UNIT 3 · LESSON 5 ANSWER KEY

The Black Ships

How do purpose and audience affect what a source is useful for?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Explain why a Japanese and an American source about the Black Ships are useful for different things. ☹ 😐 ☺

Language Use 'useful for + -ing', 'limited because + reason' and 'may' for careful claims. ☹ 😐 ☺

Skills Evaluate a source by analysing its purpose and its audience. ☹ 😐 ☺

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
purpose	why someone made a source	*Learners' own words*
audience	the people a source was made for	*Learners' own words*
useful for / limited	good for answering a question / not so good	*Learners' own words*
analyse / analysis	look closely at the parts of something	*Learners' own words*
evaluate / evaluation	decide how good or useful something is	*Learners' own words*
biased	shows only one side, or shows one side in a better or worse way	*Learners' own words*
persuade	try to make someone agree or do something	*Learners' own words*

PATTERNS

useful for + noun / -ing *This picture is useful for showing feelings.*

limited because + reason *It is limited because the artist was not there.*

created to + verb *It was created to sell news.*

made for / created for + people *It was made for American readers.*

Teacher: “persuade” is used for the President’s letter (slide 11): it is persuasive and one-sided, but we keep “biased” for Source B (slide 18).

Read: Text 1: the President's letter, 1852

Read the letter. Words in quotation marks are the original words. Words in brackets explain them.

"Great and Good Friend"

'GREAT and Good Friend'

I am sending Commodore Perry to Japan. I have 'no other object' (reason): I want 'the United States and Japan' to 'live in friendship and have commercial intercourse (trade) with each other'.

'The United States of America reach from ocean to ocean.' 'Our steamships can go from California to Japan in eighteen days.'

'We understand there is a great abundance (a lot) of coal and provisions (food) in the Empire of Japan.' We would like our steamships to stop in Japan and 'supply themselves with coal'. If one of our ships is wrecked, our sailors 'should be treated with kindness'.

'I have particularly charged (told) Commodore Perry to abstain from (not do) every act which could possibly disturb the tranquility (peace)' of your country.

From the letter of President Millard Fillmore to the Emperor of Japan, 13 November 1852. Public domain. Words in quotation marks are the original words; words in brackets explain them. Other parts are shortened.



President Millard Fillmore (in office 1850–1853). Photo: Mathew Brady, about 1855–1865, after he was President. Library of Congress. Public domain.

1 Find two phrases that make the letter sound friendly.

Suggested answer: **'Great and Good Friend'; 'live in friendship'; 'treated with kindness'; 'disturb the tranquility (peace)' (any two).**

2 Find one phrase that shows the USA is big and strong.

Suggested answer: **'The United States of America reach from ocean to ocean.' / 'Our steamships can go from California to Japan in eighteen days.'**

3 What was the letter created to do?

Suggested answer: **It was created to persuade Japan's ruler to trade with the USA and to let American ships buy coal.**

Teacher: Slide 11 is a teacher model of the four questions. Learners answer these after the model.

Read: Text 2: Perry's own letter, 1853

Perry gave Japan a second letter, with the President's letter. Read part of it.

"A much larger force"

'Many of the large ships-of-war (warships)' are still coming. To show that I am friendly, I have brought only 'four of the smaller ones'.

If it is necessary, I will 'return to Edo in the ensuing (next) spring with a much larger force'.

But I hope that your government will agree to the President's 'very reasonable and pacific (peaceful)' letter. Then I will not need to come back.

From Commodore Perry's own letter to the Emperor, 7 July 1853, given to Japan with the President's letter. Public domain. Perry wrote about himself as 'the undersigned'; here he says 'I'. Words in quotation marks are the original words.



Commodore Perry, 1856–58. Photo: Mathew Brady. Metropolitan Museum of Art (CC0).

