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Course/Grade: World History, AP World History, 9-12

Title: Exploring Japanese Industrialization through Woodblock Prints and Haiku

Materials and Resources: PowerPoint presentation, handouts, woodblock print placards, computers with internet for research and completion of the photo-essay assignment.

Accommodations for students with an IEP or 504 plan (specific to this lesson):


Literacy Strategies: Read Alouds, Socratic Discussions, and Quick Writes

Procedures/Routines Focus: Primary document analysis

Background: This lesson is meant to be included in the unit on the Industrial Revolution or with the unit that includes the Meiji Restoration. The Japanese Industrial Revolution was modeled in many ways after the British and American Industrialization, but took a more nationalistic path. This lesson will encourage students to use their knowledge of the Japanese industrial revolution and other industrial revolutions to compare and contrast the changes that occurred in the material society, transportation, and governing systems. Looking for influences from the West that influenced the East in both woodblock prints and primary documents. Students will then use their knowledge to create a photo-essay that focuses on using woodblock prints to show how society had changed during the Meiji Restoration. For a Background essay on Technological and Industrial developments during this era go to the [“Throwing Off Asia I: Woodblock prints of Domestic Westernization.”](#)

Students using this lesson have already analyzed woodblock prints in a previous lesson on the Tokugawa Shogunate from [Teaching East Asia Institute](#). Thus students already have background knowledge on the production, use, and artistic methods used in Japan prior to the Industrialization and also know what Japan “looked like” before Western influence. If your students do not have prior experience with woodblock prints it is recommended that you go over this information before starting on this lesson.

<p>A+NTICIPATORY SET (3 - 5 minutes) Students respond to a metacognitive writing prompt or bellwork that focuses them on prior knowledge. In addition, students write down learning goals. This will occur during attendance taking.</p>	<p>Students will write a haiku using a woodblock print displayed on the Smartboard (projector) as a muse (Image A). Students should describe the scene, images, colors, or season in their haiku.</p> <p>Remind students that haikus are short Japanese poems that are</p> <ul style="list-style-type: none"> 5 syllables 7 syllables 5 syllables
<p>OBJECTIVE/ LEARNING GOAL(S) Written in student friendly terms and</p>	<p>1. I will know (knowledge):</p> <ul style="list-style-type: none"> ▪ Understand the basic topics of the political, cultural and economic changes during the Meiji Restoration ▪ Describe the causes and results of the Meiji Restoration.

<p>posted in the room.</p>	<ul style="list-style-type: none"> ▪ Understand the path to Japanese industrialization and its impacts on Japan ▪ Examine primary sources for point of view and contextual understanding. ▪ Use primary source evidence to support a hypothesis. <p>2. I will be able to (skill): analyze primary documents (both textual and woodblock prints), create a photo-essay on the Japanese Modernization and Industrial Revolution, and write haiku.</p>
<p>PROCEDURES: GRADUAL RELEASE OF INSTRUCTION</p> <p>The gradual release cycle may be repeated and adjusted throughout the lesson to ensure mastery of content through multiple re-teaching opportunities.</p> <p>Descriptive feedback, formative and summative assessments are embedded throughout the gradual release of instruction.</p> <p>The amount of time varies depending upon the lesson.</p> <p>*Achievement will decrease if independent occurs directly after modeled without shared and guided.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Modeled (5-7 minutes) Learning goals are discussed followed by demonstration/direct instruction.</p> <p>1. Students will watch teacher created photo-essay on the Meiji Restoration</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Shared (5-7 minutes) Checking for understanding occurs via engagement activities. Re-teaching may be needed prior to guided practice.</p> <p>2. Read Aloud: <i>The Charter Oath of the Meiji Restoration -1968</i> (Handout A)</p> <ul style="list-style-type: none"> ▪ The teacher will model the analysis/critical thinking that goes on within the historians mind as they analyze a primary document. ▪ The rest of the document will be read aloud in sections and analyzed in a full class discussion <p>3. Primary Documents: Industrialization in Japan (Handout B)</p> <ul style="list-style-type: none"> ▪ In small groups (pods of 4) students will read and analyze 3 short primary documents on the reasons for industrialization in Japan and </div> </div>

