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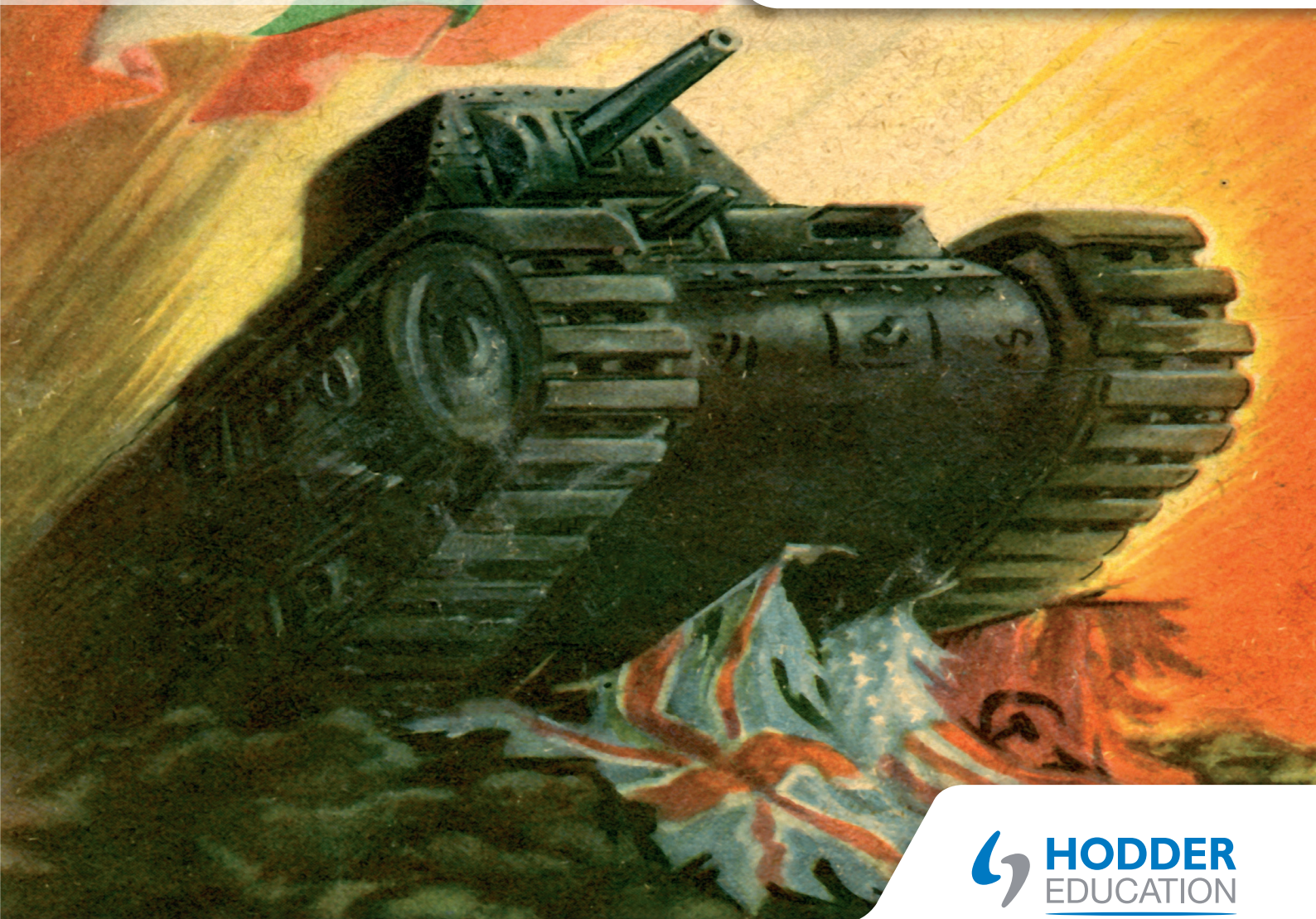
The move to global war

Study and Revision Guide

PAPER 1

SAMPLE CHAPTER

Russell Quinlan

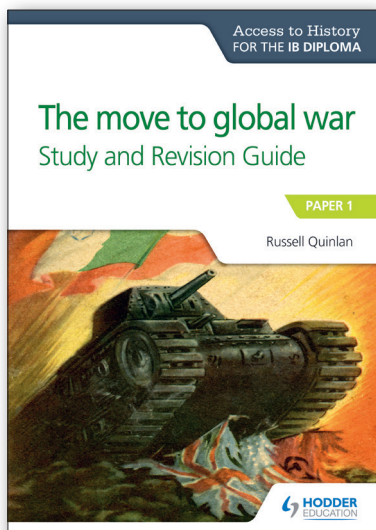


Access to History Study and Revision Guides

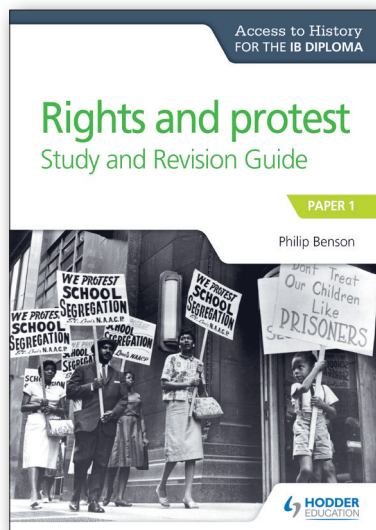
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Paper 1

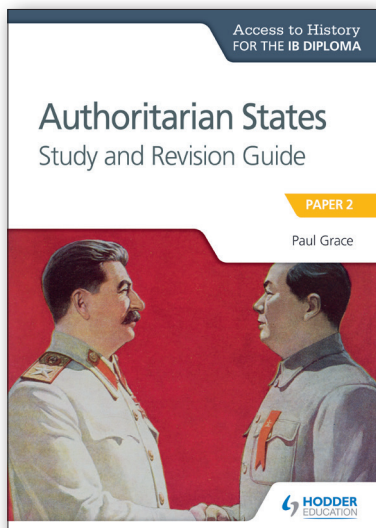


The move to global war
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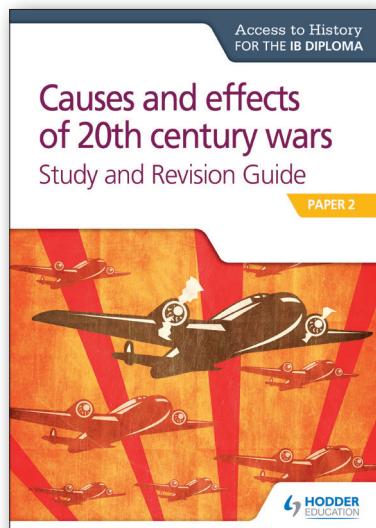


