



INQUIRY JOURNAL

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CALIFORNIA
SOCIAL STUDIES

WORLD

HISTORY, CULTURE, & GEOGRAPHY

THE MODERN WORLD



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Challenge and Transition in East Asia

ESSENTIAL QUESTION

How do cultures influence each other?

Think about how the economies and culture of Western nations influenced China during the nineteenth century.

TALK ABOUT IT

With a partner, discuss the sort of information you would need to know to answer these questions. For example, you might ask, “What was the current state of politics in China during this time?”

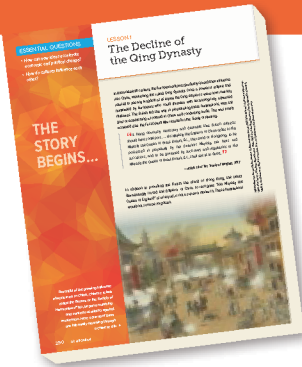
DIRECTIONS: Now write down three additional questions that will help you explain how the Chinese culture blended into Western culture during the nineteenth century. For example, you might ask, “What was the current state of politics in China during this time?”

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

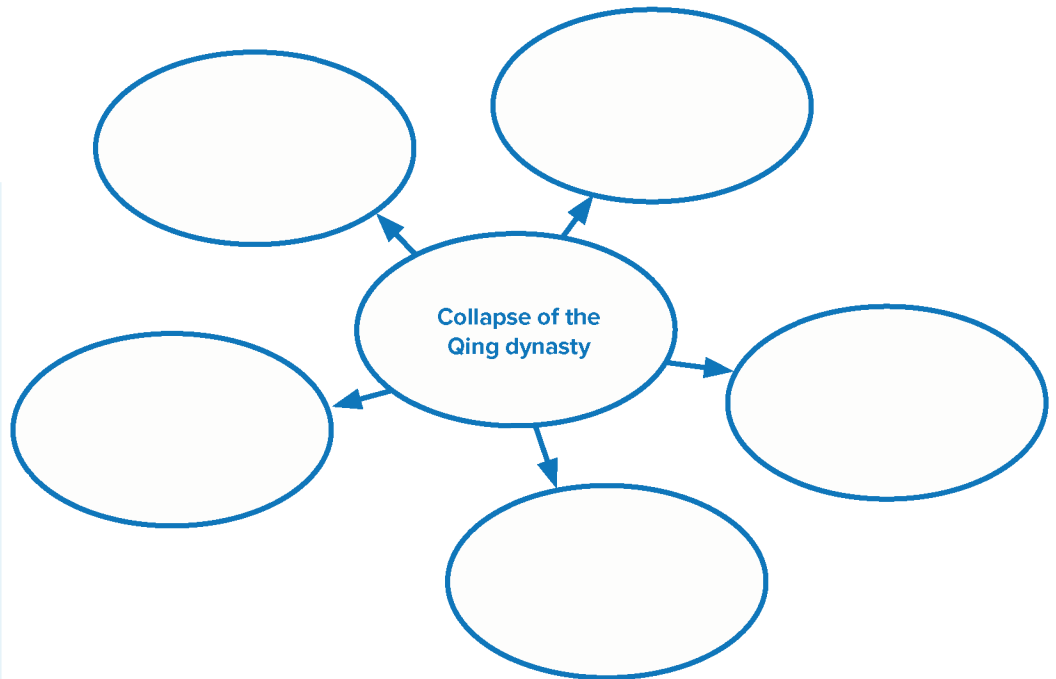


The Decline of the Qing Dynasty

DIRECTIONS Search for evidence in Chapter 8, Lesson 1, to help you answer the following questions.

1A EXPLAINING CAUSES In what way did the West contribute to the collapse of the Qing dynasty?

1B SUMMARIZING Use the chart below to list the other factors that caused the collapse of the Qing dynasty.



ESSENTIAL QUESTION

How do cultures influence each other?

As you gather evidence to answer the Essential Question, think about:

- how pressure from the West led to the decline of the Qing dynasty.
- how internal corruption and unrest led to the decline of the Qing dynasty.
- the internal response to imperialism in China.

My Notes

2A ECONOMICS How did the trade deficit with China affect Britain?

2B IDENTIFYING PERSPECTIVES What was China's reaction to opium? Why?

