

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 25, 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.

- 1 Which item would be considered a secondary source on World War I?
 - (1) map used by General Lanrezac in planning for the Battle of the Marne
 - (2) diary of a soldier who fought in the Battle of the Somme
 - (3) rifle instruction manual used by a Russian soldier on the Eastern Front
 - (4) magazine article on the 75th anniversary of the poem, “In Flanders Fields”
- 2 Which body of water is located between Southwest Asia and Southeast Asia?
 - (1) Pacific Ocean
 - (2) Caribbean Sea
 - (3) Indian Ocean
 - (4) Black Sea
- 3 Which river system is found in Mesopotamia?
 - (1) Nile River
 - (2) Yellow River
 - (3) Tigris and Euphrates rivers
 - (4) Ganges and Brahmaputra rivers
- 4 The Bantu migrations in Africa (500 B.C.–A.D. 1500) had the greatest impact on the development of modern African
 - (1) languages
 - (2) market systems
 - (3) transportation systems
 - (4) architecture
- 5 Oracle bones, Daoism, and the Mandate of Heaven are all associated with early civilizations in
 - (1) Egypt
 - (2) Russia
 - (3) India
 - (4) China
- 6
 - Fasting during Ramadan
 - Praying five times each day
 - Giving charity to the poor

Followers of which religion engage in these practices?

- (1) Christianity
- (2) Buddhism
- (3) Islam
- (4) Judaism

Base your answer to question 7 on the photograph below and on your knowledge of social studies.

**Cathedral of St. Sophia,
1017-1037**



Source: Basil Dmytryshyn, ed.,
Medieval Russia: A Source Book, 850-1700,
Academic International Press

- 7 Which civilization most influenced the style of Russian architecture shown in this photograph?
 - (1) Umayyad
 - (2) Byzantine
 - (3) French
 - (4) Persian
- 8
 - Creation of colorful murals in the Ajanta caves
 - Development of decimal system and concept of zero
 - Trade with Persia and east African cities

These accomplishments occurred during the

- (1) Han dynasty
- (2) Gupta Empire
- (3) Tang dynasty
- (4) Maurya Empire

- 9 Which achievements are most closely associated with the Golden Age of Islamic culture?
- (1) mosques, medical books, and algebra
 - (2) gunpowder, pagodas, and silk
 - (3) aqueducts, roads, and polytheistic temples
 - (4) columns, theory of a sun-centered universe, and democracy
- 10 Which statement accurately describes the actions of Muslims during the Crusades?
- (1) Most Muslims converted to Christianity.
 - (2) Muslims attacked and conquered Constantinople.
 - (3) Muslims defended Jerusalem because it was sacred to them.
 - (4) Many Muslims visited Europe for the first time to obtain luxury goods.
- 11 One important impact of the Mongol expansion across Asia and Europe was the
- (1) increased authority of the Kievan princes
 - (2) rise in trade along the Silk Roads
 - (3) introduction of Hinduism into Chinese culture
 - (4) maritime exploration of the Arabian seacoast
- 12 The economic wealth of Calicut, Mogadishu, and Venice in the 13th century was primarily dependent on their
- | | |
|------------------|-----------------------|
| (1) fertile soil | (3) gold mines |
| (2) iron ore | (4) coastal locations |
- 13 What was a direct result of the Black Death in Europe?
- (1) The rate of urbanization increased.
 - (2) A shortage of workers developed.
 - (3) Food crops had to be imported from the Americas.
 - (4) German states dominated trade in the eastern Mediterranean.
- 14 In *The Prince*, Niccolò Machiavelli was most concerned with
- (1) the use of political power
 - (2) the expansion of church authority
 - (3) government regulation of the economy
 - (4) equality and justice for all
- 15
- The world view shifted from other-worldly to secular.
 - Greek and Roman ideas were revived.
 - Improvements were made to the printing press.
- Which occurrence is most closely associated with these aspects of the Renaissance?
- (1) Gothic cathedrals became the focal point of town activities.
 - (2) Charlemagne was crowned Holy Roman Emperor by the Pope.
 - (3) Galileo Galilei published information about a heliocentric universe.
 - (4) Emperors used the Twelve Tables to bring about Pax Romana.
- 16 Which situation was an immediate cause for the collapse of the Aztec civilization?
- (1) disruption of overseas trade networks
 - (2) conquest by foreigners
 - (3) a series of crop failures
 - (4) a lack of military training
- 17 Why is the year 1492 considered a turning point in history?
- (1) The Spanish established an exchange between Europe and the Americas.
 - (2) The Ming dynasty launched expeditions to the east coast of Africa.
 - (3) Muslim Arab armies succeeded in conquering Egypt and Syria.
 - (4) The British established control over new territories in India.
- 18 In the 1500s, European attempts to establish colonies in Africa were hindered by
- (1) the abolition of the slave trade
 - (2) the cooperative efforts of Christian and Islamic missionaries
 - (3) a variety of geographic obstacles in Africa
 - (4) a widespread unified resistance by African tribal leaders

- 19 Which idea is most closely associated with the economic concept of mercantilism?
- (1) Colonies exist to provide raw materials and markets for a colonial power.
 - (2) Wealth and power are based on land exchanged between nobles.
 - (3) Goods and services are traded without government interference.
 - (4) Property is owned collectively and administered by the state.
- 20 One way in which the reigns of Peter the Great and Catherine the Great are similar is that both leaders
- (1) promoted the emancipation of serfs
 - (2) strengthened the role of the Duma and centralized royal power
 - (3) shared their power with the Russian Orthodox Church
 - (4) pursued a policy of westernization and expansion
- 21 Which institution became stronger and limited the monarchy in order to end absolutism in England?
- | | |
|----------------|---------------------|
| (1) banks | (3) universities |
| (2) Parliament | (4) Anglican Church |
- 22 Which idea is central to John Locke's *Two Treatises of Government*?
- (1) A government's power comes from the consent of the people.
 - (2) Predestination will determine who will go to heaven.
 - (3) Famine, disease, and conflict are natural checks on population growth.
 - (4) The have-nots will rise up and overthrow the government of the haves.
- 23 The Andes Mountains and the Amazon River basin affected Simón Bolívar's efforts to bring about
- (1) economic imperialism
 - (2) political unification
 - (3) religious solidarity
 - (4) technological improvements
- 24 • Appointment of Otto von Bismarck as Chancellor
• Austro-Prussian War, 1866
• Franco-Prussian War, 1870–1871
- These events led directly to
- (1) the unification of Germany
 - (2) foreign rule in Italy
 - (3) the rebellion of the Sepoys
 - (4) an alliance between Serbs and Russians
- 25 The mass emigration of the Irish in the mid-19th century was primarily a result of
- (1) mandatory military service
 - (2) famine
 - (3) civil war
 - (4) farm mechanization
- 26 The 19th-century ideas of Social Darwinism and the "White Man's Burden" were often used to justify
- | | |
|------------------|-----------------|
| (1) isolationism | (3) imperialism |
| (2) appeasement | (4) disarmament |
- 27 Before 1914, nationalism in the Balkan Peninsula contributed to
- (1) resistance by ethnic groups to Austrian rule
 - (2) campaigns by foreign diplomats against the use of trench warfare
 - (3) the inability of countries to make reparation payments
 - (4) the rejection of the Versailles Treaty by combatants

Base your answer to question 28 on the cartoon below and on your knowledge of social studies.



Source: Grant Wallace, *San Francisco Chronicle*, reprinted in *The Literary Digest*, July 14, 1900 (adapted)

28 The idea expressed in this cartoon is most closely associated with the

- (1) alliances formed in Europe
- (2) division of Africa discussed at the Berlin Conference
- (3) spheres of influence established in China by foreigners
- (4) border changes made at the Congress of Vienna

29 Which statement regarding World War I is an opinion rather than a fact?

- (1) European countries increased the production of weapons during the war.
- (2) The governments of most countries stated that the period of conflict would be short.
- (3) Propaganda posters were used to gain support for the war.
- (4) Citizens of the Allied nations showed more patriotism than those of the Central Powers.

30 Which action was taken by the Bolsheviks under the leadership of Vladimir Lenin?

- (1) supporting a traditional economy
- (2) eliminating political opposition
- (3) surrendering to the Provisional Government
- (4) extending the war against Austria-Hungary

31 An economic change introduced in the Soviet Union under Joseph Stalin would include

- (1) establishing free-market reforms
- (2) boycotting Baltic Sea trade routes
- (3) focusing on the production of consumer goods
- (4) collectivizing agriculture

32 Which of these World War II events happened first?

- (1) Battle of Britain
- (2) D-Day invasion
- (3) invasion of Poland
- (4) dropping of an atomic bomb on Hiroshima

Base your answer to question 33 on the passage below and on your knowledge of social studies.

The “Middle East” is not a term Middle Easterners gave themselves, but a British term borne of a colonial, European perspective. The term’s origins are steeped [steeped] in controversy for having originally been a European imposition of geographic perspective according to European spheres of influence. East from where? From London. Why “Middle”? Because it was half-way between the United Kingdom and India, the Far East....

— Pierre Tristram, “What is the Middle East?”

- 33 Which term is most closely associated with the main idea of this passage?
- (1) interdependence (3) containment
(2) pacifism (4) ethnocentrism
-
- 34 In what way were Korea and Germany similar after World War II?
- (1) They refused to align with the superpowers.
(2) Their former emperors stood trial for war crimes.
(3) Both remained divided during the Cold War.
(4) Ethnic tensions threatened civil war in each country.
- 35 A goal of both the European Union (EU) and the North American Free Trade Agreement (NAFTA) is to
- (1) reduce trade barriers between member nations
(2) decrease competition between key industries
(3) control the supply of oil available to industrialized nations
(4) increase nationalism in western nations
- 36 Which Chinese leader is most closely associated with leading the Great Leap Forward and the Cultural Revolution?
- (1) Sun Yixian (Sun Yat-sen)
(2) Jiang Jieshi (Chiang Kai-shek)
(3) Mao Zedong
(4) Deng Xiaoping
- 37 Why did large numbers of Hindus and Muslims migrate immediately after India gained its independence?
- (1) Many jobs were being outsourced overseas.
(2) The government offered housing incentives in newly developed areas.
(3) Religious pilgrimages to neighboring countries were required based on their beliefs.
(4) The subcontinent was divided into countries based primarily on the location of religious majorities.
- 38 F. W. de Klerk and Nelson Mandela received the Nobel Peace Prize for their work to end the
- (1) foreign control of the diamond mines
(2) discriminatory policy of apartheid
(3) anarchy in Somalia
(4) Boer War
- 39 Pol Pot, the Khmer Rouge, the “killing fields,” and Year Zero are all associated with a violent period in which country?
- (1) Vietnam (3) China
(2) Cambodia (4) Korea
- 40 Which condition, in combination with drought, has most directly forced the migration of people out of the southern regions bordering the Sahara?
- (1) urbanization (3) wildlife tourism
(2) coastal pollution (4) desertification

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



Source: Robert ARIAL, *The State*, April 27, 2008 (adapted)

41 What is the main idea of this cartoon?

- (1) Riding a horse is more dangerous than riding in an automobile.
- (2) The use of bio-fuels made from corn will improve automobile safety.
- (3) Using corn to make bio-fuels for automobiles will increase food shortages.
- (4) Feeding corn to horses is less efficient than using it to make fuel for automobiles.

Base your answer to question 42 on the passage below and on your knowledge of social studies.

... For Ukraine, however, contamination via river water is still a major problem, since most of the rivers flow southwards. To slow the spread of radiation, protective dams were built along the Dnieper after the accident. "But of course not all riverbanks could be protected in this way," as the Ukrainian government agency Chernobyl Interinform points out in its summary of the situation. "Particularly during flooding, radiation is still leached into rivers. This is a particular threat for the 30 million people who obtain their drinking water from the Dnieper basin." ...

— Chernobyl.info

42 The aftermath of which problem is being described in this passage?

- (1) volcanic eruption (3) global warming
- (2) nuclear disaster (4) deforestation

43 What is one factor that has affected economic development in southern African nations in the 21st century?

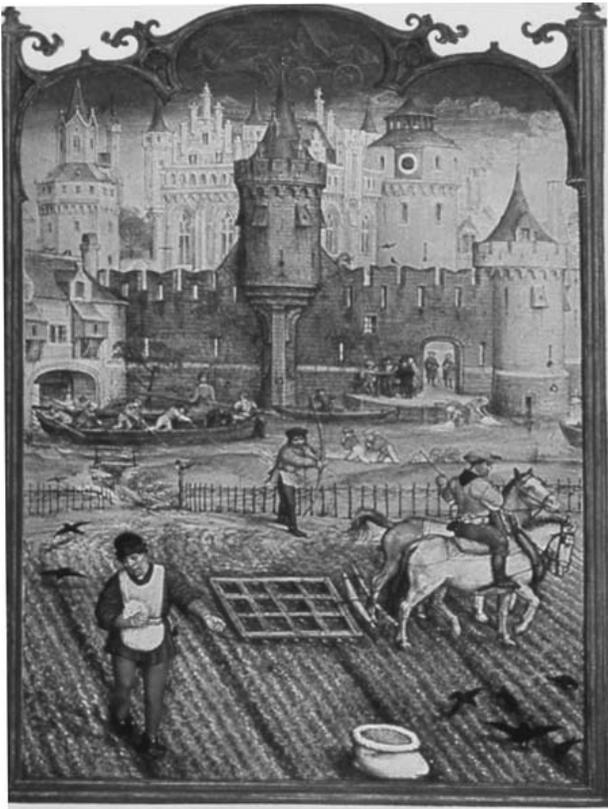
- (1) reliance on coffee exports
- (2) equal distribution of wealth
- (3) establishment of communist governments
- (4) spread of the AIDS epidemic

44 The workers in industrial countries must create a revolution, overthrow the existing governments using force if necessary, and then create a new classless society.

