

Maine and the Orient





Introduction

This module covers trade with China, Japan and other Oriental countries. After the American Revolution, British restrictions on American foreign trade were lifted, making possible trade with China. In 1784 the ship *Empress of China* set sail on a six-month voyage from New York to Canton. From 1784 to 1814, American participation grew at a great rate in this “Old China Trade,” as Britain fought the French. After the Opium Wars in the early 1840s, China was forced to open five more “Treaty Ports,” including Shanghai and Hong Kong. By 1860, China was the United States’ fifth largest trading partner. In exchange for the teas, porcelains, and silks of China, Americans found only limited items the Chinese desired—furs, ginseng, sandalwood, and a few other products. Until the late nineteenth century, the value of Chinese exports was greater than the value of products purchased by the Chinese. Westerners had to make up the difference with silver specie, and, over protests by the Chinese government, opium.

Trade with the Far East created incentives for the growth of ship-building, mining, canal building, and railroad construction. It provided a spur for American expansion to the west, and, in combination with the discovery of gold in California in 1849, led to a quest for speed that contributed to the development of the clipper ship.

After the opening of trade with Japan, the value of Japanese exports was at least half that of the China trade. From 1866 to 1900, Japanese exports exceeded Chinese in value at least one-third of the time.

In the 1850s Chinese “coolies,” or indentured servants, were brought to California to work on building the transcontinental railroad. Just before the Civil War, a few Rockland, Maine, captains and ships carried coolies to work on the sugar plantations in Cuba.

Maine built wooden vessels for Massachusetts merchants engaged in trade with China and Japan. By the second half of the nineteenth century, Maine ships and captains sailed from large port cities such as New York and Boston carrying goods to and from the Orient. (Australia was another major destination in the Pacific; the value of the Australian grain trade consistently exceeded the value of Chinese and Japanese trade combined.) Maine captains brought home porcelains, textiles, and furniture from their voyages to the Far East and often took their families on voyages. It was said that you were as likely to meet your Searsport or Thomaston neighbors in Hong Kong as at home. Maine history includes a global connection few other states can equal.



General learning goals are:

- To understand world events that led to American trade with China, Japan, and other Pacific Ports;
- To understand how trade with the Orient influenced life in the United States and Maine;
- To become familiar with the culture of China and Japan in the nineteenth century, including decorative arts;
- To understand Maine’s role in trade with the Far East including the difficulties and opportunities of trading with a very different culture;
- To learn about different forms of Chinese immigration, including the coolie trade.



Outline

I. A Look at the Map: Routes to the Orient

II. Background Story: History of Trade between the Orient and the West

- A. Earliest Contacts between China and European Nations
- B. The Dutch East India Company and the British East India Company
- C. America Enters the China Trade: 1784
- D. The “Old” China Trade: The Period up to Early 1840s
- E. Opium Smuggling and the Opium Wars; the Opening of China
- F. The Opening of Japan
- G. Far Eastern Trade in the Late Nineteenth Century

III. Trade Goods from the Far East

- A. Tea: An Important Commodity in History
- B. Silk, Sugar, Matting, Spices, Clothing
- C. Decorative Arts: Porcelain, Furniture, Art, Lacquerware

IV. Trade Goods to China

- A. From United States: Silver Coin, Ginseng, Furs
- B. From Other Sources: Furs and Skins, Sandalwood, Bêche-de-Mer
- C. Later in Nineteenth Century: Kerosene Oil, Grain, Mercury, Lead, Meat, Cheese, Cotton Cloth

V. Chinese Culture

- A. Life in China in the Late Eighteenth and Early Nineteenth Centuries
- B. The Coolie Trade

VI. Japanese Culture: Life in Japan in the Eighteenth and Nineteenth Centuries

VII. Maine and Far Eastern Trade: Vessels and Voyages

- A. Shipbuilding and Ship Captains
- B. Rockland Ships in the Coolie Trade
- C. Down Easters and their Cargoes: Oil and Grain for Tea
- D. The Australian Grain Trade
- E. A Searsport Family’s Experiences in Hong Kong: The Colcords
- F. Captains’ Keepsakes: Oriental Decorative Arts of the Late Nineteenth Century
- G. Competition with Foreign Ships and Steam Ships



Learning Results, Grades K-2



Career Preparation

- C-2:** Demonstrate the effects of technology on where people choose to live, how they communicate, how they travel, and how they acquire goods and services.
- D-3:** Demonstrate an understanding of the importance of the conservation of resources.

