In 1583, a young Jesuit priest arrived in China. He had studied Chinese and immediately impressed Chinese rulers with his fluency as well as his knowledge of European science. Matteo Ricci recognized that the Chinese would not accept a European religion "unless it be seasoned with an intellectual flavor." In his nearly 30 years in China, Ricci translated five European books into Chinese. Ricci adapted Chinese ideas and established friendships with Confucian scholars. When he died in 1610 at age 58, he was buried near the emperor. Much of Europe's knowledge about China came from Ricci's writings.

**Focus Question:** How were European encounters in East Asia shaped by the worldview of both Europeans and Asians?

**SECTION 4**

**Step-by-Step Instruction**

**Prepare to Read**

**Build Background Knowledge**

Refer students to a world map, and point out that East Asia is farther from Europe than Portugal's other colonies. Ask students if they think this fact would have made encounters at this time more or less successful.

**Set a Purpose**

**Listen**

Witness History Audio CD, A Jesuit in China

Ask What do Ricci's actions in China and the painting tell you about his attitudes toward the Chinese? (His language skills, relationships with scholars, and adoption of Chinese dress indicate that he respected Chinese culture.)

**Focus**

Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

**Preview**

Have students preview the Section Objectives and the list of Terms, People, and Places.

**Note Taking**

Have students read this section using the Paragraph Shrinking strategy (TE, p. 720). As they read, have students fill in the chart showing the effects of European contacts.

**Reading and Note Taking**

Study Guide, p. 135

**Objectives**

- Describe European contacts with Ming China.
- Understand the Manchu conquest and its impact on European trade.
- Analyze the factors that led Korea to isolate itself from other nations.
- Summarize Japan's attitudes toward foreign trade and how they changed over time.

**European Contact With Ming China**

European interest in China and the other parts of East Asia continued to grow. The Ming, however, had no interest in Europe—since, as a Ming document proclaimed, "our empire owns the world.”

**The Ming Limit Trade**

The Portuguese wanted Chinese silks and porcelain, but had little to offer in exchange. European textiles and metalwork were inferior to Chinese products. The Chinese therefore demanded payment in gold or silver. The Ming eventually allowed the Portuguese a trading post at Macao near Canton, present-day Guangzhou (gwahngshoh). Later, they let Dutch, English, and other Europeans trade with Chinese merchants. Foreigners could trade only at Canton under the supervi- sion of imperial officials. When each year's trading season ended, they had to sail away.

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use words from this section.

- **High-Use Words**
  - Imperial, p. 462
  - Allegiance, p. 465

- **Definitions and Sample Sentences**
  - Imperial, p. 462: adj. relating to an emperor or empire
    - We knew the document was approved by the emperor because it had an imperial stamp.
  - Allegiance, p. 465: n. loyalty or devotion to a cause or person
    - The knights swore allegiance to the new king and promised to protect him.

**Encounters in East Asia**

**Terms, People, and Places**

- Macao
- Guangzhou
- Lord Macartney
- Macau
- Nagasaki
- Qianlong
- Qing
- China
- Korea
- Japan

**Objectives**

- Describe Japanese attitudes toward foreign trade and how they changed over time.
- Understand the Manchu conquest and its impact on European trade.
- Analyze the factors that led Korea to isolate itself from other nations.
- Summarize Japan's attitudes toward foreign trade and how they changed over time.
Teach

European Contact With Ming China

**Instruct**

- **Introduce:** Vocabulary Builder

  Have students read the Vocabulary Builder term and definition. Ask them to consider if an *imperial* officer could help facilitate trade or hinder it.

- **Teach**

  Explain that Ming China was a powerful, unified empire. Ask: How did the Ming view Europeans? (as backward and uncivilized, with only inferior objects to trade) Did the arrival of the Jesuits change this view? (Yes, in that the Chinese respected many of the Jesuits as intellectuals, though they still saw their own culture as far superior to that of Europe.)