This statement expresses the views of

- (1) Mikhail Gorbachev (3) Karl Marx
- (2) Jomo Kenyatta (4) Kemal Atatürk

Base your answers to questions 45 and 46 on the art work below and on your knowledge of social studies.



Source: *Bridging World History*, Annenberg Learner

- 45 Which economic system is most closely associated with the activities shown in this art work?
- (1) manorialism (3) communism
(2) capitalism (4) socialism
- 46 With which historical setting is this art work most closely associated?
- (1) Japan—Tokugawa shogunate
(2) Middle East—Abbasid dynasty
(3) Western Europe—Middle Ages
(4) India—Mughal Empire

- 47 The Nuremberg laws are best described as
- (1) efforts of the Roman Catholic Church to punish heresy
(2) major articles in the Declaration of the Rights of Man
(3) specific laws contained in Justinian's Code
(4) anti-Semitic laws of 20th-century Germany
- 48 Which factor aided Russian troops in defeating Napoleon's armies and Soviet forces in defeating Hitler's armies?
- (1) severe winters
(2) mountain passes
(3) superior air forces
(4) United Nations peacekeepers
- 49 The treatment of untouchables in India, the treatment of Jews during the Holocaust, and the treatment of Chinese student demonstrators in Tiananmen Square are all examples of
- (1) fascist policies
(2) extraterritoriality
(3) excommunication
(4) human rights violations
- 50 One way in which Toussaint L'Ouverture, Kwame Nkrumah, and Ho Chi Minh are similar is that each leader
- (1) opposed the role of the Roman Catholic Church in politics
(2) established the first democratic government in his country
(3) fought to free his country from European control
(4) embraced the principles of civil disobedience

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—Collapse of Government

The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

Task:

Select **two** situations where the collapse of a government has led to significant changes in a country or region and for **each**

- Describe the historical circumstances that led to the collapse of a government
- Discuss the political, social, **and/or** economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI's government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II's government, collapse of the Ottoman Empire, collapse of the Nationalist government in China [Guomindang], collapse of Batista's government in Cuba, fall of Reza Pahlavi's government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are *not* limited to these suggestions.

Do *not* use an example from United States history as one of your situations.

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:

Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include *salt*, *sugar*, and *cotton*.

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

Choose *two* products mentioned in the historical context and for *each*

- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, *and/or* a region

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

- (a) **explain** means “to 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 1

... In the Mediterranean world, where there were not only salt deposits but a strong enough sun to dry sea salt, salting to preserve food was not a new idea. In preclassical times, Egyptians and Romans had salted fish and developed a thriving trade. Salted meats were popular, and Roman Gaul had been famous for salted and smoked hams. Before they turned to cod, the Basques had sometimes salted whale meat; salt whale was found to be good with peas, and the most prized part of the whale, the tongue, was also often salted...

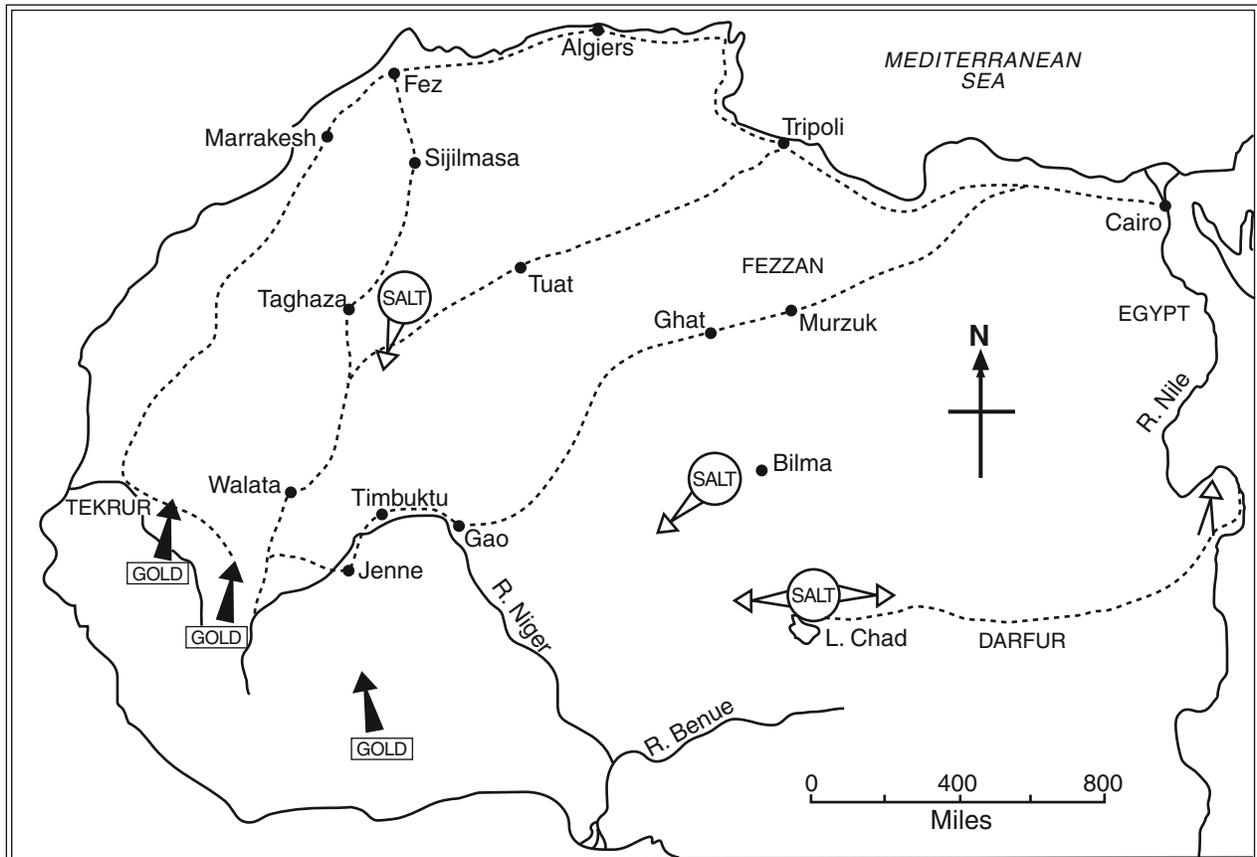
Source: Mark Kurlansky, *Cod*, Penguin Books

1 According to Mark Kurlansky, why did people use salt? [1]

Score

Document 2

Trans-Saharan Gold-Salt Trade in Early Times



... All this trade led to the founding of cities. Most of these cities were especially concerned with the trade across the Sahara. They began as small trading settlements, but grew bigger as more traders came and went, and became centres for craftsmen who worked in leather, wood, ivory, and metals. City governments became necessary, as well as men trained to be put in charge of keeping accounts, of maintaining law and order, of ensuring the safety of citizens. Then the rulers of these cities began to extend their power to ever wider regions of neighbouring countryside. Gradually the cities grew into states, and the states into empires....

Source: Basil Davidson, *A History of West Africa to the Nineteenth Century*, Anchor Books (adapted)

2 Based on this document, what was **one** result of the gold-salt trade in West Africa? [1]

Score

Document 3

... One of the chief trade centers for salt in the ancient world was the fabled city of Timbuktu. Located on the southern edge of the Sahara Desert, the city thrived on profits from the salt trade....

The salt trade made the city prosperous; in Africa, salt ranked with gold and slaves in value. For merchants to risk camels over hundreds of miles of burning sand, the profits must have been enormous. Nor did the city squander [waste] its wealth. Timbuktu's salt trade supported schools and libraries; merchants lived in fine houses; the king paid handsome salaries to judges, doctors, and clerics—all from profits on the three-hundred-pound salt cargo that each camel carried....

Source: Robert Kraske, *Crystals of Life: The Story of Salt*, Doubleday & Company

3 According to Robert Kraske, what are **two** ways the profits of the salt trade affected the city of Timbuktu? [2]

(1) _____

Score

(2) _____

Score

Document 4

... At the time [1450s] that the Portuguese and the Spaniards set out to establish a sugar industry on the Atlantic islands they controlled, sugar was still a luxury, a medicine, and a spice in western Europe. The peoples of Greece, Italy, Spain, and North Africa were familiar with sugar cane as a crop and, to some extent, with sugar itself as a sweetener. But as sugar production in the Mediterranean waned [decreased], knowledge of sugar and the desire for it waxed [increased] in Europe. The movement of the industry to the Atlantic islands occurred when European demand was probably growing. Individual entrepreneurs were encouraged to establish sugar-cane (and other) plantations on the Atlantic islands, manned with African slaves and destined to produce sugar for Portugal and other European markets, because their presence safeguarded the extension of Portuguese trade routes around Africa and toward the Orient....

Source: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books (adapted)

4 According to Sidney Mintz, what was **one** way western Europeans used sugar? [1]

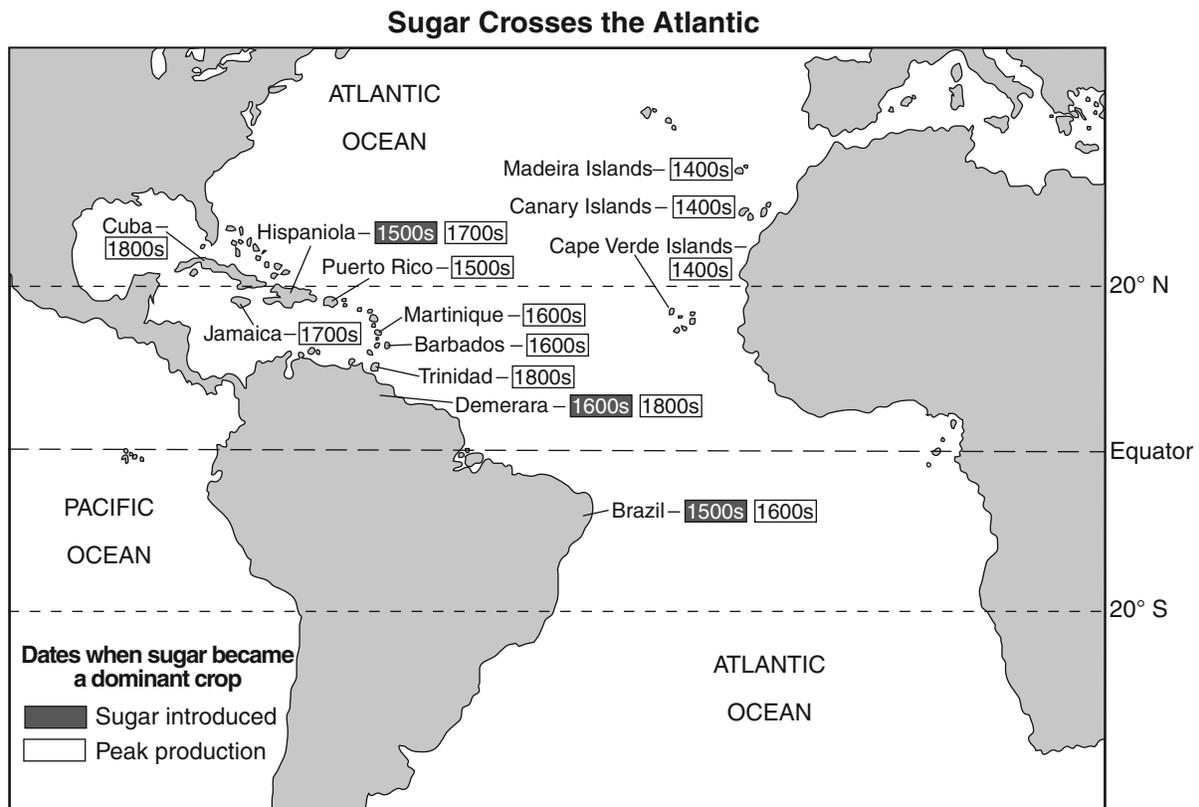
Score

Document 5a

... Sugar grows best where heat and water are plentiful all year round. The Mediterranean is therefore less than ideal. Even the southern Mediterranean has a cool season in the winter and a dry season in the summer. With the European maritime revolution beginning in the fifteenth century, Europeans had easy access to the Atlantic islands, and some of them had a far better environment for sugar cultivation....

Source: Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*, Cambridge University Press

Document 5b



Source: Aronson and Budhos, *Sugar Changed the World*, Clarion Books (adapted)

5 Based on this excerpt by Philip D. Curtin and the information on this map, what was **one** reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas? [1]

Score

Document 6

... The sugar industry was established in northeast Brazil [by the Portuguese] in the 16th century and it brought great prosperity to the region until competing sources of sugar were created in the Caribbean by the French (Haiti) and the British (Jamaica) in the eighteenth century. The sugar industry consisted of sugarcane plantations and plants for processing the sugarcane into sugar. The sugarcane plantations [in Brazil] were worked by slaves brought from the Portuguese-controlled areas of southern Africa (Angola and Mozambique)....

Source: Thayer Watkins, "The Economic History of Brazil," online at San José State University

6 According to Thayer Watkins, what were **two** changes that occurred in the Americas as a result of the establishment of the sugar industry? [2]

(1) _____

Score

(2) _____

Score

Document 7

... The cotton industry commanded the central role in Britain's early industrialization. Cotton, as a fiber, had characteristics relatively easy to mechanize; it broke less often than wool and, particularly, linen. Further, cotton was a new product line in Europe, more open to innovation. It had been widely used in India, and an Asian market for cotton cloth already existed. In England, however, its novelty facilitated the introduction of new machines, though the raw fiber had to be imported. Workers were displaced indirectly by the rise of cotton because traditional linen production declined. The lack of a large established labor force in cotton obviated [made unnecessary] the need to prompt many traditional workers to change their ways directly, and this fact limited resistance. At the same time, cotton had great appeal as a product: It could be brightly colored for a population increasingly eager to make a statement through clothing, and it was easily washed, which appealed to people who were developing more stringent [demanding] notions of personal cleanliness. Cotton was in demand, and this invited new techniques to produce the cloth in quantity...

