
AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 2

Inside:

Document-Based Question

- ☒ **Scoring Guidelines**
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Question 1: Document-Based Question, Japanese Economic Imperialism

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Economic motives were the leading cause of Japanese imperialism in the period circa 1900-1945.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Japan became a major empire between 1900-1945.”</i> Do not focus on the topic of the prompt <i>“Japanese modernization during the Meiji Restoration led to significant social conflicts.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“The Japanese emperor resisted imperial expansion until attacks from neighboring countries forced his hand.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Taking advantage of its newly industrialized economy, Japan established a colonial empire in order to compete with Western imperial powers.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The motives behind Japanese imperialism in the period 1900 to 1945 included the desire to secure natural resources for its economic products, the determination to demonstrate that it could rival European states as an imperial power, and a sense of Japanese cultural and racial superiority over other East and Southeast Asian peoples.”</i> Establish a line of reasoning <i>“Japan established a colonial empire because it needed raw materials.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Japan’s monarchy is the oldest in the world.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The early twentieth century was a period of intense nationalism.”</i>	Responses that earn this point: - Accurately describe a context relevant to economic motives and Japanese imperialism in the period circa 1900–1945 Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Japanese isolationist [<i>sakoku</i>] policies during the Tokugawa period - Japanese contacts with the West during the late Tokugawa and Early Meiji periods - Japanese industrialization and modernization during the Meiji Restoration - The transformation of Japan with the Meiji abolition of the shogunate and samurai privileges - The practice of European imperial expansion in China through the establishment of spheres of influence, conflicts like the Opium Wars, or the signing of the Unequal Treaties - The growth of Japanese nationalism and notions of Japanese racial superiority - Economic impacts of the Great Depression in Asia - Rising anti-Western sentiment in Asia after the First World War - Colonial competition and dissatisfaction with the Paris Peace Conference - Opening of Japan by Commodore Matthew C. Perry Examples of acceptable contextualization: <i>“The economic reforms of the Meiji period helped make many Japanese aware of the limited natural resources available in their country.”</i> <i>“The Meiji period turned Japan into a major industrial power.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-3 points]	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic motives and Japanese imperialism in the period circa 1900–1945. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 3]: <i>“The authors argue that Japan has violated the sovereignty of Korea and broken many treaties.”</i> [Document 6]: <i>“Toichi Nawa states that Japan would have to invest a lot of money to develop the economy of North China.”</i>	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 4]: <i>“Ishiwara believes that by seizing Manchuria and Mongolia and their resources Japan can assume a leadership role in Asia, contain Russia (in the north), and deal with the Anglo-American challenge it faces to the south. This shows that Japanese leaders considered both economic and non-economic factors when advocating for imperial expansion.”</i> [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945] [Document 5]: <i>“Janeway implies that Japan’s invasion of China was motivated by the need to control China’s economic resources, especially coal and steel.”</i> [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945]
	Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C [Continued]	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Specific information about internal reforms or industrialization in Japan during the Meiji Era [other than what is mentioned in the documents], for example, the establishment of a parliament, or the creation of government supported businesses [<i>zaibatsu</i>]. - The development of specific Japanese industries not mentioned in the documents, for example, the textile and chemical industries. - The Japanese efforts to create the Greater East Asia Co-Prosperity Sphere to control Asian resources. - Efforts by Western powers to embargo Japan, such as the American ban on the sale of oil to Japan. - The defeat of European colonial powers by Germany during the Second World War, such as the conquest of France and the Netherlands and the effects this has on their colonial empires in places like Vietnam and Indonesia. - Evidence from World War II events such as the bombing of Pearl Harbor, the Japanese invasion of the Philippines, or other imperialist actions of Japan not mentioned in the documents. - Japanese atrocities or war crimes such as the use of Koreans as forced laborers, the trafficking of Korean “comfort women,” or the Rape of Nanjing. Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“The defeat of France and the Netherlands by Germany in 1940 gave Japan an opportunity to seize their Asian colonies, such as Vietnam and Indonesia.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] <i>“Many Japanese schools changed their curriculum in the 1930s to emphasize a form of old samurai beliefs, which was used to reinforce extreme nationalism and the idea of sacrificing for the empire.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument [Document 2]: <i>“The author is a conservative politician addressing other Japanese politicians.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience [Document 7]: <i>“This photograph shows a young Japanese man, likely a soldier, instructing Singaporean school students in Japanese writing.”</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: - Document 1]: <i>“The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues.”</i> [Connects the point of view of the document to an argument about the importance of maintaining access to an important trading port that was necessary for the Japanese economy] Example of acceptable explanation of the relevance of the author’s purpose: [Document 6]: <i>The author is clearly trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits to Japan.</i> [Connects the purpose of the document to an argument discussing current debates in Japan about imperial expansion in China] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 4]: <i>“In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiwara called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishiwara makes clear in the document, would allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and US.”</i> [Connects the historical situation of the document to an argument about the political and military motivations for Japanese imperial expansion in mainland Asia] Example of acceptable explanation of the relevance of the audience: [Document 3]: <i>“The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan.”</i> [Connects the audience of the document to an argument about other Asian peoples’ responses to Japanese imperial expansion]

