

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 13, 2013 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the passage below and on your knowledge of social studies.

... Europe's waterways were also a blessing. Its rivers flowed gently into sheltered, navigable bays. The Rhine is a wide, slow-moving river that can be used as a highway for goods and people. The Mediterranean is calm, almost a lake, with many big ports. Compare this to Africa. Despite being the second-largest continent, Africa has the shortest coastline, much of which is too shallow to build major ports. Most of its big rivers—fast-moving, dramatic, vertiginous [dizzying]—are not navigable. Add to that the tropical heat and propensity [tendency] for disease and food spoilage, and you have a compelling geographic explanation for African underdevelopment—surely not the only factor, but a significant one....

— Fareed Zakaria, *The Post-American World*,
W. W. Norton & Company, 2008

1 Which conclusion about the geography of these continents is best supported by this passage?

- (1) Europe and Africa have the same climate.
- (2) Europe and Africa have many deep major ports.
- (3) Waterways are a geographic blessing in both Europe and Africa.
- (4) River systems have helped development in Europe and hindered it in Africa.

2 Opinion and bias in written historical sources illustrate the need to be aware of

- (1) plagiarism
- (2) turning points
- (3) human rights
- (4) points of view

3 Which social scientists primarily study the scarcity of resources and the distribution of goods and services?

- (1) anthropologists
- (2) political scientists
- (3) economists
- (4) historians

4 Between 500 B.C. and A.D. 1500, the migration of the Bantu people of Africa led to the diffusion of

- (1) languages and metallurgical skills
- (2) porcelain and cannons
- (3) camels and Islam
- (4) cuneiform and galley ships

5 What was one reason for the decline of both the Han dynasty and the western Roman Empire?

- (1) outbreak of war between religious groups
- (2) inability to force back foreign invaders
- (3) efforts of the middle class to gain power
- (4) lack of a common currency

6 The Ten Commandments, the Eightfold Path, and the Five Pillars of Faith each serve to

- (1) provide followers with a guide for living
- (2) establish systems of justice
- (3) establish distinctions between social classes
- (4) provide regulations for government workers

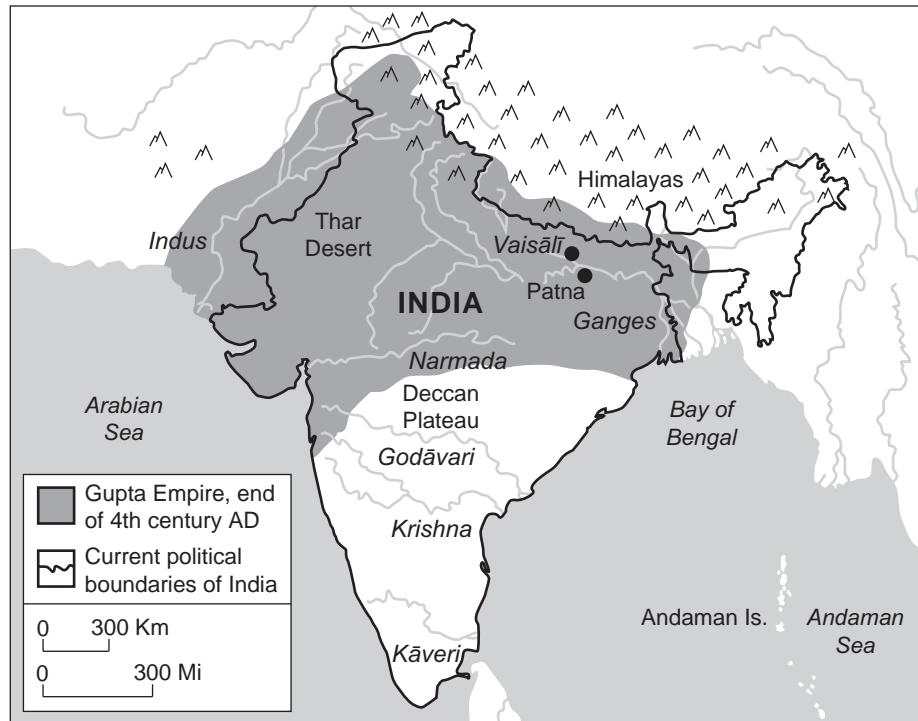
7 Which statement about the early Indus River valley civilization is an opinion rather than a fact?

- (1) Farmers grew a surplus of barley, wheat, and dates.
- (2) The Indus people developed a system of writing.
- (3) Planned cities indicated a use of technology.
- (4) The Indus city-states were the most developed of the time period.

8 The introduction of the Cyrillic alphabet and Orthodox Christianity to Russia is most closely associated with

- (1) Viking conquests
- (2) Byzantine missionaries
- (3) Alexander the Great's armies
- (4) Ottoman expansion

Base your answer to question 9 on the map below and on your knowledge of social studies.



Source: MSN Encarta Encyclopedia (adapted)

9 Which geographic feature would have most likely hindered the expansion of the Guptas into what is modern-day China?

- | | |
|--------------------|------------------------|
| (1) Thar Desert | (3) Himalaya Mountains |
| (2) Deccan Plateau | (4) Bay of Bengal |

10 What was one result of the European Commercial Revolution?

- (1) a decline in the spice trade
- (2) the destruction of the papacy
- (3) the development of capitalism
- (4) an increased reliance on bartering

- 11 • Conquered Ghana
• Experienced a golden age under Mansa Musa
• Built mosques and schools in Timbuktu

Which civilization is most directly associated with these descriptions?