	<p>Guided Practice (15-30 minutes) Leveled performance groups, rotating stations or cooperative learning/group work occur with descriptive feedback.</p> <p>4. In small groups (pods of 4) students will analyze political, cultural, economic, transportation, and industrial changes in the Japanese landscape by looking at woodblock prints (Images B-K) from the Meiji Restoration and fill in the graphic organizer for each print (handout C). For each print, students will also pick one change to write a haiku for that uses descriptive words that references imagery from the woodblock print.</p> <p>*Independent Practice (30-60 minutes) Students working independently applying what they have learned in the lesson.</p> <p>5. Working independently students will fill in the PowerPoint template which they will then turn into a photo-essay (Handout D).</p> <p>Video of Assignment PPT Template available at https://docs.google.com/open?id=0BwWu_suVQDHxUUswQlpaZEN0cXc</p>
<p>SUMMARY (5-8 minutes) Teacher reviews learning goal and students are given time to summarize and reflect on their learning. Include a brief writing activity whenever possible.</p>	<p>Watch 3-6 of the completed student created photo-essays. Have each student write one last haiku that sums up the Japanese Industrial Revolution (Handout E).</p>

Places to find other amazing lessons using woodblock Prints:

MIT Visualizing Cultures: [Website](#)

Imaging Japanese History: [Website](#)

Life in the Floating World: [Website](#)

Video Files and Templates for this lesson:

Introduction Video <http://www.youtube.com/watch?v=gkRb4wuDn5o&feature=youtu.be>

Student assignment Video: <http://www.youtube.com/watch?v=YkJ0ZYIo8WE&feature=youtu.be>

Student PPT Template: https://docs.google.com/open?id=0BwWu_suVQDHxUUswQlpaZEN0cXc

Bellwork Image A: Sumo Match



Source: Utagawa Kunitada (1808 - 1876) *Sumo Wrestlers Entering the Ring*, 1863. Oban Triptych.

“Pictured here is a charity sumo match organized to raise funds for a temple. A powerful, architectural design, it offers an accurate view of contemporary events in Edo Japan. Sumo subjects were popular at this time because of government crackdowns on *kabuki* theatres and the prohibition on actor prints. The public found, at least temporarily, new heroes in the wrestlers until the reforms were relaxed a few years later.”

Directions: Read the text below ALOUD with a partner. Read the document segment by segment. After each segment note, what you thought as you read the text, what the author was trying to convey, and what the segment was about. Underline and note words/phrases you find significant/interesting.

The Charter Oath (of the Meiji Restoration), 1868

NOTES

By this oath we set up as our aim the establishment of the national weal on a broad basis and the framing of a constitution and laws.

1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of affairs of state.
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.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

Source: From *Sources of Japanese Tradition*, edited by Wm. Theodore de Bary, Ryusaku Tsunoda, and Donald Keene, 1st ed., vol. 2 (New York: Columbia University Press, 1964), 137.

Directions: Read each primary source section below ALOUD with your pod. Read the document segment by segment. . Underline and note words/phrases you find significant/interesting. **Underline the Modernizations that occurred in Japan and how they industrialized.**