- **Quick Activity**

  Have students examine the infographic on this page. Assign small groups of students a trade item shown in the infographic. Have them use the information there, as well as additional information in the text, to trace the item from its origin to a European market.

**Independent Practice**

Have students fill in the Outline Map World During the Age of Discovery, noting the areas of European influence.

**Monitor Progress**

- Circulate to make sure students are accurately filling in their Outline Map, by correctly labeling the names of countries and regions and noting areas of European influence. Administer the Geography Quiz.

- As students fill in their charts, circulate to make sure they have identified the main effects of European contacts in East Asia.

**Vocabulary Builder**

*imperial*—(im PIHR ee ul) adj. relating to an emperor or empire

***Answer***

They were not interested in any European trade items.

**Checkpoint**

Why did Ming China demand that Europeans pay for goods with gold or silver?

**The Manchu Conquest**

By the early 1600s, the aging Ming dynasty was decaying. Revolts erupted, and Manchu invaders from the north pushed through the Great Wall. The Manchus ruled a region in the northeast, Manchuria, that had long been influenced by Chinese civilization. In 1644, victorious Manchu armies seized Beijing and made it their capital.

**Seeking Converts**

Portuguese missionaries arrived in China along with the traders. In later years the Jesuits—from Spain, Italy, and Portugal—arrived. Most Jesuits had a broad knowledge of many subjects, and the Chinese welcomed the chance to learn about Renaissance Europe from these scholars. The brilliant Jesuit priest *Matteo Ricci* (mah TAY oh REE chee) made a particularly strong impression on the Chinese. Still, Ricci and other priests had little success spreading their religious beliefs in China. They did, however, become important sources of information for Europeans who knew little about China.

**The Manchu Conquest**

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**INFOLGRAPHIC**

**Trade Among Europe, Africa, and Asia**

**Differentiated Instruction**

**Special Needs**

Discuss ways to respond when confronted by a bully. Ask students to list the pros and cons of the following options: fighting back, negotiating, and giving in. Explain to students that Asian countries faced a similar set of choices when confronted with European expansion. Each country had to decide how to respond based on the possible outcome of each response.

**Less Proficient Readers**

Use the following resources to help students acquire basic skills.

- Adapted Reading and Note Taking Study Guide
- Adapted Note Taking Study Guide, p. 135
- Adapted Section Summary, p. 136

**English Language Learners**

Discuss ways to respond when confronted by a bully. Ask students to list the pros and cons of the following options: fighting back, negotiating, and giving in. Explain to students that Asian countries faced a similar set of choices when confronted with European expansion. Each country had to decide how to respond based on the possible outcome of each response.
Founding the Qing Dynasty

The Manchus set up a new dynasty called the Qing (ching). The Manchus won the support of Chinese scholar-officials because they adopted the Confucian system of government. For each top government position, the Qing chose two people, one Manchu and one Chinese. Local government remained in the hands of the Chinese, but Manchu troops stationed across the empire ensured loyalty. Two rulers oversaw the most brilliant age of the Qing. Kangxi (kahng shee), who ruled from 1661 to 1722, was an able administrator and military leader. He extended Chinese power into Central Asia and promoted Chinese culture. Kangxi’s grandson Qianlong (chyerahn lung) had an equally successful reign from 1736 to 1796. He expanded China’s borders and successfully defended them.

Spreading Peace and Prosperity

The Chinese economy expanded under both emperors. New crops from the Americas, such as potatoes and corn, had been introduced into China. These crops boosted farm output, which in turn contributed to a population boom. China’s population rose from 140 million in 1740 to over 300 million by 1800. The silk, cotton, and porcelain industries expanded. Internal trade grew, as did the demand for Chinese goods from all over the world.

The Chinese Conquest of the West

The Manchu conquest of China was not known to most Europeans until the 1600s. Impossible though it may seem now, the Chinese had been in contact with the West for centuries before Europeans began to import them. Cloves and other spices originated in the Spice Islands. Asians used such spices for food as well as medicine. Europeans eagerly imported them. Then, as now, spices were valued, like this dish made in the Japanese blue-and-white porcelain style.