- | | |
|-----------|----------|
| (1) Axum | (3) Kush |
| (2) Benin | (4) Mali |

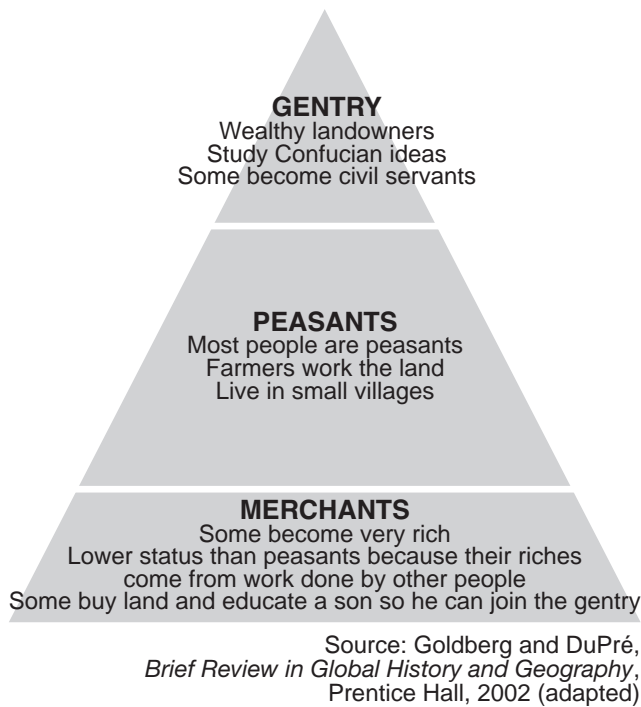
12 One way in which Martin Luther's Ninety-five Theses and Henry VIII's Act of Supremacy are similar is that both

- (1) emphasize the importance of the Bible
- (2) caused the Thirty Years War
- (3) challenge the authority of the Catholic Church
- (4) helped to unify Christendom

13 Niccolò Machiavelli wrote *The Prince* as a guide to success in

- (1) family life
- (2) politics
- (3) economic undertakings
- (4) scholarship

Base your answer to question 14 on the diagram below and on your knowledge of social studies.



14 Which concept is best illustrated by this diagram?

- | | |
|--------------------|------------------------|
| (1) dynastic cycle | (3) social hierarchy |
| (2) guild system | (4) cultural diffusion |

15 Which event marked the rise in power of the Ottoman Empire in 1453?

- (1) birth of Muhammad
- (2) conquest of Constantinople
- (3) siege of Vienna
- (4) death of Saladin

16 The restoration of Chinese rule, the voyages of Zheng He, and the reintroduction of civil service examinations are all associated with the

- | | |
|----------------------|---------------------|
| (1) Ming dynasty | (3) Songhai Empire |
| (2) Abbassid dynasty | (4) Delhi sultanate |

17 Which step did Catherine the Great take that is consistent with Enlightenment ideas?

- (1) ordering the burning of books
- (2) strengthening the institution of serfdom
- (3) expanding Russian territory into Ukraine
- (4) considering a law code that would treat all citizens equally

18 Which statement best describes Aztec civilization at the time of the Encounter?

- (1) Small groups of nomadic clans competed for food.
- (2) Various ethnic groups had representation in a legislative body.
- (3) Absence of a social class structure created unsettled living conditions.
- (4) Advanced agricultural practices supported large urban centers.

19 • The Americas are referred to as the “New World.”

- Eastern Asia is referred to as the “Far East.”
- Southwest Asia is referred to as part of the “Middle East.”

Whose perspective is best represented by these regional place names?

- | | |
|-------------|--------------|
| (1) Chinese | (3) European |
| (2) African | (4) Indian |

20 Why is Catholicism a major religion practiced in Latin America?

- (1) Spain conquered and colonized much of Latin America.
- (2) Disputes over international boundaries within Latin America were settled by the pope.
- (3) The traditional beliefs of Africans were incorporated into the cultures of Latin America.
- (4) The Church provided Latin America with a strong central government.