Okuma: from Fifty Years of New Japan, 1907-08**NOTES**

By comparing the Japan of fifty years ago with the Japan of today, it will be seen that she has gained considerably in the extent of her territory, as well as in her population, which now numbers nearly fifty million. Her government has become constitutional not only in name, but in fact, and her national education has attained to a high degree of excellence. In commerce and industry, the emblems of peace, she has also made rapid strides, until her import and export trades together amounted in 1907 to the enormous sum of 926,000,000 yen. Her general progress, during the short space of half a century, has been so sudden and swift that it presents a rare spectacle in the history of the world. This leap forward is the result of the stimulus which the country received on coming into contact with the civilization of Europe and America, and may well, in its broad sense, be regarded as a boon conferred by foreign intercourse. Foreign intercourse it was that animated the national consciousness of our people, who under the feudal system lived localized and disunited, and foreign intercourse it is that has enabled Japan to stand up as a world power. We possess today a powerful army and navy, but it was after Western models that we laid their foundations by establishing a system of conscription in pursuance of the principle "all our sons are soldiers," by promoting military education, and by encouraging the manufacture of arms and the art of shipbuilding. We have reorganized the systems of central and local administration, and effected reforms in the educational system of the empire. All this is nothing but the result of adopting the superior features of Western institutions. That Japan has been enabled to do so is a boon conferred on her by foreign intercourse, and it may be said that the nation has succeeded in this grand metamorphosis through the promptings and the influence of foreign civilization. For twenty centuries the nation has drunk freely of the civilizations of Korea, China, and India, being always open to the different influences impressed on her in succession. Yet we remain politically unaltered under one Imperial House and sovereign, that has descended in an unbroken line for a length of time absolutely unexampled in the world. We have welcomed Occidental civilization while preserving their old Oriental civilization. They have attached great importance to Bushido, and at the same time held in the highest respect the spirit of charity and humanity. They have ever made a point of choosing the middle course in everything, and have aimed at being always well-balanced. We are conservative simultaneously with being progressive; we are aristocratic and at the same time democratic; we are individualistic while also being socialistic. In these respects we may be said to somewhat resemble the Anglo-Saxon race.

Source: From: Okuma, *Fifty Years of New Japan (Kaikoku Gojunen Shi)*, 2d Ed., (London: Smith, Elder, 1910), *passim*. Scanned by: J. S. Arkenberg, Dept. of History, Cal. State Fullerton. Prof. Arkenberg has modernized the text.

Image	Examples of Modernization and Industrialization depicted in the Print	Haiku for the Woodblock Print 5 syllables 7 Syllables 5 Syllables
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		

Image B



Background: This is a top and bottom work showing the rail line and the area of Ginza that were characteristic of civilization and enlightenment. The upper painting depicts a steam locomotive departing the Shinbashi station platform for Yokohama and the lower painting, by the fact that the Matsuda restaurant can be seen, depicts a street in Ginza 1-chome.

Source: Illustration of the Prosperity of Ginza, Tokyo's Brick Masonry / Illustration of a Shinbashi Railway Steam Locomotive Painted by Utagawa Kunitaru II 1873 (Meiji