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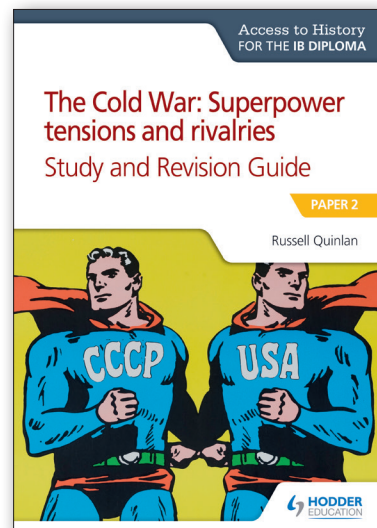
Paper 2



Authoritarian states
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How to use this book

- Welcome to the *Access to History for the IB Diploma: The move to global war: Study and Revision Guide*. This book has been written and designed to help you develop the knowledge and skills necessary to succeed in the Paper 1 examination. The book is organized into double-page spreads.
- On the left-hand page you will find a summary of the key content you will need to learn. Words in bold in the key content are defined in the Glossary and Key figures list (see pages 108–11).
- On the right-hand page you will find exam-focused activities related to and testing the content on the left-hand side. These contain historical sources such as text excerpts or photos and cartoons and questions so that you can develop analytical and critical-thinking skills. Answers can be found at the back of the book.
- At the end of each chapter you will find an exam focus section. Here, you will find student answer examples with examiner comments and annotations to help you understand how to improve your grades and achieve top marks. There is also a ‘mock exam’ set of questions for you to try.

Together, these two strands of the book will provide you with the knowledge and skills essential for examination success. Student answer examples are provided, with commentary and examiner comments and annotations.

<p style="text-align: right; font-size: small;">1 Causes of expansion</p> <p>Militarism and foreign policy</p> <p>Militarism had a long history in Japan. Before the Meiji Restoration, Japan had been ruled by a military dictator, known as a shogun, not the Emperor. The Emperor's primary role was as a symbol of the nation. Japan grew stronger during this period. It soon began to look towards neighbouring states and their resources in order to expand its empire.</p> <p>Militarism before the First World War</p> <p>Japan's modernization and industrialization developed at an impressive rate. Japan was becoming a power nation able to influence other countries in the region, perhaps to dominate them. The increased power encouraged its leaders to act on its long-term interest in Korea and to battle with Russia, China and Taiwan. The First World War gave Japan a chance to show the entire world its new industrial and military prowess, especially China and Germany.</p> <p>Korea 1876–1905</p> <p>Japan and its navy sought to force Korea to agree to the Japan–Korea Treaty (1876), also known as the Japan–Korea Treaty of Amity or the Treaty of Ganghwa Islands. Its key terms were:</p> <ul style="list-style-type: none"> • Korea was no longer a tributary of China. • Japanese citizens could not be arrested or tied in Korean courts. • Korea could not impose any restrictions on Japanese trade. • Japan was permitted use of three ports. <p>Between 1894 and 1895, political turmoil, violence and foreign intervention were common in Korea. When the Korean government asked for Chinese assistance in putting down a peasant revolt in 1894, Japan declared Korea in violation of the Japan–Korea Treaty. Japanese troops took control of Korea and assassinated the opposition leader Empress Myeongseong. These actions led to war between Japan and China.</p> <p>First Sino-Japanese War 1894–5</p> <p>War between Japan and the Qing Dynasty of China had been building for years. There were many causes:</p> <ul style="list-style-type: none"> • Japan's interference in Korea such as those stated above • Japan's use of assassinations in Korea and • China's banning of Japanese imported goods. <p>War broke out in August 1894. Japan's more modern military quickly pushed Chinese troops out of Korea, invaded Manchuria, seized the important ports of Port Arthur and Weihaiwei, and captured islands near Taiwan. Before long China requested terms for peace. The Treaty of Shimonoseki agreed to in April 1895 favoured Japan by giving it:</p> <ul style="list-style-type: none"> • Taiwan and the Liaodong Peninsula • permission to operate ships on the Yangtze River • the right to have factories and import goods at four Chinese ports • a large indemnity to be paid by China. <p>Russia, Germany and France quickly denounced the Treaty of Shimonoseki and demanded its alteration. This is known as the Tripartite Intervention. It resulted in:</p> <ul style="list-style-type: none"> • Russia taking control of the Liaodong Peninsula and Port Arthur. • Germany gaining control on the Shantung Peninsula and the port of Weihaiwei. • Japan retaining Taiwan. <p>The Tripartite Intervention left Japan humiliated. Shortly afterwards in May 1895, Taiwan declared itself to be the Republic of Formosa in a challenge to Japanese rule. Five months later, Japanese forces defeated the rebel forces leaving Taiwan under Japanese control.</p>	<p style="text-align: left; font-size: small;">1 Causes of expansion</p> <p>EXAMINING ORIGIN OF A SOURCE</p> <ul style="list-style-type: none"> • Question 10 of Paper 1 requires students to evaluate the value and limitations of a source based on its origin, purpose, and content. The question is worth 4 marks. • The origin of a source comes from several components: author, title, date of origin, type of source, and, if applicable, title, publisher and type of publication. • Information about origin can be found in the description of a source that precedes the source's text. <p>The following questions are designed to make connections between the components of a source's origin and how they affect value or limitation.</p> <p>Refer to Source B to answer the questions. Use the topic for a historian studying militarism and foreign policy in Meiji Japan from 1867 to 1912.</p> <p>SOURCE B</p> <p>Excerpt from <i>Japanese Diplomacy in a Dilemma: New Light on Japan's China Policy, 1924–1928</i> by Nobuya Bamba, published by University of British Columbia Press, Vancouver, Canada, 1972, p. 25. Bamba specialises in the diplomatic and intellectual history of Japan and is a professor at Tsuda College, Tokyo, Japan.</p> <p>To catch up to more advanced or superior ones and to supersede them was the individual as well as national goal. Naturally, then, they [Japan] considered the unequal treaties as great national humiliations, and to get rid of them became a major purpose of their diplomacy during the [Emperor] Meiji era. The whole of the national energy was exerted to achieve this goal. Likewise, the people in Meiji Japan felt the Triple [Tripartite] Intervention was a great national humiliation. The entire country became enraged. 'Gashin shōkan' (endurance and hard work for the achievement of future revenge) expressed Japan's determination to wipe out this humiliation... The Russo-Japanese War was Japan's 'revenge' against Russia. Russia's ambitions toward Korea gave Japan an opportunity to act.</p> <ol style="list-style-type: none"> How does Bamba's expertise as a historian of Japanese diplomatic history give value to this source? What advantages does the publication date of 1972 give to the source that examines the events of the Tripartite Intervention in 1895? How does the publisher, University of British Columbia Press, affect the value of this source? The title of the book identifies Japan's China policy from 1924 to 1928 as its main focus. The content of the text focuses on the Tripartite Intervention that occurred prior to the main focus of the book. In what ways might this limit Source A for a historian? <p>EXAMINING CONTENT OF A SOURCE</p> <ul style="list-style-type: none"> • Content refers to the information contained in a source. • Content value comes from information in the source that matches the topic being examined. • Content limitation comes from information in the source that does not match the topic being examined. • Content limitation also can result from information found in the source that addresses only part of the scope of the topic being examined. <p>For the questions below, refer to Source B above. The following questions are designed to make connections between the content of a source and how it affects value or limitation. Use the topic: for a historian studying militarism and foreign policy in Meiji Japan from 1867 to 1912.</p> <ol style="list-style-type: none"> What information in the source specifically references militarism and foreign policy in Meiji Japan from 1867 to 1912? In what ways does the content of the source not cover the entire time period (scope) of Meiji Japan?
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Key historical content