21 Which geographic feature presented an obstacle to Simón Bolívar’s forces?

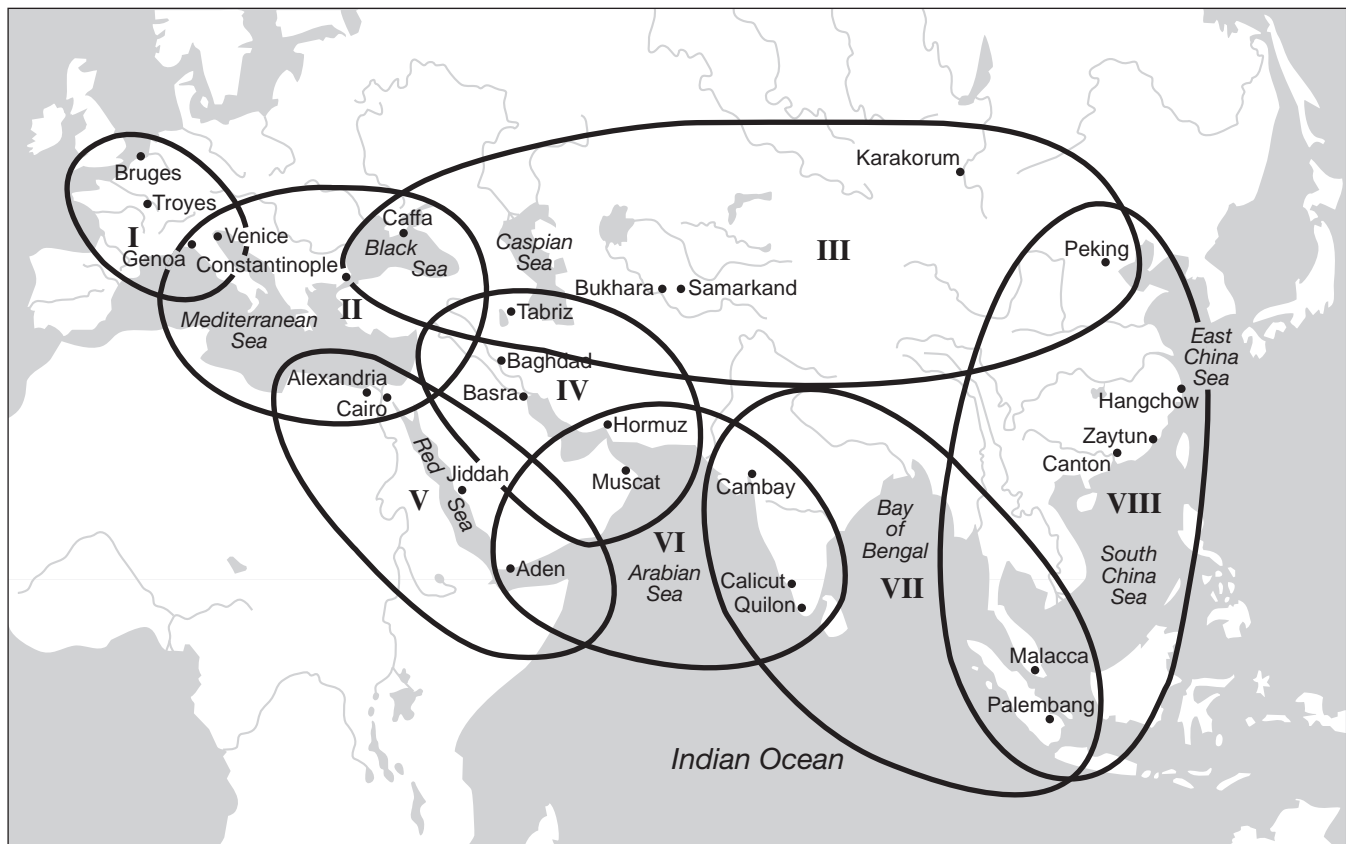
- | | |
|---------------------|-----------------------|
| (1) Sahara Desert | (3) Great Rift Valley |
| (2) Andes Mountains | (4) Strait of Malacca |

22 One way in which the Industrial Revolution in Great Britain in the 18th century and the potato blight in Ireland in the 19th century are similar is that they both led directly to

- (1) significant human migrations
- (2) more equitable distribution of wealth
- (3) growth in the number of subsistence farmers
- (4) rapid increases in food production

Base your answers to questions 23 and 24 on the map below and on your knowledge of social studies.

Eight Circuits of the 13th-Century World System



Source: Janet L. Abu-Lughod, *Before European Hegemony: The World System A. D. 1250–1350*, Oxford University Press, 1989 (adapted)

23 Based on this map of 13th-century world systems, which of these circuits was limited to one continent?

- (1) I
- (2) II
- (3) V
- (4) VI

24 The information on this map implies that trade made these regions

- (1) militaristic
- (2) interdependent
- (3) isolationist
- (4) ethnocentric

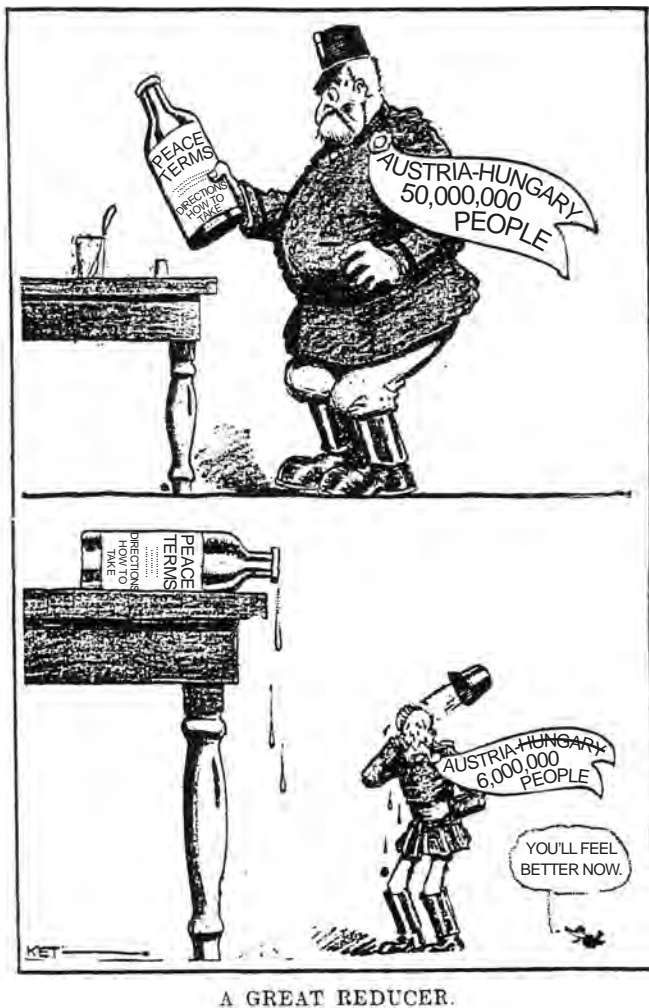
25 Which action did Japan take during the Meiji Restoration?

- (1) established a social system to benefit the samurai
- (2) sent experts to learn from modern Western nations
- (3) allowed communist ideas to dominate its government
- (4) started an ambitious program to expel foreign manufacturers

26 What was a major reason European nations competed for control of Africa during the second half of the 1800s?

- (1) Africa had a wealth of natural resources.
- (2) Slave labor was needed in the Americas.
- (3) African nations offered religious and political freedom.
- (4) Europeans needed land for their excess population.

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.



A GREAT REDUCER.

Source: Ket, *The Literary Digest*, September 27, 1919 (adapted)

27 This cartoon refers to events immediately after which war?

- | | |
|---------------------|------------------|
| (1) Franco-Prussian | (3) World War I |
| (2) Russo-Japanese | (4) World War II |

28 The belief that workers of the world would unite to overthrow their oppressors is central to

- (1) Social Darwinism
- (2) Marxism
- (3) conservatism
- (4) laissez-faire capitalism

29 The terms *spheres of influence*, *extra-territoriality*, and *mandates* are most closely associated with

- | | |
|-------------------------|----------------------|
| (1) collective security | (3) imperialism |
| (2) militarism | (4) self-sufficiency |

30 In Europe during the 1930s, economic instability led to the

- (1) rise of fascist dictatorships
- (2) development of nuclear arms
- (3) abandonment of colonial territories
- (4) establishment of the League of Nations

Base your answers to questions 31 and 32 on the passage below and on your knowledge of social studies.

The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay [stop] the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason....

— Chief Prosecutor Robert H. Jackson,
November 21, 1945, Nuremberg

31 The wrongs referred to in this passage include the

- (1) occupation of Ethiopia by Italy
- (2) invasion of Afghanistan by the Soviet Union
- (3) mass murder of Jews and others in concentration camps
- (4) deaths of American soldiers during the Bataan Death March

32 The speaker maintains that the guiding principle of the trial will be the

- (1) payment of reparations
- (2) denial of responsibility
- (3) celebration of victory
- (4) judgment of the law

Base your answers to questions 33 and 34 on the photographs below and on your knowledge of social studies.

Mohandas Gandhi



Source: Stanley Wolpert, *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*, Oxford University Press

Kemal Atatürk

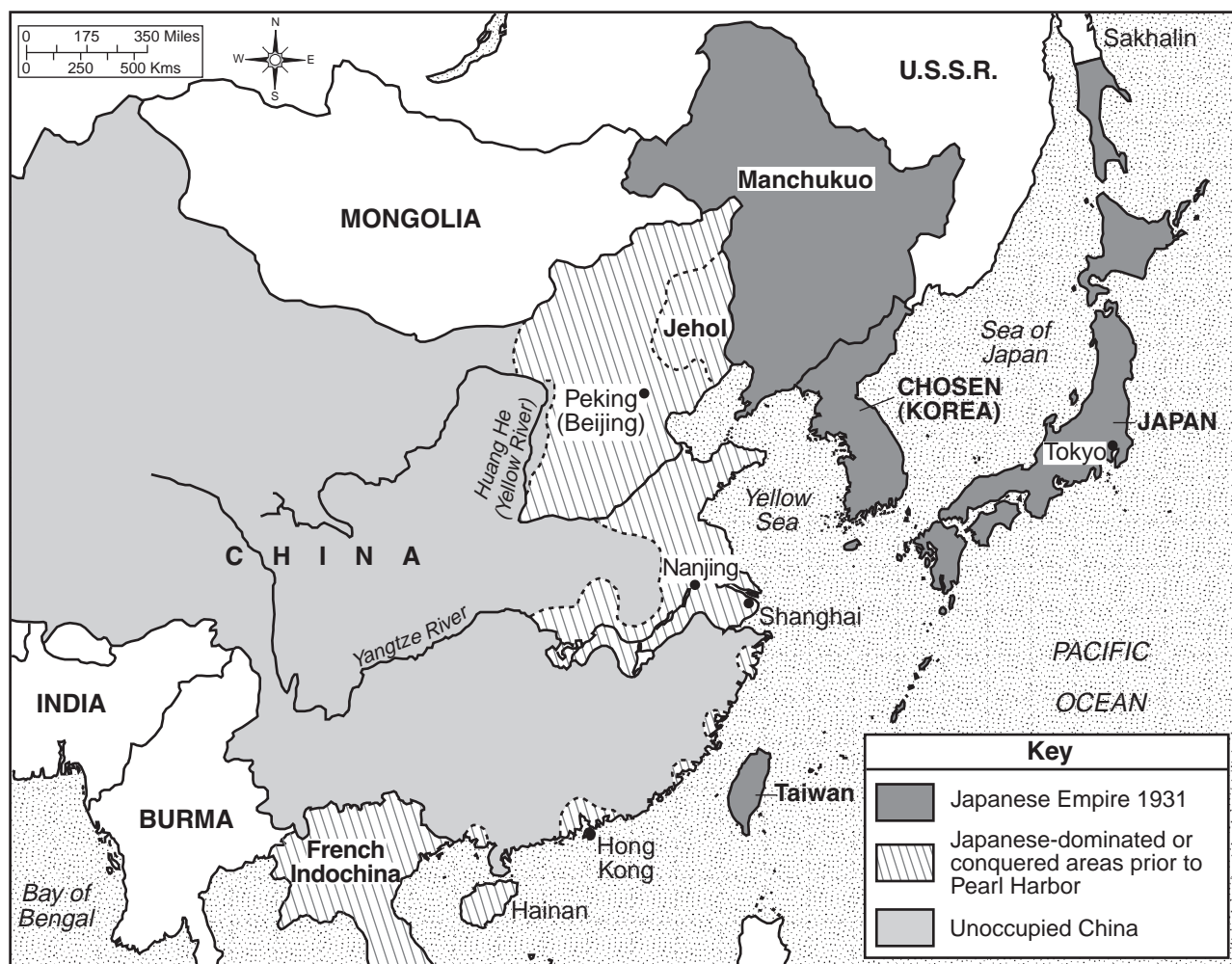


Source: *Mustafa Kemal Atatürk*, Compiled by İlhan Akşit, İstanbul (adapted)

- 33 The clothes worn by Mohandas Gandhi of India and by Mustafa Kemal Atatürk of Turkey indicate the desire of these leaders to
- (1) conform to traditional religious beliefs
 - (2) adapt to the cultural norms of urban life
 - (3) protest the oppression of communist rule
 - (4) make a political statement to their respective nations
- 34 Both leaders were known for their commitment to
- | | |
|----------------------------|------------------------|
| (1) Islamic fundamentalism | (3) civil disobedience |
| (2) nationalist movements | (4) five-year plans |
-

Base your answer to question 35 on the map below and on your knowledge of social studies.

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

35 Based on the information provided by this map, how did the growth of the Japanese Empire affect China?

- (1) China acquired Japanese military technology.
- (2) China invaded French Indochina.
- (3) China was forced to adopt Korean culture.
- (4) China lost control of many of its eastern seaports.

36 Which development in the history of Cuba occurred *first*?

- (1) The United States imposed a naval quarantine against Cuba.
- (2) The Soviet Union built missile sites in Cuba.
- (3) Fidel Castro forcibly took power in Cuba.
- (4) The communist government in Cuba seized foreign properties.

37 The creation of the European Union (EU) and of the North American Free Trade Agreement (NAFTA) was intended to

- (1) benefit member nations through the reduction of tariffs
- (2) implement sustainable energy policies
- (3) institute a system of impartial courts
- (4) establish stronger regional military alliances

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.



Source: Cox & Forkum, Cox & Forkum Editorial Cartoons online, November 21, 2004 (adapted)

38 Which issue is the focus of this 2004 cartoon?

- | | |
|----------------------|---------------------------|
| (1) global warming | (3) ethnic tensions |
| (2) global migration | (4) nuclear proliferation |

- 39 • The United States offered aid to Turkey (1947).
 • The Soviet Union helped finance the Aswan Dam in Egypt (1956).
 • A coup d'état in Iraq was supported by the United States (1963).

Which conclusion about the Middle East can be drawn from these situations that occurred during the Cold War?

- (1) It served as a key ally for the Soviet Union.
- (2) It developed a policy of appeasement.
- (3) It became a site of strategic competition between the superpowers.
- (4) It allowed the United Nations to establish the region's foreign policies.

- 40 In which geographic region has Aung San Suu Kyi labored to bring about democratic reform?
- | | |
|--------------------|------------------|
| (1) Southeast Asia | (3) Central Asia |
| (2) Middle East | (4) West Africa |

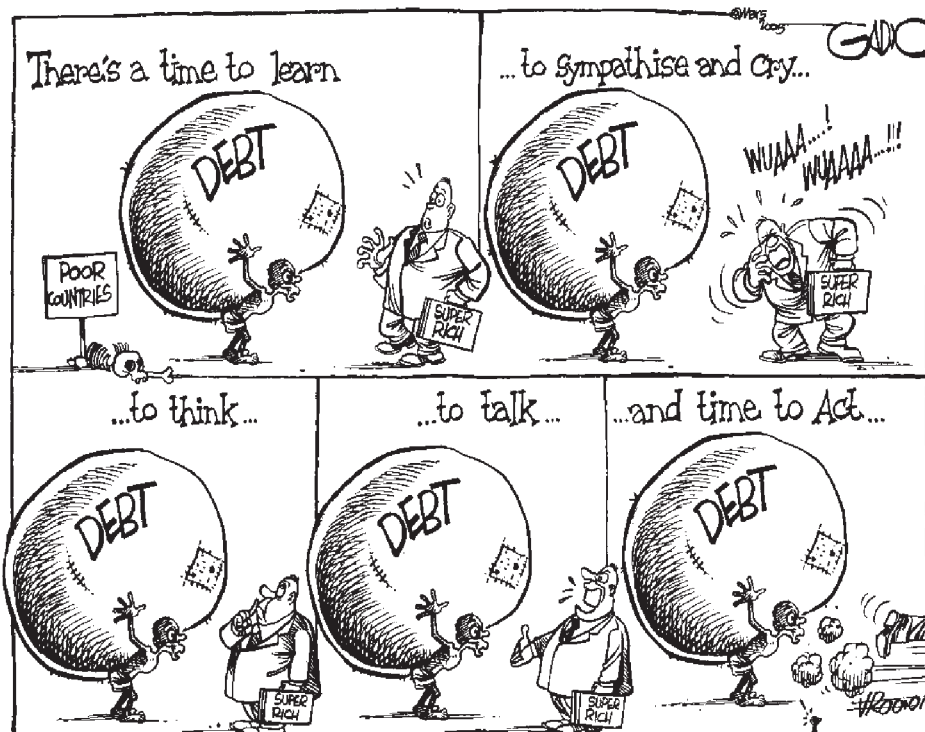
Base your answer to question 41 on the passage below and on your knowledge of social studies.