English Language Arts

- B-3:** Identify differences and similarities in story elements in works from various cultures.

Mathematics

- A-2:** Understand the many uses of numbers (e.g., prices, recipes, measurement, directions in play).
- B-3:** Show understanding of addition and subtraction by using a variety of materials, strategies, and symbols.
- E-3:** Use positional words to describe the relationship of two or more objects.
- F-1:** Estimate and measure length, time, temperature, weight, and capacity.
- I-1:** Classify sets of objects into two or more groups using their attributes.

Science and Technology

- A-2:** Describe characteristics of different living things.
- D-3:** Draw or describe ways in which an organism can change over its lifetime, sometimes in predictable ways [Suggested example for this module: silkworms].
- L-5:** Make and read simple graphs.
- L-6:** Use objects and pictures to represent scientific and technological ideas.
- M-1:** Describe how legends, stories, and scientific explanations are different ways in which people attempt to explain the world.

- M-2:** Describe at least two inventions, what they do, how they work, and how they have made life easier.
- M-3:** Identify commonly used resources, their sources, and where waste products go.

Social Studies

CIVICS AND GOVERNMENT

- B-1:** Understand that all nations have governments.
- D-1:** Recognize that there are other nations with different traditions and practices.

HISTORY

- A-1:** Place individual and family experiences in historical time and place.
- B-1:** Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- B-2:** Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.
- C-1:** Use artifacts and documents to gather information about the past.

GEOGRAPHY

- A-1:** Use and construct maps and other visuals to describe geographic location, direction, size, and shape.

ECONOMICS

- A-1:** Identify goods and services, giving examples.
- B-1:** Explain the terms consumer and product.

Visual and Performing Arts

- A-3:** Demonstrate an understanding of the differences in the materials and techniques used to produce selected art works.
- A-8:** Use appropriate vocabulary to explain ideas in the arts.
- B-1:** Recognize samples of major styles and techniques of the arts from different cultural or ethnic groups.
- B-2:** Recognize common subjects and central ideas in works from different cultures.





Activities, Grades K-2

- **When Americans began to trade with China and Japan, technology was different in these two cultures.** What are some simple examples of differences? These might include how people get around in cities (sedan chair or rickshaw vs. carriages), style of homes, clothing, etc.
- **The China Trade was marked by destruction of natural resources** in the effort to acquire goods that could be exchanged for tea and other Chinese goods. These included furs and sandalwood. What happens when resources are harvested too heavily in an area? Is there a present day example?
- **Many math activities can be devised using cargo;** for example, graphs of cargo carried by different vessels, measurement of clipper ship vs. Down Easter, addition and subtraction of cargoes as ships travel around the world taking on and offloading cargoes. Classification of objects by attribute could include vessels, types of cargo, or place of origin.
- **Sometimes living things were used in trade,** including fur-bearing sea mammals, sea slugs, and silk from silkworms. How do these creatures compare? Think of visual symbols for these products and use them to make graphs. How many silkworms are needed to make a silk dress?
- **The Chinese described their country as the Celestial Kingdom.** Investigate their legends and stories about their country. They are credited with many inventions—learn more about what the Chinese discovered and when. Reading and writing activities may be based on Chinese vs. western fairy tales. How are they alike/different? Students could try to make up a fairy tale in one style or another, including illustrations.
- **Learn the words *King, Queen, Emperor, President, Shogun.*** What is the difference? What were some differences between American government and Chinese government in the 1800s?



- **Compare your family with a Chinese or Japanese family** living in 1850 and with an American family living in 1850. Draw pictures of houses, clothing, food, or transportation. Identify one unique custom of each family—for example, birthday celebrations. Look at some oriental artifacts at the museum or on our website (www.penobscotbayhistory.org). What can you guess about the person who owned or used this artifact, just by observation?
- **Make a map showing two sailing routes to China.** How did China compare in size to Maine? Make a list of consumer goods and products for the United States and for China.
- **Chinese art was traditionally watercolor** until western style oil painting was introduced. Try some painting with both media. Look at some examples from the museum. What is different or the same about two paintings, one from the U.S. and one from China?

