



Department of
Education

Year 11 ATAR Modern History

Meiji Restoration – Japan (1853 – 1911)



Unit 1 - Understanding
the Modern World

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Year 11 ATAR

Modern History

Unit 1: Understanding the Modern World

Elective 6: Meiji Restoration – Japan (1853 – 1911)

Instructions to Students

This resource package provides you with learning materials for Year 11 ATAR Modern History in the context of the Meiji Restoration. This package is designed to support the program you are completing at your school. If feedback is required when completing this package, you should consult your teacher.

This resource package consists of two parts:

- the syllabus dot points with a teaching plan so that you can ascertain what you know and what you need to know; and,
- an activities section that provides an opportunity for you to actively engage with the Modern History content. The activities are designed to develop both the knowledge and the skills components of the syllabus.

This package contains eleven (11) steps.

Step 1: Engage with the Course Content

Below you will find the key teaching points for this topic. Highlight or tick the content you have covered in your course. Match these key teaching points to your school's Course Outline.

Think about the following: Where are you up to? Tick off the areas you have covered so far this year. You might like to use the traffic light method, highlighting the points to demonstrate your knowledge:

Green – what you know well

Amber – what you know some of

Red – if you have no idea.

If your understanding is in the red or amber zone, you need to complete additional study notes, using your texts and on-line resources.

Key teaching points:

The main causes of the Meiji Restoration, including the changed role of the Samurai during the extended period of peace; the decline of the *bakufu*; the increased wealth of the merchants; peasant uprisings; the spread of Western ideas from Nagasaki; and the arrival of Commodore Perry and the 'Black Ships'.

Key ideas including feudalism and constitutional government.

The motivation and role the role and impact of significant individuals and groups, with particular reference to the Shogun, the Samurai, the *bakufu*, Commodore Perry, Townsend Harris, the *shi-shi*, Emperor Meiji, the *genro*.

The Tokugawa Shogunate

- the feudal system of Japan
- the Shogun
- political and economic power
- political, economic and social change over the period

Background causes of the Meiji Restoration including

- The decline of the bakufu
- Changed role of the Samurai
- Increased wealth of the merchant class
- Peasant uprisings
- Spread of Western Ideas from Nagasaki
- Arrival of the 'Black Ships' and Commodore Perry

Significant events leading to the Meiji Restoration

- The unequal treaties, including the Treaty of Kanagawa, and the Harris Treaty including the Role of Townsend Harris
- Role of the *shi-shi* and the Sonno-joi Movements

- The Satsuma-Choshu alliance and the roles of the Saigo Takamori, Kido Takayoshi and Okubo Toshimichi
- Restoration of the Emperor Meiji from feudalism to constitutional monarchy

Key ideas of militarism, including *fukoku kyohei* (rich country, strong military), modernisation/westernisation and *bunmei kaika* (civilisation and enlightenment)

The motivation and role the role and impact of significant individuals and groups, with particular reference to Ito Hirobumi, Fukuzawa Yukichi, the *zaibatsu*

Significant changes that occurred after the Meiji Restoration, including modernisation of the navy, the military and industry; the constitutional and political reforms; legal reforms; education; and social/cultural changes.

- the development of constitutional, legal and political reform, including the Charter Oath, Japan's first constitution (*Seitaisho*), the end of feudalism and the Meiji Constitution
- the role of Ito Hirobumi and the genro
- modernisation and westernisation of the navy and military, including the introduction of conscription
- the demise of the Samurai, including the Satsuma Rebellion
- modernisation of industry through the importance of strategic industries, modern communications, the new land tax and the rise of the *zaibatsu*
- changes to education, including the Rescript on Education
- the role of Fukuzawa Yukichi as a leading moderniser in Japan's cultural revolution
- social/cultural changes, including but not limited to religion, fashion and food

Consequences of change on international relations, including the various treaties, the Sino-Japanese War, the Japanese Alliance and the Russo-Japanese War.

How change impacted on international relations including

- the Sino-Japanese War
- Anglo-Japanese War
- the Russo-Japanese War
- Korean involvement

The significance of the Meiji Restoration, including long term impact on other Asian nations.

