1899, is excerpted below.

“The final purpose of all my work was to create in Japan a civilized nation as well equipped in the arts of war and peace as those of the Western world. I acted as if I had become the sole functioning agent for the introduction of Western learning. It was natural that I should be disliked by the older type of Japanese as if I were working for the benefit of foreigners. . . .

From my own observations in both [Western] and [Eastern] civilizations, I find that each has certain strong points and weak points. . . . But when I compare the two in a general way as to wealth, **armament**, and the greatest happiness for the greatest number, I have to put the Orient below the Occident. Granted that a nation's destiny depends upon the education of its people, there must be some fundamental differences in the education of Western and Eastern peoples.

In the education of the East, so often saturated with Confucian teaching, I find two things lacking; that is to say, a lack of studies in number and reason in material culture, and a lack of the idea of independence in spiritual culture. But in the West I think I see why their statesmen are successful in managing their national affairs, and the businessmen in theirs. . . .

And I reasoned that Chinese philosophy as the root of education was responsible for our obvious short-comings. . . . And I took every opportunity in public speech, in writing, and in casual conversations, to advocate my doctrine of independence. . . . During my endeavor I came to believe less than ever in the old Chinese teaching.”

#### ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** Cite evidence from the Yukichi Fukuzawa text that supports the idea that he admires Western culture.
2. **ANALYZING IDEAS** What criticisms does Yukichi Fukuzawa have of Eastern society?



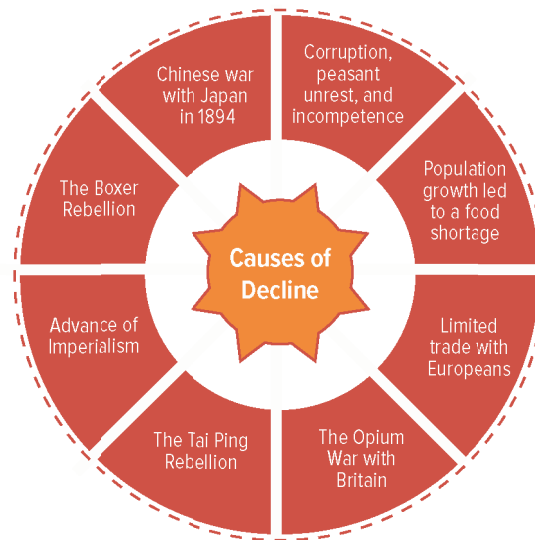
#### MULTIPLE PERSPECTIVES

1. **COMPARING AND CONTRASTING** Compare and contrast Yukichi Fukuzawa and Liang Qichao's opinions of Western and Eastern culture.
2. **ANALYZING IDEAS** How do all three texts show the growing power of Western nations in the East?

# STUDY GUIDE

## THE QING DYNASTY

### LESSON 1



## WESTERN INFLUENCE IN CHINA

### LESSON 2

In the mid-1800s the Chinese economy went through a period of transition when European traders moved into China in greater numbers. The economy was affected by the West in three ways.

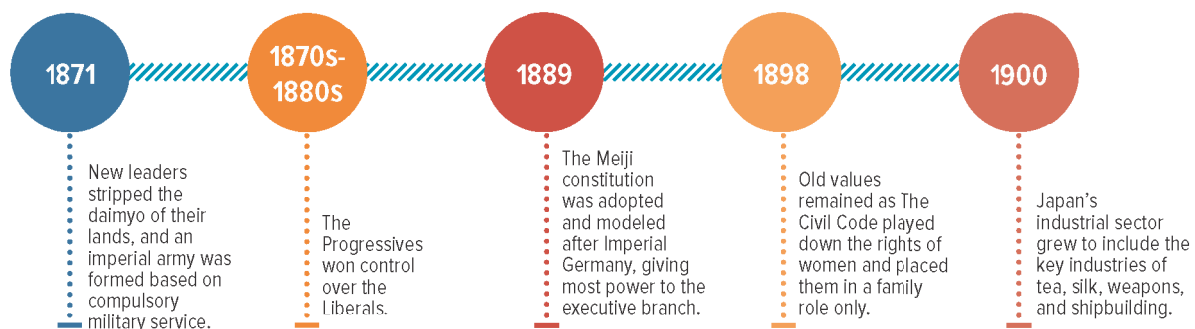
It introduced modern means of transportation and communication.

It created an export market.

It integrated the Chinese market into the nineteenth-century world economy.