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - Arguing that while the economic considerations behind Japanese expansion are clear [Documents 1, 4 and 5], as well as Japan’s desire to exploit its colonies economically [Documents 2, 3], it was also obvious that ideology and ideas played an important role. These included Japanese nationalism [Documents 1, 4], feelings of racial superiority (Document 6), belief in their “mission” to help lead Asia [Documents 4, 6 and 7]. [Uses evidence from all seven documents to demonstrate a complex understanding] - Explaining how dissatisfaction with the post-WWI settlement and the Great Depression led not only Japan but also Germany and Italy to challenge the status quo by expanding their territory and rejecting political democracy. Responses could also analyze the role that economic factors played in imperial expansion by other states in the twentieth century and compare their situations with Japan’s. [Explains relevant and insightful connections across geographical areas] - Explaining how economic factors in the age of imperialism motivated the expansion of other colonial empires such as the British in India or the Scramble for Africa by the Europeans compared to Japanese imperialism in the 20th century [Explains relevant and insightful connections across periods or geographical areas] - Explaining that, although Japan sought to build an empire to make it more economically self-sufficient, the warfare involved, especially starting with the invasion of China in 1937, did not promote self-sufficiency but instead created the need for more resources and drew Japan into further conquest, eventually leading to World War II and the dissolution of the Japanese Empire. [Explores nuance and considers alternative evidence]

	Additional Notes: • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. • To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.
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Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. “Why do Japan’s businessmen insist on war against Russia?,” editorial in the <i>Tokyo Economist</i> , 1903	The document describes a Russian tax increase on non-Russian ships using Port Arthur. Japanese businessmen are calling for war against Russia as a result and are also equally concerned that if Russia occupies parts of Manchuria and levies taxes there, Japanese businesses will be in trouble.	- The essay explained why many of Japan’s business leaders favored war with Russia, and also showed Russian policies as unfair or biased toward the Japanese. [purpose] - The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues. [POV]
2. Fumimaro Konoe, “Reject the Anglo-American-Centered Peace,” essay in <i>Japan and the Japanese</i> , 1918	Konoe says that early colonial powers made themselves economically self-sufficient through building empires, but now England denies other countries access to its colonies and with America says they should not create their own empires. Reflecting on the injustice of this situation, Konoe argues that resource-poor countries like Japan may have to repeat Germany’s attempt in WWI to overthrow this system if not given access to colonies.	- Konoe believed that Japan was a resource-poor country that needed either trade with other colonial empires or its own colonies to support its economy; he found it unfair that Japan had no access to other colonial markets at a time when he asserted that England and America were trying to stop other countries from establishing their own empires. [POV] - Konoe publicized his views before the first meetings of the Paris Peace Conference in 1919 in hopes of ensuring that the new international order it created did not discriminate against Japan’s interests. [purpose, historical situation]
3. Allied Korean Organizations of New York, <i>Manifesto against the Japanese invasion of Manchuria</i> , 1931	The authors state that Japan has violated the sovereignty of Korea. In doing so Japan has broken many treaties. Despite Japan’s promise of Asia for Asians, Japan instead continues to push for imperial conquests.	- The authors are Korean Americans and therefore are influenced both by their Korean culture and potential enduring familial ties to Korea, but also by Western attitudes toward Japan. [POV] - The manifesto is aimed to call out Japanese military expansion and criticize the conquest of Korea. [purpose] - The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan. [audience]
4. Kanji Ishiware, “Personal Opinion on the Manchuria-Mongolia Problem,” 1931	Ishiware believes that by seizing Manchuria and Mongolia Japan can assume a leadership role in Asia, contain Russia in the north, and deal with the Anglo-American challenge it faces to the south.	- Ishiware had a nationalist worldview, likely influenced by Social Darwinism as well, that emphasized the competition between the great powers, and he believed that Japan must build its strength by annexing Manchuria and Mongolia. [POV] - In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiware called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishikawa makes clear in the document will allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and the United States. [historical situation]
5. Eliot Janeway, article in the <i>New York Times</i> , 1937	Janeway writes that the Japanese invasion of China is about who will control important economic resources like the Shaanxi iron	As an American journalist the author is trying to present an objective analysis of the benefits and challenges of controlling China’s resources for both Japan and China. [POV]