Learning Results, Grades 3-4

Career Preparation

- A-3:** Demonstrate an understanding of the connections between locally generated products and services and the efforts required to create those products and services.
- C-3:** Identify academic knowledge and skills required in specific areas.

English Language Arts

- C-1:** Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).
- C-5:** Investigate the languages of other cultures and compare/contrast them to English.
- C-6:** Make observations about specific uses and idioms of language.
- E-5:** Give accurate directions.
- G-5:** Explain the various purposes of spoken communication.

Mathematics

- C-2:** Read and interpret displays of data.
- E-2:** Experiment with shapes and figures to make generalizations regarding congruency, symmetry, and similarity.
- F-1:** Solve and justify solutions to real-life problems involving the measurement of time, length, area, perimeter, weight, temperature, mass, capacity, and volume.
- I-1:** Create and use organized lists, tree diagrams, Venn diagrams, and networks.

Science and Technology

- I-2:** Draw conclusions about how the amount of force affects the motion of more massive and less massive objects.
- J-1:** Make accurate observations using appropriate tools and units of measure.
- K-1:** Give alternative explanations for observed phenomena.
- M-1:** Explore how cultures have found different technological solutions to deal with similar needs or problems (e.g., construction, clothing, agricultural tools and methods).
- M-3:** Explore how technology (e.g., transportation, irrigation) has altered human settlement.

Social Studies

CIVICS AND GOVERNMENT

- D-1:** Identify examples of how the United States interacts with other countries (e.g., trade and treaties).
- D-2:** Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.

HISTORY

- A-2:** Place in chronological order, significant events, groups, and people in the history of Maine.
- B-2:** Demonstrate an awareness of major events and people in United States and Maine history ... immigrants and ethnic groups.
- C-1:** Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

GEOGRAPHY

- A-2:** Locate major cities of the world and discuss why they emerged in that particular region.

ECONOMICS

- A-1:** Describe barter and money and how each is used in the exchange of resources, goods, and services.
- B-1:** Identify the three basic economic questions all economic systems must answer:
What to produce? How? and For whom?
- C-1:** Explain how selected cultures or countries meet basic human needs.
- D-1:** Describe, with examples, how the exchange of goods and services help to create economic interdependence between people in different places and countries.

Visual and Performing Arts

- B-2:** Explain how cultural values are shown through the arts.
- B-3:** Demonstrate an understanding of the roles of visual and performing artists in various settings and cultures.
- B-4:** Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.
- C-4:** Explore and analyze content and styles in various art forms.





Activities, Grades 3-4

- **At the time of Maine's participation in the China Trade, China was an agricultural society,** whereas the U.S. had entered the industrial age. Compare how the Chinese produced crops—tea, rice, sugar, etc.—with American agriculture at the time. Learn more about the production of silk.
- **Chinese boys had an opportunity to obtain desirable civil service jobs.** Learn more about what they had to know, and how they acquired this knowledge in school. How does that process compare to getting jobs today, in private and public sectors?
- **When western merchants went to Canton, there were many restrictions,** including a ban on learning the Chinese language. What systems of communication were devised, and what variations in language were created to serve trade? This has occurred in other places in the world as well. It relates to the forms and purposes of language, specifically spoken communication.
- **Students could take on simple research projects to expand their knowledge.** For example, they could study clipper ships, silk production, Chinese emigration, Chinese customs and stories, or other features of Chinese culture. Written pieces could include different styles: giving directions to make silk or sail to China; cooking a Chinese meal; creating a story about life in China; writing a Chinese fairy tale; or describing an American seeing China for the first time or a Chinese person coming to America.
- **Math activities could include measurement and graphing using products.** Distances and speeds from various ports can be used to create math problems. How did ships measure their speed and direction in the nineteenth century?
- **Learn more about the kinds of ships that went to the Orient.** Hull shape, size, capacity, and sail area contributed to the differences between the kinds of vessels. Learn more about force (from the wind) and its relationship to these other factors.
- **Find out how the Chinese historically explained natural phenomena by creating legends or myths.** Other cultures did this also. Compare and contrast.
- **The railroad had an impact on settlement in the U.S., and Chinese workers were instrumental in building it.** Washington State, Oregon, and Hawaii were all influenced by U.S. trade with China and the quest for trade goods such as furs and sandalwood. These goods could be good research topics, both from an economic and environmental perspective.
- **Investigate Oriental influences on Americans and American daily life.** What influences can you find today?
- **What do students think about the treaties that were made** between the U.S. and China during the nineteenth century? How about the opium issue? American traders were engaged in smuggling opium into China, although the British established this precedent. The Resource List offers readings about opium.
- **Pick a city that developed because of trade—Shanghai or Tokyo, for example.** Locate it on a map and decide why it developed there. Find some other big cities on a map—try to figure out why they are located where they are.
- **Economic interdependence: list reasons why Americans wanted to trade with China.** List reasons why the Chinese wanted to trade with the U.S. Who had the bigger list at different times in history?
- **Experiment with watercolor—**try to get some of the effects obtained by Chinese artists.