Source: Peter N. Stearns, *The Industrial Revolution in World History*, Westview Press

7a According to Peter N. Stearns, what was **one** effect of the cotton trade on Great Britain? [1]

Score

b According to Peter N. Stearns, what was **one** reason cotton was in demand in England? [1]

Score

Document 8a

Prior to the British Industrial Revolution, India was a major producer of textiles.

... India had not only a large and inexpensive workforce, but also centuries of expertise with cotton textiles. The assembly of millions of short, fragile cotton fibers into a durable thread is no mean [ordinary] task. Before 1750, English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp, so domestically made cloth was usually a mix of linen or wool warp and cotton weft; only the more highly skilled Indian spinners manufactured thread adequate for bolts of pure cotton fabric. Thus, before the invention of practical spinning machines in the eighteenth century, almost all of the West's cotton cloth came from thread spun in India....

Source: William J. Bernstein, *A Splendid Exchange: How Trade Shaped the World*, Grove Press

8a According to William J. Bernstein, what was **one** reason the West imported cotton cloth from India before 1750? [1]

Score

Document 8b

The British desire for raw cotton from India influenced the development of the British textile industry and Great Britain's relationship with India.

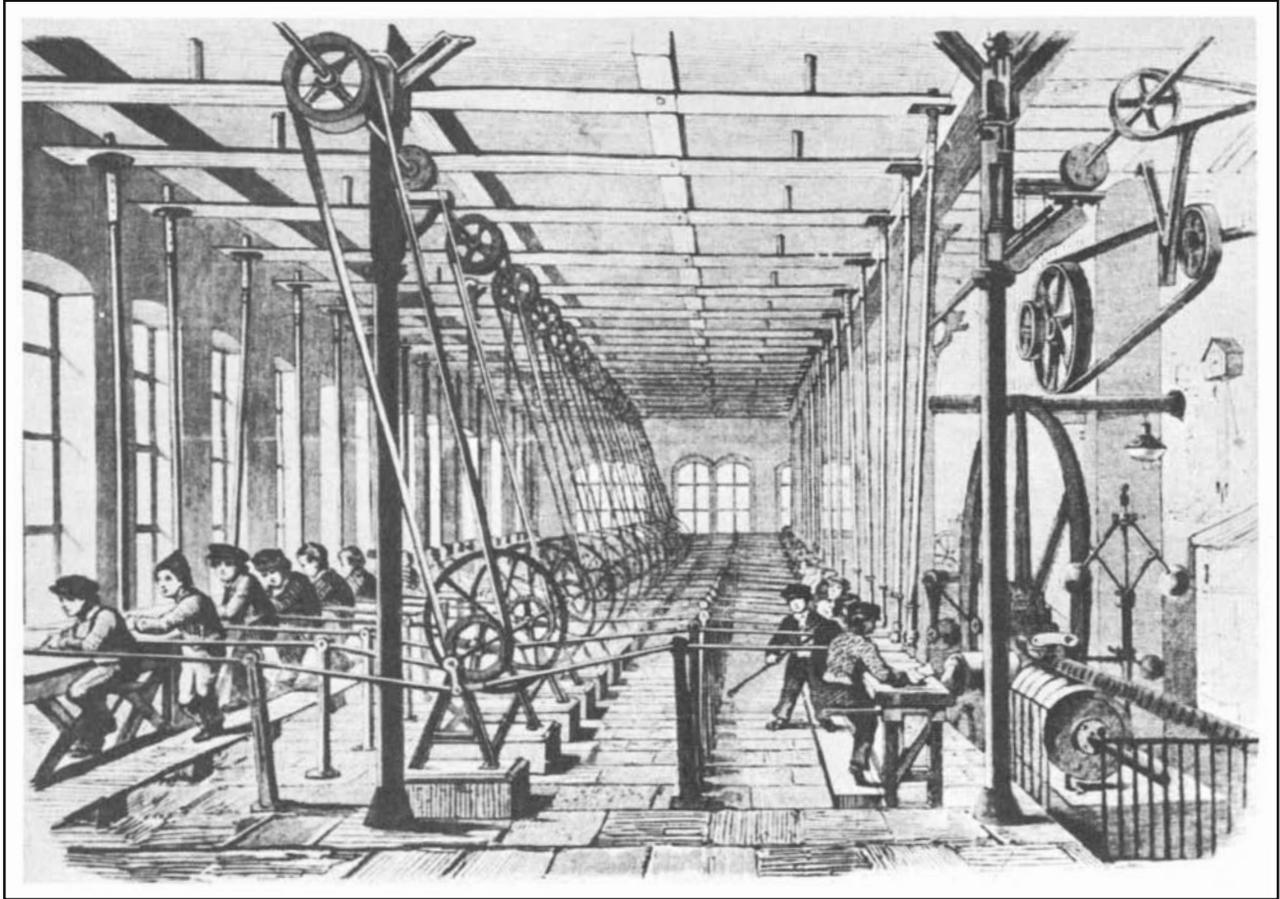
... Inevitably, Indian cotton had the makings of a contentious [controversial] political issue. By depriving India of the fruits of its own labor, England all but guaranteed that the crop would one day come to symbolize colonial subjugation [control] and provide a rallying point against it. When that day finally arrived in the early 1900s, a frail warrior with the heart of a lion, Mahatma Gandhi, intertwined the destinies of homespun cotton and self-rule so adroitly [skillfully] that he made one indistinguishable from the other. Freedom became the cotton cloth you wove and wore, a tangible [visible] protest against tyranny from abroad....

Source: Stephen Yafa, *Cotton: The Biography of a Revolutionary Fiber*, Penguin Books

8b According to Stephen Yafa, what effect did the British cotton textile industry have on India? [1]

Score

Document 9



Source: Jack Abramowitz, *World History Study Lessons*, Follett Publishing Company (adapted)

9 Based on this image, state **one** impact the importation of cotton had on Great Britain. [1]

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:

Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include **salt**, **sugar**, and **cotton**.

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

Choose **two** products mentioned in the historical context and for **each**

- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, **and/or** a region

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
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- 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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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2012 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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.

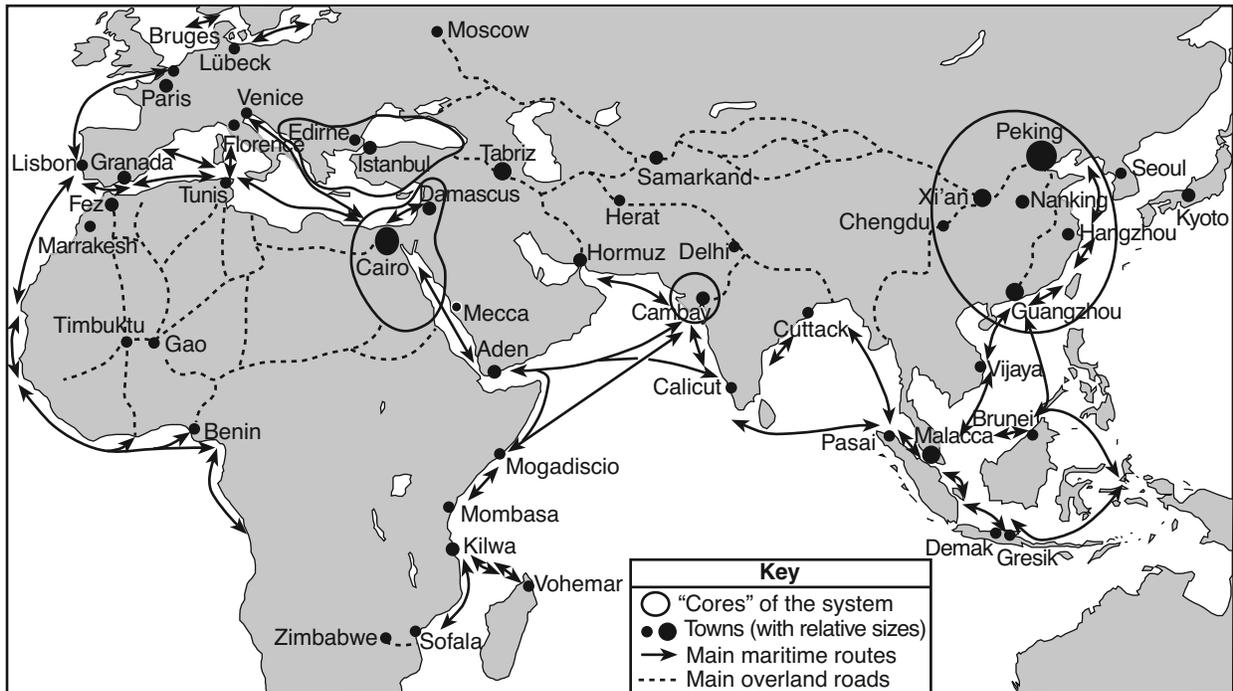
The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

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Base your answer to question 8 on the map below and on your knowledge of social studies.

The Eurasian and African World-System in the Fifteenth Century



Source: Philippe Beaujard in "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," *Journal of World History* (adapted)

8 Which concept does this map best illustrate?

- (1) balance of power
- (2) ethnocentrism
- (3) cultural diffusion
- (4) self-sufficiency

- 9 • Islamic scholars made significant contributions to astronomy.
 • Muslim architects excelled in design.
 • Schools and libraries were built in Islamic urban centers.

Which conclusion about Islamic society during its Golden Age can best be supported by these statements?

- (1) Social status of Muslims was determined at birth.
- (2) Achievements relied on a knowledge of math and science.
- (3) People of diverse faiths were required to convert to Islam.
- (4) Cities developed self-sufficient economies.

Base your answer to question 10 on the chart below and on your knowledge of social studies.

?

LORDS	SERFS
<ul style="list-style-type: none"> • Assigned farmland • Provided protection from bandits 	<ul style="list-style-type: none"> • Tended the lord's land • Maintained the lord's estate

10 What is the best title for this chart?

- (1) Role of the Church
- (2) Feudal Obligations
- (3) Knights' Code of Chivalry
- (4) Rules for Guild Membership

11 Which region had the greatest influence on the historical and cultural development of the Byzantine Empire?

- (1) Mesoamerica (3) Rome
 (2) India (4) Egypt

12 Muslims' reference to Christians and Jews as "People of the Book" demonstrates they all shared a belief in

- (1) the pope (3) monotheism
 (2) the five relationships (4) dharma

13 During the Renaissance, humanist philosophers emphasized the importance of

- (1) individualism
 (2) absolutism
 (3) religious salvation
 (4) technological advancements

14 Which statement about the Protestant Reformation is an opinion rather than a fact?

- (1) German princes revolted against the Holy Roman Emperor.
 (2) Membership in the Catholic Church declined in northern Europe.
 (3) European religious unity was disrupted by the newly established religions.
 (4) Henry VIII led a stronger religious reform movement than Martin Luther did.

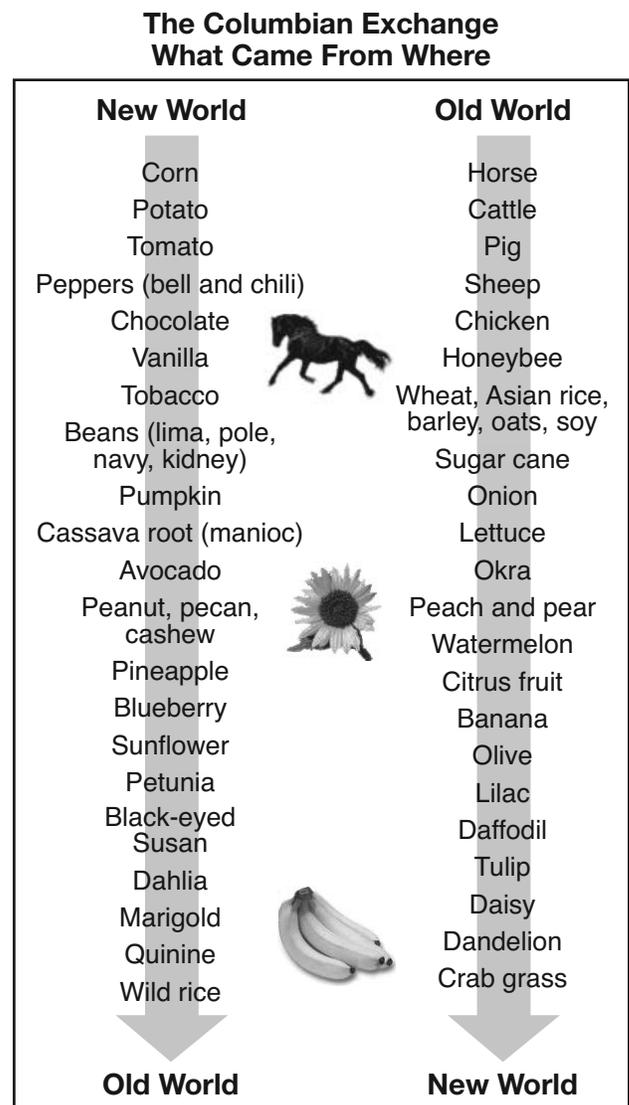
15 The location of the Ottoman Empire had an impact on the

- (1) trade between Europe and Asia
 (2) conquest of Spain by the Muslims
 (3) spread of Buddhism into Southeast Asia
 (4) decline in the Atlantic slave trade

16 The rule of Akbar the Great is important because he

- (1) admired legalism and emphasized oppression
 (2) recognized natural laws and supported democracy
 (3) accepted diversity and practiced religious toleration
 (4) supported equality and outlawed the caste system

Base your answer to question 17 on the chart below and on your knowledge of social studies.



