



## Gift-Giving and the “Opening of Japan,” 1852–54: Instructor’s Guide



Reproduction of a scroll by a Japanese artist, anonymous, undated, but the original scroll likely originated in the middle to late 1850s.

Source: Matthew Perry ZB File, Navy Department Library, Naval History and Heritage Command, Washington, DC.

### Essential Questions

- ✦ How did U.S. officials justify their policy toward Japan?
- ✦ Why and how was the U.S. Navy instrumental in the execution of U.S. policy in Japan in the mid-19th century?

## Instructor's Guide:

# *Gift-Giving and the "Opening of Japan," 1852–54*

### Duration

80 minutes (double period or two single periods)

### Grades

9–12

### Subjects

- ✦ Social Studies
- ✦ U.S. History and Government
- ✦ World History

### Materials Needed

Student Packet (one per student)

### Field-Specific Vocabulary

- ✦ imperialism
- ✦ commodore
- ✦ Japanese emperor
- ✦ Japanese court
- ✦ Secretary of the Navy
- ✦ Department of the Navy
- ✦ foreign policy

### Planning and Preparation

Classroom arrangement: pairs or individual desks, instructor's discretion.  
Prior knowledge for the instructor to have:

- Major themes in the history of imperialism
- Basic background on Japan before and after the encounter with Perry
- Basic background on U.S. foreign policy, particularly regarding East Asia, in the 1850s

### Skills and Competencies Objectives

- Analyze material culture (objects) as evidence.
- Build an argument by setting two or more sources in conversation.
- Establish context by combining and evaluating information in sources.
- Use evidence to demonstrate the validity of an argument.
- Craft a paragraph according to the conventions of the discipline.

### Content Objectives

- Describe the process by which Perry, following U.S. foreign policy in the mid-19th century, opened Japanese ports to foreign, specifically western, trade.
- Explain the rationale for U.S. foreign policy toward Japan in the mid-19th century.

### Essential Questions

- ✦ How did U.S. officials justify their policy toward Japan?
- ✦ Why and how was the U.S. Navy instrumental in the execution of U.S. policy in Japan in the mid-19th century?

### Sequence of Activities

The lesson (and formative assessment) is designed for a double block (1 hour, 20 minutes) or two class periods (40 minutes each). The homework (summative assessment) is designed to take 30 to 45 minutes.

At the instructor's discretion, this lesson could expand to include more time for discussion and/or direct instruction. The lesson also contains an extension exercise for deeper engagement with the topic and themes.

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## Sequence of Activities (continued)

1. Distribute the student packets.
2. Read the background aloud with the students and answer any questions about the basic history of the opening of Japan to foreign trade in the 1850s.
3. Call the students' attention to the glossary on p. 3 of the student packet.
4. Have the students read Source 1. Put them in groups of two and have them fill out the answers on the worksheet (p. 6) that pertain to Source 1. Share answers and discuss patterns and discrepancies among the students' responses.
5. Have the students, alone, read Source 2. Working individually, they should complete the rest of the worksheet.
6. Collect the worksheets and redistribute them in random order around the classroom. Ask students to share answers with the class from the worksheets in hand. Proceed to a discussion (if so inclined and time permits).
7. Return worksheets to their respective authors. Allow students to make any corrections or additions to their worksheets from what they learned during the activity (and/or discussion).
8. Explain the homework assignment: the history paragraph (summative assessment).
9. Collect both the formative (worksheet) and summative (paragraph) assessments at the next class.

\*Please note: This lesson plan does not contain rubrics. The intent is for the plan to be malleable enough for integration into an existing skills-based curriculum. It is therefore recommended that the instructor use those rubrics with which the students are already familiar.

## Assessments

Formative: Student worksheet (self- or peer-assessed)

Summative: Homework paragraph (instructor-assessed)

Optional Summative for Extension Exercise: Analytic response (instructor-assessed)

## Further Reading

“Commodore Matthew C. Perry and the Opening of Japan,” <https://www.history.navy.mil/content/history/nhhc/research/library/exhibits/commodore-matthew-c-perry-and-the-opening-of-japan.html>.

“Centennial: Opening of Japan by Commodore Matthew C. Perry,” <https://www.history.navy.mil/content/history/nhhc/research/library/online-reading-room/title-list-alphabetically/b/brief-summary-perry-expedition-japan-1853.html>.

“Matthew C. Perry and the Opening of Japan: A Select Bibliography,” <https://www.history.navy.mil/content/history/nhhc/research/library/bibliographies/opening-of-japan.html>.

## Learning Standards

### Sources

Common Core: State Sponsored Initiative—Preparing America’s Students for College and Career, accessed 11 September 2019, <http://www.corestandards.org/>.

National Council for the Social Studies, “National Curriculum for Social Studies: Executive Summary,” accessed 11 September 2019, <https://www.socialstudies.org/standards/execsummary>.

## Adjustments in Relation to Common Core Standards

This lesson adheres to the pedagogical adjustments required by the Common Core standards as implemented by the states. This lesson is a series of skills-based activities designed to develop students’ competencies with respect to the Common Core.

## Learning Standards

### Common Core Learning Standards in ELA and Literacy in History/Social Studies

#### For Grades 9 and 10

RH.9–10.1; RH.9–10.2; RH.9–10.3; RH.9–10.4

#### For Grades 11 and 12

RH.11–12.1; RH.11–12.2; RH.11–12.3; RH.11–12.4; RH.11–12.5; RH.11–12.7; RH.11–12.8

### Common Core Learning Standards in ELA and Literacy in Reading Informational Texts

#### For Grades 9 and 10

RI.9–10.1; RI.9–10.2; RI.9–10.3; RI.9–10.4; RI.9–10.5; RI.9–10.6; RI.9–10.7; RI.9–10.8

#### For Grades 11 and 12

RI.11–12.1; RI.11–12.2; RI.11–12.4; RI.11–12.6

### Common Core Learning Standards in ELA and Literacy in Writing

#### For Grades 9 and 10

WHST.9–10.1A-E; WHST.9–10.2A-F; WHST.9–10.4; WHST.9–10.5; WHST.9–10.9

#### For Grades 11 and 12

WHST.11–12.1A-E; WHST.11–12.2A-E; WHST.11–12.4; WHST.11–12.5; WHST.11–12.9

### National Council for the Social Studies Themes

- ✿ Culture
- ✿ Time, Continuity, and Change
- ✿ Individual Development and Identity
- ✿ People, Places, and Environments
- ✿ Power, Authority, and Governance
- ✿ Production, Distribution, and Consumption
- ✿ Science, Technology, and Society
- ✿ Global Connections