COMMODORE PERRY IN JAPAN

We will be completing a Fishbowl in class as a Summative Assessment. This project will count as a Quiz / Test grade on PowerSchool! You will be doing research on Commodore Perry and his impact on Japanese development. You will be reading a series of articles about Commodore Perry and using that information, as well as information we have used in class, and completing a series of assignments.

1. You must write in complete sentences.

2. One third of the class will be sitting in an inner circle in the center of the room.

3. All other seats will be pushed to the walls for the outer circle.

4. The inner circle are the only ones allowed to speak in the room. There is to be no other conversation outside of the inner circle. If there is talking in the outer circles, your grade will be negatively affected and you will lose points.

5. The students will engage in a discussion on the question provided by the teacher.

6. All participants must also operate under the standards of common courtesy and the rules of civic discussion. (No yelling, no interrupting, no name-calling, etc)

7. The outer circle must take notes on the discussion happening in the inner circle. Those notes will be graded.

8. The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.
<table>
<thead>
<tr>
<th></th>
<th>Significantly Below Expectations</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>The student displayed no evidence that they prepared their responses and read the texts.</td>
<td>The student displayed little evidence of preparation of the discussion; however, it appears to be limited to simple answers.</td>
<td>The student shows evidence of preparation through their presentation, while showing evidence of reading.</td>
<td>The student shows a good level of preparation for their questions.</td>
<td>The student shows an excellent level of preparation for their questions and discussion.</td>
</tr>
<tr>
<td><strong>Textual Support</strong></td>
<td>Student does not use any specific examples from the text or present unclear examples from the text. Any examples used have no relevance to the topic.</td>
<td>Students use little to no specific textual examples or the examples are unclear and vague. Any referenced examples do not clearly support the idea or question.</td>
<td>Student references the text. Their selected examples do reflect the idea or question.</td>
<td>Student references the text directly by indicating specific incidents and passages. The textual support is a superior example that promotes the increased understanding of the topic.</td>
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**Participation**
The student contributes, debates, or supports other speakers. The student uses an equal amount of time in speaking.

| The student is present in the circle, but does not engage in the conversation. | The student offers some information to the fishbowl, but is regularly interrupted, distracted, and weak. | The student asks developed questions, and presents creative ideas. | The student offers quality information and thoughts regarding the idea. The information offered by the student spurs some additional conversation amongst the group. | The student asks developed questions, and presents creative ideas. The student also expounds upon their ideas, showing that each the student has participated. |

**Interaction**
The student is expected to communicate clearly and intelligently within the group.

| The student in the group does not maintain eye contact with other group members. The student frequently interrupts or talks over other students. The student addresses teacher or outer circle for the answer. | The student maintains eye contact and positive body language. The student in the group will talk, but does not address any person. | The student maintains eye contact and positive body language. Students usually address other group members. | The student maintains excellent eye contact and body language. The student addresses other members of the group specifically. The student respects and welcomes the ideas of other members in their group. | The student maintains excellent eye contact and body language. The student addresses other members of the group specifically. The student respects and welcomes the ideas of other members in the group. The student in the group have already planned their interactions ahead of time. |
HOW DO I EARN AN A?

1. **Everyone** has participated in a meaningful and substantive way and, more or less, equally.

2. The pace allows for clarity and thoughtfulness – but not boredom.

3. There is a sense of balance and order; focus is on one speaker at a time and one idea at a time. The discussion is lively without being “hyper” or superficial.

4. The discussion builds. There is an attempt to resolve questions and issues before moving on to new ones.

5. Comments are not lost, the loud or verbose do not dominate, the shy or quiet are encourage.

6. Students listen carefully and respectfully to one another. There is no talking, daydreaming, rustling papers, making faces, using phones or laptops, etc. when someone else is speaking (this communicates disrespect and undermines the discussion as a whole). Same goes for sarcastic and glib comments.

7. Everyone is clearly understood. Those who are not heard or understood are urged to repeat.

8. Students take risks and dig for deep meaning, new insights.

9. Students back up what they say with examples, quotations, etc. Students ask others to back up assertions with proof (if possible). **The documents are referred to often.**
The United States Demands that Japan Open Its Ports to Trade

The West demands trade with Japan: On July 8, 1853, Commodore Matthew Perry of the United States Navy, commanding a squadron of two steamers and two sailing vessels, sailed into Tôkyô harbor aboard the frigate "Susquehanna." He forced Japan to enter into trade with the United States on behalf of the U.S. government, and demanded a treaty permitting trade and the opening of Japanese ports to U.S. merchant ships. This was the era when all Western powers were seeking to open new markets for their manufactured goods abroad, as well as new countries to supply raw materials for industry. It was clear that Commodore Perry could impose his demands by force. The Japanese had no navy with which to defend themselves, and thus they had to agree to the demands.