Source: Robert Van Kemper, "Columbian Exchange," Southern Methodist University (adapted)

17 This chart of the Columbian exchange shows the

- (1) benefits of the exploration of Asia by Europeans
 (2) effects of the Middle Passage on the Americas
 (3) introduction of South American products into North America
 (4) interaction of cultures between the Western and Eastern hemispheres

- 18 Europeans considered mercantilism a successful policy because it
- (1) encouraged self-sufficiency in less developed nations
 - (2) led to alliances with Asian countries
 - (3) protected traditional social practices
 - (4) created wealth for the colonial powers
- 19 One similarity between the Magna Carta and the English Bill of Rights is that both documents
- (1) set up a two-party political system
 - (2) placed limits on the power of the monarch
 - (3) established the right to inherit the throne
 - (4) guaranteed equal rights for all citizens
- 20 Which statement represents a key idea directly associated with John Locke's *Two Treatises of Government*?
- (1) Freedom of speech should be denied.
 - (2) The king's power on Earth comes from God.
 - (3) All people are born with the right to life, liberty, and property.
 - (4) Individuals acting in their own self-interest will achieve economic success.

Base your answer to question 21 on the partial outline below and on your knowledge of social studies.

- I. _____
- A. Ideas from the American Revolution spread.
 - B. Enslaved persons burned sugar fields and rebelled against French slave owners.
 - C. Toussaint L'Ouverture organized rebels.

- 21 Which title best completes this partial outline?
- (1) Causes for Bismarck's Rise to Power
 - (2) Factors of the Haitian Revolution
 - (3) Results of the Munich Pact
 - (4) Situations Contributing to the Zionist Movement
-

- 22 Belief in the ideas of the Enlightenment and discontent within the Third Estate were causes of the
- (1) French Revolution
 - (2) Counter Reformation
 - (3) Industrial Revolution
 - (4) Spanish Reconquista
- 23 In the early 18th century, the Agricultural Revolution in Great Britain resulted in urbanization because
- (1) enslaved persons replaced free laborers on farms
 - (2) factory work strengthened extended families
 - (3) displaced rural workers migrated to find jobs
 - (4) the middle class decreased in size

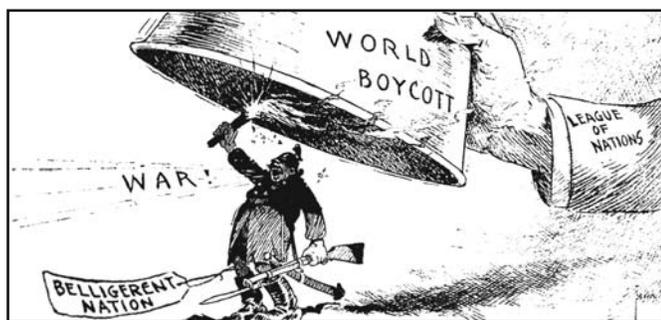
Base your answer to question 24 on the passage below and on your knowledge of social studies.

... Since the beginning of China as a nation, we Chinese have governed our own country despite occasional interruptions. When China was occasionally occupied by a foreign race, our ancestors could always in the end drive these foreigners out, restore the fatherland, and preserve China for future generations of Chinese. Today when we raise the righteous standard of revolt in order to expel an alien race [the Manchus] that has been occupying China, we are doing no more than our ancestors have done or expected us to do. Justice is so much on our side that all Chinese, once familiarizing themselves with our stand, will have no doubt about the righteousness of our cause...

— "A Public Declaration," 1906

- 24 Which conclusion can be drawn from this passage?
- (1) China can no longer remain isolated from its neighbors.
 - (2) The Chinese people are happy with the rule of the Manchu.
 - (3) The Chinese people wanted to end foreign occupation.
 - (4) China has prospered under the rule of foreign powers.
-

Base your answer to question 25 on the cartoon below and on your knowledge of social studies.



PATENT APPLIED FOR.

Source: Brown, *Chicago Daily News*, reprinted in *The Literary Digest*, September 20, 1919 (adapted)

25 Which statement best reflects the main idea of this cartoon?

- (1) The League of Nations is stopping world boycotts.
- (2) The League of Nations hopes to use boycotts to end war.
- (3) Belligerent nations wish to be included in the League of Nations.
- (4) War is likely if the League of Nations acts.

26 A key idea in the *Communist Manifesto* by Karl Marx and Friedrich Engels is that workers should support the

- (1) overthrow of the capitalist system
- (2) establishment of labor unions
- (3) legislative regulation of wages and working conditions
- (4) technological changes in production methods

27 Which change is associated with Meiji Japan?

- (1) expansion of feudal political and social values
- (2) modernization of the economy and government
- (3) adoption of isolationist policies
- (4) abandoning plans for an overseas empire

28 Which action contributed to the success of Lenin's communist revolution in Russia?

- (1) Peasants were promised land reform.
- (2) Businessmen were encouraged to form monopolies.
- (3) Landowners were offered tax relief.
- (4) Factory workers were required to start small businesses.

- 29
- Treaty of Nanjing gives control of Hong Kong to Great Britain.
 - French government sets up a protectorate in Cambodia.
 - Italian forces occupy Ethiopia.

Which policy is most closely associated with these statements?

- (1) détente
- (2) appeasement
- (3) nonalignment
- (4) imperialism

30 What was a major cause of the famines in Ukraine between 1929 and 1935?

- (1) war with Chechnya and Armenia
- (2) forced collectivization by the government
- (3) lack of arable land in the region
- (4) movement of workers to Siberia

31 The British reliance on India as a market for its manufactured goods caused Mohandas Gandhi to

- (1) run for a seat in the British Parliament
- (2) lead the Sepoy Rebellion
- (3) support traditional caste divisions
- (4) refuse to buy British textiles

32 Which headline is most closely associated with the cities of Hiroshima and Nagasaki?

- (1) **"Japan Signs Treaty of Kanagawa"**
- (2) **"Nuclear Bombs Dropped on Japan"**
- (3) **"Japan Invades Korea"**
- (4) **"Japan Hosts Discussion on Greenhouse Gases"**

Base your answer to question 33 on the cartoon below and on your knowledge of social studies.

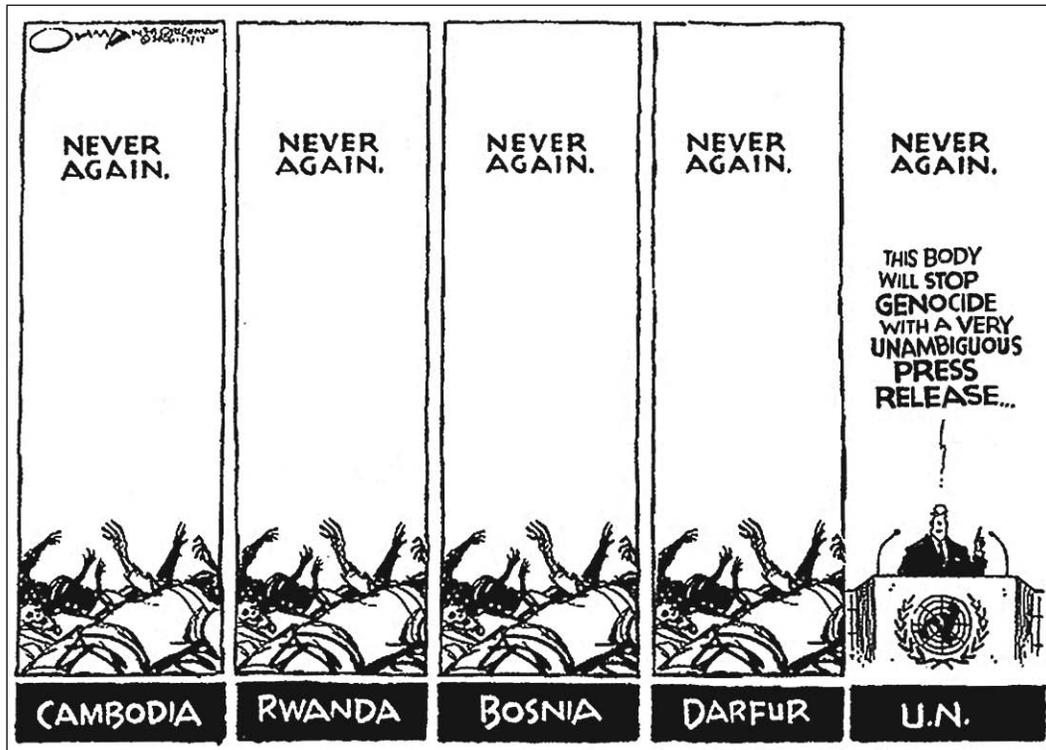
STEPPING STONES TO GLORY



Source: David Low, *Evening Standard*, July 8, 1936 (adapted)

- 33 The leaders in this 1936 cartoon are depicted as “spineless” because they
- (1) signed the Treaty of Versailles
 - (2) wanted to avoid global conflict at any cost
 - (3) depended on economic measures to stop aggression
 - (4) recognized the communist government in the Soviet Union
-
- 34 The purpose of both the Truman Doctrine and the Marshall Plan was to
- (1) support the construction of the Iron Curtain
 - (2) increase membership in the United Nations
 - (3) prevent the spread of communism
 - (4) attempt to solve world hunger
- 35 Which change occurred immediately after the region of British India gained its independence in 1947?
- (1) India became an ally of the Soviet Union.
 - (2) India adopted Islam as the official state religion.
 - (3) The region was partitioned into two separate states.
 - (4) A military dictatorship took control of the entire region.
- 36 In the struggle to gain independence for their countries, both Kwame Nkrumah and Ho Chi Minh relied on
- (1) nationalist sentiments
 - (2) trench warfare
 - (3) collective security agreements
 - (4) nonviolent resistance
- 37 The Organization of Petroleum Exporting Countries (OPEC) was formed with the intent of
- (1) stabilizing the supply of oil to Japan
 - (2) cutting off the supply of oil to the United States and its allies
 - (3) increasing the supply of oil available for use within Middle Eastern countries
 - (4) controlling the supply of oil to raise prices

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



Source: Jack Ohman, *The Portland Oregonian*, December 2006

38 What is the key idea of this cartoon?

- (1) Genocide in Cambodia, Rwanda, Bosnia, and Darfur has been stopped.
- (2) Human rights issues are best dealt with by the United Nations.
- (3) The United Nations has not been effective in ending genocide.
- (4) Fear of war crimes trials has brought peace to troubled regions.

39 Both the division of Germany and the division of Korea following World War II led to

- (1) uneven economic development between the divided portions
- (2) democratic governments for all citizens
- (3) open warfare between the divided parts
- (4) space exploration agreements with the superpowers

40 Changes in the political borders of Eastern European countries during the 1990s were a result of the

- (1) failure of communism
- (2) expansion of the Warsaw Pact
- (3) end of free trade
- (4) decline of the North Atlantic Treaty Organization (NATO)

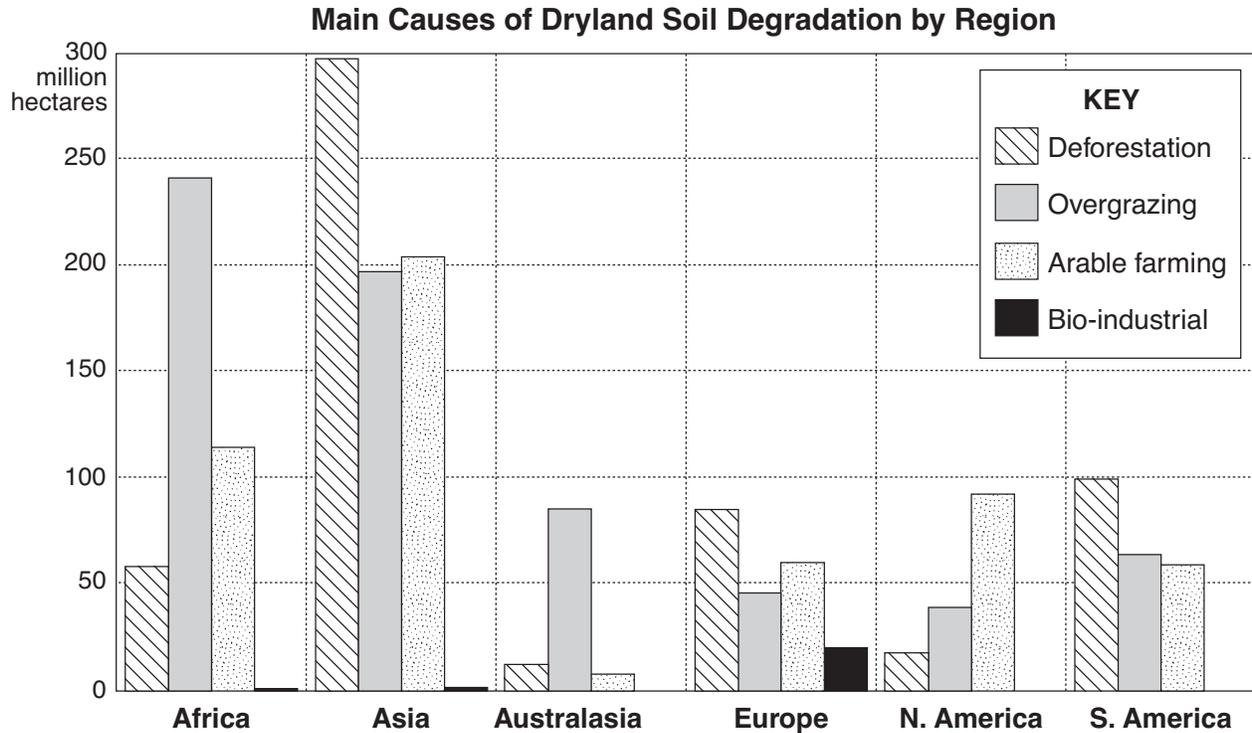
41 The Code of Hammurabi, the Twelve Tables, and the Justinian Code are examples of

- (1) religious edicts
- (2) written laws
- (3) epic poems
- (4) democratic constitutions

42 Which statement about the bubonic plague in Europe, Asia, and Africa is accurate?

- (1) It followed trade routes.
- (2) It increased agricultural production.
- (3) It was restricted to rural areas.
- (4) It encouraged nationalism.