Learning Results, Grades 5–8



Career Preparation

D-1: Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices.

English Language Arts

A-5: Understand stories and expository texts from the perspective of the social and cultural context in which they were created.

C-2: Understand factors that commonly affect language change and use.

Health and Physical Education

HEALTH EDUCATION

A-3: Analyze the effects that risky behaviors have on personal health, e.g., ... drugs. [Suggested example: opium.]

D-1: Investigate the influence of cultural beliefs on health behaviors and the use of health services.

Mathematics

B-2: Create, solve, and justify the solution for multi-step, real-life problems including those with ratio and proportion.

C-1: Organize and analyze data using mean, median, mode, and range.

E-3: Use a coordinate system to define and locate position.

F-1: Demonstrate the structure and use of systems of measurement.

F-2: Develop and use concepts that can be measured directly, or indirectly (e.g., the concept of rate).

F-3: Demonstrate an understanding of length, area, volume, and the corresponding units, square units, and cubic units of measure.

G-1: Describe and represent relationships with tables, graphs, and equations.

I-1: Create and use networks to explain practical situations or solve problems.

Science and Technology

I-2: Use mathematics to describe the motion of objects (e.g., speed, distance, time, acceleration).

L-4: Make and use scale drawings, maps, and three-dimensional models to represent real objects, find locations, and describe relationships.

M-2: Describe the historical and cultural conditions at the time of an invention or discovery, and analyze the societal impacts of that invention.

M-7: Explain the connections between industry, natural resources, population, and economic development.

M-9: Recognize scientific and technological contributions of diverse people including women, different ethnic groups, races, and physically disabled.



Social Studies

CIVICS AND GOVERNMENT

- B-1:** Compare leadership and civil rights in our democracy to their status under an authoritarian type government.
- D-1:** Assess the ways in which the United States government has attempted to resolve an international problem.

HISTORY

- A-1:** Describe the effects of historical changes on daily life.
- A-2:** Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (Nation Building, 1783-1815; Development of Industrial U.S., 1865-1914).
- A-3:** Trace simultaneous events in various parts of the world during a specific era.
- B-1:** Demonstrate an understanding of the causes and effects of major events in United States history and their connections to Maine history with an emphasis on events up to 1877, including but not limited to ... Industrialization, Westward Expansion, Civil War.
- B-2:** Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).
- C-4:** Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.