3 COMPARING AND CONTRASTING Use the chart below to list the advantages and disadvantages of the Open Door Policy.

Advantages	Disadvantages

ESSENTIAL QUESTION

How do cultures influence each other?



VOCABULARY

ardent: passionate; enthusiastic

piety: religious devotion

zeal: passion; enthusiasm

peevishness: irritability; grumpiness

A Christian Missionary in China

DIRECTIONS: Use the text to answer the questions.

EXPLORE THE CONTEXT: Elijah Coleman Bridgman arrived in China before the Opium War and was the first American Protestant Christian missionary appointed to China. This list was originally written by Reverend Levi Spaulding, another American missionary in Ceylon, now Sri Lanka. Bridgman copied the list into his journal on October 26, 1833.

PRIMARY SOURCE: JOURNAL

QUALIFICATIONS OF A MISSIONARY.

1. *Ardent* Piety.
2. More than a common degree of zeal, but under the control of good common sense, which, by the way, is better than sound learning.
3. Kindness, gentleness, brotherly love.
4. A spirit to be *least of all and last of all* in the field; a spirit to do much and say little.
5. Cheerfulness.
6. *A hasty temper* is bad; *peevishness* is worse.
7. A man must be willing to be called the worst of names, and that to his face, and still be able to keep his temper.
8. He must expect sometimes to be *contradicted* sometimes *blamed*; and this, too, by those whom he must fellowship.”

Source— E. C. Bridgman, from *The Pioneer of American Missions in China: The Life and Labors of Elijah Coleman Bridgman*, 1864

1A DETERMINING CENTRAL IDEAS What is the main idea of these “qualifications”?

1B ANALYZING TEXT PRESENTATION Why would Bridgman italicize certain words?

2A DETERMINING CONTEXT What was going on around the time Bridgman arrived in China?

2B INFERRING Why did Bridgman write this list in his journal?

3 CIVICS Based on this list, why might a missionary have traveled to China, and what might he or she have expected to experience there?

4 DETERMINING MEANING What does Bridgman mean when he writes “A hasty temper is bad; peevishness is worse.”

ESSENTIAL QUESTION

How do cultures influence each other?



Hong Xiuquan and the Tai Ping Rebellion

DIRECTIONS: Use the text to answer the questions.

EXPLORE THE CONTEXT: From 1850 to 1864, Chinese peasants led a revolt known as the Tai Ping Rebellion. The rebellion was led by Hong Xiuquan, a Christian convert who styled himself as the younger brother of Jesus. In 1859 when the rebels seized Nanjing, 25,000 men, women, and children were massacred. The revolt continued for 10 years. The document below, written by unknown authors during the Tai Ping Rebellion, shows the influence of Western Christianity.

PRIMARY SOURCE: DOCUMENT

“Throughout the empire the mulberry tree is to be planted close to every wall, so that all women may engage in rearing silkworms, spinning the silk, and making garments. Throughout the empire every family should keep five hens and two sows, which must not be allowed to miss their proper season. At the time of harvest, every sergeant shall direct the corporals to see to it that of the twenty-five families under his charge each individual has a sufficient supply of food, and aside from the new grain each may receive, the remainder must be deposited in the public granary. Of wheat, pulse, hemp; flax, cloth, silk, fowls, dogs, etc., and money, the same is true; for the whole empire is the universal family of our Heavenly Father, the Supreme Lord and Great God. . . . For every twenty-five families there must be established one public granary, and one church where the sergeant must reside. Whenever there are marriages, or births, or funerals, all may go to the public granary; but a limit must be observed, and not a cash be used beyond what is necessary. Thus, every family which celebrates a marriage or a birth will be given one thousand cash and a hundred catties of grain. . . .

In every circle of twenty-five families, the work of the potter, the blacksmith, the carpenter, the mason, and other artisans must all be performed by the corporal and privates; when free from husbandry they are to attend to these matters. Every sergeant, in superintending marriages and funeral events in the twenty-five families, should in every case offer a eucharistic sacrifice to our Heavenly Father, the Supreme Lord and Great God; all corrupt ceremonies of former times are abolished.