## THE MEIJI RESTORATION

### LESSON 3





## CHAPTER 8 Assessment

**Directions:** On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

### Short Answer

- 1 **IDENTIFYING CAUSES** What were the main causes of the first Opium War?
- 2 **ANALYZING CHANGE** What were the goals of the Tai Ping Rebellion? Why do you think Western nations fought against the rebels?
- 3 **SUMMARIZING** What events led to the creation of the spheres of influence in China? What nations possessed these spheres of influence?
- 4 **UNDERSTANDING CONTEXT** Explain the relationship among China, Japan, and Korea during this period.
- 5 **SUMMARIZING** Why were the Qing reforms after the Boxer Rebellion unsuccessful?
- 6 **IDENTIFYING EFFECTS** List some of the immediate effects of the fall of the Qing dynasty.
- 7 **DESCRIBING** How did Western ideas influence Chinese authors?
- 8 **EXPLAINING EFFECTS** How did the Japanese react to the growing Western influence in East Asia? How was this different from the way the Chinese reacted?
- 9 **UNDERSTANDING CHANGE** Why did the Meiji government adopt many Western ideas and institutions after overthrowing the shogunate?
- 10 **CITING TEXT EVIDENCE** Cite evidence from the text showing how Western ideas influenced Japanese art and culture during the Meiji Restoration.
- 11 **ANALYZING CHANGE** Which Western values inspired Meiji reforms? Which values did the Meiji not copy?
- 12 **UNDERSTANDING CONTEXT** Why did Western nations want to end Japan's long-held isolationist policy?

### History and Social-Science Analysis

- 13 **CONSTRUCTING HYPOTHESES** List the nations with Spheres of Influence in China. Considering how many foreign nations had territory in China, why was the Open Door Policy necessary to prevent future conflicts?
- 14 **EXPLAINING EFFECTS** What were the effects of European imperialism in Asia and China?
- 15 **ANALYZING CHANGE** Why did the Japanese change at such a rapid pace during the Meiji Restoration?
- 16 **SUMMARIZING** What was Sun Yat-sen's vision for reform in China?

Use the image to answer the following questions.



- 17 **ANALYZING SOURCES** How does this image depict Japanese culture during the Meiji Restoration?
- 18 **INTERPRETING** How does the painting show variation in economic status between different groups of people?

### Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Review Lesson	1	1	1	1	2	2	2	2	3	3	3	3	1	2	3	2	3	3

## CHAPTER 8 Assessment, continued

### Research and Presentation

- 19 INTEGRATING INFORMATION** Using maps, pictures, and quotes as sources, work together with a partner to examine and list the ways in which Japan both rejected and accepted Western influence.
- 20 PRESENTING** Conduct research on Confucianism, and create a presentation that explains some of its key principles and expressions. Explain how Westernized thinking began to change Confucianism. Cite specific evidence in your presentation.

### Analyzing Primary Sources

Use the document to answer the following questions. In 1868, after ending the shogunate, the Sat-Cho reformers insisted that the new emperor sign the Charter Oath below.

“Article 1. Deliberative assemblies shall be widely established and all matters decided by public discussion.

Article 2. All classes, high and low, shall unite in vigorously carrying out the administration of the affairs of state.

Article 3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.

Article 4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.

Article 5. Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.”

--Quoted in *East Asia: a New History*

- 21 ANALYZING CENTRAL IDEAS** Which article reflects the abandonment of isolation in Japan under the Meiji Restoration?
- The article about creating assemblies
  - The article granting freedom of occupation to all classes
  - The article that prescribes abandoning rules not supported by the laws of nature
  - The article prescribing seeking knowledge around the world

- 22 DETERMINING CENTRAL IDEAS** What do these articles suggest that Japan should do in order to change?
- Japan should consider its past for future policy.
  - Japan should look at the example of other traditional empires for reform.
  - Japan should emulate Western political ideas.
  - The Emperor alone should decide Japan's future policies.
- 23 ANALYZING CENTRAL IDEAS** After years of isolation, how were other nations likely to react to these articles?
- Many countries likely found these articles beneficial, so they could trade more with Japan.
  - Neighboring countries might have worried that Japan would adopt Western imperialism.
  - Some nations likely feared that they would not be able to trade with Japan.
  - Both A and B

### Writing About History

- 24 EXPLANATORY WRITING** How did Western culture affect China and Japan? How did Chinese and Japanese culture affect Western nations?

### Speaking and Listening About History

- 25 COMPARING AND CONTRASTING** Using what you learned and additional research, meet in a small group to compare the life of a Chinese farmer in 1800 with the life of a middle-class person 125 years later. How might their beliefs, work, income, and politics differ? Have one member of each group serve as a moderator of the group discussion.

### Need Extra Help?

If You've Missed Question	19	20	21	22	23	24	25
Review Lesson	3	1	3	3	3	1-3	1