... Once thought of as a model for other young African democracies, Nigeria has buckled under the weight of persistent enmities [hostilities] among four major tribes—the Moslem Hausas and Fulanis in the North, the Yorubas in the West and the clever Ibos in the East. In January 1966, five years after independence, a group led by Eastern army officers toppled the Northern-dominated regime of Sir Abubakar Tafawa Balewa and exposed the raw nerves of those ancient rivalries. Northerners countered with a coup that installed [General Yakubu] Gowon, and their pent-up fury exploded in the massacre of thousands of Ibos living in the North....

— *Time*, June 9, 1967

- 41 This passage illustrates the impact ethnic loyalties can have on
- (1) maintaining colonial control
 - (2) sustaining nonalignment
 - (3) building national unity
 - (4) preserving traditional religions

Base your answers to questions 42 and 43 on the cartoon below and on your knowledge of social studies.



Source: Godfrey Mwampembwa, *Nation*, Nairobi, Kenya, March 5, 2005

42 A central theme of this cartoon is that those most able to assist poor countries

- | | |
|------------------------------------|-------------------------------|
| (1) have too many commitments | (3) offer great strength |
| (2) contribute little of substance | (4) agree to share the burden |

43 One purpose of this cartoon is to

- | | |
|------------------------------|---------------------------------|
| (1) arouse public opinion | (3) justify neutrality |
| (2) explain foreign programs | (4) expose environmental issues |

44 One way in which Hammurabi and Justinian are similar is that they successfully

- (1) established public education systems
- (2) codified the laws of their empire
- (3) instituted democratic governments
- (4) separated church and state

45 One way in which the Treaty of Nanking and the Treaty of Versailles are similar is that in both treaties the provisions called for

- (1) monarchs to be returned to their rightful places
- (2) reparations to be paid by defeated countries
- (3) existing borders to be maintained
- (4) peacekeeping organizations to be established

46 The Great Wall of China and the Berlin Wall were both intended to

- (1) halt the spread of communism
- (2) isolate unpopular governments
- (3) limit the movement of peoples
- (4) keep people from smuggling illegal goods

47 One way in which Miguel Hidalgo, Ho Chi Minh, and Jomo Kenyatta are similar is that they all were

- (1) leaders of independence movements
- (2) communist dictators
- (3) enlightened despots
- (4) advocates of liberation theology

48 Which heading best completes the partial outline below?

- I. _____
- A. Decentralized governments
 - B. Widespread usage of manorialism
 - C. Increased power of the Roman Catholic Church

- (1) Results of the Spanish Reconquista
- (2) Characteristics of Feudal Europe
- (3) Essential Traits of the Italian City-States
- (4) Outcomes of the Glorious Revolution

49 The Columbian exchange is most closely associated with the beginnings of

- (1) mercantilism
- (2) humanism
- (3) mass production
- (4) scientific socialism

50 Which form of government is associated with the reigns of Suleiman the Magnificent, Akbar the Great, and Peter the Great?

- (1) constitutional monarchy
- (2) direct democracy
- (3) theocracy
- (4) absolute monarchy

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change—Revolution

Throughout history, revolutions have developed in response to a variety of conditions. These revolutions have often resulted in significant political, economic, and social change.

Task:

Select **two** revolutions and for **each**

- Describe the historical circumstances leading to this revolution
- Discuss the political, economic, **and/or** social effects of this revolution

You may use any revolution from your study of global history and geography. Some suggestions you might wish to consider include the Neolithic Revolution, French Revolution, Haitian Revolution, Industrial Revolution, Russian Revolution, Mexican Revolution, Chinese Cultural Revolution, and Green Revolution in Agriculture.

You are *not* limited to these suggestions.

Do *not* use a revolution from United States history in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Technological advancements such as the *combined use of the bow and the stirrup by the Mongols*, *the use of the caravel by the Spanish*, and *the use of the railroad in India* have affected how certain civilizations and societies have interacted with each other. Changes have resulted from these interactions.

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

Select **two** technological advancements mentioned in the historical context and for **each**

- Explain how this technological advancement affected the interactions of a specific civilization or society with another group
- Discuss changes that resulted from these interactions

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) explain means “make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

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

Document 1a



Source: Mou-Sien Tseng, painting, New Masters Gallery online (adapted)

Document 1b

... The Mongols had developed a composite bow made out of sinew and horn and were skilled at shooting it while riding, which gave them the upper hand against ordinary foot soldiers. With a range of more than 350 yards, the bow was superior to the contemporaneous [co-existing] English longbow, whose range was only 250 yards. A wood-and-leather saddle, which was rubbed with sheep's fat to prevent cracking and shrinkage, allowed the horses to bear the weight of their riders for long periods and also permitted the riders to retain a firm seat. Their saddlebags contained cooking pots, dried meat, yogurt, water bottles, and other essentials for lengthy expeditions. Finally, a sturdy stirrup enabled horsemen to be steadier and thus more accurate in shooting when mounted. A Chinese chronicler recognized the horse's value to the Mongols, observing that "by nature they [the Mongols] are good at riding and shooting. Therefore they took possession of the world through this advantage of bow and horse."...