- Trade tensions
- Expanding influence mainland Asia
- How Japan was viewed by the West
- Relationship with China

Step 2: Timeline of Events

Complete a timeline of the Meiji Restoration – Japan (1853-1911). Include at least twenty (20) key events and people.

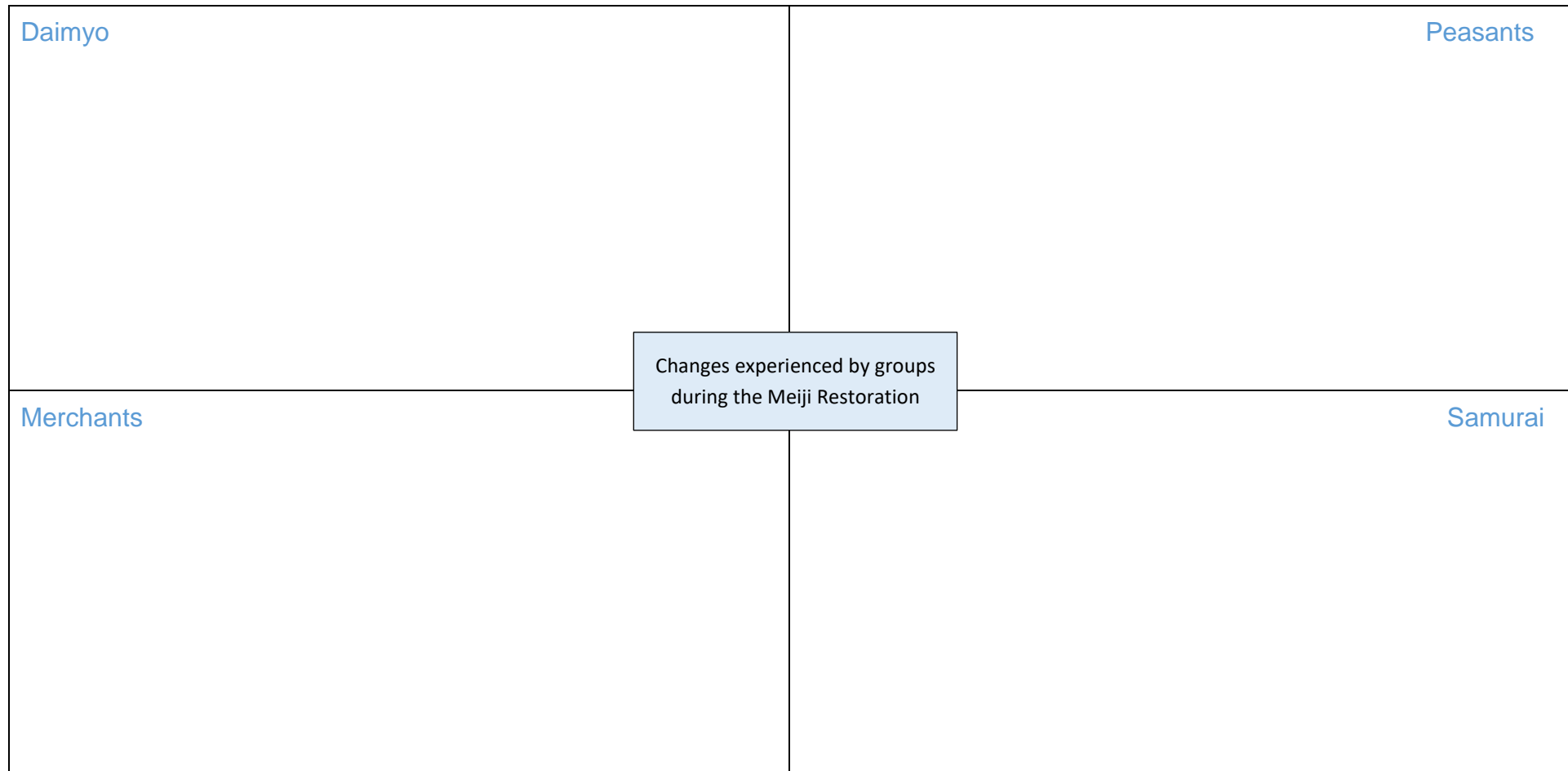
Here are five (5) key events/people to help you commence your timeline.

