

Title: Commodore Matthew C. Perry in Japan, an artistic perception

Lesson Overview:

In November 1852, President Millard Fillmore authorized the U.S. Navy to embark on a diplomatic mission that would change world history forever. That mission was the opening of Japan to trade with the United States and provide humanitarian treatment of shipwrecked sailors. For over two hundred years, the island nation of Japan had adopted an extreme isolationist foreign policy, closing its borders to trade and diplomatic relations. Conversely, the United States looked beyond its shores in order to increase trade, secure coaling stations for its fledgling steam navy and seek safe haven for her shipwrecked sailors. In the winter of 1853, Commodore Mathew C. Perry and his East India Squadron departed the United States on this historic mission and rendezvous with destiny.

Commodore Perry succeeded where earlier voyages had failed primarily due to intimidation and superb diplomacy. As a result of his actions, Japan for the first time in over two-hundred years opened several of her seaports to a foreign nation. Within a decade, Japan would replace its ruling body with a new government eager to expand Japan's role in Asia and the South Pacific. Perry's visit had transformed Japan from a feudal island nation to one that embarked on a quest for empire.

The Perry expedition consisted of seven U.S. Navy warships with a compliment of over two-thousand sailors and Marines. In addition, the crew was augmented by civilian scientist and artist to record on paper various events during the landmark voyage. Japan too realized the importance of the visit and recorded the events on canvas. For this assignment, the students will look at the various art works recorded for posterity and, using the Photo Analyses Worksheets, compare and contrast the two nations interpretation of the various events.

Objectives:

Students will be able to:

1. Analyses and identify the different perspectives of Commodores Matthew C. Perry's visit to Japan based on American and Japanese eye witness accounts as depicted by artist drawings and paintings.
2. Identify the emotional feelings of the artist as seen by their drawings and paintings.

Standards:

U.S History and Geography

F1 Political and Intellectual Transformation of America to 1877

F1.2 America's political and economic role in the world.

F2 Geographic, Economic, Social, and Demographic Trends in Amrica to 1877.

F2.1 Major changes in Foreign Affairs marked by such events as Mexican-American War.

World History and Geography

6.2 Interregional or Comparative Expectations

6.2.2 Growth of Nationalism and nation - states - Compare and contrast the rise of the nation-states in a western context and non-western context.

6.2.4 Imperialism Analyze the political, economic and social causes and consequences of imperialism by describing the connection between imperialism and racism, including the social construction of race.

7.3 Regional Content Expectations

7.3.3 Asia - Analyze the political, economic and social transformations that Occurred in this era including Japanese imperialism

Time Required:

1 - 1/2 hours

Recommended Grade Level(s):

8th grade U.S. history (mid-19th century)

9th grade World History

Topic(s):

U.S. and Japanese Imperialism, U.S foreign policy

Era:

U.S. History, Era 4

World History, Era 6 & 7

Preparation:

Materials:

Photo Analyses Worksheet

Written Document Analysis Worksheet

Procedure:

Preliminary activity. Show the first picture (actual photograph) of Commodore Matthew C. Perry. Have the students use their computers research the Photographer, Mathew Brady

Main activities:

1. Divide the class in groups of two or three students. Using the photo analyses worksheet, have the students compare the Mathew Brady Photograph and the artist paintings/sketches of Commodore Perry.
2. Have the students use their Photo worksheets to analyze several of the other prints. See if they notice racism in the prints, especially the last color print depicting the Japanese dinner in honor of their guest Commodore Perry. Have various groups present their findings to the class. Encourage feedback from the students.

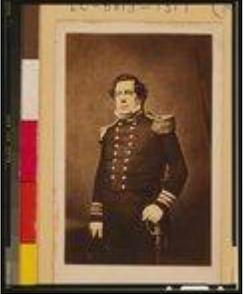
Extension Activities:

1. Allow the students time to use their computers to research the Perry expedition to Japan.
2. See if the school's culinary (Home economics/Life long learning) would make vegetable sushi roles for the students to sample. Perhaps the student could recreate the dinner in the classroom with the assistance of the culinary class.