Between the two very different cultures, it was not known to most Europeans until the 1600s. The Chinese conquest of the West would affect the way the Chinese and Europeans traded. For: What factors contributed to peace and prosperity in Qing China? (A population boom raised output and strengthened the economy; Qing government practices strengthened the empire.) What effect did this prosperity have on trade with Europeans? (The Chinese continued to restrict trade with Europeans, because they saw their success as a justification of their limited trade policies.)

Independent Practice

Display Color Transparency 84: Europe Spreads Its Influence. Ask students to review the transparency, and then write a paragraph explaining whether China was wise to limit trade. (Color Transparencies, 84)

Answers

Thinking Critically

1. England

2. Sample: Competition over cotton-producing lands in the Americas would intensify struggles for power.
Korea: The “Hermit Kingdom”/Foreign Traders in Japan

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary term and definition. Have them discuss how allegiance to a certain faith could provoke hostility.

- Teach: Explain that while Korea and Japan were both isolated geographically, they had contact with the peoples of East Asia for many years before their encounters with Europeans. Still, both countries chose a path of isolation. Ask What was Korea’s main reason for choosing isolation? (a desire to avoid being controlled by its more powerful neighbors—China and Japan) How was Japan’s path to isolation different? (Japan also feared European power, but its leaders also felt that only in isolation could they keep the necessary control over their own people.)

- Analyzing the Visuals: Have students view the Japanese screen on the next page. Ask them to identify how the art reflects Japanese attitudes toward Europeans.

Independent Practice

Viewpoints: To help students better understand the way different historians view Japan’s decision to pursue isolation, have them read the selection Japanese Art: A Closer Look and answer the questions on the worksheet. Then, in small groups, have them discuss how the two viewpoints differ.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

PRIMARY SOURCE He refers to the king as “one man”; he says he doesn’t have the “slightest need” of British goods; he asks for “perpetual obedience.”

The Qing emperor received Lord Macartney but rejected Britain’s requests.

He wanted to avoid being crushed by more powerful neighbors.

History Background

The Japanese Invasion of Korea: Japan’s invasion of Korea in the 1600s had long-lasting consequences for all three nations involved. For Ming China, which aided Korea early in the war, the large cost and the long conflict helped weaken the Ming dynasty, which was already in decline. When the Manchus later challenged the Ming dynasty, the Ming did not have the resources to successfully fight back. In Korea, towns and temples were destroyed. Cultural objects were ransacked or stolen, and the conflict hardened Korean feelings against foreigners. Japan is the only nation to have benefited from the fighting. The stolen books and artwork aided scholastic development, as did the movable type printing machine, which they stole and imitated. They also took Korean prisoners, including potters and weavers who helped build Japan’s growing ceramic and textile industries.
Jesuit, such as the Spanish priest Francis Xavier, found the Japanese curious about Christianity. A growing number of Japanese adopted the new faith. The Japanese also welcomed the printing press the Jesuits brought. The Tokugawas shoguns, however, grew increasingly hostile toward foreigners. After learning that Spain had seized the Philippines, they may have seen the newcomers as threats. They also worried that Japanese Christians—who may have numbered as many as 300,000—would lose their allegiance to the shoguns. In response, the Tokugawas expelled foreign missionaries. They brutally persecuted Japanese Christians, killing many thousands of people.

By 1638, the Tokugawas had turned against European traders as well. Japan barred all European merchants and forbade Japanese to travel abroad. To further their isolation, they outlawed the building of large ships, thereby ending foreign trade. In order to keep informed about world events, they permitted just one or two Dutch ships each year to trade at a small island in Nagasaki harbor.

Japan remained isolated for more than 200 years. Art and literature flourished, and internal trade boomed. Cities grew in size and importance, and some merchant families gained wealth and status. By the early 1700s, Edo (present-day Tokyo) had a million inhabitants, more than either London or Paris.

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