GEOGRAPHY

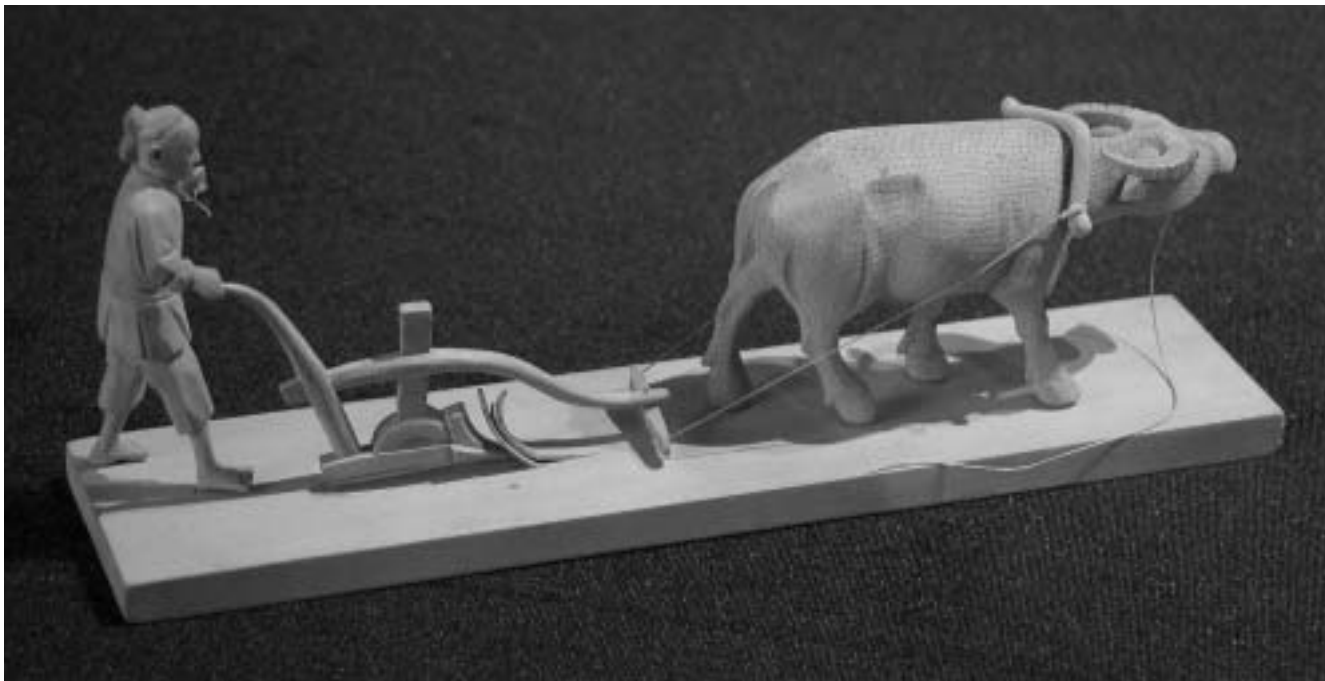
- B-3:** Explain how cultures differ in their use of similar environments and resources.

ECONOMICS

- A-1:** Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.
- B-1:** Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.
- C-2:** Compare how different economies meet basic wants and needs over time.
- D-1:** Describe how changes in transportation and communication technologies have affected trade over time.
- D-2:** Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.
- D-3:** Explain why trade allows specialization and identify specific examples of how nations specialize.

Visual and Performing Arts

- B-1:** Classify art works, which represent various cultures, by genre and style, identifying their distinguishing characteristics.
- B-2:** Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- B-4:** Compare the characteristics and purposes of works, in two or more art forms, that share similar subject matter, historical periods, ethics, or cultural context.



Activities, Grades 5–8



- **Chinese culture offers many opportunities for research.**

A good resource might be the Chinese House exhibit at the Peabody-Essex Museum in Salem, Massachusetts. They have a very good website about the house, at: www.pem.org/yinyutang/. It describes a large early nineteenth-century house from near Shanghai that was dismantled then reassembled at the Peabody-Essex Museum in 2003. The house belonged to a prosperous merchant, and was continuously occupied for nearly 200 years.

- **Learn more about the effects of opium and how it affected Chinese citizens** during the nineteenth century. Were there certain cultural beliefs that also affected health in China during this period? Investigate the practice of foot-binding for women.

- **Are there people of Chinese or Japanese descent in your area?** Could students find out about their histories through interviews? When did their families come to Maine? What examples can students find illustrating the influence of Chinese or Japanese culture on American life today? How did American and European culture affect Japan and China in the nineteenth century? What inventions are credited to the Chinese?

- **Comparisons between different kinds of vessels used in trade with the Orient** during the nineteenth century, including early nineteenth-century ships, clippers from the mid-nineteenth century, Down Easters, and steamships, provide opportunities for math and science activities involving tonnage (volume, capacity) measurement (different systems for various cargoes) and speed (elements of motion and energy).

- **Make a graph that shows the populations of China and the United States over the last two hundred years.** What might the influences be on government and society with such a large population?

- **To develop mapping and modeling skills,** create a board game about trade and travel to the Far East.

- **What kinds of government has China had, compared to the U.S.?** Compare the two countries' governments on a timeline. What about Japan?

- **The Chinese had many products desired by western countries,** but they had a completely different attitude towards trade with the west—there were very few things they felt were lacking in their society in the late eighteenth and early nineteenth centuries. Compare this situation to the amount and balance of trade engaged in by the United States with other countries during that period. What about today?