	mines. Japan needs them for its own economy and also to control China, which might otherwise industrialize [a development Japan fears].	At a time when the United States was being very isolationist, Janeway may have wanted to remind Americans that there are important events happening beyond their borders. [purpose, audience]
6. Toichi Nawa, <i>The Japanese Cotton Spinning Industry and the Question of the Supply of Raw Cotton</i>, 1937	The author argues that Japan cannot put North China under its control because China is too “backward” and would require an enormous number of resources to modernize. The author also notes that as Japan’s production increases, the more it is dependent on the world market.	- The author is responding to the beginnings of the Second Japanese-Sino war just prior to the outbreak of the Second World War and increasing calls from within Japan to expand its territorial empire. [historical situation] - The author is likely trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits. [purpose]
7. Photo of Japanese language class at Singaporean school, 1943	The document shows a photograph of a Japanese soldier teaching a Japanese language class at a school in Japanese-occupied Singapore. Two Singaporean students are learning how to write Japanese characters on the blackboard.	- The photograph is published in one of Japan’s daily newspapers and so it emphasizes the positive benefits of Japanese rule over Singapore. [audience] - The image is likely intended to show the Japanese civilian population during the Second Sino-Japanese War that Japan is doing good things for the population of its occupied territories, such as providing education. [purpose]

Throughout the 19th century, numerous nations throughout Europe participated in activities such as the Scramble for Africa, dividing the continent up in order to fulfill their various economic desires. This demonstrated the West dominating the rest of the world, with Eastern states failing to establish their own imperialistic empires. However, in the 20th century, Japan, which had recently gone through the Meiji Restoration and was rapidly industrializing, began to enter imperialism, annexing Korea and the Chinese region of Manchuria. This established Japan as one of the most powerful states of the East. Despite the presence of social motives, economic motives played the largest role in Japanese imperialism in the first half of the 20th century because of the necessity of raw materials, the possible territorial gain and subsequent opening of new trade markets, and the opposition to Western economic policies.

The industrialization of Japan led to the need for raw materials, which economically incentivized the nation to pursue imperialism. The Meiji Restoration was a movement which attempted to catch Japan up to the rest of the world by establishing fast, strict, and largely government based reforms to Japan, making it more open to the rest of the world for trade, since it was previously isolationist. Japan, however, is a small nation and did not have all of the necessary means of production to maintain this growth. In a 1937 article from the New York Times, it is claimed that Japan was in a strong need for raw materials from China as a result of various shortages, such as coal, within their own nation (Doc. 5). This demonstrates how as a result of their rapidly growing industries, Japan was creating new supplies at a rate which their resources were unable to keep up with. As a way to maintain the wealth they were producing, it was therefore necessary for them to go to the closest place with resources, China, and fiercely establish economic imperialistic notions there. However, as this article was written by an American in a time period where the Japanese were strongly opposed, there is most likely a strong sense of exaggeration within it. Nevertheless, it still demonstrates the way that Japan was perceived by outside nations and how apparent its motives were in regards to gaining materials. The shortage of raw materials for Japan was exacerbated by itself, which placed it in a cycle of continuously going back to China for resources and losing them in the process. In a speech from a Japanese professor, it is claimed that Japan strongly requires more imports of raw materials in order to further build their own empire, which is dangerous due to its growing dependence on outside markets (Doc. 6). Japan was a historically isolationist country with not a large amount of influence outside, which is how many people liked it. This demonstrates how the Japanese point of view on imperialism largely differed based on whether there were traditional values still in place or not. For the professor delivering the speech, it appears to be opposing the economic dependence of Japan on others and trying to revert back to its isolationist ways. However, Japan was in fact growing at a rapid rate and nothing could stop it from doing so, so its dependence on outside nations to get its raw materials as a way to support its economy became inevitable. The process of growing Japan's industries and gaining raw materials was therefore a crucial economic motive to the imperialism.