1 What does Perry's letter add?

Suggested answer: **A warning: more warships and soldiers will come next spring if Japan does not agree.**

2 Is this letter friendly, a threat, or both? Give a reason from the text.

Suggested answer: **Both. It says Perry is friendly and hopes he will not need to come back, but it also warns of 'a much larger force'. (Accept any answer with a reason from the text.)**

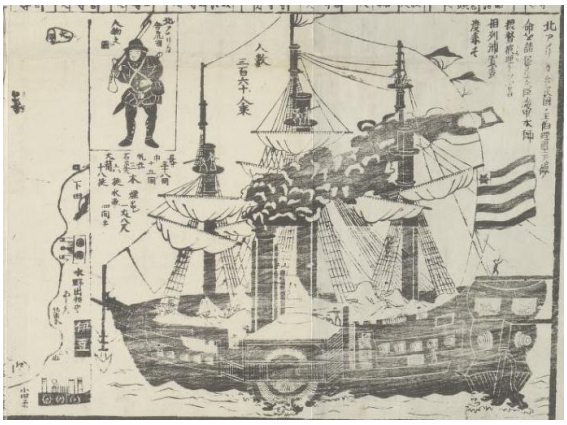
3 Why might the President's letter leave this out?

Suggested answer: **Its purpose was to sound friendly and to persuade, so a threat might make Japan say no.**

Key idea: the maker of a source chooses what to put in and what to leave out. They choose for their purpose and their audience.

Analyse: Source A: a Japanese picture

Look at the picture. Read the context. Then complete the steps.



Source A (detail): a Japanese news sheet (kawaraban) about the Black Ships, 1854. Maker unknown. Public domain, via Wikimedia Commons.

CONTEXT

Who? a Japanese printer. Name unknown.
For whom? ordinary people in Japan, to sell
Did the artist see the ship? probably not

News sheets were sold in the street. Many artists never saw the ships.

1 Look: I can see ...

Suggested answer: **I can see black smoke, big guns, a paddle wheel and the US flag.**

2 Infer: This suggests that the artist thought the ship was ...

Suggested answer: **This suggests that the artist thought the ship was strange, powerful and frightening.**

3 Judge: So this picture is useful for *what the ship really looked like* / *what people in Japan imagined*.

Write: Four questions about Source A

Question 1 is done for you. Answer questions 2, 3 and 4.

1 Who made it? *A Japanese printer. We do not know the name, and he probably never saw the ships.*	**2 Who was it for? (audience)** *Suggested answer:* **Ordinary people in Japan who wanted news.**
3 What did they want people to think or do? (purpose) *Suggested answer:* **To buy the news sheet, so they made the ship look exciting, strange or frightening.**	**4 What is it useful for? How is it limited?** *Suggested answer:* **Useful for what ordinary people in Japan imagined and felt.** *Suggested answer:* **Limited because many artists never saw the ships.**

Analyse: Source B: an American picture

Now your turn. Look, infer, judge.



Source B: the Americans land at Yokohama, 8 March 1854. Print made in New York, 1855, from drawings by Wilhelm Heine, the official artist. National Portrait Gallery, Smithsonian (CC0).

CONTEXT

Who? Wilhelm Heine, the official artist
Was he there? yes
For whom? American readers, printed in New York, 1855

1 Look: I can see ...

Suggested answer: **I can see soldiers in long straight lines, big American flags, ships in the bay, and Japanese officials.**

2 Infer: This suggests that the artist wanted the Americans to look ...

Suggested answer: **This suggests that the artist wanted the Americans to look strong, organised and important.**

3 Judge: The artist was there, so this picture is useful for *what the landing looked like* / *how Japanese people felt*.

Read: Source B: the official American book

Read. Underline the words that show how the writer wants readers to see each side.

CONTEXT
Who? Francis Hawks, an American writer. He used Perry's notes and his officers' diaries.
When? printed in 1856
For whom? the US Congress and American readers

The Americans land, March 1854

On 8 March 1854, 'the escort, consisting of about five hundred officers, seamen and marines (sea soldiers), fully armed, embarked (got into boats) in twenty-seven boats'. 'The bands now struck up a lively tune.' 'Crowds of people had gathered from the neighboring towns and villages' to watch.

