

NAME _____ SCHOOL _____

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and arguments; to present in some detail”

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

In the late 1800s and early 1900s, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Discuss imperialism from the point of view of the imperialist power
- Discuss imperialism from the point of view of the colonized people

Do *not* use an example of imperialism from United States history in your answer.

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

We must look this matter in the face, and must recognise that in order that we may have more employment to give we must create more demand. Give me the demand for more goods and then I will undertake to give plenty of employment in making the goods; and the only thing, in my opinion, that the Government can do in order to meet this great difficulty that we are considering, is so to arrange its policy that every inducement [encouragement] shall be given to the demand; that new markets shall be created, and that old markets shall be effectually developed. You are aware that some of my opponents please themselves occasionally by finding names for me—and among other names lately they have been calling me a Jingo [extreme nationalist]. I am no more a Jingo than you are. But for the reasons and arguments I have put before you tonight I am convinced that it is a necessity as well as a duty for us to uphold the dominion [power] and empire which we now possess. For these reasons, among others, I would never lose the hold which we now have over our great Indian dependency—by far the greatest and most valuable of all the customers we have or ever shall have in this country. For the same reasons I approve of the continued occupation of Egypt; and for the same reasons I have urged upon this Government, and upon previous Governments, the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilisation and to commerce; and, lastly, it is for the same reasons that I hold that our navy should be strengthened—until its supremacy is so assured that we cannot be shaken in any of the possessions which we hold or may hold hereafter. . . .

Source: Joseph Chamberlain, *Foreign and Colonial Speeches*, George Routledge & Sons, 1897

- 1 Based on this document, state **one** reason Joseph Chamberlain believed colonies were valuable to Great Britain. [1]

Score

Document 2

. . . The value of the Industrial mission, on the other hand, depends, of course, largely on the nature of the tribes among whom it is located. Its value can hardly be over-estimated among such people as the Waganda, both on account of their natural aptitude and their eager desire to learn. But even the less advanced and more primitive tribes may be equally benefited, if not only mechanical and artisan work, such as the carpenter's and blacksmith's craft, but also the simpler expedients [ways] of agriculture are taught. The sinking of wells, the system of irrigation, the introduction and planting of useful trees, the use of manure, and of domestic animals for agricultural purposes, the improvement of his implements [tools] by the introduction of the primitive Indian plough, etc. — all of these, while improving the status of the native, will render [make] his land more productive, and hence, by increasing his surplus products, will enable him to purchase from the trader the cloth which shall add to his decency, and the implements and household utensils which shall produce greater results for his labour and greater comforts in his social life. . . .

Source: Frederick D. Lugard, *The Rise of Our East African Empire*, Frank Cass & Co., 1893

2 Based on this document, state **two** ways British imperialism would benefit Africans. [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Let it be admitted at the outset [beginning] that European brains, capital, and energy have not been, and never will be, expended [spent] in developing the resources of Africa from motives of pure philanthropy [goodwill]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native races in their progress to a higher plane; that the benefit can be made reciprocal [equivalent], and that it is the aim and desire of civilised administration to fulfil this dual mandate.

By railways and roads, by reclamation [recovery] of swamps and irrigation of deserts, and by a system of fair trade and competition, we have added to the prosperity and wealth of these lands, and [have] checked famine and disease. We have put an end to the awful misery of the slave-trade and inter-tribal war, to human sacrifice and the ordeals of the witch-doctor. Where these things survive they are severely suppressed. We are endeavouring [trying] to teach the native races to conduct their own affairs with justice and humanity, and to educate them alike in letters and in industry. . . .