- The arrival of the 'Black Ships' and Commodore Perry
- Treaty of Kanagawa
- restoration of the Emperor Meiji
- Charter Oath
- Anglo-Japanese Alliance



Step 3: Changes Experienced by Groups during the Meiji Restoration

Complete the Placemat below relating to changes experienced by groups



Step 4: Consequences of the Meiji Restoration

Complete the Graphic Organiser using your textbook and relevant websites, summarise the consequences of the Meiji Restoration You may not need to fill in every box.

Consequences of the Meiji Restoration

	Military	Industrialists	Merchants	Peasants
Social				
Political				
Economic				
Inter-national relations				

Step 5: Essay Plan

Using your timeline, placemat and organiser from Step 4, complete a detailed essay plan answering the following question:

Assess the consequences of the Meiji Restoration.

Please Note: to assess requires you to make a judgement.

Under timed conditions (45 minutes) write your essay up in full.

<p>Introduction: The Meiji Restoration of 1868 saw the beginning of a fundamental and sweeping change in Japan with rapid modernisation and westernisation “Knowledge must be sought from all over the world”, proclaimed Emperor Meiji</p> <p>.....</p>
<p>Paragraph 1: Social Upheaval</p>
<p>Paragraph 2: Political change</p>

Paragraph 3: Economic reform

Paragraph 4: International relations

Conclusion: By the start of World War One, Japan had become a modern nation and an imperialist power

Step 6: Reflection

Read through the marking key. What mark do you think you would have achieved?

Attributed SCSA (Date accessed 23/3/2020 https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF)

Section Two: Essay Unit 3**25% (25 Marks)**

Description	Marks
Thesis introductory paragraph	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
Subtotal	3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
Subtotal	9

Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
Subtotal	3
Total	25

Step 7: Source Analysis – Modelled Example

Refer to the website <https://www.britannica.com/topic/Meiji-Constitution> (Date accessed 27/03/2020) and study the source. Take time to study the deconstruction of the source in the chart below.

Elements: Identify key features of the source	<ul style="list-style-type: none"> - Emperor - Formal occasion - Military - Women in gowns 	INSERT SOURCE – You may want to copy and paste the source here.
Historical context: Focus, events detail	<ul style="list-style-type: none"> - 1889 - Meiji Constitution - Emperor Meiji - Ito Hirobumi 	
Author’s perspective: Identify & account Purpose Motive Place & time	<ul style="list-style-type: none"> - That this was a momentous occasion - A time of great change for Japan - To document this event for posterity - To represent the westernisation and modernisation of Japan - 1889 Japan 	
Message	That this was a turning point in Japanese history	
Usefulness: strength weakness	<ul style="list-style-type: none"> - Gives an accurate & authentic representation of the time period - None of the inequities of the constitution present 	

Step 8: Source Analysis – Over to you!

Your turn to deconstruct a source. Go to <http://figal-sensei.org/hist157/Textbook/Aux2/graphics/ch3/5.htm> and refer to the illustration “enlightened, half-enlightened, unenlightened”. Complete the table below.

Elements: Identify key features of the source	-	INSERT SOURCE – You may want to copy and paste the source here.
Historical context: Focus, events detail		
Author’s perspective: Identify & account Purpose Motive Place & time	-	
Message		
Usefulness: Strength Weakness		

Step 9: Explaining historical context

Using the information you have gathered on the illustration “enlightened, half-enlightened, unenlightened” in Step 8, complete the question below.

Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source: dates/events/people place/ideas.	1
Total	3
Markers’ notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

SCSA ratified marking key (Date accessed: 26/03/20) https://senior.secondary.scsa.wa.edu.au/_data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF

Purpose:

Bias:



Step 11: Explain the following terms:

Feudalism	
Tokugawa	
Shogun	
Daimyo	
Emperor	
Bakufu	
Samurai	
Black Ships	
Meiji Restoration	
Constitutional Monarch	
Genro	
Satsuma Rebellion	
Zaibatsu	
Sino-Japanese War	

Well done! You have now completed this package.

Keep this for your Semester 1 Exam revision.