Base your answer to question 43 on the chart below and on your knowledge of social studies.



Desertification does not refer to the moving forward of existing deserts but to the formation, expansion or intensification of degraded patches of soil and vegetation cover.

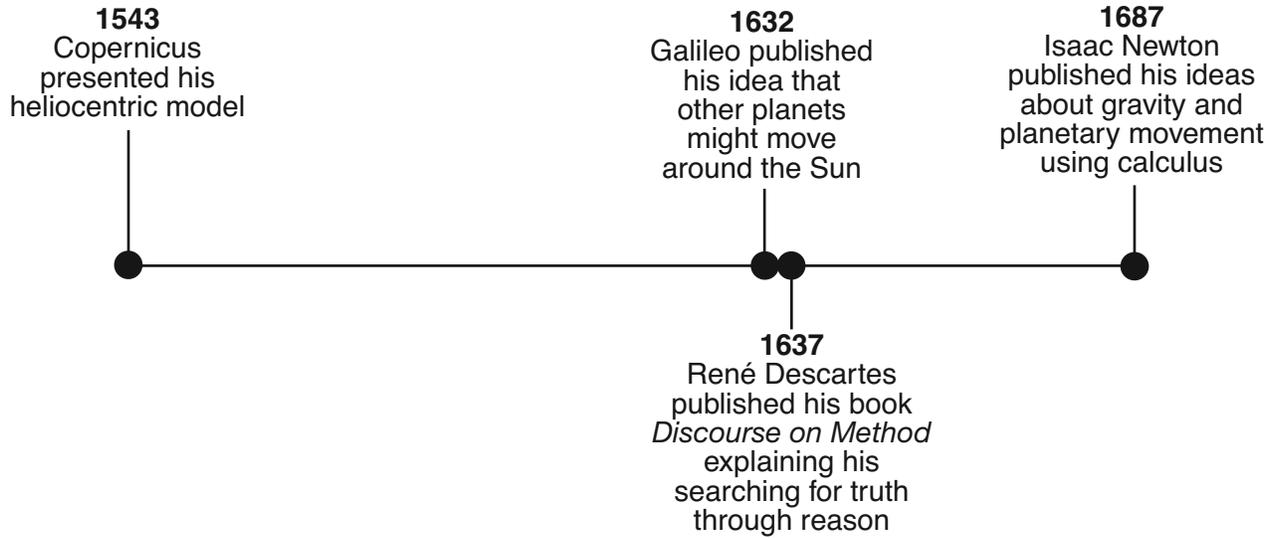
Source: Food and Agricultural Organization of the United Nations (adapted)

- 43 What is a valid conclusion based on the information shown in this chart?
- (1) The primary cause of soil degradation throughout the world is bio-industrial.
 - (2) Deforestation causes soil degradation to more hectares of land in South America than in Asia.
 - (3) The largest number of hectares affected by soil degradation due to overgrazing is located in Africa.
 - (4) The fewest number of hectares affected by soil degradation due to arable farming is located in North America.

- 44 Which factor contributed to the fall of the Han dynasty, the fall of the Roman Empire, and the fall of the Abbasid Empire?
- (1) invasions by nomadic peoples from Central Asia
 - (2) demands for religious freedom by Christians
 - (3) long periods of drought that led to isolation
 - (4) dependence on slaves to produce manufactured goods

- 45 Which empires gained wealth by controlling the trade of gold, ivory, and salt across the Sahara Desert?
- (1) Maya and Aztec
 - (2) Greek and Roman
 - (3) Mali and Songhai
 - (4) Mauryan and Mughal

Base your answer to question 46 on the time line below and on your knowledge of social studies.



46 Which historical period is most closely associated with these achievements?

- (1) Pax Romana
- (2) Age of Alexander the Great
- (3) European Middle Ages
- (4) Scientific Revolution

47 The encomienda system, the latifundia form of land ownership, and the office of viceroy are all closely associated with

- (1) Spanish rule in Latin America
- (2) pre-Columbian practices of Native Americans
- (3) attempts to halt the drug trade in South America
- (4) reduction of trade barriers in the Western Hemisphere

48 One way in which the Bantu people of West Africa (500 B.C.–A.D. 1500) and the people of Ireland (1840s) are similar is that both groups

- (1) carried out successful conquests
- (2) supported nationalist movements
- (3) experienced large migrations
- (4) represented early civilizations

49 What was one factor that caused Napoleon's invasion of Russia and Hitler's invasion of Russia to be unsuccessful?

- (1) poorly trained military forces
- (2) a lack of alliances
- (3) harsh winter climate
- (4) mountainous terrain

50 One similarity in the actions of Benito Mussolini and Saddam Hussein is that both

- (1) established a democratic form of government
- (2) denied individual rights
- (3) expanded the power of labor unions
- (4) sought a classless society

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: Technology

Throughout history, existing technology has been modified or replaced by new technological innovations. These new technological innovations have had various effects on societies and the world.

Task:

Select **two** technological innovations and for **each**

- Describe the existing technology that was replaced by this new technological innovation **and** how this new innovation changed the existing technology
- Discuss the effects this new technological innovation has had on a society or the world

You may use any technological innovation from your study of global history and geography. Some suggestions you might wish to consider include aqueducts, gunpowder, printing press, caravel, steam engine, factory system, nuclear power, and internet communications.

You are *not* limited to these suggestions.

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

NAME

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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:

Throughout history, protest movements have formed in response to government policies and actions. Some examples of protest movements are *the woman's rights movement in Great Britain*, *the prodemocracy movement in China*, and *the anti-apartheid movement in South Africa*. These protest movements have resulted in different government responses.

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

- Choose *two* protest movements mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding this protest movement
 - Discuss an action taken by the protesters
 - Discuss a government response to this protest movement

In developing your answers to Part III, 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 A

Short-Answer Questions

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

Document 1

SOME REASONS FOR SUPPORTING WOMEN'S SUFFRAGE

- Because it is the foundation of all political liberty that those who obey the Law should be able to have a voice in choosing those who make the Law...
- Because Parliament cannot fully reflect the wishes of the people, when the wishes of women are without any direct representation...
- Because the Laws which affect women especially are now passed without consulting those persons whom they are intended to benefit...
- Because to deprive women of the vote is to lower their position in common estimation...

Source: "Fourteen Reasons for Supporting Women's Suffrage,"
National Union of Women's Suffrage Societies,
British Library online (adapted)

1 According to the National Union of Women's Suffrage Societies, what is **one** issue faced by women as a result of being denied the right to vote? [1]

Score

Document 2

"The Suffragette," April 25, 1913. Registered at the G.P.O. as a Newspaper.

The Suffragette

Edited by Christabel Pankhurst. Official Organ of the Women's Social and Political Union.

FRIDAY, APRIL 25, 1913



"Suffragette" Week. — "March On! March On!"

Source: "The Suffragette," April 25, 1913 online at History Cooperative (adapted)

2 Based on this document, state **one** action taken by women in Great Britain to obtain rights. [1]

Score

Document 3

This is an excerpt from a speech given by British suffragist Emmeline Pankhurst in 1913.

... “Put them [women] in prison,” they [men] said; “that will stop it.” But it didn’t stop it. They put women in prison for long terms of imprisonment, for making a nuisance of themselves — that was the expression when they took petitions in their hands to the door of the House of Commons; and they thought that by sending them to prison, giving them a day’s imprisonment, would cause them to all settle down again and there would be no further trouble. But it didn’t happen so at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were three hundred women at a time, who had not broken a single law, only “made a nuisance of themselves” as the politicians say...

Source: Candace Gregory, ed., *Documents of Western Civilization, Volume II: Since 1500*, Thomson Wadsworth

3a According to Emmeline Pankhurst, what was **one** action British women used to draw attention to their issues? [1]

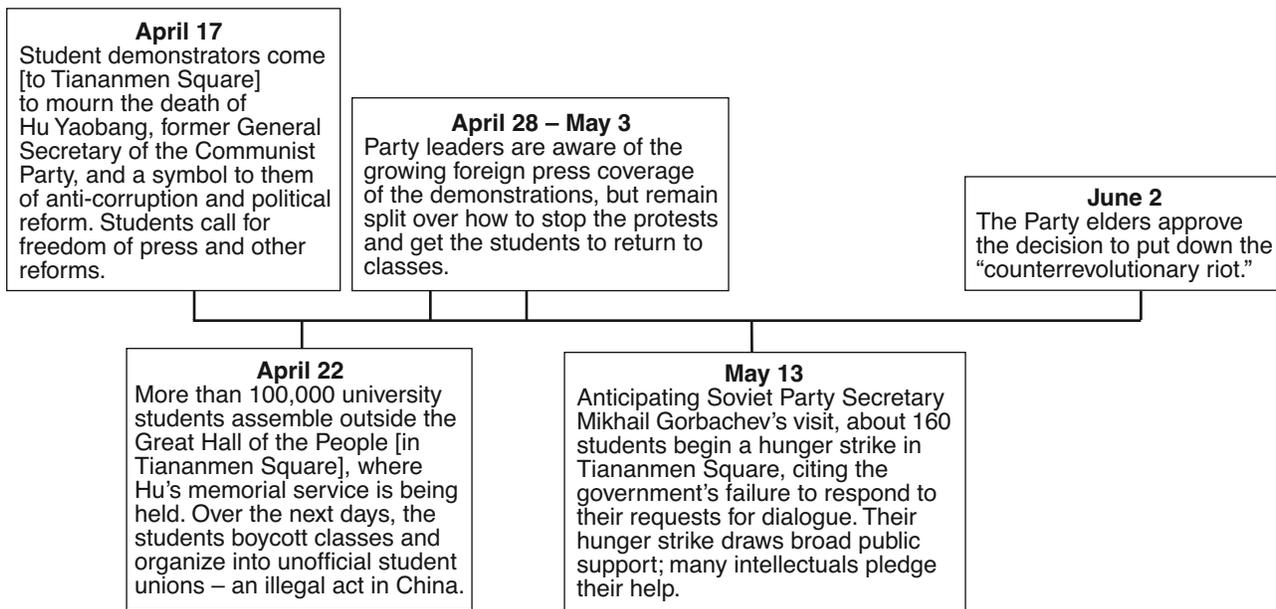
Score

b According to Emmeline Pankhurst, what was **one** way the British government responded to these actions? [1]

Score

Document 4

Tiananmen Square 1989



Source: Adapted from "The Tankman: The Memory of Tiananmen 1989," *Frontline*, PBS

4a Based on the information in this time line, state **one** reason the students gathered in Tiananmen Square. [1]

Score

b Based on the information in this time line, state **one** action taken by the students that gathered in Tiananmen Square. [1]

Score

Document 5

... The manifesto that follows was typical of the many melodramatic last wills and testaments produced by the [student] hunger strikers. Circulated prior to the hunger strike, it was apparently a committee document prepared by the “Hunger Strike Volunteers of Peking’s Institutions of Higher Education.” The hunger strike upped the political ante [political stakes] in the prodemocracy movement for now the students were also demanding, in addition to democracy and freedom of speech, concrete changes including the resignations of Li Peng and Deng Xiaoping. Both leaders were seen by the demonstrators as the spiritual (if not actual) authors of the *People’s Daily* editorial of April 26 and the most important opponents of democratic change....

“Open Declaration of a Hunger Strike”

In this May of glowing sunshine, we are starting our hunger strike. In this moment of beautiful youth, we must resolutely put behind us the beauty of life. But how unwilling we are, how unreconciled!

But our nation has come to a critical juncture: inflation is sky-rocketing, government corruption is rampant, power is in the hands of few high-ranking officials, bureaucrats are corrupt, a large number of patriots have fled into exile, and social order grows daily more chaotic. Fellow-countrymen, all fellow-countrymen of conscience, at this crucial moment for the survival of the nation, please hear our voice:

The country is our country!

The people are our people!

The government is our government!

If we do not dare to cry out, who will?

If we do not dare to act, who will?...

Source: Pei-Kai Cheng et al., eds., *The Search for Modern China*, W.W. Norton & Company (adapted)

5a According to this document, what is **one** reform the Chinese students were trying to achieve? [1]

Score

b According to this document, what is **one** problem facing China? [1]

Score

Document 6

Several hundred civilians have been shot dead by the Chinese army during a bloody military operation to crush a democratic protest in Peking's (Beijing) Tiananmen Square.

Tanks rumbled through the capital's streets late on 3 June as the army moved into the square from several directions, randomly firing on unarmed protesters.

The injured were rushed to hospital on bicycle rickshaws by frantic residents shocked by the army's sudden and extreme response to the peaceful mass protest....