In every circle of twenty-five families, all young boys must go to church every day, where the sergeant is to teach them to read the Old Testament and the New Testament, as well as the book of proclamations of the true ordained Sovereign. Every Sabbath the corporals must lead the men and women to the church, where the males and females are to sit in separate rows. There they will listen to sermons, sing praises, and offer sacrifices to our Heavenly Father, the Supreme Lord and Great God. . . .”

Source— Unknown, excerpt from “The Land System of the Heavenly Kingdom,” 1853

VOCABULARY

granary: a place to store grain

husbandry: managing crops and animals; farming

eucharistic: holy communion

sovereign: ruler, monarch

1 SUMMARIZING What is this passage about?

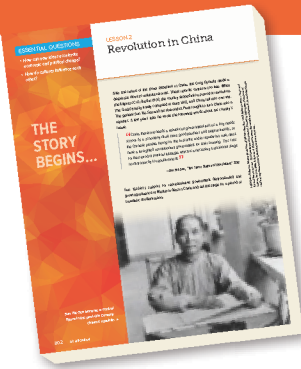
2A DETERMINING CENTRAL IDEAS Using this passage, what seems to be the most important duty for the families?

2B CITING TEXT EVIDENCE Who is “the empire” in this document?

3A CIVICS What was the political motivation behind this text?

3B DETERMINING CENTRAL IDEAS Why would Hong Xuiquan proclaim a new dynasty?

4 EVALUATING Was the new dynasty successful? Explain your answer.



Revolution in China

DIRECTIONS Search for evidence in Chapter 8, Lesson 2, to help you answer the following questions.

ESSENTIAL QUESTION

How do cultures influence each other?

As you gather evidence to answer the Essential Question, think about:

- the transition from old political structure toward new political structures.
- the modernization of China as a direct result of western influence.
- major changes in Chinese industry and trade.

1A EXPLAINING CAUSES What social and political factors contributed to the fall of the Qing dynasty?

1B EXPLAINING EFFECTS How did the decline of the Qing dynasty give rise to political reform?

2 ANALYZING INFORMATION Use the chart below to explain Sun Yat-sen's three-stage reform process.

First Stage	
Second Stage	
Third Stage	

My Notes

3 INTERPRETING How might the revolution of 1911 be perceived as a failure?

4 ECONOMICS What was the impact of westernization on Chinese economy?

5 IDENTIFYING PERSPECTIVES Explain the struggle between old and new in Chinese culture during this time.

ESSENTIAL QUESTION

How do cultures influence each other?



VOCABULARY

colonnade: columns supporting roof

rockeries: heaped arrangement of stones

pagodas: sacred building, usually Hindu or Buddhist

stockade: a barrier, usually in defense against attack or to confine animals

Chinese Canton Impresses a Briton

DIRECTIONS: Use the text to answer the questions.

EXPLORE THE CONTEXT: Isabella Bird was a British missionary and traveler of the 19th century. Bird is best known for having written extensively about her travels throughout the world. Below is an excerpt from her book entitled *The Golden Chersonese and the Way Thither*, in which she describes her impressions of the city of Canton, a trading outpost in southern China.

PRIMARY SOURCE: BOOK

Canton, January 1, 1879

“ . . . Many Chinese mansions contain six or seven courtyards, each with its colonnade, drawing, dining, and reception rooms, and at the back of all there is a flower garden adorned with rockeries, fish-ponds, dwarf trees, and miniature pagodas and bridges.

The streets in which the poor dwell are formed of low, small, dark, and dirty houses, of two or three rooms each. The streets of dwellings are as mean and ugly as those of shops are brilliant and picturesque.

This is a meagre outline of what may be called the anatomy of this ancient city, which dates from the fourth century B.C., when it was walled only by a stockade of bamboo and mud, but was known by the name of “the martial city of the south,” changed later into “the city of rams.” At this date it has probably greater importance than it ever had, and no city but London impresses me so much with the idea of solid wealth and increasing prosperity.

My admiration and amazement never cease. I grudge the hours that I am obliged to spend in sleep; a week has gone like half a day, each hour heightening my impressions of the fascination and interest of Canton, and of the singular force and importance of the Chinese. Canton is intoxicating from its picturesqueness, color, novelty and movement. . . .”

Source— Isabella Bird, *The Golden Chersonese and the Way Thither*, 1883

Bird, Isabella Lucy. 1883. *The Golden Chersonese and the Way Thither*. New York: G. P. Putnam's Sons.

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1A ECONOMICS How are the mansions of Canton described in comparison with the poor neighborhoods?

1B INTERPRETING What does Isabella Bird indicate about the divide between rich and poor in China during this time?

2 IDENTIFYING PERSPECTIVES What is the author's opinion of Canton?

3 UNDERSTANDING CHANGES How does Bird illustrate changes within the city of Canton?

4A PREDICTING Based on the source, what does Bird predict will happen to China's development?

4B IDENTIFYING BIAS How might this text be biased?

ESSENTIAL QUESTION

How do cultures influence each other?



VOCABULARY

court: the advisors and other functionaries who are found in the company of a monarch

western: relating to Europe and the Americas

Qing's Failed Attempts at Reform

DIRECTIONS: Use the text to answer the questions.

EXPLORE THE CONTEXT: This excerpt from the *Peking Gazette* was included in a study of the Chinese court authored by Isaac Taylor Headland and published in 1909. Headland taught at Peking University and his wife was the doctor for the Empress Dowager Ci Xi and others royals and high officials. This selection is drawn from the newspaper, which published the new plans for China decreed by Emperor Guang Xu in 1898. These plans formed part of the Hundred Days' Reform Movement, which failed when the Ci Xi took control by means of a coup and had the emperor executed.

PRIMARY SOURCE: BOOK

“The Peking Gazette continued to come daily bringing with it the following twenty-seven decrees in a little more than twice that many days. I will give an epitome of the decrees so that the reader at a glance may see what the emperor undertook to do. . . .

1. The establishment of a university at Beijing.
2. The sending of imperial clansmen to foreign countries to study the forms and conditions of European and American government.
3. The encouragement of the arts, sciences and modern agriculture.
4. The Emperor expressed himself as willing to hear the objections of the conservatives to progress and reform.
5. Abolished the literary essay as a prominent part of the governmental examinations.
6. Censured those who attempted to delay the establishment of the Peking Imperial University.
7. Urged that the Lu-Han railway should be prosecuted with more vigor and expedition.
8. Advised the adoption of Western arms and drill for all the Tartar troops.
9. Ordered the establishment of agricultural schools in all the provinces to teach the farmers improved methods of agriculture.
10. Ordered the introduction of patent and copyright laws. . . .
12. Special rewards were offered to inventors and authors.
13. The officials were ordered to encourage trade and assist merchants.
14. School boards were ordered established in every city in the empire.
15. Bureaus of Mines and Railroads were established.
16. Journalists were encouraged to write on all political subjects.
17. Naval academies and training-ships were ordered. . . .
19. Schools were ordered in connection with all the Chinese legations in foreign countries for the benefit of the children of Chinese in those places.
20. Commercial bureaus were ordered in Shanghai for the encouragement of trade. . . .
25. Schools of instruction in the preparation of tea and silk were ordered established.
26. The slow courier posts were abolished in favor of the Imperial Customs Post.
27. A system of budgets as in Western countries was approved.”

Source—Isaac Taylor Headland, *Court Life in China: The Capital, its Officials and People*, 1909

Headland, Isaac Taylor. 1909. *Court Life in China: The Capital, Its Officials and People*. New York: F.H. Revell.

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1A SUMMARIZING What was the emperor's approach to launching the reforms of China?

1B INFERRING Why do you think the Emperor took this approach to creating reform?

2 CONSTRUCTING HYPOTHESES Read the fourth decree and explain its importance.

3 ECONOMICS What economic changes does the emperor seek to implement? Refer to specific decrees in your answer.

4 EXPLAINING EFFECTS How does the emperor want China to interact with Western nations?

5 INTERPRETING Do you think the emperor shared the views of the radical reformers?



The Rise of Modern Japan

DIRECTIONS Search for evidence in Chapter 8, Lesson 3, to help you answer the following questions.

ESSENTIAL QUESTION

How do cultures influence each other?