The region of Manchuria opened up many new possibilities for territorial and trading gains for Japan, making it essential to the nation's imperialism within that region. Japan had previously taken Korea over under many false pretenses and wanted to continue to expand its

empire, and Manchuria was the perfect location for it to do so. However, it was additionally desired by other nations, namely Russia. Japan therefore feared, according to a 1903 business journal, that the possible competition of Russia would take away a very good trading market for Japan and make it more economically weak (Doc. 1). This journal article was likely published as a way to establish fear and more urgency for imperialism to occur within Japan. Since the majority of the readers of the business journal would be involved in the economic processes of the nation, they would likely take initiative upon seeing the article and push for the total annexation of Manchuria for economic profits. This demonstrates how it was needed for economic gain and therefore fell to imperialism. According to a Manifesto that opposed the annexation of Manchuria by Japan, Japan repeatedly broke treaties in order to gain more territory and became increasingly obvious within its intentions to do the same for Manchuria (Doc. 3). This urgency and blatant disregard for the law demonstrates the importance of territorial gain for Japan, since it economically benefits them to such a great extent. Since they are willing to break international laws in order to get what they want, it is clear that they see a large amount of gain with their imperialistic motives for the economic state of Japan. The general opposition to the Japanese doing so is seen within this Manifesto, written by Korean Americans. These people with Korean heritage have likely seen the horrors of Japanese imperialism and do not want it to befall another place, leading to them urging against it.

The economic policies of the West served as threats to the development of Japan as an Eastern power, solidifying its motivation to further pursue that imperialism. As imperialism in Japan was starting to rise, its decline had begun in the West. Japan was ousted from the rise of imperialism and was unable to gain the colonies they wanted to establish. In an essay against these Western notions it is said that England and America are large hypocrites and that their proposal to stop the establishment of more colonies would cause severe economic damage to Japan (Doc. 2). The bias within this essay is apparent, as it is written from a Japanese perspective and therefore has a lot of grudges against the West. However, their points surrounding how the West was able to quickly establish itself as an economic and imperialistic power and leave the others behind is very apparent. This demonstrates how Japan was angry at the West for withholding economic tools, which further motivated it to use force as a way to gain them itself. Furthermore, they feared that they would be destroyed economically if the United States and other Western countries continued to grow, which led to them mobilizing themselves economically. In an essay, it is claimed that Japan has to simultaneously battle Russian, American, and British forces in order to gain its own imperialistic colonies and use force as a way to get the land needed to economically stabilize itself (Doc. 4). This essay was likely written with the purpose of reaching government officials and urge them to fight against possible Western influence within the Eastern hemisphere. They knew that if the Western powers gained dominance in the East as well, they would be left with close to nothing and would have to deal with severe economic consequences. As a result of this, the fight against economic decline continued through more imperialistic pursuits. Beyond the economic implications of opposition to the West, Japan additionally increased its own nationalism under the notion that it was the best Eastern country and that every other country in Asia should fall under it. As an example, Korea was taken over under this belief system, and many others followed. In an image, a large amount of Singaporean

children are being educated on Japanese writing (Doc. 7). This image was published in a large Japanese newspaper as a way of displaying their own propaganda and their idea that they were superior to every other nation in the East to the general Japanese population. By teaching their own language to the rest of Asia, they were able to establish their power in ways other than economic, but it also furthered their economic state, since they had more overall influence.

There were overall many different economic motivations for the imperialism that Japan pursued, including its fear of falling behind its Western counterparts which made it forcibly establish itself more and increased its nationalism, its growing industrialization which required raw materials from other nations to develop, and the need for new economic markets and territory to exploit economically, which caused Japan's pursuit of Manchuria. The large scope of economic motivations supporting Japanese imperialism demonstrate how it was the leading cause for this imperialism to occur.

During the period 1900-1945, the economic motives that were the leading cause of Japanese imperialism was a immense struggle. Some of the motives was the lack of resources, rivalry, and trading routes. The Japanese were put into a very complex situation by some countries like England or Russia because they had economic issues. Most of the times, they had no other option than to be an imperialist country because of the situations they were put into.