Perry's small squadron itself was not enough to force the massive changes that then took place in Japan, but the Japanese knew that his ships were just the beginning of Western interest in their islands. Russia, Britain, France, and Holland all followed Perry's example and used their fleets to force Japan to sign treaties that promised regular relations and trade. They did not just threaten Japan--they combination their navies on several occasions to defeat and disarm the Japanese feudal domains that defied them.

Tokugawa Japan into which Perry Sailed: Japan at this time was ruled by the shôgun ("great general") from the Tokugawa family. The Tokugawa shogunate was founded about 250 years earlier, in 1603, when Tokugawa leyasu (his surname is Tokugawa) and his allies defeated an opposing coalition of feudal lords to establish dominance over the many contending warlords. But while Tokugawa became dominant, receiving the title of shôgun from the politically powerless emperor, he did not establish a completely centralized state. Instead, he replaced opposing feudal lords with relatives and allies, who were free to rule within their domains under few restrictions. The Tokugawa shôguns prevented alliances against them by forbidding marriages among the other feudal lords' family members and by forcing them to spend every other year under the shôgun's eye in Edo (now Tôkyô), the shogunal capital--in a kind of organized hostage system.

It was the third shôgun, Tokugawa Iemitsu, who enforced isolation from much of the rest of the world in the seventeenth century, believing that influences from abroad (meaning trade, Christianity, and guns) could shift the balance that existed between the shôgun and the feudal lords. He was proven right two centuries later, when change came in the form of Perry's ships.

Japan's Response: Upon seeing Perry's fleet sailing into their harbor, the Japanese called them the "black ships of evil mien (appearance)." Many leaders wanted the
foreigners expelled from the country, but in 1854 a treaty was signed between the United States and Japan which allowed trade at two ports. In 1858 another treaty was signed which opened more ports and designated cities in which foreigners could reside. The trade brought much foreign currency into Japan disrupting the Japanese monetary system. Because the ruling shôgun seemed unable to do anything about the problems brought by the foreign trade, some samurai leaders began to demand a change in leadership. The weakness of the Tokugawa shogunate before the Western demand for trade, and the disruption this trade brought, eventually led to the downfall of the Shogunate and the creation of a new centralized government with the emperor as its symbolic head.
Letter of Millard Fillmore, President of the United States of America, to His Imperial Majesty, the Emperor of Japan, November 13, 1852.

GREAT and Good Friend: I send you this public letter by Commodore Matthew C. Perry, an officer of the highest rank in the navy of the United States, and commander of the squadron now visiting your imperial majesty's dominions.

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 commercial intercourse with each other.

The Constitution and laws of the United States forbid all interference with the religious or political concerns of other nations. I have particularly charged Commodore Perry to abstain from every act which could possibly disturb the tranquility of your imperial majesty's dominions.

The United States of America reach from ocean to ocean, and our Territory of Oregon and 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. Your imperial majesty's subjects are skilled in many of the arts. I am desirous that 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 Chinese and 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. There was a time when the ancient laws of your imperial majesty's government were first made.

About the same time America, which is sometimes called the New World, was first discovered and settled by the Europeans. For a long time there were but a few people, and they were poor. They have now become quite numerous; their commerce is very extensive; and they think that if your imperial majesty were so far to change the ancient laws as to allow a free trade between the two countries it would be extremely beneficial to both.

If your imperial majesty is not satisfied that it would be safe altogether to abrogate the ancient laws which forbid foreign trade, they might be suspended for five or ten years,
so as to try the experiment. If it does not prove as beneficial as was hoped, the ancient laws can be restored. The United States often limit their treaties with foreign states to a few years, and then renew them or not, as they please.

I have directed Commodore Perry to mention another thing to your imperial majesty. Many of our ships pass every year from California to China; and great numbers of our people pursue the whale fishery near the shores of Japan. It sometimes happens, in stormy weather, that one of our ships is wrecked on your imperial majesty’s shores. In all such cases we ask, and expect, that our unfortunate people should be treated with kindness, and that their property should be protected, till we can send a vessel and bring them away. We are very much in earnest in this.

Commodore Perry is also directed by me to represent to your imperial majesty that we understand there is a great abundance of coal and provisions in the Empire of Japan. Our steamships, in crossing the great ocean, burn a great deal of coal, and it is not convenient to bring it all the way from America. We wish that our steamships and other vessels should be allowed to stop in Japan and supply themselves with coal, provisions, and water. They will pay for them in money, or anything else your imperial majesty’s subjects may prefer; and we request your imperial majesty to appoint a convenient port, in the southern part of the empire, where our vessels may stop for this purpose. We are very desirous of this.