As you gather evidence to answer the Essential Question, think about:

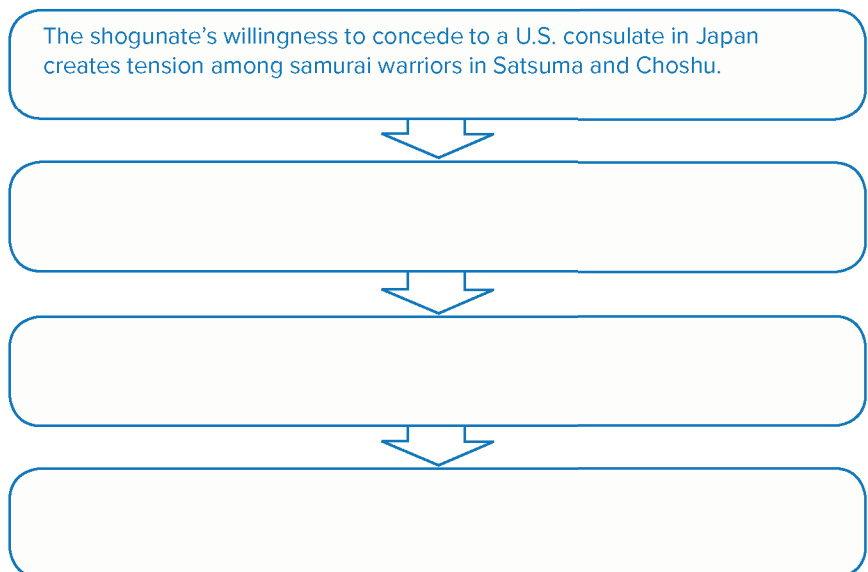
- how the Japanese responded to Western influences.
- how the Meiji Restoration transformed Japanese culture and politics.
- the cause and effects of Japan's rise as a great world power.

1A UNDERSTANDING CHANGE How did Japanese politics shift during the mid-1800s?

1B IDENTIFYING CONNECTIONS How did the West impact the shift in Japanese politics during this time?

My Notes

2 IDENTIFYING CAUSES Using the chart below, illustrate the chain of events which led to the Meiji Restoration period of Japanese politics.



3A UNDERSTANDING CHANGE Explain how the Meiji Restoration changed in its perception of Western influence.

3B EXPLAINING EFFECTS How did Western influence impact the politics of the Meiji Restoration?

4 CIVICS Use the chart below to identify the differences between the Liberals and the Progressives of the Meiji Restoration.

Progressives	Liberals

5 IDENTIFYING EFFECTS How did changes brought on by the Meiji Restoration affect the traditional social system in Japan?

ESSENTIAL QUESTION

How do cultures influence each other?

Political Cartoon of the Russo-Japan War

DIRECTIONS: Use the image to answer the questions.

EXPLORE THE CONTEXT: In the 1800s, Japan was on the rise as an imperialistic power, expanding its territory throughout Asia. This led to competition and rivalry with Russia. In 1904 Japan launched a surprise attack on the Russian naval base at Port Arthur, marking the beginning of the Russo-Japanese War. This cartoon was originally published in the American political journal *Harper's Weekly*, on June 24, 1905, as Russia and Japan contemplated a peace agreement that brought an end to the war.

PRIMARY SOURCE: POLITICAL CARTOON

Chronicle of World History/Alamy Stock Photo

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1 HISTORY What led to the Treaty of Portsmouth?

2 DETERMINING CENTRAL IDEAS Based on the excerpt of the Treaty of Portsmouth, who gained more territorial power in East Asia? Explain.

3 ANALYZING How did Japan benefit from the Treaty of Portsmouth?

4 INFERRING Why did Russia concede so much of its territorial power in East Asia?

5 HISTORY How did the events of the Russo-Japanese War, including the terms of the Treaty of Portsmouth, impact the history of Japan as a nation?

6 IDENTIFYING BIAS How might the terms of the Treaty of Portsmouth have been seen as unfair?

ESSENTIAL QUESTION

How do cultures influence each other?



VOCABULARY

amity: friendship

paramount: superior; exceeding others

preferential: to give preference to; favor

reciprocally: mutual; shared

Peace in the Russo-Japanese War

DIRECTIONS: Use the text to answer the questions.

EXPLORE THE CONTEXT: The Russo-Japanese War of 1904–1905 was costly in both money and in human lives. The Japanese claimed a number of victories, but both countries looked forward to negotiating a peace. U.S. president Theodore Roosevelt mediated a meeting between representatives of the two countries in Portsmouth, New Hampshire, in 1905. Japan accepted a more modest settlement than it had hoped for, and the Treaty of Portsmouth was signed on September 5, 1905. Roosevelt won the Nobel Peace Prize in 1906 for his role in establishing peace between Japan and Russia.