6) Tokyo Shiryō 0422-C35

Image C

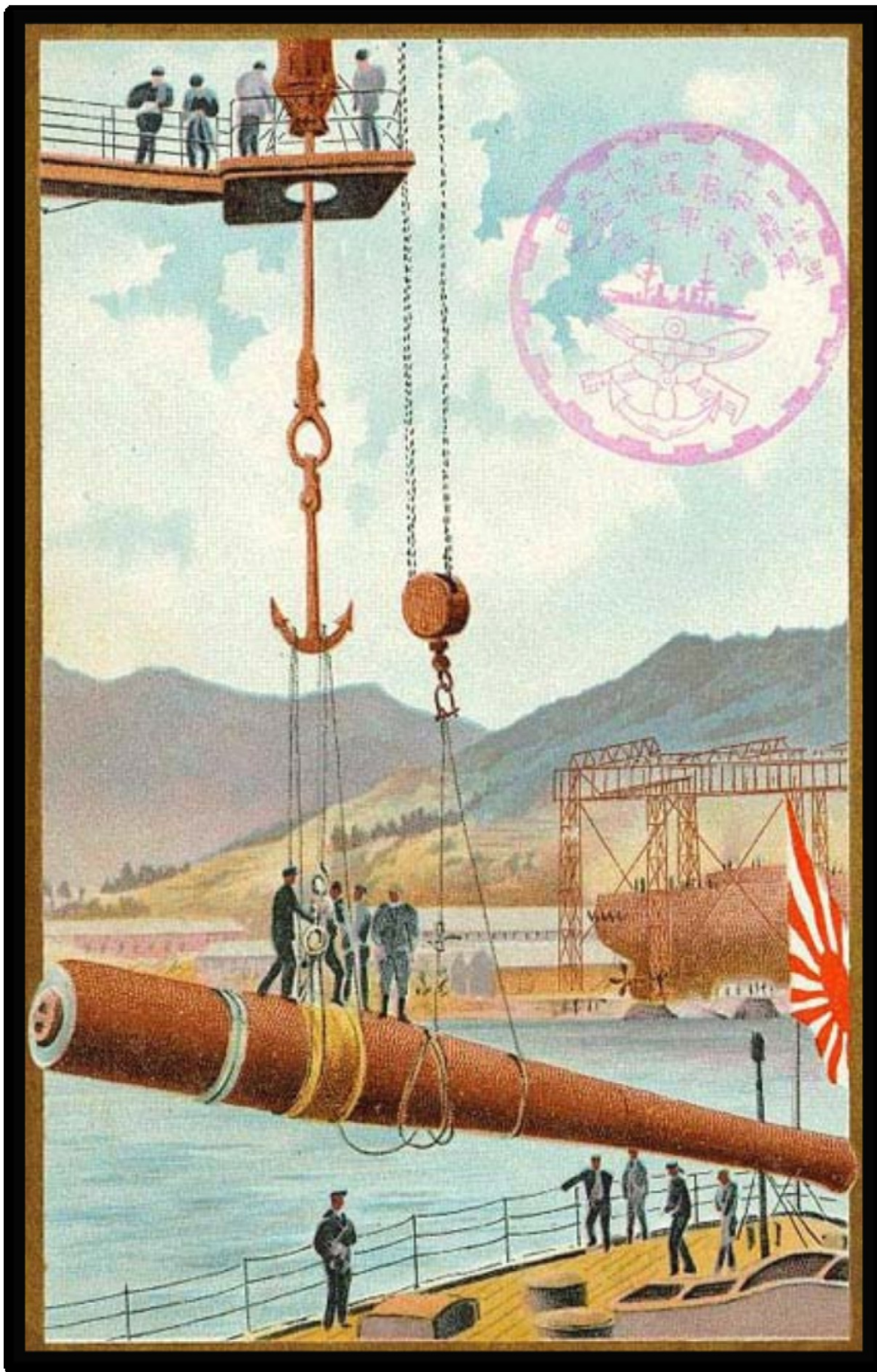


Background:

On September 1, 1923 two minutes before noon, a devastating earthquake hit the densely populated area of Tokyo and Yokohama. The shocks reached peaks of 7.9 on the Richter scale. The damages caused by the fires that immediately broke out and raged for three days, were by far worse than those caused by the earthquake itself. When the