- **Compare China's history to another place with similar climate and geography.** Learn more about the ancient populations of Japan.

- **Learn about the abacus** and how the Chinese used it for mathematical calculations.



Learning Results, Grades 9-12

Career Preparation

- A-3:** Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- C-3:** Demonstrate an understanding of how humans change and adapt technology to their benefit.

English Language Arts

- A-9:** Identify the philosophical assumptions and basic beliefs underlying a particular text.
- A-10:** Analyze how the cultural context of a literary work is evident in the text.
- C-3:** Compare the ways various social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.
- C-4:** Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, the symbolism of particular types of architecture).
- D-5:** Analyze and synthesize the concepts and details in informational texts.
- F-2:** Demonstrate how language use may depend on the situation.
- H-9:** Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.

Health and Physical Education

HEALTH EDUCATION

- A-3:** Evaluate the short- and long-term effects of risky behavior.
- D-1:** Analyze how different cultures affect health beliefs and practices (gender equity).

Mathematics

- F-2:** Derive and use formulas for area, surface area, and volume of many types of figures.
- G-1:** Create a graph to represent a real-life situation and draw inferences from it.

Science and Technology

- B-4:** Analyze the impact of human and other activities on the type and pace of change in ecosystems.
- I-4:** Describe how forces affect fluids (e.g., air and water).
- M-2:** Demonstrate the importance of resource management, controlling environmental impacts, and maintaining natural ecosystems.
- M-4:** Analyze the impacts of various scientific and technological developments.
- M-5:** Examine the historical relationships between prevailing cultural beliefs and breakthroughs in science and technology.



Social Studies

CIVICS AND GOVERNMENT

- B-1:** Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.
- D-1:** Analyze the processes used to develop foreign policy.
- D-4:** Evaluate the benefits and difficulties of international cooperation, using specific examples.

HISTORY

- A-1:** Identify and analyze major events and people that characterize each of the significant eras in the United States and world history Nation Building, 1783-1815; Development of the Industrial United States, 1865-1914; World in the Nineteenth Century.
- B-7:** Explain the benefits and conflicts resulting from encounters among cultures.
- C-1:** Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue and to make predictions about the future of the issue.
- C-2:** Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.
- C-4:** Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.

GEOGRAPHY

- B-2:** Analyze the cultural characteristics that make specific regions of the world distinctive.
- B-3:** Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.
- B-4:** Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

ECONOMICS

- B-1:** Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
- C-1:** Explain the impact of cultural values on economic decisions, using at least two examples.
- D-2:** Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, and stable government).



Visual and Performing Arts

- B-2:** Compare and contrast characteristics of visual and/or performing arts within a particular historical period or style with concepts about the period or style from other content areas.
- B-3:** Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context.
- B-4:** Create works that reflect concepts, theories, approaches, and styles from their own and other cultures.
- C-2:** Research the work of critics, historians, aestheticians, and artists to analyze and interpret works and compare differing critiques of the same visual and performing art works.



Activities, Grades 9-12



- **In China in the nineteenth century, young people had an opportunity for civil service jobs** that required a specific course of study and exams. Compare to career preparation in the U.S. at the same time, and today. What educational opportunities were available in nineteenth century Japan?
- **Investigate the website describing the Chinese House** at the Peabody-Essex Museum (www.pem.org/yinyutang/). Choose an aspect of Chinese life to research.
- **Investigate Chinese immigration to the U.S. and to Maine in particular.** Interview someone of Chinese descent. Research the coolie trade in more depth. Find examples of Chinese influence in today's American culture.
- **Learn about the effects of opium on individuals and on the Chinese society.** Are there any remnants of this in China today? Debate the causes and consequences of the opium trade.
- **Research other cultural health issues** including the practice of binding girls' feet.
- **When Europeans and Americans first went to Canton to trade,** they were prohibited from learning the Chinese language and had to rely on interpreters. What is the definition of "pidgin?" How is it different from a "dialect?" What is the relationship between language and culture? (Compare to Deaf Culture, and issues of bilingual/bicultural education today.) Learn about Chinese writing. What is the difference between an alphabetic system and an ideographic system?
- **Oriental decorative arts, architecture, and dress had elements of symbolism.** Research some examples. Compare and contrast to other cultures.
- **When westerners pursued furs and sandalwood for trade with China,** they harvested these products indiscriminately. What effects did this have on ecosystems?
- **Chinese medicine and western medicine were historically quite distinct.** Learn more about Chinese treatments and theories of disease. Compare and contrast. Today, there is more interest in and acceptance of Chinese medical treatment methods. Give examples.
- **Compare Chinese or Japanese government with American, using a timeline.** Learn more about the dynasties in China and Shogunates in Japan.
- **In the development of American foreign policy towards China and Japan,** how did trade and economics influence policy decisions?
- **The arts provided a link between the Orient and the west during the nineteenth century.** The art of each culture influenced the other. Learn about George Chinnery, an American artist in China and his influence on Chinese painters. Learn more about how the Chinese created decorative items specifically for westerners. Learn more about Japanese pottery and paintings.