Source: "1989: Massacre in Tiananmen Square," *BBC*, June 4, 1989

- 6 Based on this news report from the BBC, state an action taken by the Chinese government in response to the protest movement in Tiananmen Square. [1]

Score

Document 7

This is an excerpt from a pamphlet on the racial situation in the Union of South Africa. It sets out the general principles of apartheid established by the National Party in 1948.

... The party [National Party] therefore undertakes to protect the White race properly and effectively against any policy, doctrine or attack which might undermine or threaten its continued existence. At the same time the party rejects any policy of oppression and exploitation of the non-Europeans by the Europeans as being in conflict with the Christian basis of our national life and irreconcilable with our policy.

The party believes that a definite policy of separation (*apartheid*) between the White races and the non-White racial groups, and the application of the policy of separation also in the case of the non-White racial groups, is the only basis on which the character and future of each race can be protected and safeguarded and on which each race can be guided so as to develop his own national character, aptitude and calling....

Source: National Party, "The National Party's Colour Policy," March 29, 1948

- 7 According to this excerpt from this National Party pamphlet, what was **one** way the National Party justified its racial policy? [1]

Score

Document 8

1952 Campaign for the Defiance of Unjust Laws

... When the ANC [African National Congress] launched its Campaign for the Defiance of Unjust Laws in 1952, Mandela was elected National Volunteer-in-Chief. The Defiance Campaign was conceived as a mass civil disobedience campaign that would snowball from a core of selected volunteers to involve more and more ordinary people, culminating in mass defiance. Fulfilling his responsibility as Volunteer-in-Chief, Mandela travelled the country organising resistance to discriminatory legislation. Charged and brought to trial for his role in the campaign, the court found that Mandela and his co-accused had consistently advised their followers to adopt a peaceful course of action and to avoid all violence.

For his part in the [1952] Defiance Campaign, Mandela was convicted of contravening [disobeying] the Suppression of Communism Act and given a suspended prison sentence. Shortly after the campaign ended, he was also prohibited from attending gatherings and confined to Johannesburg for six months....

Source: Nelson Mandela, Biographical Details, African National Congress online

8a What is **one** action the African National Congress and Nelson Mandela suggested black South Africans take against the white nationalist government? [1]

Score

b According to this biography on the African National Congress website, what is **one** consequence Nelson Mandela faced as a result of his actions? [1]

Score

Document 9

This excerpt is taken from a 2006 National Public Radio program in which Nthato Motlana and Bongi Mkhabela were interviewed. Nthato Motlana played a critical role in the aftermath of the Soweto uprisings and Bongi Mkhabela was responsible for planning the student march in Soweto.

Thirty years ago, the uprising of a group of schoolchildren changed South Africa forever...

But on June 16, 1976, students in Soweto township outside Johannesburg decided to hold a protest against a government policy mandating that all classes be taught in Afrikaans, the language of South African whites.

What started as a student demonstration exploded across South Africa, helping to change the course of the nation's history by galvanizing the struggle to dismantle apartheid...

Newscast: At 8:15 in the morning, and precisely according to plan, students simultaneously marched out of five schools in Soweto, intending to protest the Afrikaans issue in a mass meeting at the Orlando Football Stadium...

Nthato Motlana: Then it became really a torrent, a sea of young, black faces. Masses of students, I mean, we'd never seen such a demonstration in many, many years. And at that point, the police tried to stop the march from going on to Orlando Stadium.

Bongi Mkhabela: I've never seen that many police. And you didn't only have police at that time, you had the Defense Force. So you actually had the Army.

Nthato Motlana: They intervened by, first of all, setting dogs. And I saw these police dogs set onto these kids, man, and I saw moments of real courage, especially from the girls.

Bongi Mkhabela: I mean, this is a group of kids, kids with shining black shoes and little white socks and teeny little tunics. And they are singing freedom songs, holding one another. We actually looked cute. It's unbelievable to think that anyone could have stood firm on their feet and actually shot into that crowd...

Source: "Soweto 1976: An Audio History," *NPR*

- 9 According to this National Public Radio program, what was **one** action taken by the South African government to end the student protests in Soweto? [1]

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:

Throughout history, protest movements have formed in response to government policies and actions. Some examples of protest movements are *the woman's rights movement in Great Britain*, *the prodemocracy movement in China*, and *the anti-apartheid movement in South Africa*. These protest movements have resulted in different government responses.

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

- Choose **two** protest movements mentioned in the historical context and for **each**
- Describe the historical circumstances surrounding this protest movement
 - Discuss an action taken by the protesters
 - Discuss a government response to this protest movement

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2012 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

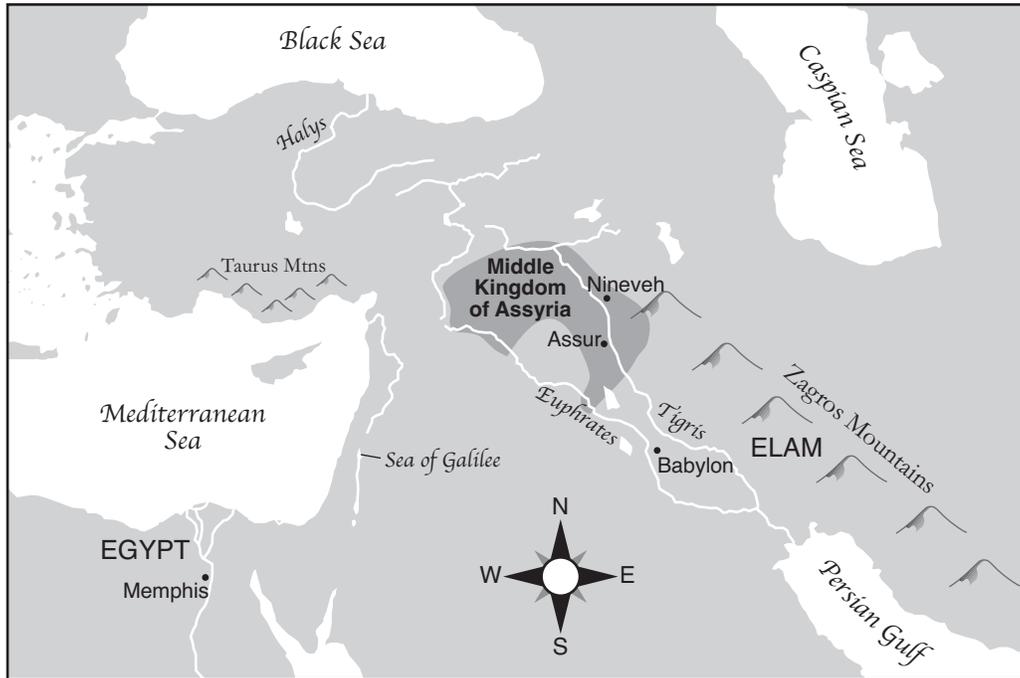
Part I

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 answers to questions 1 and 2 on the map below and on your knowledge of social studies.

Assyria's Middle Kingdom



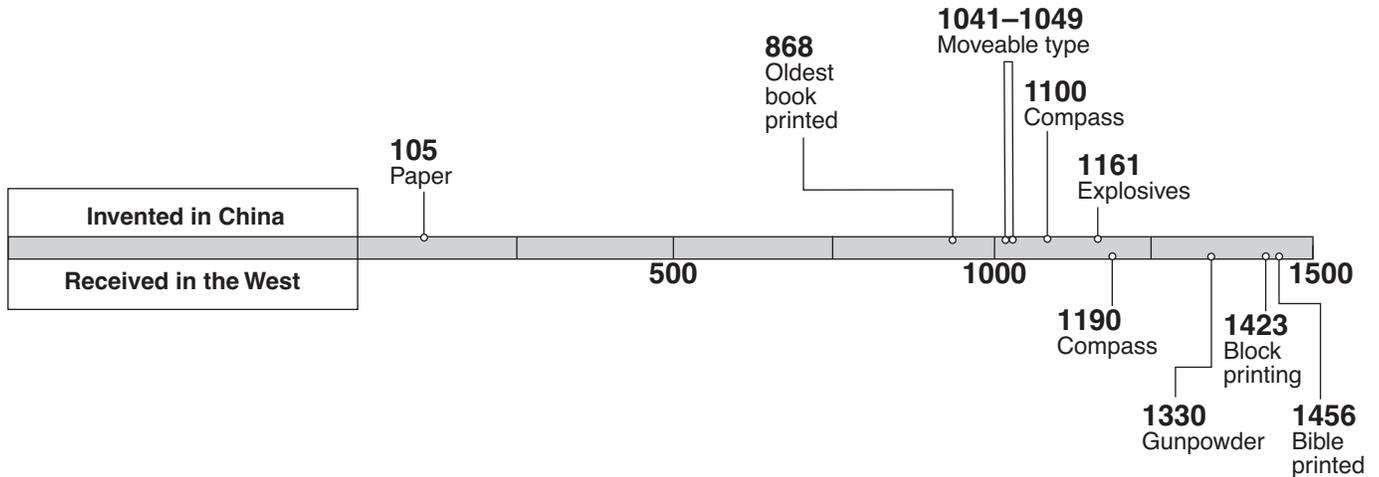
Source: Susan Wise Bauer, *The History of the Ancient World*, W. W. Norton, 2007 (adapted)

- 1 Based on the information shown on this map, in which region was the Middle Kingdom of Assyria located?
 - (1) southwest Asia
 - (2) western Africa
 - (3) South America
 - (4) western Europe
- 2 The Middle Kingdom of Assyria was located in an area also known as the
 - (1) subcontinent
 - (2) Holy Land
 - (3) Fertile Crescent
 - (4) rooftop of the world

- 3 In studying the United Nations, an example of a secondary source would be
 - (1) the charter establishing the United Nations
 - (2) a speech written by the Secretary General for the 50th anniversary of the United Nations
 - (3) a description in an encyclopedia of the first session of the United Nations Security Council
 - (4) photographs of the opening ceremonies at the original site of the United Nations

- 4 One way in which the people of the Tibetan kingdom and the people of the Inca Empire are similar is that they
 - (1) developed coastal ports
 - (2) adapted mountainous terrains
 - (3) designed ships to conduct global trade
 - (4) introduced camel caravans as their primary form of transportation

Base your answer to question 5 on the time line below and on your knowledge of social studies.



Source: *China: A Teaching Workbook*, Columbia University (adapted)

5 Based on this time line, which generalization can best be supported from the information presented?

- (1) By 1500, the Chinese were importing Western technology.
- (2) Isolationism prevented the Chinese from developing new inventions.
- (3) The Chinese successfully protected their inventions from Western spies.
- (4) Prior to 1500, Chinese technology surpassed that of the West.

6 What is one way in which animism, Shinto, and Daoism are similar?

- (1) emphasis on harmony with nature
- (2) monotheistic belief systems
- (3) belief in the idea of nirvana
- (4) reliance on the teachings of the Vedas

7 One role Korea had in the development of East Asia was

- (1) protecting China from a Japanese invasion along China's western frontier
- (2) challenging Japan for control of Southeast Asian islands
- (3) allying itself with the Vietnamese to conquer China
- (4) passing cultural ideas from China to Japan

8 Which areas did the Mongols conquer and incorporate into their empire?

- (1) China, Russia, and Iran
- (2) Axum, Zimbabwe, and West Africa
- (3) Spain, France, and Egypt
- (4) Japan, India, and eastern Europe

9 What was one result of the Commercial Revolution in Europe?

- (1) decrease in the size of the middle class
- (2) expansion of the manor system
- (3) development of financial institutions
- (4) wider use of the barter system

10 Which factor contributed to Mali becoming a wealthy kingdom?

- (1) enforcement of mercantilist policies
- (2) alliances with the Hanseatic League
- (3) control of Mediterranean trade routes
- (4) dominance of the gold and salt trade

11 During the 14th century, the Black Death became a widespread epidemic primarily because of

- (1) the resurgence of trade
- (2) Chinese overseas exploration
- (3) European colonial policies
- (4) new agricultural practices

Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

... Aside from female saints, the women described in the greatest detail by Byzantine authors are empresses and aristocrats. Although they had a certain amount of freedom, these women were held to very much the same standards as average women in Byzantine society: modesty, piety, and self-control were traits of an ideal woman. To preserve their modesty, young unmarried women rarely went out in public alone, and married women who did not have jobs outside the home left the house only for specific reasons, such as to go to the market, to church, or to the baths. By the middle Byzantine period, it was thought appropriate for women, when they did go out, to cover their heads....

— Molly Fulghum Heintz, "Work," in Ioli Kalavrezou, *Byzantine Women and Their World*, Harvard University Art Museums, 2003 (adapted)

- 12 What is the primary theme of this passage?
- (1) social mobility (3) cultural values
(2) economic interests (4) natural rights
- 13 Which statement about Byzantine society is best supported by this passage?
- (1) Empresses and aristocrats were more important than female saints.
(2) All women were expected to adhere to similar standards.
(3) Most women had jobs outside the home.
(4) Young unmarried women were encouraged to be independent.
-
- 14 Which factor most contributed to the cultural diversity of the Ottoman Empire?
- (1) legal system based on the Qur'an (Koran)
(2) central location spanning Europe, Africa, and Asia
(3) alliances with the Russians and Hapsburgs
(4) reliance on colonies in the Americas

Base your answers to questions 15 and 16 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The chief problem with the Roman Catholic Church is the practice of selling indulgences. The only way for Christians to receive salvation is through faith alone.

Speaker B: If Christians want to be saved, they should perform good deeds and ask for forgiveness of sins. The granting of indulgences allows Christians to be excused for their sins.

Speaker C: It is true that the Bible, and not members of the clergy, is the ultimate source of religious truth. However, God has already decided who will be saved and who will not.

Speaker D: Since the Pope does not agree with my position, I have decided to separate from the Roman Catholic Church. I am now not only the head of England but also of the Anglican Church.