Source: Lord [Frederick D.] Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1922

3 According to this document, what were **two** ways the British improved the lives of Africans? [2]

(1) _____

Score

(2) _____

Score

Document 4

The Growth of the Japanese Empire 1872–1918



Source: Geoffrey Barraclough, ed., *Hammond Concise Atlas of World History*, Hammond, 1998 (adapted)

- 4 Based on the information in this map, state **one** change that occurred in Asia as a result of the expansion of the Japanese empire. [1]

Score

Document 5

. . . The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, John Day Company, 1946

5 According to Jawaharlal Nehru, what were **two** ways Great Britain exploited the Indian economy? [2]

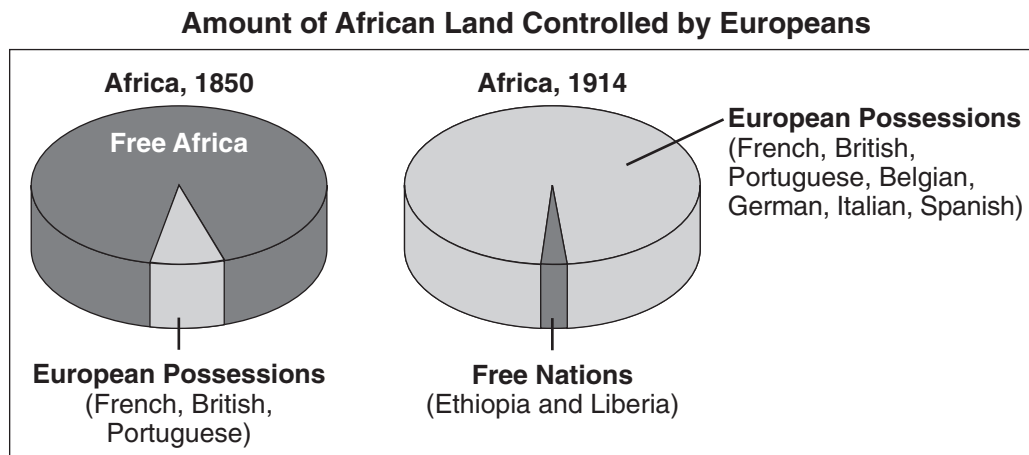
(1) _____

Score

(2) _____

Score

Document 6



Source: *World History, Connections to Today*, Core Support, Prentice Hall, 2001 (adapted)

- 6 Based on these graphs, state **one** change that occurred in Africa between 1850 and 1914. [1]

Score

Document 7

. . . When the great scramble for Africa began in the last quarter of the nineteenth century, colonies had become a necessary appendage [extension] for European capitalism, which had by then reached the stage of industrial and financial monopoly that needed territorial expansion to provide spheres for capital investment, sources of raw materials, markets, and strategic points of imperial defence. Thus all the imperialists, without exception, evolved the means, their colonial policies, to satisfy the ends, the exploitation of the subject territories for the aggrandizement [enhancement] of the metropolitan [imperialistic] countries. They were all rapacious [greedy]; they all subverted the needs of the subject lands to their own demands; they all circumscribed [limited] human rights and liberties; they all repressed and despoiled [violated], degraded and oppressed. They took our lands, our lives, our resources, and our dignity. Without exception, they left us nothing but our resentment, and later, our determination to be free and rise once more to the level of men and women who walk with their heads held high. . . .

Source: Kwame Nkrumah, *Africa Must Unite*, International Publishers, 1970

7 According to the document, what is **one** criticism made about the European imperialist? [1]

Score

Document 8

Japanese Treatment of Koreans during World War II

. . . In order to make Koreans just like the Japanese, the Korean people were forced to change their family names into Japanese names. In religion [religious] life, Japan forced the Korean people to worship the Japanese gods as a part of their duty.

This policy was aimed at erasing the Korean nation [cultural identity] from the earth forever and to nurture [treat] them as colonial subjects and slaves obedient only to the Japanese.

Ultimately, the Japanese drew countless Korean youths and women to the battle fields, factories, and mines to aid in their conquests and wars. . . .

— Radio Korea International, 2003

Source: http://rki.kbs.co.kr/src/history/hok_contents.asp

8 Based on this document, state **two** effects of Japanese occupation on the Korean people. [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

In the late 1800s and early 1900s, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

- Discuss imperialism from the point of view of the imperialist power
- Discuss imperialism from the point of view of the colonized people

Do *not* use an example of imperialism from United States history in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme