

Power Beyond Borders

Trace how imperial powers pursued resources, influence, and cultural control.

10.4a "European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark E beside an economic motive, P beside a political motive, and C beside a cultural claim. Underline one method of control in each case study.

Why Empires Expanded

- ① In the late nineteenth century, European industrial powers and Japan sought influence abroad. Businesses wanted raw materials and markets. Leaders wanted strategic ports and international prestige. Some imperial supporters claimed that their religion or culture was superior and should spread. Such claims justified domination; they did not make it legitimate. Motives varied, and colonized people experienced and resisted control in different ways.
- ② Belgium's King Leopold II established the Congo Free State under his personal rule in 1885. His humanitarian claims concealed exploitation of ivory and rubber. Officials and concession companies imposed collection quotas. Soldiers used violence, hostage taking, and village destruction to enforce demands. The system generated profits while devastating Congolese communities. African testimony, missionary reports, and investigations exposed abuses. Belgium annexed the territory in 1908, replacing Leopold's personal regime with Belgian colonial rule, not Congolese independence.
- ③ Japan viewed Korea as a strategic buffer against rival powers and sought regional influence. It imposed a protectorate in 1905 and annexed Korea in 1910. Colonial authorities controlled government and expanded railways and ports to move rice, minerals, and other goods. Colonial schooling promoted Japanese language and loyalty to the emperor, with policies changing over time. Koreans resisted through petitions, protests, and independence movements. Both cases show political control serving economic and cultural aims, though their institutions and local experiences differed.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What economic goal did Leopold's administration pursue in the Congo? Use one detail from the passage.

2 What two political reasons did Japanese leaders have for controlling Korea?

3 Identify one way Japanese colonial authorities tried to shape Korean society for cultural reasons.

4 How did political control help imperial powers direct resources in either the Congo or Korea?

3 YOUR TURN _____ Your own words

Choose Congo or Korea. In three sentences, explain a colonial change, the imperial goal it served, and an effect on local people. Use passage evidence.

PART 1 • READ AND MARK

Mark E beside an economic motive, P beside a political motive, and C beside a cultural claim. Underline one method of control in each case study. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What economic goal did Leopold's administration pursue in the Congo? Use one detail from the passage.	It sought ivory and wild rubber for export, and the system brought profits.
2	What two political reasons did Japanese leaders have for controlling Korea?	They wanted Korea as a strategic buffer against rival powers and wanted greater regional influence.
3	Identify one way Japanese colonial authorities tried to shape Korean society for cultural reasons.	Colonial schooling promoted Japanese language and loyalty to the emperor; policies changed over time.
4	How did political control help imperial powers direct resources in either the Congo or Korea?	In the Congo, colonial officers and concession companies imposed rubber quotas and soldiers enforced collection. In Korea, colonial authorities controlled the government and expanded railroads and ports to move goods.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Japanese colonial authorities controlled Korea's government and expanded transport links. Moving rice, minerals, and other goods served imperial economic goals. Colonial schools also promoted Japanese language and imperial loyalty, while Koreans organized protests and independence movements.

Accept equivalent evidence-based explanations of economic, political, and cultural motives, as well as methods of colonial control. For the open response, accept either setting if it includes a specific passage detail, an imperial goal, and a plausible effect on people.