Evaluation:

(Describe the types of evaluation used and give an example if clarification is needed.)

1. Have the students write a "letter of introduction" to the Emperor of Japan explaining to him why he is sending a naval squadron of seven ships to negotiate a "treaty of trade and friendship" with Japan.
2. Based on the knowledge the students have acquired on technology, food and clothing through the mid-19th century, have the students submit a list of 15 gifts they would present to the Emperor of Japan. Compare their list to the actual list published in the Naval History and Heritage Command web site, http://www.history.navy.mil/library/special/perry_openjapan1.htm.

Image	Description-	Citation
	<p>Mathew Brady photograph of Commodore Matthew C. Perry</p>	<p>Comodore Matthew C. Perry, Three-quarter Length Portrait, Standing, Facing Slightly Left with Left Hand Resting on Sword]." <i>[Commodore Matthew C. Perry, Three-quarter Length Portrait, Standing, Facing Slightly Left with Left Hand Resting on Sword].</i> N.p., n.d. Web. 26 July 2012. <http://hdl.loc.gov/loc.pnp/cph.3g07502>.</p>
	<p>Japanese print shows full-length portrait of Commander Matthew Perry in uniform.</p>	<p>[Commodore Perry in Japan]." <i>[Commodore Perry in Japan].</i> N.p., n.d. Web. 26 July 2012. <http://hdl.loc.gov/loc.pnp/cph.3b52820>.</p> <p style="text-align: right;">52820</p>

	<p>First landing of Americans in Japan, under Commodore M.C. Perry at Gore-Hama July 14th 1853</p>	<p>"First Landing of Americans in Japan, under Commodore M.C. Perry at Gore-Hama July 14th 1853." <i>First Landing of Americans in Japan, under Commodore M.C. Perry at Gore-Hama July 14th 1853.</i> N.p., n.d. Web. 26 July 2012. <http://hdl.loc.gov/loc.pnp/cph.3a06828>. Website</p>
	<p>Commo. Perry meeting the imperial Commissioners at Yokohama / from nature by W.T. Petris</p>	<p>Commo Perry Meeting the Imperial Commissioners at Yokohama." <i>Commo. Perry Meeting the Imperial Commissioners at Yokohama.</i> N.p., n.d. Web. 26 July 2012. <http://hdl.loc.gov/loc.pnp/cph.3g03379>.</p>
	<ul style="list-style-type: none"> Print shows a banquet given for the Japanese commissioners on board the U.S.S. Powhatan, possibly in the bay at Edo (Tokyo). 	<p>Website</p> <p>"Dinner given to the Japanese Commissioners on Board U.S.S.F. Powhatan." <i>Dinner given to the Japanese Commissioners on Board U.S.S.F. Powhatan.</i> N.p., n.d. Web. 26 July 2012. <http://hdl.loc.gov/loc.pnp/cph.3a12864>.</p>
	<ul style="list-style-type: none"> Delivering of the American presents at Yokohama / from nature 	<p>Delivering of the American Presents at Yokohama." <i>Delivering of the American</i></p>



by W.T. ; lith.
of Sarony &
Co., New
York.

Presents at Yokuhama. N.p., n.d.
Web. 26 July 2012.
<<http://hdl.loc.gov/loc.pnp/cph>.



- Japanese print shows an American military officer (probably Captain Henry Adams).

Amerika KyÅ • wa Seiji-shÅ«
JÅ • kan ShinzÅ • No Utsushi."
Kita-Amerika KyÅ • wa Seiji-shÅ«
JÅ • kan ShinzÅ • No Utsushi.
N.p., n.d. Web. 26 July 2012.
<<http://hdl.loc.gov/loc.pnp/cph.3a10470>>.