Exam-focused activities

At the end of the book, you will find:

- Glossary, Key figures and Timeline – key terms in the book are defined, key figures are highlighted and key dates are included in a timeline.
- Answers for the exam-focused activities.

Getting to know the exam

The four questions on Paper 1 assess different skills and knowledge. You must answer all four and have one hour to do so. For Paper 1, The move to global war, questions are numbered 9–12. The question types are as follows:

■ Question 9: direct questions

Question 9 is worth 5 marks and has two parts, both of which test your reading comprehension abilities on two different sources. You need to answer both parts of the question by reviewing the source material and paraphrasing information from the sources.

■ Question 10: value and limitations of a source

Question 10 is worth 4 marks and asks you to **evaluate** a source using the source's origin, purpose and the content you are presented with.

- The origin of a source is its author or creator. This might include the date, publisher and type of delivery, which could be a book, speech, propaganda poster or diary entry.
- The purpose of the source explains what the author was trying to do, such as explaining the impact of an event or conveying a certain type of information.
- The content of the source can indicate many things, such as the point of view of the author, evidence of some historical event or its interpretation or, in the case of a cartoon or other visual source, the audience that the creator wished to reach.

The values and limitations will vary according to each source. A value could be that the author of the source witnessed the event or is an acknowledged scholar. An example of a limitation could be that an author was involved in events and therefore may be less objective. You should try to explain at least two values and two limitations per source, although this may not always be possible.

■ Question 11: compare and contrast

Question 11 is worth 6 marks and asks you to **compare and contrast** two sources in terms of what information they convey to historians studying some aspect of this prescribed subject.

- Comparing means that you explain the similarities between the sources.
- Contrasting explains how they are different.
- You should aim to have about three similarities and three differences.

■ Question 12: essays integrating knowledge and sources

Question 12 is worth 9 marks and requires you to use all the sources in the examination, and to integrate them into an essay that also contains your own knowledge.

■ The appearance of the examination paper

■ Cover

The cover of the examination paper states the date of the examination and the length of time you have to complete it: one hour. Instructions are limited and simply state that you should not open it until told to do so and that all questions must be answered.

■ Sources

Once you are allowed to open your examination paper, you can turn to Prescribed subject 3: The move to global war. There you will see four sources, each labelled with a letter. There is no particular order to the sources, so Source A could potentially be a map, a speech, a photograph or an extract from a book. Source A is no more or less important than Source B, or Sources C or D. If you see square brackets, [], then this is an explanation or addition to the source by the creators of the examination and not part of the original source. Sometimes sources are shortened and you will see an ellipsis, three full stops (...), when this happens.

■ Questions

After the four sources, the four questions will appear. You need to answer all of them. It is better to answer the questions in order, as this will familiarize you with all the sources to be used in the final essay on question 12, but this is not required. Be sure to number your questions correctly. Do not use bullet points to answer questions, but instead write in full sentences when possible. Each question indicates how many marks it is worth, for example, [2].

Good luck with your studies and the exam!

1 Causes of expansion

Revised

The impact of Japanese nationalism and militarism on foreign policy

Revised

The **Meiji Restoration** established the **Meiji Emperor** as the head of government in Japan, ending centuries of **feudalism**. The new government introduced a series of reforms, causing many tensions in Japan. Eventually, an **ultranationalist** state developed, with increasing power and influence of the military.

■ The Meiji Constitution

The **Meiji Constitution** was given as a gift by the Emperor to the people of Japan in 1889. It made the Emperor of Japan head of state and declared him to be a divine individual. It also established a parliament, known as the **Diet**. Much political power, however, developed among members of the **Privy Council**, **cabinet** and military.

- The Emperor of Japan was head of state and a divine individual, giving him supreme authority.
- The Privy Council acted as advisors to the Emperor and controlled access to him.
- The cabinet consisted of ministers responsible for the various functions of government and reported to the Emperor.
- The military was granted a lot of independence in the constitution and was directly responsible to the Emperor. They used their positions in the cabinet to gain more power by threatening vetoes of laws that could cause the collapse of government.
- The Diet consisted of two bodies. The House of Representatives was elected by those with **suffrage**. They could create and pass laws. The House of Peers could approve or reject laws passed by the House of Representatives.

■ Education and loyalty to the state

Education was mandatory for all citizens. After some opposition to government grew, the curriculum changed to emphasize loyalty and to value the Emperor, his divinity and Japan's uniqueness in the world and in history.

Changes to education helped in the growth of ultranationalism, also known as **radical nationalism**. This was similar to **fascism**. When military-type training was introduced to schools during the 1920s, the connection between education, the military and nationalism strengthened the appeal of the military throughout the country.

■ The rise of radical nationalism

Japan's uniqueness was a key characteristic of ultranationalism and radical nationalism.

■ Special mission

The Japanese believed they were on a special mission. What made Japan special?

- The Emperor was divine.
- It had never been conquered by Europeans or Americans.
- It had a long history of independence.
- Most citizens were Japanese who shared a common culture and history.
- It was the only non-European state to win a war against a European state through the Russo-Japanese War, 1904–5.
- It was a major power both militarily and industrially.

Japan's unique characteristics gave it a special mission to lead all of Asia and remove all non-Asian influences from the region.