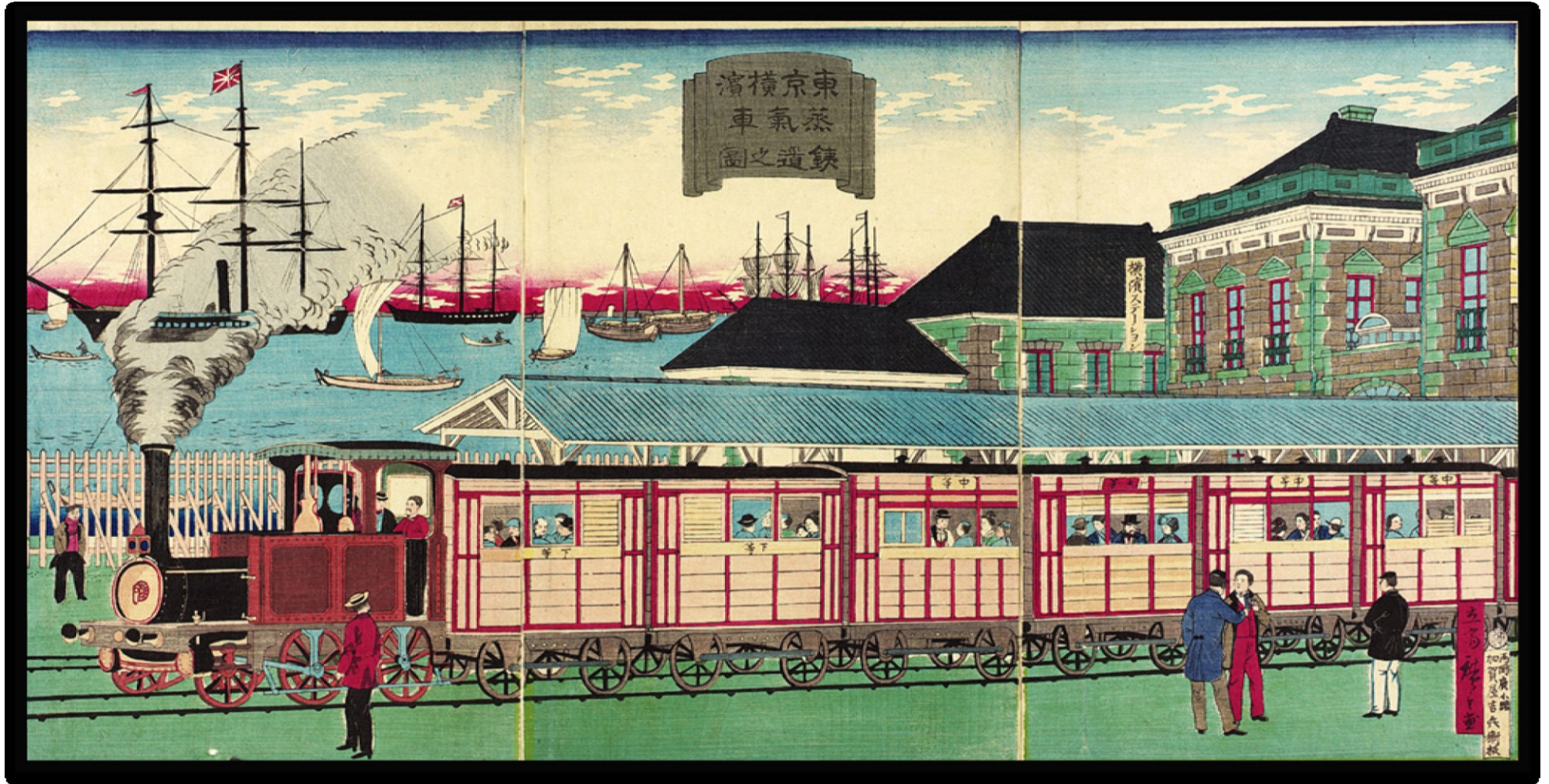
first shocks hit, many charcoal cooking stoves were in use for the preparation of the lunch meal. And light to strong winds made the fires spread within a few minutes in Tokyo and Yokohama.

Image D- Battleship Preparation, 1907



Source: *Battleship Preparation, 1907*
[2002.5229]
Leonard A. Lauder
Massachusetts
Institute of
Technology © 2008
Visualizing Cultures

Image E- Steam train between Tokyo and Yokohama



Source: "Steam train between Tokyo and Yokohama" by Utagawa Hiroshige III, 1875 [2000.549] Massachusetts Institute of Technology © 2008 Visualizing Cultures

Image F - True View of Prosperity: Roundtrip River Steamship Service of the Ryōgok Transportation Company