- 15 Which speaker most closely reflects the ideas of Martin Luther?
- (1) A (3) C
(2) B (4) D
- 16 Which speaker best supports the idea of predestination taught by John Calvin?
- (1) A (3) C
(2) B (4) D
-
- 17 In the late 1400s and early 1500s, what was a major reason for the European voyages of exploration?
- (1) introduction of Enlightenment ideas
(2) desire to control Constantinople
(3) rapid industrialization
(4) need for alternate trade routes

- 18 A study of the achievements of pre-Columbian Mesoamerican cultures would show that they
- (1) sustained dense populations through intensive agriculture
 - (2) engaged in an extensive exploration of the Pacific Ocean
 - (3) built vehicles with wheels to transport goods
 - (4) developed rice paper and wood-block printing

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

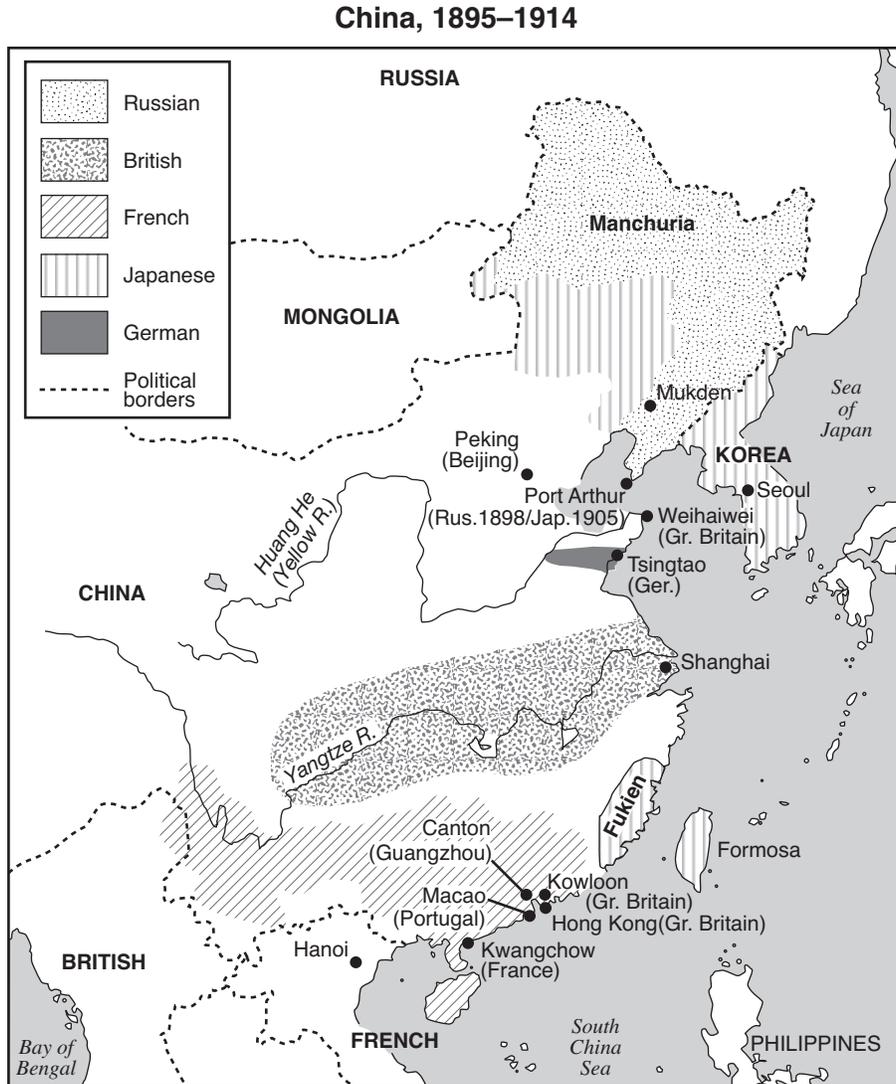
... In addition, after the last battle they were afraid of the horses and guns, of our swords and crossbows and our good fighting. Above all was the great mercy of God, Who gave us the strength to keep on...

— Bernal Díaz del Castillo, *The Bernal Díaz Chronicles*,
Doubleday & Company

- 19 In this passage about a conflict in Mexico, whose perspective is being expressed?
- (1) Aztec warrior
 - (2) Spanish conquistador
 - (3) Portuguese explorer
 - (4) Inca emperor
- 20 According to this author, which factors were influencing the outcome of the conflict?
- (1) efficiency and education
 - (2) climate and disease
 - (3) tribute and tradition
 - (4) technology and fear
-
- 21 What was one effect of the Latin American revolutions of the 19th century?
- (1) Democracy became the dominant political system in Latin America.
 - (2) European colonialism replaced the independent governments of Latin America.
 - (3) Many Latin American countries achieved independence.
 - (4) Countries in Latin America deported most people with European ancestry.
- 22 Galileo Galilei and Sir Issac Newton are most closely associated with
- (1) initiating religious reforms
 - (2) leading political revolutions
 - (3) conducting investigative experiments
 - (4) engaging in foreign conquests

- 23 Maximilien Robespierre and the Jacobins are best known for
- (1) instituting the Reign of Terror
 - (2) protecting freedom of religion
 - (3) supporting the reign of King Louis XVI
 - (4) sending French troops to fight in the American Revolution
- 24 The unification of Italy and the unification of Germany show that
- (1) socialism was an effective way of organizing the economy
 - (2) nationalism could be used to consolidate political interests
 - (3) colonialism could be used to spread European civilization
 - (4) interdependence was a significant obstacle to waging war
- 25 During the Industrial Revolution, which development resulted from the other three?
- (1) Factory conditions affected people's health.
 - (2) Labor unions were formed.
 - (3) Unskilled laborers received low wages.
 - (4) Machinery replaced workers.
- 26 Which phrase best illustrates the theory of laissez-faire capitalism?
- (1) businesses operating with little government regulation
 - (2) the state establishing production quotas
 - (3) central planning committees setting prices on goods
 - (4) decisions related to distribution being based on community traditions
- 27 According to Thomas Malthus, the rate of increase for human populations in relation to the rate of increase for food production was a problem. Malthus believed that
- (1) industrial development would severely limit population growth
 - (2) famine and war were natural checks on population growth
 - (3) countries with larger populations would conquer countries with smaller populations
 - (4) food production would increase at a faster rate than populations would

Base your answer to question 28 on the map below and on your knowledge of social studies.



Source: Historical Maps on File (adapted)

28 What is the primary focus of this map?

- (1) population density
- (2) resource distribution
- (3) imperialism
- (4) urbanization

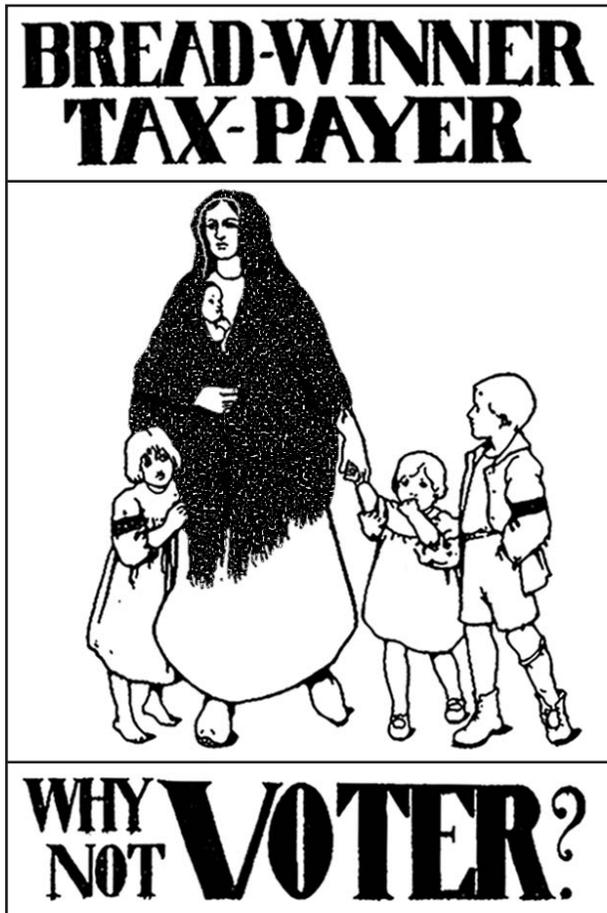
29 An incompetent government, massacres on Bloody Sunday, and the high costs of World War I were causes of the

- (1) Mexican Revolution
- (2) Boxer Rebellion
- (3) Sepoy Mutiny
- (4) Russian Revolution

30 Which reform is most closely associated with Turkish leader Kemal Atatürk?

- (1) implementation of Sharia law
- (2) introduction of Arabic script
- (3) establishment of a communist government
- (4) adoption of Western culture

Base your answer to question 31 on the image below and on your knowledge of social studies.



Source: *Common Cause*, January 5, 1911 (adapted)

- 31 Based on this image, women deserve the right to vote because
- (1) they contribute to society in many ways
 - (2) they can only obtain industrial jobs if they can vote
 - (3) only women understand what it takes to raise children
 - (4) without the right to vote women cannot be taxed
-
- 32 Which leader is associated with civil disobedience and the Salt March?
- | | |
|-------------------|---------------------|
| (1) Kwame Nkrumah | (3) Mohandas Gandhi |
| (2) Jomo Kenyatta | (4) Ho Chi Minh |

- 33 Which sequence of events is in the correct chronological order?
- (1) rise of Nazism → Treaty of Versailles → German invasion of the Soviet Union
 - (2) Treaty of Versailles → rise of Nazism → German invasion of the Soviet Union
 - (3) German invasion of the Soviet Union → rise of Nazism → Treaty of Versailles
 - (4) Treaty of Versailles → German invasion of the Soviet Union → rise of Nazism
- 34 Mao Zedong and some of the survivors of the Long March emerged as the core leaders in which country?
- | | |
|--------------|---------------|
| (1) Angola | (3) China |
| (2) Cambodia | (4) Nicaragua |

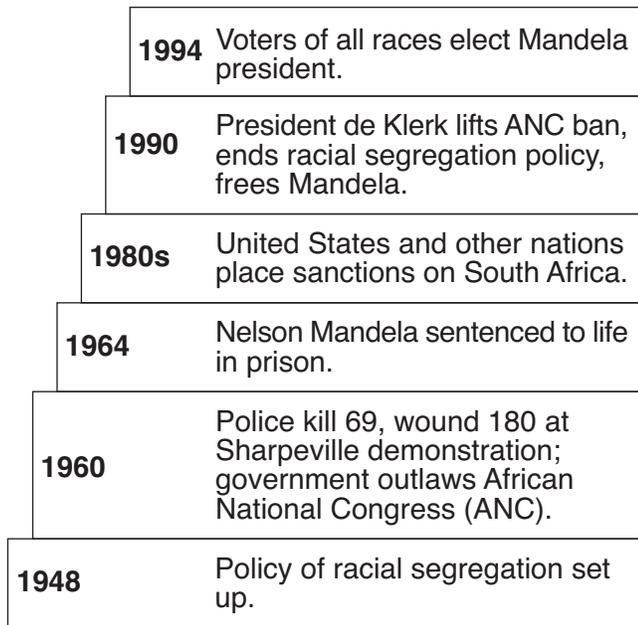
Base your answer to question 35 on the excerpt below and on your knowledge of social studies.

... All this means that the people of any country have the right, and should have the power by constitutional action, by free unfettered [unrestrained] elections, with secret ballot, to choose or change the character or form of government under which they dwell; that freedom of speech and thought should reign; that courts of justice, independent of the executive, unbiased by any party, should administer laws which have received the broad assent of large majorities or are consecrated by time and custom. Here are the title deeds of freedom which should lie in every cottage home. Here is the message of the British and American peoples to mankind. Let us preach what we practise — let us practise what we preach...

— Winston Churchill, *Sinews of Peace* (the Iron Curtain speech), March 5, 1946

- 35 In this excerpt, Winston Churchill is maintaining that the people of a country have a right to
- (1) economic prosperity
 - (2) collective security
 - (3) self-determination
 - (4) freedom of religion
-

Base your answer to question 36 on the diagram below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*, Prentice Hall, 2003 (adapted)

- 36 Which policy is the focus of this diagram?
- (1) apartheid (3) appeasement
(2) isolationism (4) neutrality
-
- 37 One way in which the Chinese Revolution (1945–1949) and the Cuban Revolution (1956–1959) are similar is that the leaders of both revolutions
- (1) embraced capitalist ideas
(2) rejected industrial development
(3) used peaceful methods to achieve their goals
(4) relied on support from the peasants
- 38 Which statement about Shah Reza Pahlavi and the Iranian Revolution is an opinion rather than a fact?
- (1) Shah Reza Pahlavi was supported by major Western powers.
(2) Members of the Islamic clergy opposed Shah Reza Pahlavi.
(3) The primary cause for the revolution was the exile of Shah Reza Pahlavi's critics.
(4) Supporters of Ayatollah Ruhollah Khomeini overthrew Shah Reza Pahlavi.

Base your answer to question 39 on the poem below and on your knowledge of social studies.

In The Quiet Land

(by Daw Aung San Suu Kyi)

In the Quiet Land, no one can tell
if there's someone who's listening
for secrets they can sell.
The informers are paid in the blood of the land
and no one dares speak what the tyrants won't stand.

In the quiet land of Burma,
no one laughs and no one thinks out loud.
In the quiet land of Burma,
you can hear it in the silence of the crowd....