Source: Morris Rossabi, "All the Khan's Horses," *Natural History*, October 1994

1a Based on these documents, what advantage did the stirrup give to Mongol warriors? [1]

Score

b Based on these documents, what did the combined technology of the composite bow and the stirrup enable the Mongols to do? [1]

Score

Document 2

... Though much of what the Mongols wrought [brought about] on their westward march was destructive, some benefits were reaped from their forays [raids] into Europe and conquests in Muslim areas. By example, they taught new ways of making war and impressed on their Turkic and European enemies the effectiveness of gunpowder.

As we have seen, Mongol conquests facilitated [aided] trade between the civilizations at each end of Eurasia, making possible the exchange of foods, tools, and ideas on an unprecedented scale. The revived trade routes brought great wealth to traders such as those from north Italy, who set up outposts in the eastern Mediterranean, along the Black Sea coast, and as far east as the Caspian Sea. Because the establishment of these trading empires by the Venetians and Genoese provided precedents [examples] for the later drives for overseas expansion by peoples such as the Portuguese and English, they are of special significance in global history....

Source: Robert Guisepi, "The Last Great Nomadic Challenges – From Chinggis Khan to Timur," *The Mongols*, International World History Project online

- 2 According to Robert Guisepi, what was **one** change that resulted from the interaction between Europeans and Mongols? [1]

Score

Document 3

... Diplomatic exchanges between Christian Europe and Mongol Asia led to the emergence of the first Western eye-witness accounts of far-off East Asia. For the first time, Western Europeans were exposed to the true size and scope of the Eurasian landmass; they were exposed to different cultures, beliefs, values, attitudes, and institutions; the papacy and Europe were thus forced out of their narrow religious-geographic perspective; they began to realize that they had to deal with and relate to the non-Christian world with its many different peoples, religions, and cultures. The Europeans gradually assigned the Mongols and other Asians a permanent place in the natural order of things; they no longer tried to force all peoples into a specific Biblical niche or role as they initially did during Europe's narrow Christian view of the world and all people in it. The Westerners realized that they could not refuse to recognize and deal with the rest of the world simply because it was non-Christian [and] that they could not ignore and pretend that all non-Christian peoples and cultures did not exist. Thus the Mongols and Asians were incorporated into the West's intellectual framework in the thirteenth and fourteenth centuries....

Source: Gregory Guzman, "Christian Europe and Mongol Asia: First Medieval Intercultural Contact Between East and West,"
Essays in Medieval Studies, Volume 2,
Proceedings of the Illinois Medieval Association online

- 3 According to Gregory Guzman, what was **one** effect the Mongols had on the European view of the world?
[1]

Score

Document 4a

Caravel



Source: George R. Schwarz,
Center for Maritime Archaeology and Conservation,
Texas A & M University (adapted)

Document 4b

Advantages of Caravel	Uses of Caravel
<ul style="list-style-type: none">• Fast• Maneuverable• Easy to sail in shallow waters• Able to sail downwind using square sails	<ul style="list-style-type: none">• Carrying cargo• Fighting wars• Pirating• Exploring the Americas

4 Based on these documents, what were **two** ways the caravel affected European interaction with other groups? [2]

(1) _____

Score

(2) _____

Score

Document 5

... It all began in Española [Hispaniola] with sugar, which was already a profitable plantation crop in the Canaries and Portugal's Atlantic islands in the fifteenth century. Columbus himself had shipped sugar from Madeira to Genoa in 1478, and the mother of his first wife owned a sugar estate on that island. He brought sugar cane with him to Española in 1493, and the cane grew well in American soil. But the growth of the sugar industry was painfully slow until Charles V intervened, ordering that sugar masters and mill technicians be recruited from the Canaries, and authorizing loans to build sugar mills on Española. There were thirty-four mills on the island by the late 1530s and sugar was one of the two staples of the island's economy (the other being cattle ranching) until the latter part of the sixteenth century....

Source: Alfred W. Crosby Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Publishing (adapted)

5 According to Alfred W. Crosby, what was **one** effect of Spanish colonization on the island of Española? [1]

Score

Document 6

... Growing sugar cane became a large business. At first, Native Americans were forced to work on sugar plantations, large estates run by an owner or overseer. They were treated cruelly, and many died. The Spanish then brought slaves from Africa to do the work.

A new social structure developed. People born in Spain made up the highest social class. Those of European descent born in the colonies were next. People of mixed European and Indian or African descent were in the middle. Native Americans and people of African descent were in the lowest classes....