During this time period, Japan was known to not be doing it's best financially. As everyone started to industrialize, Japan was focused on other things like its leader. The consequences of getting distracted led them to be the underdog amongst all the other countries. Compared to Russia, Japan barely had trading connections and their resources was very limited. Their foreign goods were exported by very few ports and they traded with as least as many countries as possible. Being put under their circumstances, Japan was practically forced into becoming an imperialist country. To add on, Japan had very little land and their market was struggling by the day. After the early 1900's, Japan started to pick up the pace and started to industrialize at a high speed. Soon enough, Japan invaded China and short after, declared war on the U.S. The Japanese were also desperate to take control of as much land as possible and conquer all their allies in order to gain stronger possession over their resources.

To start off, one of the economic motives that led to Japanese imperialism was the need for goods and the limitations on trading routes. Since Japan was struggling economically, they depended on trade since their allies were already industrialized. In passage 1, Russia insisted on taxing Japan 12 times more the amount of port tax that Russians due in order to pass through Port Arthur which allowed foreign goods to enter through Manchuria. The journal states, "If Russia occupies other parts of Manchuria and extends this method of levying taxes there, Japanese business may have to endure terrible hardships, possibly cutting us out of the Manchurian trade altogether." Since the Russians decided to tax the Japanese, it can put them in a harsh situation in which could cut off any thing being imported or exported by the Japanese which limits any trade through that route. In passage 2, England claims that it wants to "deny access to its colonies" which means the Japanese would have no access to any goods or resources in all of England. Fumimaro Konoe says, "Japan is limited in territory, poor in natrual resources, and has a meager domestic market for manufactured products. If England closed off its colonies, how would we be able to assure our nation's secure survival?" The Japanese sided with Germany becoming based on militarism since they were both betrayed by the British's decision. In passage 5, Japan started to plan to conquer China (especially North China) in order to get a better hold and control over its materials. The article states, "Japan requires the products of this area for its own uses, but even if she did not, she would have had to strike here in order to prevent China's industrialization and the unification which she fears would result from it." Japan was aiming at the Shaanxi province because thrives in the coal and steel industry which is a major shortage in Japan.

Next, one of the reasons in which why Japan became imperialist is because it faced rivalry between the industrialized countries. Since Japan was not industrialized yet, it felt the need to become better than Rusia and England. In passage 6, Japan wanted to have full control over North China in order to get access to all the resources. Toichi Nawa states, " It is highly dountful that Japan has the necessary capital and sources to cope with such a monumental

task. The lure of empire building in Asia is therefore a grave danger for our country's economic advance." If Japan were to lose the war over China, it would have to face the consequence of being prevented to getting any access to China's resources which comes with many consequences because it flourishes in the silk and rice industry. In passage 4, Japan realizes the U.S and Russia are completely industrialized especially when it comes to military technology. The Japanese army officer states, "As american economic power advances, the United States will become the champion of the Western peoples. Our country must resist the enroachments of Russia to the north as it simultaneously contronts British and American power to the south." Japan later then plans to use Manchuria as a strategy which will give them an advantage in becoming better than the United Sraes and Russia. The essay says, "If the Manchuria-Mongolia region is brought under our influence, then our control over Korea will be stabalized." In passage 7, the photograph shows a Japanese instructor teaching a language class. Japan during the year 1943, has evolved completely. Even though it is not the most industrialized, it has become superior to other countries. By teaching the language, they were spreading their knowledge and trying to make rapid advancements within their people. On the contrary, Japans restrictions caused it to be greedy with what it wanted. Although, the other countries abused their rule and their power over Japan, it started to transform Japan into the same way. Many people thought the Japanese would turn on them instantly. For example, in document 3, it states, "One major railroad in Manchira was already built with Japanese capital, and another one is almost halfway completed. It is only a matter of time before the most fertile region of Manchuria would be entirely under the Japanese domination."

Economic motives were the main extent for Japanese imperialism during 1900-1945 however, nationalism played a major role also. During this time of 1900-1945 many colonies were established by Europeans. Russia was growing into becoming a powerhouse and the world was run by trade. But Japan (according to document 2) "is limited in territory, poor in national resources, and has had a meager domestic market for manufactured goods. Also at this time Germany also struggled and felt the need to overthrow the order that was put against their colonies. Many Japanese felt sympathy towards the Germans because of what they had to do. Which was at this time period was to show off their militaries and involve themselves in a world war and even starting a world war in order to dominate the world because they felt superior. But Japan's economy was in trouble because Russia was taxing "12 times the amount" for non Russian ships during trade. Which was terrible for Japanese businesses and from their point of view in document one their "businesses may have to endure terrible hardships and possibly get cut out of the Manchurian trade altogether." Then Japan tried to take over and dominate the most fertile region of Manchuria to increase their production in trade and help their economy. Their invasion was seen as an invasion from the point of view to other places around the world like the US reporters from New York saying "Japan violated so many treaties and agreements that it is absurd to believe that there is any sincerity in Japan's motive to abide with or to live up to any kind of international treaties or agreements." At this time Japan is starting to be considered an enemy for the rest of the world. But to further push Japanese agenda the "personal opinions" of the public for the Japanese people was that if they got control of the Manchuria-Mongolia region they would be able to confront British and American power in the south. "And Russia will find it extremely difficult to advance to the east." (Which was in document four) but that would be beneficial from Japan's point of view. To further prove the desperation of the Japanese in document 5 we learn that Japan is in competition with China for the raw abundant materials. At the time humanity hasn't mined so much of the earth's materials and we still had an abundance. But for the Japanese steel industry to become self-sufficient it needs "300,000,000 tons of ore which lied in Shaanxi." But Japan was also facing coal shortages. Economic motives were the leading cause of Japanese imperialism, however Nationalism played a major role in Japanese imperialism. According to document 6 many Japanese saw China as a "Backwards society based on traditional pattern of landholding and lacking modern industries." And felt they were unfit of their position in the world according to the people of Japan. They felt the need to spread their greatness attacking other established colonies for their own gain, and recolonizing the people just like in document 7 on what they did to the people on Singapore. In conclusion economic motives were the major reason for Japanese imperialism but also nationalism was a major motive.

Document Based Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Responses to this prompt were expected to demonstrate an understanding of the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. Students were also expected to place the prompt in a broader historical context and to describe and analyze the content of the documents. They also needed to construct an argument and use the documents and outside evidence to support an argument, as well as to analyze the documents for sourcing (point-of-view, purpose, historical situation, or audience) and demonstrate a complex understanding of the prompt. The question tested content primarily from Units 6 and 7 of the course framework while also providing students with opportunities to bring up knowledge from Units 5 and 8 to earn the contextualization and evidence beyond the documents points.

The documents provided students with a variety of perspectives on the issue including a balance of documents highlighting economic reasons for imperial expansion (mostly the need for raw materials from mainland East Asia to sustain Japan’s industrial and military development) and non-economic reasons (including strategic reasons such as holding off Russian and British imperial expansion, and cultural reasons such as a sense of Japanese cultural superiority over other Asian peoples and a desire to spread the Japanese language and culture). While many of the documents were supportive of Japanese imperial expansion, Documents 3 and 6 were critical of expansion, for different reasons. Most of the documents were by Japanese authors, while two documents were by non-Japanese authors (a Korean migrant association in the United States and a United States journalist writing for the *New York Times*.)

The question primarily addressed content from Topics 6.2, 6.4, 6.5, 7.4, 7.5, and 8.4, with contextualization and evidence-beyond-the-documents opportunities from Topics 5.6, 6.3, 7.1, 7.2, 7.3, 7.6, and 8.4.

Sample: 1A

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 3

Analysis and Reasoning Score: 2

Total Score: 7

A. Thesis/Claim (0-1 points): 1

The response earned 1 point for providing a historically defensible claim regarding the extent of economic motives in causing Japanese imperialism in the last sentence of the first paragraph by creating analytical categories, “Despite the presence of social motives, economic motives played the largest role in Japanese imperialism in the first half of the 20th century because of the necessity of raw materials, the possible territorial gain and subsequent opening of new trade markets, and the opposition to Western economic policies.”

Document Based Question 1 (continued)**B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization in the first paragraph. In the first two sentences the response references Europe's imperialism compared to the lack of imperialism by "Eastern states," arguing that "Throughout the 19th century, numerous nations throughout Europe participated in activities such as the Scramble for Africa, dividing the continent up in order to fulfill their various economic desires. This demonstrated the West dominating the rest of the world, with Eastern states failing to establish their own imperialistic empires." The response also states "However, in the 20th century, Japan, which had recently gone through the Meiji Restoration and was rapidly industrializing, began to enter imperialism, annexing Korea and the Chinese region of Manchuria." Each of these two statements would have been enough to earn the contextualization point by itself.