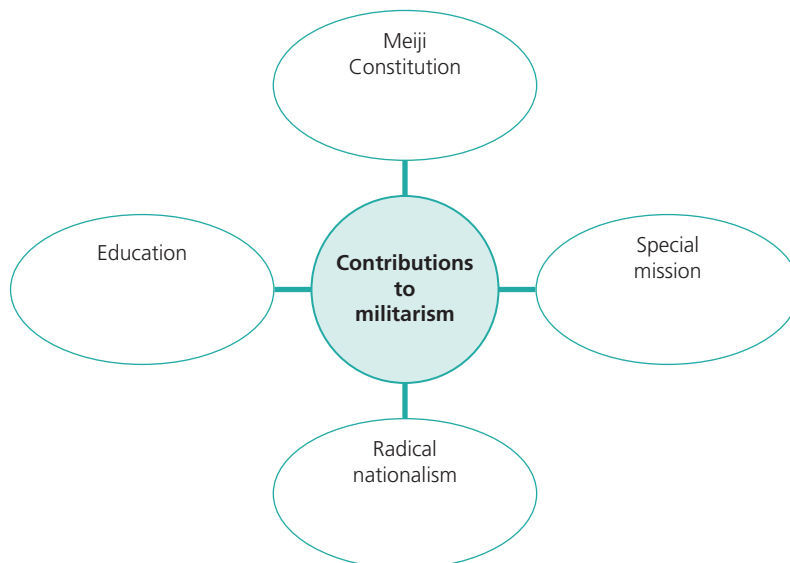
Radical nationalism formed when the idea that anything that harmed Japan's Emperor and Japan must be prevented. Radical nationalists used threats and assassinations to protect Japan and achieve its special mission.

■ Growth of militarism

A strong military with a large navy and army was needed to achieve the special mission. The move towards militarism strengthened. The military held increasing power and influence in Japanese politics.

MIND MAP

Use the information from the opposite page to add details to the mind map below.



IDENTIFYING RELEVANT CONTENT

- For Paper 1, The move to global war, questions are numbered from 9 to 12.
- The first question of Paper 1 contains two parts (9a and 9b), both of which test reading understanding of two different sources. The two parts of question 9 should take about five minutes to answer.
- Question 9a is always a narrative excerpt.
- Students are asked to identify three main points from the source. This part of the question is worth 3 marks. That means three main points must be identified. Do not go into too much detail.
- **Note:** the phrase 'main points' means important understandings from the source. It **does not** mean simply listing facts from the source.

Read Source A and then answer the following questions that focus on identifying relevant content.

SOURCE A

Excerpt from *A Modern History of Japan: From Tokugawa Times to the Present* by Andrew Gordon, published by Oxford University Press, New York, USA, 2003, p. 92. Gordon is a professor of history at Harvard University and a former Director of the Reischauer Institute of Japanese Studies.

It is no surprise that the [Meiji Constitution] formally promulgated [to officially put into effect] in a grand ceremony in 1889 was written and presented in a way that sought to maximize the power of the state and minimize that of the people ... [It] was drafted secretly in 1886 and 1887 by a talented group under the direction of Itō Hirobumi and Inoue Kowashi. Itō studied European constitutions in Europe ... The document was discussed by top government officials in 1888 in a body newly created for this purpose, the Privy Council. This council continued to function as an extra-constitution advisory group once the constitution was promulgated. It served as a site where the Meiji leaders could manage the political system. This small group of leaders came to be known as Meiji 'oligarchs' (*genrō* in Japanese) ... The *genrō* were an informal body, in the sense that there was no constitutional provision for them ... [However] for the rest of their lives, they continued to pull the strings of politics, but as they grew older they stepped back from the front lines of political battle to positions such as the leadership of the Privy Council.

- 1 What were the main aims in terms of political power of the men who wrote the Meiji Constitution?
- 2 What function did the Privy Council play in Japanese politics?
- 3 What does it mean 'to pull the strings of politics' and how does this phrase show the influence of the Privy Council on political matters?

Militarism and foreign policy

Revised

Militarism had a long history in Japan. Before the Meiji Restoration, Japan had been ruled by a military dictator, known as a **shogūn**, not the Emperor. The Emperor's primary role was as a symbol of the nation. Japan grew stronger during this period. It soon began to look towards neighbouring states and their resources in order to expand its empire.

■ Militarism before the First World War

Japan's modernization and industrialization developed at an impressive rate. Japan was becoming a power nation able to influence other countries in the region, perhaps to dominate them. The increased power encouraged its leaders to act on its long-term interest in Korea and to battle with Russia, China and Taiwan. The First World War gave Japan a chance to show the entire world, especially China and Germany, its new industrial and military prowess.

■ Korea 1876–1905

Japan used its new might to force Korea to agree to the Japan–Korea Treaty (1876), also known as the Japan–Korea Treaty of Amity or the Treaty of Ganghwa Island. Its key terms were:

- Korea was no longer a **tributary** of China.
- Japanese citizens could not be arrested or tried in Korean courts.
- Korea could not impose any restrictions on Japanese trade.
- Japan was permitted the use of three ports.

Between 1884 and 1895, political turmoil, violence and foreign intervention were common in Korea. When the Korean government asked for Chinese assistance in putting down a peasant revolt in 1894, Japan declared Korea in violation of the Japan–Korea Treaty. Japanese troops took control of Korea and assassinated the opposition leader, Empress Myeongseong. These actions led to war between Japan and China.

■ First Sino-Japanese War 1894–5

War between Japan and the **Qing Dynasty of China** had been building for years. There were many causes:

- Japan's interference in Korea such as those stated above
- Japan's use of assassinations in Korea
- China's banning of Japanese imported goods.

War broke out in August 1894. Japan's more modern military quickly pushed Chinese troops out of Korea, invaded Manchuria, seized the important ports of Port Arthur and Weihaiwei, and captured islands near Taiwan. Before long, China requested terms for peace. The Treaty of Shimonoseki, agreed to in April 1895, favoured Japan by giving it:

- Taiwan and the Liaodong Peninsula
- permission to operate ships on the Yangtze River
- the right to have factories and import goods at four Chinese ports
- a large **indemnity** to be paid by China.

Russia, Germany and France quickly denounced the Treaty of Shimonoseki and demanded its alteration. This is known as the Tripartite Intervention. It resulted in:

- Russia taking control of the Liaodong Peninsula and Port Arthur
- Germany gaining control of the Shantung Peninsula and the port of Weihaiwei
- Japan ruling Taiwan.

The Tripartite Intervention left Japan humiliated. Shortly afterwards in May 1895, Taiwan declared itself to be the Republic of Formosa in a challenge to Japanese rule. Five months later, Japanese forces defeated the rebel forces, leaving Taiwan under Japanese control.

EXAMINING ORIGIN OF A SOURCE

- Question 10 of Paper 1 requires students to evaluate the value and limitations of a source based on its origin, purpose and content. The question is worth 4 marks.
- The origin of a source comes from several components: author, title, date of origin, type of source, and, if applicable, title, publisher and type of publication.
- Information about origin can be found in the description of a source that precedes the source's text.