Source: *Guide to the Essentials of World History*, Prentice Hall

6 Based on this document, what were **two** changes in the Americas that resulted from interactions with the Spanish? [2]

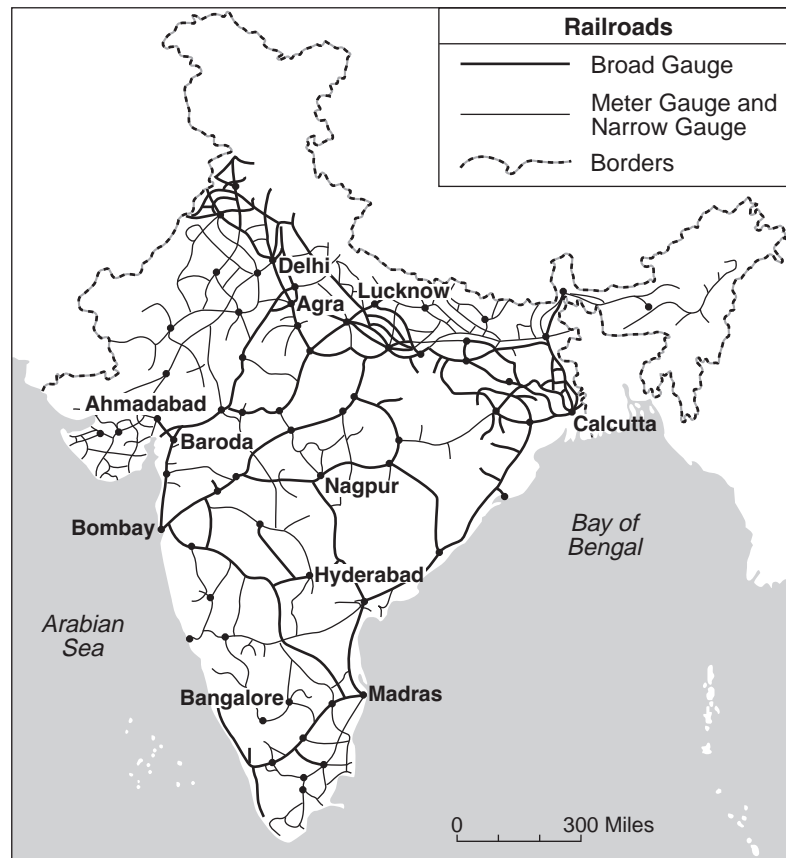
(1) _____

Score

(2) _____

Score

Document 7a



Source: Ashok K. Dutt et al., *India in Maps*, Kendall/Hunt Publishing Company (adapted)

Document 7b

The age of railroads played a role in and supported the growth of a new period of imperialism.

... Thus, colonial railways were part of this process of the spread of empire, its economic patterns, its ideas and its institutions. The process was essentially the same throughout the world: production of new commodities to feed the burgeoning [quickly growing] industries of the West; new populations to produce them; new patterns of land ownership, often involving the dispossession of previous inhabitants; new legal codes to make the conquered lands safe for investment and exploitation. Such was the story everywhere empires expanded....

Source: Robert Lee, "Potential Railway World Heritage Sites in Asia and the Pacific," Institute of Railway Studies and Transport History, The University of York

7 Based on these documents, what do railroads enable colonial powers to do? [1]

Score

Document 8

This excerpt analyzes the Indian railway system from the Indian nationalist point of view between 1880 and 1905.

... A review of the existing railway policy led them [Indian nationalist leaders] to conclude that it was not primarily regulated in the interests of the Indian people; and that it largely ignored Indian needs, particularly industrial needs, and was mainly meant to serve British economic and political interests. They noted that railways played an important role in imparting colonial character to the Indian economy. They were even able to glimpse the growing connection between railway development in a backward country and the growing power of finance in the advanced metropolitan country and the consequent political complications.

They wanted railways to serve national economic interest by stimulating economic development, which was in turn seen as consisting of industrial and agricultural growth. To them the proper railway policy was one that promoted Indian industry and a proper public works policy one that gave priority to irrigation and agriculture. They desired railway policy to give due weight to the state of Indian finances and Indian economy....

Source: Bipan Chandra, "Economic Nationalism and the Railway Debate, circa 1880–1905," in *Our Indian Railway*, Foundation Books (adapted)

8 According to Bipan Chandra, what is **one** concern the Indian nationalist leaders had regarding British railway policy? [1]

Score

Document 9

... The railroads facilitated, linked, and coordinated a wide variety of socioeconomic processes and cooperated with other large-scale transportation and communication systems. For example, the railroads enabled national markets with converging prices for food grains [to reduce the gap between prices] to emerge in the 1880s; the same railroads made it possible for peasant villagers to undertake quick pilgrimages (within a few days or less) during their brief respites [relief] from the demands of agriculture. The hard backbone of British colonial rule in India, the British soldier and his weaponry, could be quartered in fewer places in the knowledge that the railroads could transport troops rapidly to trouble spots. The publications of what became the outpourings of many presses owned by Indians and printed in Indian languages and in English found profitable markets. The railroads synergistically [mutually] cooperating with the post office facilitated the inexpensive, bulk shipments of books, magazines, and newspapers, among which many came to have nationalist orientations....

Source: Ian J. Kerr, *Engines of Change: The Railroads That Made India*, Praeger

9 According to Ian Kerr, what were **two** changes that resulted from the British building railroads? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Technological advancements such as the *combined use of the bow and the stirrup by the Mongols*, *the use of the caravel by the Spanish*, and *the use of the railroad in India* have affected how certain civilizations and societies have interacted with each other. Changes have resulted from these interactions.

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

Select **two** technological advancements mentioned in the historical context and for **each**

- Explain how this technological advancement affected the interactions of a specific civilization or society with another group
- Discuss changes that resulted from these interactions

Guidelines:

In your essay, be sure to

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

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