C. Evidence (0-3 points): 3**Evidence from the Documents**

The response earned 1 point for describing the content of at least three documents to address the topic of the prompt. The response accurately describes the content of Documents 5 and 6 separately, stating that Japan needed raw materials, of Document 1 stating that Japan was concerned about Russian competition, of Document 3 stating that Japan had imperialistic motives for Manchuria, of Documents 2 and 4 separately discussing the hypocritical nature of England and the United States regarding new colonies and Japan's desire to gain her own colonies through force if needed, and of Document 7 describing Japanese education in Singapore. Even though the response only needed to describe three documents to earn the first evidence point, this response correctly uses all seven documents.

The response earned 1 point for supporting an argument in by using evidence from at least four documents. The response accurately supports arguments with all seven documents. In the second paragraph, the response uses Documents 5 and 6 separately to support the argument that "The industrialization of Japan led to the need for raw materials, which economically incentivized the nation to pursue imperialism." In the third paragraph, the response uses Documents 1 and 3 separately to support the argument that "The region of Manchuria opened up many new possibilities for territorial and trading gains for Japan, making it essential to the nation's imperialism within that region." In the fourth paragraph, the response uses Documents 2 and 4 separately to support the argument that "The economic policies of the West served as threats to the development of Japan as an Eastern power, solidifying its motivation to further pursue that imperialism." Finally, in the fourth paragraph, the response uses Document 7 to support the argument that "Japan additionally increased its own nationalism under the notion that it was the best Eastern country and that every other country in Asia should fall under it." Even though the response only needed to correctly use four documents to support an argument, this response correctly uses all seven documents.

Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents in the beginning of the second paragraph by elaborating on specifics related to the Meiji Restoration's impact on how government involvement in the economy differed from its formerly isolationist past.

Document Based Question 1 (continued)**D. Analysis and Reasoning (0-2 points): 2****Document Sourcing**

The response earned 1 point for accurately sourcing at least two documents. The response sources all seven documents. The response explains the relevance of the point of view of the author of Document 5 (“written by an American in a time period where the Japanese were strongly opposed, there is most likely a strong sense of exaggeration within it”), the relevance of the historical situation of Document 6 (“Japan was historically isolationist country with not a large amount of influence outside, which is how many people liked it”), the relevance of the purpose of Document 1 (“This journal article was likely published as a way to establish fear and more urgency for imperialism to occur within Japan”), the relevance of the point of view of the authors of Document 3 (“These people with Korean heritage have likely seen the horrors of Japanese imperialism and do not want it to befall another place, leading to them urging against it”), the relevance of the point of view of the author of Document 2 (“The bias within this essay is apparent, as it is written from a Japanese perspective and therefore has a lot of grudges against the West”), the relevance of the purpose of Document 4 (“This essay was likely written with the purpose of reaching government officials and urge them to fight against possible Western influence within the Eastern hemisphere”), and the relevance of the purpose of Document 7 (“This image was published in a large Japanese newspaper as a way of displaying their own propaganda and their idea that they were superior to every other nation in the East”). Even though the response only needed to correctly provide sourcing for two documents to earn the point, this response correctly provides sourcing for all seven documents.

Demonstrating Complex Understanding

The response earned 1 point for demonstrating complex understanding. The response constructs a nuanced argument, using all seven documents to support multiple relevant claims about the prompt. The response also provides accurate and insightful sourcing for all seven documents.

Sample: 1B**Thesis Score: 1****Contextualization Score: 1****Evidence Score: 2****Analysis and Reasoning Score: 0****Total Score: 4****A. Thesis/Claim (0-1 points): 1**

The response earned 1 point for providing a historically defensible claim regarding the extent of economic motives in causing Japanese imperialism in the first paragraph with the statement that “the economic motives that were the leading cause of Japanese imperialism was a immense struggle. Some of the motives was the lack of resources, rivalry, and trading routes.”

Document Based Question 1 (continued)

B. Contextualization (0-1 points): 1

The response earned 1 point for contextualization in the second paragraph. The response establishes Japan's 19th century political and economic status by stating, "The consequences of getting distracted led them to be the underdog amongst all the other countries. Compared to Russia, Japan barely had trading connections and their resources was very limited. Their foreign goods were exported by very few ports and they traded with as least as many countries as possible."