Resources

CHILDREN'S BOOKS

- Blumburg, Rhoda. *Commodore Perry in the Land of the Shogun*. New York: Lothrop, Lee & Shepard Books, 1985. Illustrated. Middle school.
- Coatsworth, Elizabeth. *Cricket and the Emperor's Son*. New York: W. W. Norton, 1965. A poor apprentice tells seven stories to the Emperor's son. Upper elementary grades.
- Demi. *The Greatest Power*. New York: Margaret K. McElderry Books, 2004. A Chinese Emperor challenges the children in his kingdom to show him the greatest power in the world. Informative about the history of China. Beautiful illustrations. Ages 5-10.
- Drummond, Allan. *The Willow Pattern Story*. New York: North-South Books, 1992. A legend about the origin of the well-known blue willow porcelain pattern that originated in England in the nineteenth century, reflecting the widespread interest in western countries in things Chinese. Ages 5-10.
- Flack, Marjorie. *The Story about Ping*. New York: Viking Press, 1933. A little duck has an adventure on the Yangtze River. Early elementary.
- Fritz, Jean. *Homesick: My Own Story*. Waterville, ME: Thorndike Press, 2001, c1982. A memoir of an American girl growing up in China in the 1920s. Upper elementary.
- Nishimura, Shigeo. *An Illustrated History of Japan*. Boston: Tuttle Publishing, 2005. Overview of Japanese history from pre-historic to modern times. Nice illustrations. Elementary grades.
- Paterson, Katherine. *The Master Puppeteer*. New York: Harper-Collins, 1975. Novel about eighteenth century Japan. Middle/High School.

HIGH SCHOOL/ADULT BOOKS

- Albee, Parker Bishop. *Letters from Sea, 1882-1901: Joanna and Lincoln Colcord's Seafaring Childhood*. Gardiner, ME: Tilbury House, 1999. The story of two Searsport children who were born at sea and spent a great deal of their childhood on their father's vessel. Includes photos of Hong Kong by Joanna Colcord.
- Dulles, Foster Rhea. *The Old China Trade*. Boston and New York: Houghton Mifflin Company, 1930. Covers the period from the American Revolution through 1844. Illustrations; Middle School also.
- Dulles, Foster Rhea. *Yankees and Samurai: America's Role in the Emergence of Modern Japan: 1791-1900*. New York: Harper & Row, 1965. Illustrations.
- Howard, David Sanctuary. *New York and the China Trade*. Frenchtown, NJ: Published by New York Historical Society



- in association with Columbia Publishing Co., Inc., 1984. Background information and plates of exhibit items.
- Lawson, Don. *The Eagle and the Dragon: The History of U.S.-China Relations*. New York: Thomas Y. Crowell, 1985. An easy to read account of China's history and people, including the China Trade with America. Covers government in China up through the late twentieth century. Middle School also.
- Liu, Kwang-Ching. *Anglo-American Steamship Rivalry in China*. Cambridge, Massachusetts: Harvard University Press, 1962. Uses papers of American and British firms to provide a view of competitive financial and business methods and their contact with Chinese merchants.
- Lockwood, William W. *The Economic Development of Japan: Growth and Structural Change 1868-1938*. Princeton, NJ: Princeton University Press, 1954. More detailed economic history, with more emphasis on twentieth century. Interesting tables.



- Lord, Betty Bao. *Spring Moon: A Novel of China*. New York: Harper and Row, 1981.
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