The following questions are designed to make connections between the components of a source's origin and how they affect value or limitation.

Refer to Source B to answer the questions. Use the topic: for a historian studying militarism and foreign policy in Meiji Japan from 1867 to 1912.

SOURCE B

Excerpt from *Japanese Diplomacy in a Dilemma: New Light on Japan's China Policy, 1924–1929* by Nobuya Bamba, published by University of British Columbia Press, Vancouver, Canada, 1972, p. 35. Bamba specializes in the diplomatic and intellectual history of Japan and is a professor at Tsuda College, Tokyo, Japan.

To catch up to more advanced or superior ones and to supersede them was the individual as well as national goal. Naturally, then, they [Japan] considered the unequal treaties as great national humiliations, and to get rid of them became a major purpose of their diplomacy during the [Emperor] Meiji era. The whole of the national energy was exerted to achieve this goal. Likewise, the people in Meiji [Japan] felt the Triple [Tripartite] Intervention was a great national humiliation. The entire country became enraged. '*Gashin shōtan*' (endurance and hard work for the achievement of future revenge) expressed Japan's determination to wipe out this humiliation ... The Russo-Japanese War was Japan's 'revenge' against Russia. Russian ambitions toward Korea gave Japan an opportunity to act.

- 4 How does Bamba's expertise as a historian of Japanese diplomatic history give value to this source?
- 5 What advantages does the publication date of 1972 give to the source that examines the events of the Tripartite Intervention in 1895?
- 6 How does the publisher, University of British Columbia Press, affect the value of this source?
- 7 The title of the book identifies Japan's China policy from 1924 to 1929 as its main focus. The content of the text focuses on the Tripartite Intervention that occurred prior to the main focus of the book. In what ways might this limit Source A for a historian?

EXAMINING CONTENT OF A SOURCE

- Content refers to the information contained in a source.
- Content value comes from information in the source that matches the topic being examined.
- Content limitation comes from information in the source that does not match the topic being examined.
- Content limitation also can result from information found in the source that addresses only part of the scope of the topic being examined.

For the questions below, refer to Source B above. The following questions are designed to make connections between the content of a source and how it affects value or limitation. Use the topic: for a historian studying militarism and foreign policy in Meiji Japan from 1867 to 1912.

- 8 What information in the source specifically references militarism and foreign policy in Meiji Japan from 1867 to 1912?
- 9 In what ways does the content of the source not cover the entire time period (scope) of Meiji Japan?

■ Russia

Russia emerged as Japan's primary challenger. Tensions between the two countries centred on the Liaodong Peninsula and Port Arthur. Japan's economy benefited from its rapid industrialization. Rapid economic growth allowed Japan to enlarge its army and navy. Japan also began looking for allies.

■ Anglo-Japanese Alliance 1902

Russia also was rapidly industrialized and looked to expand into China. Concerned with Russian intent in China, Britain and Japan formed the Anglo-Japanese Alliance of 1902. The alliance reassured Japan that a war with Russia would not expand into a wider war with other countries as those countries would then be at war with Britain, a world power. Japan could now provoke a war against Russia with a greater confidence of victory.

■ Russo-Japanese War 1904–5

Tensions between Russia and Japan had continually increased since the Tripartite Intervention. Consequent Russian actions in China and Korea provoked Japan. Russia:

- leased Port Arthur and parts of the Liaodong Peninsula from China
- stationed warships in Port Arthur and fortified its defences
- began construction of a railway linking Port Arthur to Russia through Manchuria, a province of China
- pressured Korea for mining and forestry rights
- stationed a large army in Manchuria as protection from the **Boxer Rebellion** and kept it there after the rebellion failed.

Diplomatic talks between the two countries failed when a Japanese proposal to establish **spheres of influence** in the region was ignored by Russia. Japan expelled the Russian ambassador and ended all relations between the two countries. The war started soon afterwards.

- Japan attacked the Russian navy in Port Arthur in February 1904.
- Japan then invaded Korea and Manchuria.
- Port Arthur came under siege from the Japanese.
- In December 1904, Japanese artillery destroyed the Russian fleet in Port Arthur.
- The Japanese army won a major land battle at Mukden in Manchuria, taking control of that city in one of the largest battles of the twentieth century.
- The Japanese navy completely destroyed a Russian fleet at the Battle of Tsushima Straits.
- Japan occupied Sakhalin Island, claimed by Russia.
- The 1905 Revolution broke out in Russia, partially caused by Russian military defeats, forcing the Russian government to seek peace.

■ Treaty of Portsmouth 1905

The USA helped in negotiations of the Treaty of Portsmouth signed by Japan and Russia in September 1905. The terms of the treaty:

- required all troops to leave Manchuria and return it to Chinese control
- permitted Japan to lease the Liaodong Peninsula and Port Arthur from China
- granted Japan the right to lease the Southern Manchurian Railway, built by Russia, from China
- gave Japan the southern half of Sakhalin Island
- recognized Japan's claim on Korea.

Japan received additional international benefits from their victory in the Russo-Japanese War:

- international respect
- control of Korea in return for allowing the USA full control of the Philippines
- British recognition of Japan's right to control Korea
- an extension of the Anglo-Japanese Alliance.

At home, Japan's military enjoyed increased prestige as well as increased government spending for its programmes. But, Japan was not completely satisfied with the outcome of the war and the peace treaty. Japan felt it deserved:

- a war indemnity from Russia to pay for the war
- all of Sakhalin Island
- complete control of the Liaodong Peninsula, Port Arthur and parts of Manchuria instead of renting them from China.

IDENTIFYING RELEVANT CONTENT FROM AN ILLUSTRATION

- The first question of Paper 1 contains two parts (9a and 9b), both of which test reading understanding of two different sources. The two parts of question 9 should take about five minutes to answer.
- Question 9b is always a non-text source, usually an illustration, for example, a political cartoon, propaganda poster, photograph, and so on.
- Students are asked to identify two main messages or points from the source. This part of the question is worth 2 marks.
- Do not spend too much time on the response. List two messages from the source and no more. Two sentences are enough to fulfil the demands of this question.

Examine the following illustration and then answer the following questions that focus on identifying relevant content.

- 10 How does the size of the two figures in the postcard show Russian attitudes about the power of Russia compared to the power of Japan?
- 11 What does the text indicate about Russian beliefs about war with Japan?
- 12 In what ways does the illustration indicate racism?

SOURCE C

'Don't twist in my hands! I want to see how your skin tears on my teeth!' A Russian postcard from just before the Russo-Japanese War depicting a Russian Cossack (warrior) eating a Japanese soldier for breakfast, about 1904.



CONNECTING ORIGIN AND CONTENT TO VALUE AND LIMITATION

Use Source C to identify origin and content and connect them to value and limitation for a historian studying the Russo-Japanese War. Use the table to record your thoughts. In the first column, record key information about the source. In Value, connect the key information to how it is valuable to a historian. In Limitations, connect the key information to how it has limitations for a historian.

	Key information	Value	Limitations
Type of source			
Date created			
Perspective issues			
Purpose			
Content			

SECTION 1 Exam focus

Source booklet

Read Sources A–D below and answer questions 9–12 in the accompanying question paper.

SOURCE A

Excerpt from *Emperor Hirohito and His Chief Aide-de-Camp: The Honjō Diary, 1933–36* by Honjō Shigeru, translated by Mikiso Hane, published by University of Tokyo Press, Tokyo, Japan, 1982, p. 173. Honjō was head of the Kwantung Army of Japan from 1931 to 1932 and later served as the military's liaison with Japan's Emperor until 1936. Mikiso Hane was an internationally renowned historian on Japanese history and was a professor at Knox College in the USA from 1961 to 1992.

[Ultrationalist ideologist] Ōkawa Shūmei placed the emperor system at the core of his thinking, regarding it as the source of morality and religion. He emphasized the 'way of the Japanese' and the 'Japanese Spirit', which embodies 'statism, idealism, the principle of combat and spirituality.' 'The Japanese spirit,' in Ōkawa's opinion was incompatible with the 'Anglo-American democratic spirit which is the product of individualism, utilitarianism, hedonism, and materialism.' A second Restoration was needed, Ōkawa asserted, to free people from the oppression of materialism and unite the people and the Emperor. The uniqueness of Japan entitled it to become the leader of Asia ...

SOURCE B

A woodblock print titled *In the Battle of Nanshan, Lieutenant Shibakawa Matasaburi Led His Men Holding up a Rising Sun War Fan* by Getsuzo, 1904. Located at MIT Visualizing Cultures, Massachusetts Institute of Technology, Cambridge, Massachusetts, USA.



SOURCE C

Excerpt from *The Imperial Rescript on Education* by the Roy Rosenzweig Center for History and New Media, located at *Children and Youth in History*. <https://chnm.gmu.edu/cyh/primary-sources/136>

Know ye [you], Our Subjects:

Our Imperial Ancestors have founded Our [the Meiji Emperor's] Empire on a basis broad and everlasting, and have deeply and firmly implanted virtue; Our subjects ever united in loyalty and filial piety [respect for elders and those in authority] have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of Our Empire, and herein also lies the source of Our education, Ye, Our Subjects, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious, as friends true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the Constitution and observe the laws; should emergency arise, offer yourselves courageously to the State; and thus guard and maintain prosperity of Our Imperial state; and thus guard and maintain the prosperity of Our Imperial Throne coeval with heaven and earth (for as long as heaven and earth exist), So shall ye not only be Our good and faithful subjects, but render illustrious the best traditions of your forefathers.

The way here set forth is indeed the teaching bequeathed by Our Imperial Ancestors, to be observed alike by Their Descendants and the subjects, infallible for all ages and true in all places. It is Our wish to lay it to heart in all reverence, in common with you, Our subjects, that we may all attain to the same virtue.

SOURCE D

Excerpt from a 'Letter from US President Theodore Roosevelt to Senator Knox', 1909, Papers of Theodore Roosevelt, Library of Congress, Washington, DC, USA. Roosevelt negotiated the Treaty of Portsmouth that resolved the Russo-Japanese War in 1905. Senator Knox became US Secretary of State (Minister of Foreign Affairs) in 1909 for US President Taft.

But with Japan the case is different. She is a most formidable military power. Her people have peculiar fighting capacity. They are very proud, very warlike, very sensitive, and are influenced by two contradictory feelings; namely, a great self-confidence, both ferocious and conceited, due to their victory over the mighty empire of Russia; and a great touchiness because they would like to be considered as on a full equality with, as one of the brotherhood of, Occidental [European states and the US] nations, and have been bitterly humiliated to find that even their allies, the English, and their friends, the Americans, won't admit them to association and citizenship, as they admit the least advanced or most decadent European peoples. Moreover, Japan's population is increasing rapidly and demands an outlet; and the Japanese laborers, small farmers, and petty traders would, if permitted, flock by the hundred thousand into the United States, Canada, and Australia.

Sample questions and answers

Below are sample answers. Read them and the comments around them.

9a According to Source A, what were key results of ultranationalist belief in Japan?

Ultranationalist belief placed the emperor system at the core of thinking because it was the source of morality and religion.

A second Restoration was needed to free Japan from harmful Anglo-American beliefs.

Ultranationalists believed in statism, idealism, the idea of combat and spirituality.

This response describes components of ultranationalist belief, not what they result in. Therefore, it does not address the demands of the question and cannot achieve any marks for the response.

This is a good example of using the text itself to help show understanding of the question as much of the sentence comes directly from the text. A slight edit using the word 'because' simplifies the meaning of the text.

2/3. The first two sentences identify the relevant content that addresses the demands of the question: 'key result of ultranationalist belief'. The last sentence does not address a 'key result of ultranationalist belief'. A third mark could be attained by using the key belief, using the last sentence from the source about Japan being unique and becoming the leading nation in Asia.

9b What is the message conveyed in Source B?

The print emphasizes nationalism and militarism by portraying Lieutenant Shibakawa Matasaburi as brave, heroic and winning glory for himself and Japan by defeating Russia in the Russo-Japanese War.

By holding a Rising Sun War fan, Lieutenant Shibakawa Matasaburi shows the important values of devotion and loyalty to his country as well as his willingness to risk his life in order to make Japan a major power by defeating Russia.

This is a good example of summarizing the text with focus on 'key result of ultranationalist belief' with information from the text instead of listing information.

2/2. This response gets full marks. It makes two observations about the message of the illustration. The observations explain the meanings of the images and text on it by connecting them to nationalism, militarism and loyalty to the Emperor and to Japan. It does not simply describe the image.

10 With reference to its origin, purpose and content, evaluate the value and limitations of Source C for a historian studying nationalism and militarism on Japan's road to war.

Source C originates from an official government statement called The Imperial Rescript created in 1890, excerpted by the Roy Rosenzweig Center for History and New Media and located at the website Children and Youth in History. The purpose of the rescript was to establish official government policy on what should be taught in Japanese schools such as loyalty, duty to the Emperor and country, respecting laws and protecting the Emperor and Japan. The source has value because as a government document and rescript its purpose was to establish the values Japanese schools had to teach students. It is also valuable because these values listed in the source's content show how nationalism was partially shaped by devotion and loyalty to the Emperor and to Japan. The source is limited because it was created in 1890, long before the Second World War began, and because it focuses on education and children, not specifically on nationalism or militarism. It also is limited because the content does not show how nationalism led to war, and it does not mention militarism, even though the idea of guarding the state is a key value of militarism.