Source: "True View of Prosperity: Roundtrip River Steamship Service of the Ryōgok Transportation Company" by Utagawa Shigekiyo, 1877
[2000.528a-c] Massachusetts Institute of Technology © 2008 Visualizing Cultures

Image G- Illustration of the Silk Reeling Machine at the Japanese National Industrial Exposition



Source: "Illustration of the Silk Reeling Machine at the Japanese National Industrial Exposition" by Utagawa Kuniaki II, October 1877 [2000.515a-c]
Massachusetts Institute of Technology © 2008 Visualizing Cultures

Image H- Picture of Azuma Bridge and a Distant View of a Torpedo Explosion



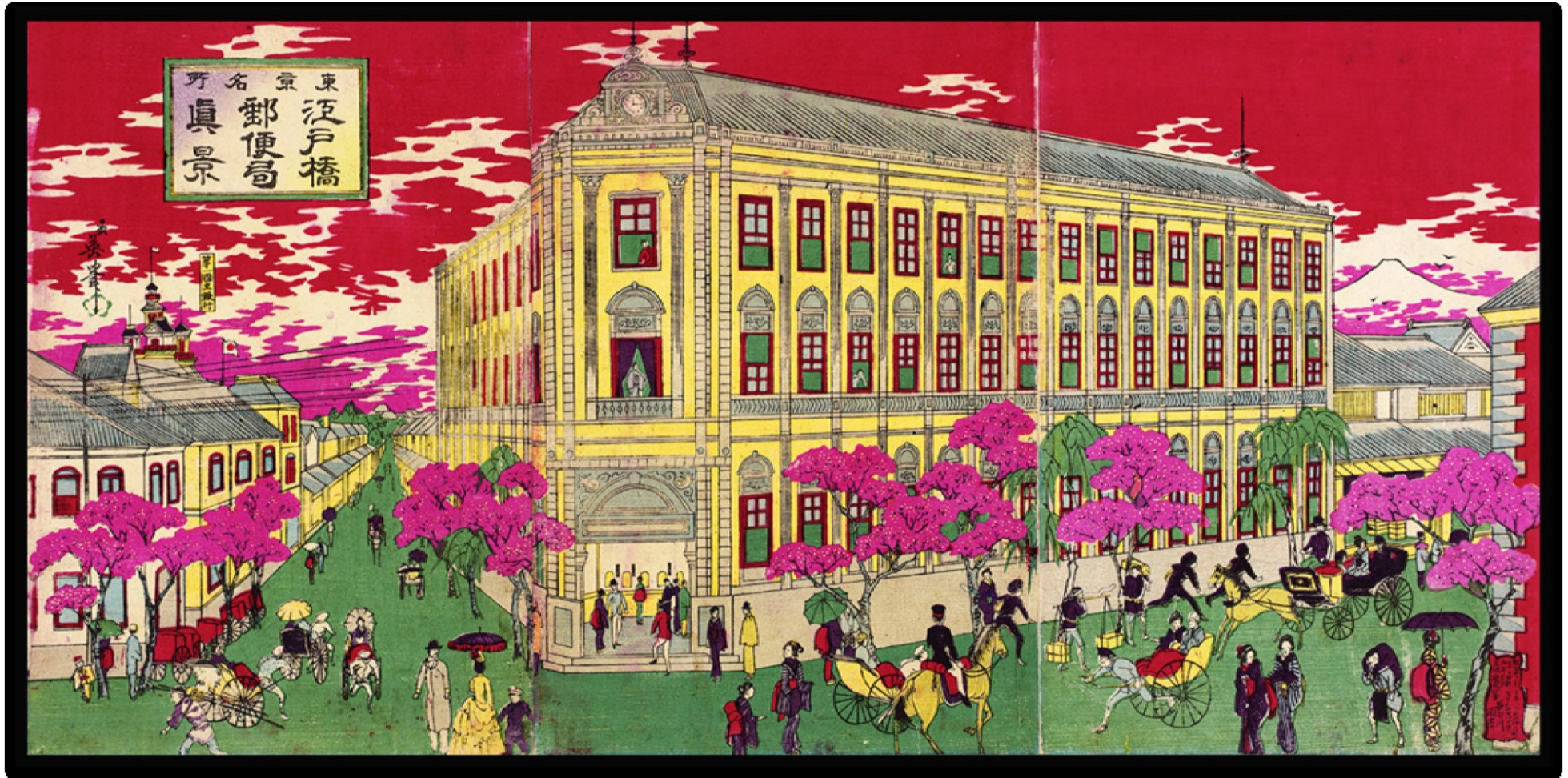
Source: "Famous Places in Tokyo: Picture of Azuma Bridge and a Distant View of a Torpedo Explosion" by Inoue Tankei, July 1888 [2000.395] Massachusetts Institute of Technology © 2008 Visualizing Cultures