PRIMARY SOURCE: TREATY

“ARTICLE I. There shall henceforth be peace and amity between their Majesties the Emperor of Japan and the Emperor of all the Russias, and between their respective States and subjects.

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 III. Japan and Russia mutually engage:

First. — To evacuate completely and simultaneously Manchuria, except the territory affected by the lease of the Liaotung Peninsula, in conformity with the provisions of the additional article I annexed to this treaty, and,

Second. — To restore entirely and completely to the exclusive administration of China all portions of Manchuria now in occupation, or under the control of the Japanese or Russian troops, with the exception of the territory above mentioned.

The Imperial Government of Russia declares that it has not in Manchuria any territorial advantages or preferential or exclusive concessions in the impairment of Chinese sovereignty, or inconsistent with the principle of equal opportunity.

ARTICLE IV. Japan and Russia reciprocally engage not to obstruct any general measures common to all countries which China may take for the development of the commerce or industry of Manchuria.

ARTICLE V. The Imperial Russian Government transfers and assigns to the Imperial Government of Japan, with the consent of the Government of China, the lease of Port Arthur, Talien and the adjacent territory and territorial waters, and all rights, privileges and concessions connected with or forming part of such lease, and it also transfers and assigns to the Imperial Government of Japan all public works and properties in the territory affected by the abovementioned lease. ...

ARTICLE VI. The Imperial Russian Government engages to transfer and assign to the Imperial Government of Japan, without compensation and with the consent of the Chinese Government, the railway between Changchunfu and Kuanchangtsu and Port Arthur, . . .

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. . . .

ARTICLE XI. Russia engages to arrange with Japan for granting to Japanese subjects rights of fishery along the coasts of the Russian possession in the Japan, Okhotsk and Bering Seas.

Source— *Portsmouth Peace Treaty*, 1905

Tyler, Sydney. 1905. The Japan-Russia War - An Illustrated History of the War in the Far East - The Greatest Conflict of Modern Times. Philadelphia: P. W. Ziegler Co.

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1 DESCRIBING Describe the scene depicted in this cartoon

2 IDENTIFYING CONNECTIONS What historical events are referenced in this cartoon?

3 IDENTIFYING CONTEXT What does this image say about Japanese and Russian relations during its time?

4 UNDERSTANDING CONTEXT How does this cartoon depict the involvement of the United States in the Russo-Japanese conflict?

5 IDENTIFYING BIAS How is this image biased?

6 CIVICS How does political humor influence public perception?

ESSENTIAL QUESTION

How do cultures influence each other?

My Notes

1 Think About It

Review the supporting questions you developed at the beginning of the chapter. Review the evidence you gathered in Chapter 8. Were you able to answer each Supporting Question? If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Complete the chart below with information you learned about how cultures influence one another and the changes that can result from those influences.

Political influence	
Cultural influence	
Religious influence	
Class influence	

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3 Write About It

Work in small groups. With your group, discuss the culture influences that you have identified and noted in your charts. Compare your charts. Did each member of the group pick the same influences? Describe how the different influences were combined to influence China during the nineteenth century. Explain your answers.

4 Talk About It

Work in small groups. With your group, discuss the potential causes and effects of change throughout East Asia. Compare your charts. Did each member of the group pick the same causes and effects? How did other cultures influence social and political transitions in East Asia? How did culture in East Asia transition from ancient to modern? Were the transitions for the better? Explain your answers.

5 Connect to the Essential Question

Create a visual essay that helps to answer the Essential Question: *How do cultures influence each other?* Use the essay as a means of visually illustrating how cultures can influence each other in terms of art, society, and politics. Your visual essay should include relevant images, music, or animation. Essays could be in the form of a drawing, collage, video, or slideshow.

DIRECTIONS: Interview someone from a previous generation, for example, Generation X or a Baby Boomer, and discuss the ways in which your generations are similar or different. Identify some biases you may have towards each other's generations. Identify the positive outcomes that occur as a result of one generation influencing the other. Present the information from your interviews to the class.