This is a good start, because it immediately begins to address the demands of the question starting with origin, which is made clear with the underline.

The response wastes no words and immediately proceeds in the next sentence to address the purpose of the source, again underlining the word 'purpose' for emphasis.

The first limitation connects to origin with reference to the date it was created, showing the source cannot explain many years of the context of the question. The reference to education and children connects the limitation to the source's origin.

A second sentence on value, using and underlining the word 'valuable', is made by connecting value to content. This sentence means the response has connected value to origin, purpose and content, making it a thorough evaluation.

The next sentence quickly states that it will be about value and connects the value to the purpose of the source, even using the word purpose to make a clear connection. It also refers to origin with the phrase 'as a government document'.

The sentence on purpose also contains a brief summary of content of the source.

The final sentence completes the highly focused response by connecting content in relation to the scope of the question as a limitation.

4/4. This response gets full marks because it addresses every demand of the question: origin, purpose, content, value and limitation. These are easy to identify because those terms were used and underlined in the response. This makes it easy for the examiner to identify them and for the student to guarantee they have all been used in the response. Every sentence addresses origin, purpose, content, value and/or content, making it a highly focused response. Most importantly, the value and limitations are explained and connected to origin, purpose and/or content.

11 Compare and contrast what Source A and Source D state about Japanese nationalism.

Both Source A and Source D remark on Japan's militaristic nature, with Source A referring to the Japanese Way's principle of combat and Source D stating that Japan is a formidable military power and its people possess a peculiar fighting capacity. Source A references tensions between Japan and Anglo-American values. Similarly Source D identifies tensions arising from Japan's humiliation by the English and Americans. Source D claims that Japan believes it is equal to the west or occidental nations, so does Source A when it states Japan should be a leader in Asia just as America and Britain are leaders in their regions and in their colonial territories.

Theodore Roosevelt (Source D) writes in the context of foreign relations. On the other hand, Honjoō Shigeru (Source A) makes his observation in the context of domestic Japanese politics. Source A rejects western values including materialism, but Source D implies that Japanese will emigrate to USA, Canada and Australia because they want better economic opportunities that bring material benefits. Source D has racist overtones, citing the Japanese as possessing touchiness, and implies that Japan's aspirations are unrealistic whereas Source A is very proud of the Japanese Way and people.

The contrasting section begins with a good example of differences in context in foreign relations contrasted with domestic politics and the use of parenthetical reference to identify sources.

Throughout the response, there is excellent use of appropriate language that builds linkage such as 'similarly', 'on the other hand' and other words such as 'both', 'but', 'whereas'.

5/6. This is a strong response, especially the comparison section. Separating the paragraphs into comparing and contrasting topics brings clarity to the answer. It also helps the writer stay focused and to ensure that the response is complete. The response does a good job of using direct quotes, paraphrases and summaries of the sources. The structure of sentences with both sources used in a single sentence or in consecutive sentences also provides focus and clarity. The final sentence in the contrasting paragraph could be considered to be a similarity focused on racist attitudes.

12 Using the sources and your own knowledge, discuss the causes of Japanese expansion on the road to war up to 1931.

A number of factors caused Japanese expansion up to 1931 including Japanese nationalism and militarism; militarism and foreign policy; economic and political issues; and domestic instability and foreign affairs. Source C describes the character of education that helped shape the nature of nationalism and militarism in Japan. It taught that the Emperor was divine and that all Japanese owed loyalty and obedience to him. It also created a sense of duty to courageously defend the Emperor and Japan even if it meant self-sacrifice. For some Japanese, the sense of nationalism became radical. They believed Japan had a special mission because the Emperor was divine, Japan had never been colonized, and had defeated Russia in the Russo-Japanese War. Source A called this the 'way of the Japanese' and the 'Japanese spirit'. Therefore, Japan should become the leader of Asia.

Japan's long tradition of militarism became tied to nationalism and both influenced Japan's foreign policy. Beginning with Korea in the late-1800s, Japan began expanding its

This is a good start with an immediate identification of similarity with the beginning phrase '[b]oth Source A and Source D ...'

This is a good combination of summary, 'remark on Japan's militaristic nature' and key words from the sentence such as 'Japanese Way's principle of combat'.

The comparison paragraph ends with a solid interpretation of both sources regarding Japan's stature related to the west.

Starting with an organization statement gives clarity to the student and to the examiner.

Using brief quotes of key phrases from sources is highly effective.

influence in Asia. Its interest in Korea brought conflict with China, which had influence over Korea for centuries. These tensions led to the first Sino-Japanese War. Because of the Meiji modernization programme, Japan had a modern military and easily defeated China. However, western interference from the Tripartite Intervention meant Japan lost Port Arthur to the Russians and other advantages they had gained from their victory. Tensions between Russia and Japan continued to grow until they went to war in the Russo-Japanese War. Japanese soldiers like Lieutenant Shibakawa Matasaburi, seen in Source B, fulfilled their duty to the Emperor as they were taught by the ideals of Source C, as well as their sense of nationalism seen in his fan with the Rising Sun emblem. As a result of its victory, Japan believed it was equal to the western powers, as stated by Theodore Roosevelt in Source D. Roosevelt's letter, however, indicates that racism prevented westerners from seeing the Japanese as equals. The terms of the Paris Peace Treaties following the First World War and the naval treaties reinforced Japan's frustration at what they believed was unfair treatment by the west.

Japan's industrialization helped it create a modern military, but it required a lot of natural resources not found in Japan. The need for natural resources was a major factor influencing Japan's expansion, especially its actions in Manchuria with its rich resources and land. The problems of the Great Depression deepened Japan's interest in Manchuria as a place to relocate its many unemployed workers and farmers. As a leader of Asia, as stated in Source A, it was only natural for Japan to use Manchuria.

Not all tensions leading to expansion resulted from foreign policy. The growth of radical nationalism, known as ultranationalism, and the military's increasing political power in domestic politics also caused expansion. Ultranationalists and some in the military, especially those who were ultranationalist, became impatient with democracy and the government's caution. Source A shows this with its call for a 'second Restoration' or Shōwa Restoration. They wanted the Showa Emperor to rule directly, which would benefit the military who by law could communicate directly with the Emperor. When they became frustrated, ultranationalists and military officers sometimes acted on their own such as the assassination of the Chinese warlord of Manchuria. They hoped the assassination would create problems in Manchuria requiring Japan to increase their military there and to increase Japan's control of Manchuria.