Image I- Roundtrip River Steamship Service of the Ryōgok Transportation Company



Source: "True View of Prosperity: Roundtrip River Steamship Service of the Ryōgok Transportation Company" by Utagawa Shigekiyo, 1877 [2000.528a-c] Massachusetts Institute of Technology © 2008 Visualizing Cultures

Image K- Post Office at Edobashi



Source: "Famous Places in Tokyo: True View of the Post Office at Edobashi" by Kobayashi Ikuhide, 1889 [2000.509] Massachusetts Institute of Technology © 2008 Visualizing Cultures

Handout D: **Meiji Restoration. Industrial Japan Photo-Essay**

Step One: Watch the [Assignment Video](#) & Follow the Directions given

Step Two: create a new folder in your server folder – label it “Industrial Japan”

- Open the PPT template
- Save as: “your last name.Industrial Japan”

Step Three: Add to the PPT Template

- Remember to focus your photo-essay on the political, cultural, economic, transportation, and industrial changes that occurred in Japan during the Meiji Restoration and the Modernization period that followed and to zoom in on images in the woodblock prints that depict those changes.

Step Four: Save

Step Five: Save As

- change the Save as type to : JPEG File Interchange Format
- click “every slide”
- click “ok”

Step Six: open Microsoft Movie Maker

- SaveAs “Industrial Japan.yourlastname”
 - Import JPEG SLIDE picture
 - Import all the ppt slides
 - Control A (to select all)
 - Drag onto the timeline (the program will put them in order)
 - Import music from drop folders
 - Drag onto time line
 - Add any transitions that you want (or have time for)
 - SAVE
 - Export as a....movie file (ASK ME about this when you are ready- if you have questions)
 - Save as your “IndustrialJapan.lastname”
 - Needs to save as a .WMV
 - Copy and Paste into teacher drops
 - FINISHED!

Woodblock Print Sources and Databases

"Great-Edo Database." *Great-Edo Database*. N.p., n.d. Web. 14 Oct. 2012.

<http://www.library.metro.tokyo.jp/portals/0/edo/tokyo_library/english/database/index.html?page=6>.

"Imaging Japanese History." *Imaging Japanese History*. N.p., n.d. Web. 14 Oct. 2012.

<<http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/>>.

"Kuniteru, Sumo Wrestlers Entering the Ring." *Kuniteru, Sumo Wrestlers Entering the Ring*. N.p., n.d. Web. 14 Oct. 2012. <http://www.toshidama-japanese-prints.com/item_187/Kuniteru-Sumo-Wresters-Entering-the-Ring.htm>.

"MIT Visualizing Cultures." *MIT Visualizing Cultures*. N.p., n.d. Web. 14 Oct. 2012.

<http://ocw.mit.edu/ans7870/21f/21f.027/throwing_off_asia_01/toa_essay01.html>.

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"Smithsonian.com." *Smithsonian Magazine*. N.p., n.d. Web. 14 Oct. 2012.

<<http://www.smithsonianmag.com/history-archaeology/The-Great-Japan-Earthquake-of-1923.html>>.