A few days later, the Americans gave gifts to Japan. 'The presents filled several large boats.' One gift was a small steam train on a round track. It was 'so small that it could hardly carry a child of six years of age'. The Japanese officials could not fit inside the carriage, so they 'betook themselves to (climbed onto) the roof'. 'It was a spectacle not a little ludicrous (very silly) to behold (see) a dignified mandarin (an important official) whirling around the circular road ... with his loose robes flying in the wind.'

The Japanese watched the telegraph machine 'with intense curiosity' and 'were greatly amazed'.

From the official American book about the visit: Narrative of the Expedition of an American Squadron to the China Seas and Japan (1856), pages 400 and 414. Public domain. Words in quotation marks are the original words; words in brackets explain them. Other parts are shortened.

1 How does the writer want readers to see the Americans? Find two words or phrases.

Suggested answer: **Strong, organised and generous: 'five hundred', 'fully armed', 'twenty-seven boats', 'a lively tune', 'The presents filled several large boats'.**

2 How does he want them to see the Japanese? Find two words or phrases.

Suggested answer: **Curious, surprised and a little funny: 'a spectacle not a little ludicrous', 'loose robes flying in the wind', 'intense curiosity', 'greatly amazed'.**

3 What does he emphasise? What does he leave out?

Suggested answer: **He emphasises American strength, order and gifts, and Japanese surprise. He leaves out what Japanese people thought or felt.**

Compare: What is each source useful for?

Complete the grid with a partner. Write full sentences. The first row is done for you.

	Source A: the Japanese picture	Source B: the American picture and book
It shows the perspective of…	*It shows the perspective of a Japanese printer.*	*It shows the perspective of the Americans: Perry, his officers and his artist.*
It was made for…	**It was made for ordinary people in Japan.**	**It was made for American readers and the US Congress.**
It was created to…	**It was created to sell news, so it makes the ships exciting and frightening.**	**It was created to show the visit as calm, organised and successful.**
It is useful for…	**It is useful for what ordinary Japanese people heard, imagined and felt.**	**It is useful for what happened at the landing and how Americans saw the visit.**
It is limited because…	**It is limited because many artists never saw the ships.**	**It is limited because it was made by Americans for Americans, so it does not show how Japanese people felt.**

Patterns: made for + people · created to + verb · useful for + noun / -ing · limited because + reason

Phrases: ordinary people in Japan · American readers · sell exciting news · show the visit as a success · how people felt

Write: How useful is your source?

Which source is more useful? It depends on the question. Choose ONE question. Write 3–4 sentences on your own.

Teacher: First, a 1-minute oral check (slide 24 notes): which source helps more with A? With B? Why does the answer change? Starters are optional.

A How useful is Source A for finding out how people in Japan reacted to the Black Ships?

B How useful is Source B for finding out what happened when the Americans landed?

CHECKLIST

- ☐ one thing it is useful for
- ☐ one specific detail as evidence
- ☐ one limitation
- ☐ the purpose or the audience
- ☐ a careful word: may, suggests

SENTENCE STARTERS (IF YOU NEED THEM)

1. Source ___ is useful for showing ___ because ___.
2. The ___ suggests that ___.
3. However, it is limited because it was created to ___.
4. Overall, it is useful for ___, but not for ___.

I chose question A / B

Suggested answers: **A: Source A is useful for showing how ordinary people in Japan reacted to the Black Ships, because it was made in Japan and sold to them. The smoke and the guns suggest that some people were frightened or amazed. However, it is limited because it was created to sell exciting news, and the artist may not have seen the ships. Overall, it is useful for people's feelings, but not for what the ships really looked like.**

B: Source B is useful for showing what happened when the Americans landed in 1854, because the artist and Perry's officers were there. The straight lines of soldiers suggest that the Americans wanted to look strong and organised. However, it is limited because it was created for American readers, so it may not show how Japanese people felt. Overall, it is useful for what happened, but not for Japanese feelings.

Stretch: write about both sources. Link them with **whereas**.

PEER CHECK: ONE STAR, ONE STEP

Star: _____

Step: _____

Teacher: Final task link (teacher only): this paragraph practises the Judgement stage of the unit assessment (criterion 5: a supported, careful judgement). Learners have not met the final task yet.