C. Evidence (0-3 points): 2

Evidence from the Documents

The response earned 1 point for describing the content of at least three documents to address the topic of the prompt. The response accurately describes the content of Document 1 discussing Russia's increased taxes, of Document 2 stating England is denying access to its colonies, of Documents 5 and 6 separately discussing Japan's imperialistic desires over China for raw materials, of Document 4 discussing Japan's use of Manchuria for strategic advantages, of Document 7 providing an accurate description of the photograph, and of Document 3 identifying infrastructure the Japanese have built in Manchuria. Even though the response only needed to describe three documents to earn the first evidence point, this response correctly uses all seven documents.

The response earned 1 point for supporting an argument by using evidence from at least four documents. The response accurately supports an argument with Documents 1, 2, 5, 6, and 4. In the third paragraph, the response uses Documents 1 and 2 separately to support the argument that "one of the economic motives that led to Japanese imperialism was the need for goods and the limitations on trading routes." In the third paragraph, the response uses Document 5 to support the argument that "Japan was aiming at the Shaanxi province because thrives in the coal and steel industry which is a major shortage in Japan." In the fourth paragraph, the response uses Documents 6 and 4 separately to support the argument that "one of the reasons in which why Japan became imperialist is because it faced rivalry between the industrialized countries." The response attempts to use both Documents 7 and 3 to support an argument but fails as it only shows an understanding of each of these documents and does not connect it to an accurate argument about the motives for Japanese imperial expansion. Even though the response only needed to correctly use four documents to support an argument, this response correctly uses five documents.

Evidence Beyond the Documents

The response did not earn 1 point for providing evidence beyond that which is found in the documents as none is attempted.

Document Based Question 1 (continued)

D. Analysis and Reasoning (0-2 points): 0

Document Sourcing

The response did not earn the point for sourcing the documents. While the response makes several statements attempting to source individual documents for historical situation, none of these attempts bring in any information beyond what is already mentioned in the documents or their attribution lines.

Demonstrating Complex Understanding

The response did not earn 1 point for demonstrating complex understanding. The response attempts to provide analysis of Documents 7 and 3 to show continuity and change beyond the task of the prompt, however this information is too vague to earn the point.

Sample: 1C

Thesis Score: 0

Contextualization Score: 1

Evidence Score: 1

Analysis and Reasoning Score: 0

Total Score: 2

A. Thesis/Claim (0-1 points): 0

The response did not earn 1 point for providing a historically defensible claim regarding the extent of economic motives in causing Japanese imperialism. The attempt in the first paragraph in the first sentence stating, “Economic motives was the main extent for japanese imperialism during 1900–1945 however, nationalsim played a major role also” only provides a second claim. The response does not create a line of reasoning for why nationalism played a role in causing Japanese imperialism.

B. Contextualization (0-1 points): 1

The response earned 1 point for contextualization in the second sentence stating, “During this time of 1900–1945 many colonies were established by europeans Russia was growing into becoming a powerhouse and the world was run by trade.”

C. Evidence (0-3 points): 1

Evidence from the Documents

The response earned 1 point for describing the content of at least three documents to address the topic of the prompt by using all seven documents The response accurately describes the content of Document 2 discussing Japanese sympathy towards Germans, of Document 1 describing Russia’s taxes on Japan’s ships, of document 3 discussing Japan’s violation of treaties, of Document 4 discussing the advantages of controlling Manchuria in confronting British and American power, of Document 5 discussing Japan’s competition with China for raw materials, of Document 6 describing the Japanese view of the Chinese as backwards, and of Document 7 accurately describing the image.

Document Based Question 1 (continued)

Even though the response only needs to describe three documents to earn the first evidence point, this response correctly uses all seven documents.

The response did not earn 1 point of evidence for supporting an argument. The response does not attempt to connect any of the documents to an argument, instead it only summarizes all of the documents.

Evidence Beyond the Documents

The response did not earn 1 point for providing evidence beyond that which is found in the documents as none is attempted.

D. Analysis and Reasoning (0-2 points): 0

Document Sourcing

The response did not earn 1 point for sourcing as none is attempted.

Demonstrating Complex Understanding

The response did not earn 1 point for demonstrating complex understanding. There is no attempt to demonstrate a complex understanding of the role of economic motives in causing Japanese imperialism.