These are the only objects for which I have sent Commodore Perry, with a powerful squadron, to pay a visit to your imperial majesty’s renowned city of Edo: friendship, commerce, a supply of coal and provisions, and protection for our shipwrecked people.

We have directed Commodore Perry to beg your imperial majesty’s acceptance of a few presents. They are of no great value in themselves; but some of them may serve as specimens of the articles manufactured in the United States, and they are intended as tokens of our sincere and respectful friendship.

May the Almighty have your imperial majesty in His great and holy keeping!

In witness whereof, I have caused the great seal of the United States to be hereunto affixed, and have subscribed the same with my name, at the city of Washington, in America, the seat of my government, on the thirteenth day of the month of November, in the year one thousand eight hundred and fifty-two.

[Seal attached.]

Your good friend,
Millard Fillmore.

By the President:
Edward Everett, Secretary of State.
Letter of Commodore Perry to the Emperor, July 7, 1853.

United States Steam Frigate Susquehanna,
Off the Coast of Japan.

To His Imperial Majesty, the Emperor of Japan.

THE undersigned, commander-in-chief of all the naval forces of the United States of America stationed in the East India, China and Japan seas, has been sent by his government of this country, on a friendly mission, with ample powers to negotiate with the government of Japan, touching certain matters which have been fully set forth in the letter of the President of the United States, copies of which, together with copies of the letter of credence of the undersigned, in the English, Dutch, and Chinese languages, are herewith transmitted.

The original of the President's letter, and of the letter of credence, prepared in a manner suited to the exalted station of your imperial majesty, will be presented by the undersigned in person, when it may please your majesty to appoint a day for his reception.

The undersigned has been commanded to state that the President entertains the most friendly feelings towards Japan, but has been surprised and grieved to learn that when any of the people of the United States go, of their own accord, or are thrown by the perils of the sea, within the dominations of your imperial majesty, they are treated as if they were your worst enemies.

The undersigned refers to the cases of the American ships Morrison, Lagoda, and Lawrence.

With the Americans, as indeed with all Christian people, it is considered a sacred duty to receive with kindness, and to succour and protect all, of whatever nation, who may be cast upon their shores, and such has been the course of the Americans with respect to all Japanese subjects who have fallen under their protection.

The government of the United States desires to obtain from that of Japan some positive assurance that persons who may hereafter be shipwrecked on the coast of Japan, or driven by stress of weather into her ports, shall be treated with humanity.

The undersigned is commanded to explain to the Japanese that the United States are connected with no government in Europe, and that their laws do not interfere with the religion of their own citizens, much less with that of other nations.

That they inhabit a great country which lies directly between Japan and Europe, and which was discovered by the nations of Europe about the same time that Japan herself
was first visited by Europeans; that the portion of the American continent lying nearest to Europe was first settled by emigrants from that part of the world; that its population has rapidly spread through the country, until it has reached the shores of the Pacific Ocean; that we have now large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days; that our commerce with all this region of the globe is rapidly increasing, and the Japan seas will soon be covered with our vessels.

Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act towards Americans as if they were her enemies.

However wise this policy may originally have been, it is unwise and impracticable now that the intercourse between the two countries is so much more easy and rapid than it formerly was.

The undersigned holds out all these arguments in the hope that the Japanese government will see the necessity of averting unfriendly collision between the two nations, by responding favourably to the propositions of amity, which are now made in all sincerity.

Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; and the undersigned, as an evidence of his friendly intentions, has brought but four of the smaller ones, designing, should it become necessary, to return to Edo in the ensuing spring with a much larger force.

But it is expected that the government of your imperial majesty will render such return unnecessary, by acceding at once to the very reasonable and pacific overtures contained in the President's letter, and which will be further explained by the undersigned on the first fitting occasion.

With the most profound respect for your imperial majesty, and entertaining a sincere hope that you may long live to enjoy health and happiness, the undersigned subscribes himself,

M. C. Perry,
*Commander-in-chief of the United States Naval Forces in the East India, China, and Japan seas.*

**DOCUMENT 4:**
Perry's Letter in Connection with the Delivery of a White Flag, [July 14,] 1853. (2)

For years several countries have applied for trade, but you have opposed them on account of a national law. You have thus acted against divine principles and your sin cannot be greater than it is. What we say thus does not necessarily mean, as has already been communicated by the Dutch boat, that we expect mutual trade by all means. If you are still to disagree we would then take up arms and inquire into the sin against the divine principles, and you would also make sure of your law and fight in defence. When one considers such an occasion, however, one will realize the victory will naturally be ours and you shall by no means overcome us. If in such a situation you seek for a reconciliation, you should put up the white flag that we have recently presented to you, and we would accordingly stop firing and conclude peace with you, turning our battleships aside.

COMMODORE PERRY

(1) Documents 1 and 2 were taken from Francis L. Hawks, compiler; Narrative of the Expedition of an American Squadron to China and Japan, performed in the years 1852, 1853, and 1854, under the Command of Commodore M. C. Perry United States Navy, by Order of the Government of the United States, I. Washington, D.C., A.O.P. Nicholson, Printer, 1856, pp.256-59.

(2) Document 3 is from Meiji Japan through Contemporary Sources, Volume Two: 1844-1882, compiled and published by the Centre for East Asian Cultural Studies, c/o The Toyo Bunko, Honkomagome 2-chome 28-21, Bunkyo-ku; Tokyo, 113 Japan. Reprinted by permission.
ANALYSIS QUESTIONS:

1. Why did the United States government send Commodore Perry to Japan?

2. What was Japan like when Perry arrived?

3. What other countries made treaties with Japan at this time?

4. What were some of the terms of the treaties?

5. What were some of the problems caused by the foreign trade resulting from the treaties?
6. What image of the United States do these letters portray? How do President Fillmore and Commodore Perry describe the United States? What examples are given of American’s strength and position in the world?

7. What image of Japan is portrayed in the letters? (Documents 2, 3, and 4)

8. What are the intentions of the United States as stated in these letters? (Documents 2, 3, and 4)
9. How does the tone change from President Fillmore’s letter in November of 1852 to Perry’s letters of July 1853?

10. What, if any, aspects of these letters strike you as “dated?” What statements might not be acceptable in a letter written by a US leader today?
**Self Reflection**

In the following section, think about your performance on both your Writing Assignment and your Circle. If you were the teacher, how many points would you give for that work? Why do you deserve these points?

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<th>Why do you deserve these points?</th>
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<tr>
<td>Classroom Behavior:</td>
<td>____/ 10</td>
</tr>
<tr>
<td>Textual Support:</td>
<td>____/20</td>
</tr>
<tr>
<td>Writing Assignment:</td>
<td>____/10</td>
</tr>
<tr>
<td>Participation/Interaction</td>
<td>____/10</td>
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</table>

**Answer the following questions. BE SPECIFIC and give examples.**

<table>
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<th>What did I do well?</th>
<th>What did I do poorly?</th>
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Give yourself a **letter grade**. Why do you deserve this grade? Be specific.
Classroom Behavior: (Preparation)
Was the student focused on the task at hand during all given in-class days? Were they quiet during the Outer Circle?

| /15 |

Textual Support: (Questions and Circle)
Did the student use specific references to the documents or specific examples from classwork and prior knowledge in both their written work and Circle comments?

| /40 |

Questions: (Preparation)
Were all the questions totally answered?

| /10 |

Participation & Interaction: (Circle)
Did the student communicate clearly and effectively in the group? Did they address members of the circle specifically and welcome differing ideas?

| /25 |

Reflection: (Circle)
Did the student reflect on their performance in the Inner Circle? Did they give specific examples of things they did well or did poorly?

| /10 |

TOTAL POINTS: /100
For the final part of this project, you will be completing the following writing assignment. Remember to be creative and follow all directions. If you have any questions, please email Ms. Burke at kburke@staff.cwcboe.org or talk to her during our in-class preparation time.

Pick ONE of the following writing assignments.

On a separate sheet of paper, complete the writing assignment and use creativity. Use DOCUMENT PROOF within your writing. Follow the rubric following the prompts.

1. Imagine that you are the Shogun and write a reply to President Fillmore. You must use excerpts from the documents in this packet and other information from class.

2. Pretend you are a newspaper reporter for a New York paper at the time of Perry’s arrival in Japan. Write an article describing his arrival and the Japanese reaction. Use excerpts from the letters of President Fillmore and Commodore Perry.

3. Pretend you are a reporter for a Japanese newspaper in 1853. Write an article on Perry’s arrival for your paper. Use excerpts from the letters of President Fillmore and Commodore Perry.
| **Presentation** | The student presents their writing assignment to the class in a clear and effective way. They make eye contact with the class and speak loudly enough for all students to hear. | /15 |
| **Grammar / Spelling / Neatness** | The writing sample is clear and easy to read. There are no significant grammar or spelling errors that distract from the content of the writing. | /10 |
| **Inclusion of Textual Resources** | The writing sample includes information from the documents/letters provided and from classwork. The writing is historically accurate. | /15 |
| **Creativity** | The student is creative and uses exciting ideas. They follow all directions, but take the assignment to new levels. | /10 |

**TOTAL :** / 50 POINTS