Japanese nationalism and militarism had a great influence on foreign policy, foreign affairs and domestic politics leading to Japan's expansion up to 1931. From Japan's first expansion into Korea through war with Russia, growing tensions with the west, and the political and economic impact of the Great Depression, Japan sought answers to aims and goals in expansion.

It is acceptable to incorporate a significant amount of own knowledge without reference to a source.

Connecting knowledge from two sources to support one claim is another effective technique.

Each paragraph focuses on only one topic and incorporates both source and own knowledge.

Full development of ultranationalism and ultranationalists shows depth of historical knowledge and understanding.

The conclusion summarizes the argument and answers the demands of the question.

The command term 'discuss' means to '[o]ffer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence' (History Guide, first examinations 2017, p. 97)

9/9. This is a strong response that uses all sources and most of them more than once and in different ways. The organization provides clarity, structured elements and balance to the response. It uses the subheadings in Chapter 1 as an organizing tool. Subheadings will not work for every essay question, but they provide guidance for students having difficulty in organizing their revision notes. The response does not rely only on the sources for knowledge and understanding. It integrates a great deal of own knowledge. The use of significant own knowledge allows for a complete addressing of the demands of the question. This is important to score well on question 12. Using only information from the sources will not allow for a full response to the demands of the question. The use of knowledge and understanding from sources and own knowledge in the same sentence is an effective way to integrate knowledge for question 12.

Exam practice

Now it's your turn to take a mock exam.

Read Sources I–L below and answer questions 9–12 in the accompanying question paper. The sources and questions relate to Case study 1: Japanese expansion in Asia 1931–41.

SOURCE I

Excerpt from *The Age of Hirohito: In Search of Modern Japan* by Daikichi Irokawa, published by The Free Press, New York, USA, 1995, pp. 8–9. The author is a professor at Tokyo Kenzai University and has published books on Japanese history and culture in the nineteenth and twentieth centuries.

Because of such conditions at the lower levels of society, the military could take advantage of the unemployed, impoverished youth and the spiritually exhausted Japanese people to wage its aggressive adventures on the Asian continent. The move to expand the empire also appealed to the struggling financial community, which hoped new markets on the continent would end the Depression, and to an ambitious group of politicians who aspired to a stronger power base.

SOURCE J

A political cartoon by Daniel R. Fitzpatrick, titled 'Piece by Piece', published on 30 July 1937 in the *St. Louis Post-Dispatch*, an American newspaper in St Louis, Missouri, USA. Fitzpatrick was a Pulitzer Prize-winning political cartoonist for the *St. Louis Post-Dispatch* from 1913 to 1958.



SOURCE K

Excerpt from *Emperor Hirohito and His Chief Aide-de-Camp: The Honjō Diary, 1933–36* by Honjō Shigeru, translated by Mikiso Hane, published by University of Tokyo Press, Tokyo, Japan, 1982, p. 173. Honjō was head of the Kwantung Army of Japan from 1931 to 1932 and later served as the military's liaison with Japan's Emperor until 1936. Mikiso Hane was an internationally renowned historian on Japanese history and was professor at Knox College in the USA from 1961 to 1992.

March 2 [1936]: His Majesty [Emperor Hirohito] summoned me after 11:00 a.m. and said, 'Soon [*genrō*] Saionji will come to the capital, and a new cabinet must be chosen. It seems that the army's conditions concerning cabinet members continue to be rigid. It appears to be aggressive about policy matters too. Unless the military's wishes are taken into consideration, another incident like the recent [26 February] affair might break out again. For this reason, I would like to take the army's desires into careful consideration, but excessively radical changes would conflict with the state of society as a whole. We must act with extreme caution. I, too, am pulled in two directions about this. The military may justifiably demand a strong national defense program, but it steps out of bounds when it moves into the area of national economy and calls for the distribution of wealth. When you confer with the high-ranking army officers you should keep this in mind.'

SOURCE L

Excerpt from '1936 coup failed, but rebels killed Japan's "Keynes"' by Jeff Kingston, published in *The Japan Times*, 20 February 2016, Tokyo, Japan. *The Japan Times* is the largest English-language daily newspaper in Japan. Kingston is the Director of Asian Studies for Temple University and has been a contributing writer to *The Japan Times* since 1988.

This Friday marks the 80th anniversary of the 26th February Incident, a coup staged by young military officers ... who resented civilian control of the military, wanted to restore the Emperor to his proper place and purge the polity of corruption and capitalism.

These fanatics were also angry about arms reduction treaties that intruded on the prerogatives of the military ... and felt that officers sympathetic to their aims were being sidelined and persecuted. In this context, pending budget cuts were literally a call to arms ...

[O]ne of the prime targets was Finance Minister Korekiyo Takahashi, who advocated reduced military spending to promote fiscal consolidation. ...

The young officers believed that the problems facing the nation were the result of Japan straying from the essence of *kokutai* (national polity), involving the proper relationship between the Emperor, the people and the state. They called themselves the 'Righteous Army' and adopted the slogan 'Revere the Emperor, Destroy the Traitors.' They drew inspiration from Ikki Kita, a right-wing ideologue who advocated national socialism and a totalitarian state led by the Emperor, and were incensed by widespread poverty in rural areas, which they blamed on the privileged classes. They also believed that the Emperor's closest advisors were deceiving him and usurping his power. The coup aimed for a 'Showa Restoration' that would enable the Emperor to reclaim his authority and purge Japan of Western ideas and those who exploited the people.

- 9 a What, according to Source I, was the effect of the Great Depression on the development of Japanese expansion? [3]
- b What is the message conveyed in Source J? [2]
- 10 With reference to its origin, purpose and content, analyse the value and limitations of Source L for a historian studying ultranationalism and militarism in Japan from 1930 to 1941. [4]
- 11 Compare and contrast how Source K and Source L describe the role of the military on Japan's government and its policies. [6]
- 12 Using the sources and your own knowledge, evaluate the role of ultranationalism and militarism on Japan's expansion, 1931–41. [9]

The move to global war

Study and Revision Guide

Paper 1

Series editor: Andy Dailey

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About the author

Russell Quinlan began teaching IB Diploma History in 2000 and has taught in Switzerland, Thailand, Tunisia, and Germany. In 2003, he became an IB History examiner, including working as a team leader for five years. He was a Curriculum Reviewer for the current IB History syllabus. Russell has graduate degrees in History and Secondary Education. He also teaches part-time for The College of New Jersey's Department of Education Global Program as an Adjunct Professor. Currently, he is the Head of International Admissions and Marketing at Albanian College Durres.

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