- 39 The author is using this poem to condemn
- (1) oppression (3) nonviolence
(2) illiteracy (4) containment
-
- 40 By the late 1970s in China, the growing size of its population influenced the government's decision to
- (1) encourage people to migrate to other countries
(2) force families to work on communes
(3) engage in wars to gain territory
(4) institute a one-child policy
- 41 During the Cold War, which event occurred *last*?
- (1) Cuban missile crisis
(2) destruction of the Berlin Wall
(3) Berlin airlift
(4) launch of *Sputnik* by the Soviet Union

Base your answer to question 42 on the map below and on your knowledge of social studies.



Source: Mountain High Maps, Digital Wisdom (adapted)

42 What do the darkest areas of this map represent?

- (1) former republics of the Soviet Union
- (2) current members of the European Union
- (3) original member countries of the Warsaw Pact
- (4) recent additions to the Organization of Petroleum Exporting Countries (OPEC)

Base your answer to question 43 on the passage below and on your knowledge of social studies.

... The expansion of communications meant that the world got more deeply connected and became “flat,” in Thomas Friedman’s famous formulation. Cheap phone calls and broadband made it possible for people to do jobs for one country in another country—marking the next stage in the ongoing story of capitalism. With the arrival of big ships in the fifteenth century, goods became mobile. With modern banking in the seventeenth century, capital became mobile. In the 1990s, labor became mobile. People could not necessarily go to where the jobs were, but jobs could go to where people were. And they went to programmers in India, telephone operators in the Philippines, and radiologists in Thailand. The cost of transporting goods and services has been falling for centuries. With the advent [coming] of broadband, it has dropped to zero for many services. Not all jobs can be outsourced—not by a long shot—but the effect of outsourcing can be felt everywhere....

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

- 43 Which conclusion about the global economy is best supported by this 2008 passage?
- (1) The labor market in Asia relies on child labor.
 - (2) Technology has decreased the cost of doing business.
 - (3) Capitalism has not met the needs of the working class.
 - (4) Globalization is creating fewer jobs.
-
- 44 One way in which the ancient city-state of Athens and the Gupta Empire are similar is that both
- (1) allowed universal suffrage
 - (2) developed matriarchal societies
 - (3) promoted art and literature
 - (4) established plantation agriculture

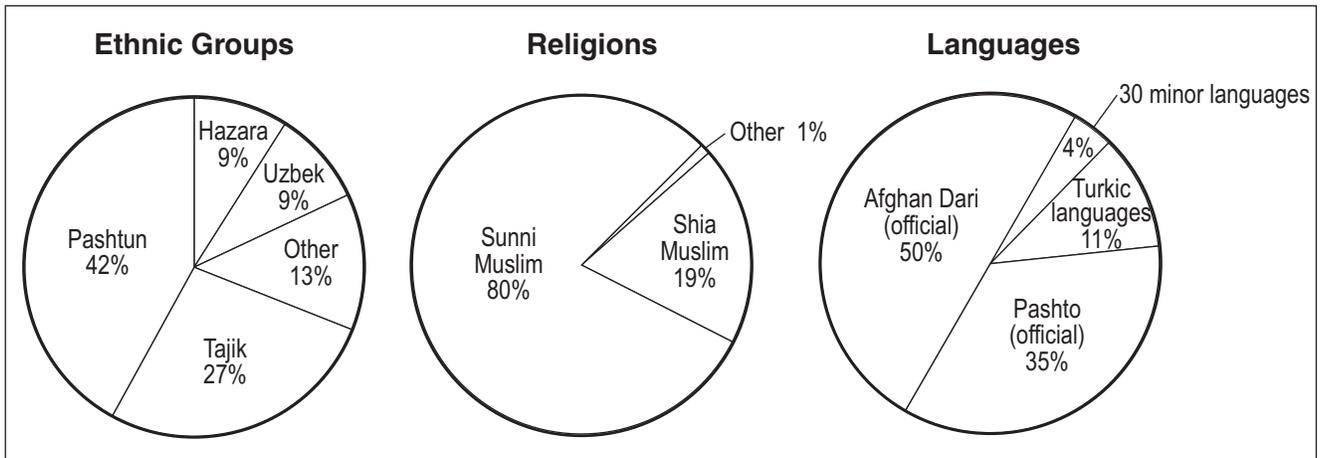
- 45 Which heading best completes the partial outline below?

- | |
|-------------------------------------------------|
| I. _____ |
| A. Development of a stable food supply |
| B. Establishment of permanent settlements |
| C. Development of writing systems and religions |

- (1) Effects of the Migration of People
 - (2) Results of the Neolithic Revolution
 - (3) Achievements During Feudalism
 - (4) Causes of the Green Revolution in Agriculture
- 46 The Code of Hammurabi of Babylon and the Justinian Code of the Byzantine Empire served functions similar to the
- (1) Ziggurats of the Sumerians
 - (2) Buddhist stupas
 - (3) Maya hieroglyphics
 - (4) Twelve Tables of the Romans
- 47 In England, the key principles of the Magna Carta were fundamental to the development and growth of
- (1) democracy
 - (2) theocracy
 - (3) absolutism
 - (4) communism
- 48 Some archaeologists believe the earliest human presence in the Americas is associated with the
- (1) migration of nomads across the Bering Strait
 - (2) exploration of the Caribbean by Europeans
 - (3) movement of tribes during the Bantu migration
 - (4) journey of traders along the Silk Roads
- 49 In the early 1930s, millions of Ukrainians died as a result of
- (1) the intifada
 - (2) glasnost
 - (3) a forced famine
 - (4) trench warfare

Base your answer to question 50 on the graphs below and on your knowledge of social studies.

Makeup of Afghanistan



Source: *The World Factbook*, November 30, 2009 (adapted)

50 Which generalization can best be supported using the information in these graphs?

- (1) Conflicts between religious groups in Afghanistan have divided the country.
 - (2) Western countries have had a major influence on the cultural makeup of Afghanistan.
 - (3) The primary languages in Afghanistan are Turkic.
 - (4) Diversity is evident in Afghanistan.
-

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 this general definition in mind:

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: Human and Physical Geography

Throughout history, geographic features have influenced the development of civilizations and regions. Geographic features have both promoted and limited interactions with other civilizations and regions.

Task:

Select **two** different geographic features and for **each**

- Discuss how this geographic feature influenced the development of a specific civilization or region
- Discuss how this geographic feature promoted **and/or** limited the interaction of this civilization or region with **another** civilization or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include Nile River, Atlantic Ocean, Himalayas, Sahara Desert, Great Northern Plain, location of Japan, Mediterranean Sea, Russian steppes, Brazilian rain forest, and Indian Ocean monsoons.

You are *not* limited to these suggestions.

Do *not* use a specific geographic feature within the United States 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:

Throughout history, autocratic leaders have exercised authority over their countries and the lives of their people. The actions of autocratic leaders have both helped and hurt their countries and their peoples. Examples of such leaders include *Emperor Shi Huangdi*, *Czar Peter the Great*, and *King Louis XIV*.

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* leaders mentioned in the historical context and for *each*

- Describe actions taken by the leader that show this individual was an autocrat
- Discuss the extent to which this leader's use of autocratic power helped *and/or* hurt his country or his people

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

- describe means "to illustrate something in words or tell about it"
- discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

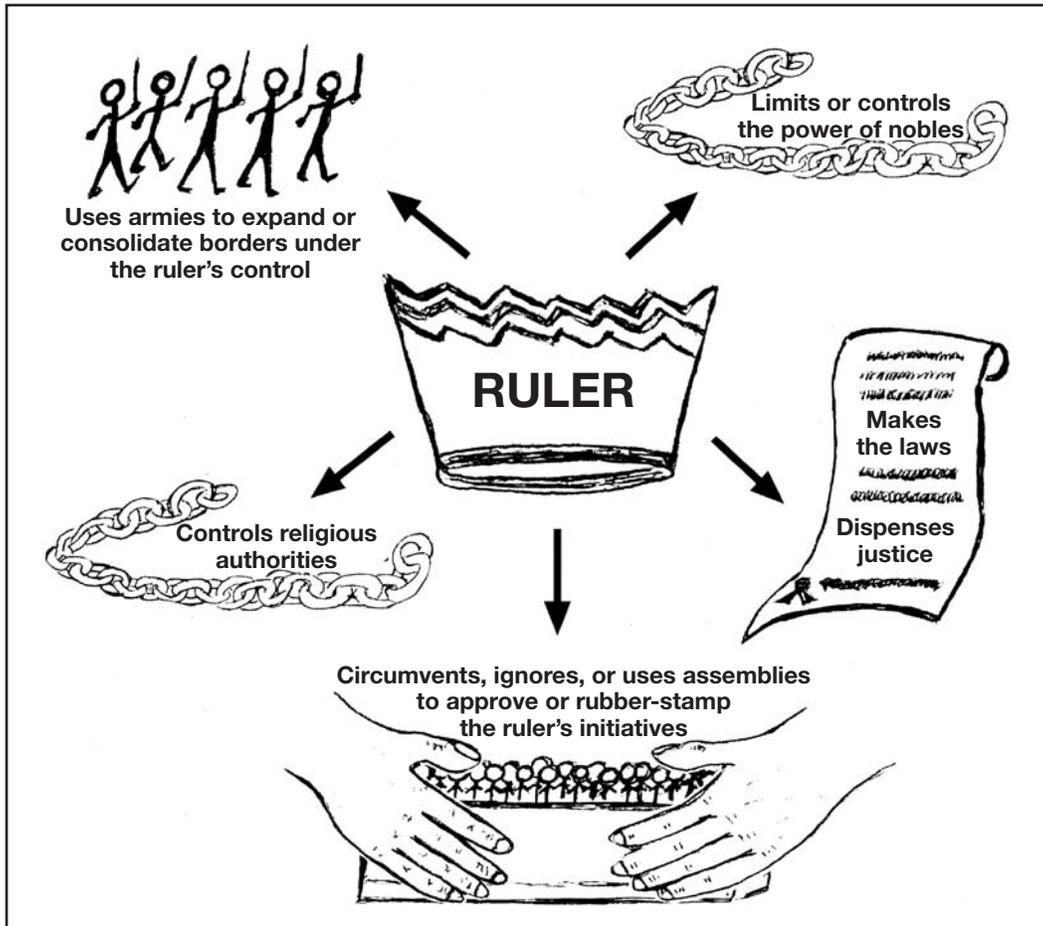
Part A

Short-Answer Questions

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

Document 1

Some Characteristics of an Autocrat



1 Based on the characteristics shown in this document, what is the **overall** goal of an autocrat? [1]

Score

Document 2

Shi Huangdi, first emperor of the Qin dynasty, used warfare to weaken six of the seven warring states. His efforts to unify China led to the consolidation of his power.

... The Qin [under Shi Huangdi] made many changes that were meant to unify China and aid in administrative tasks. First, the Qin implemented a Legalist form of government, which was how the former Qin territory had been governed. The area was divided up in 36 commanderies which were then subdivided into counties. These commanderies had a civil governor, a military commander, and an imperial inspector. The leaders of the commanderies had to report to the Emperor in writing. The Legalist form of government involved rewards and punishments to keep order. Also, the state had absolute control over the people, and the former nobility lost all of their power. The nobility were also transplanted from their homes to the capital. Groups were formed of units of five to ten families, which then had a group responsibility for the wrongdoings of any individual within the group. ...

Source: "Qin Dynasty," EMuseum, Minnesota State University at Mankato

2 Based on this EMuseum document, what were **two** ways the Qin under Shi Huangdi attempted to control China? [2]

(1) _____

Score

(2) _____

Score

Document 3a

... His [Shi Huangdi's] most significant reforms were to standardise Chinese script [writing], weights and measures and even the length of cart axles so that every cart could run smoothly in the ruts. An extensive new network of roads and canals improved trade and the movement of troops between provinces....

Source: "The Emperor with an ego big enough for all time," *Timesonline*

3a Based on this document, what was **one** way Shi Huangdi's actions helped China? [1]

Score

Document 3b

Li Si was a strong supporter of legalism and served as the Grand Counselor to Emperor Shi Huangdi. In this passage, Li Si is responding to a scholar who has challenged the Emperor's movement away from traditional values.

... "I humbly propose that all historical records but those of Chin [Qin] be burned. If anyone who is not a court scholar dares to keep the ancient songs, historical records or writings of the hundred schools, these should be confiscated and burned by the provincial governor and army commander. Those who in conversation dare to quote the old songs and records should be publicly executed; those who use old precedents [examples] to oppose the new order should have their families wiped out; and officers who know of such cases but fail to report them should be punished in the same way.

"If thirty days after the issuing of this order the owners of these books have still not had them destroyed, they should have their faces tattooed and be condemned to hard labour at the Great Wall. The only books which need not be destroyed are those dealing with medicine, divination and agriculture. Those who want to study the law can learn it from the officers." The emperor sanctioned this proposal....

Source: Szuma Chien, *Records of the Historian*, The Commercial Press

3b According to Li Si's proposal, what was **one** way Shi Huangdi could control the people of China? [1]

Score

Document 4

... On August 8, 1700, Peter made his historic decision to declare war on Sweden, in order to open a road* from Russia to the West by the conquest of the Baltic littoral [coastal region]. He had secured the collaboration of Poland and Denmark, but his alliance with these two rivals of Sweden was to prove ineffectual. With nothing to rely on but his own forces, Peter was defeated at Narva by the valiant Swedish King, Charles XII. Refusing to be discouraged by this defeat, Peter raised and equipped new armies; he put immense effort into creating a good artillery; he worked with his own hands on the construction of the frigates [ships] that were to give him mastery of the Baltic. Then his disciplined and well-trained regiments seized the mouth of the Neva [River] and entrenched themselves along the coveted [desired] littoral. On June 27, 1709, in a battle at Poltava, he put his great adversary, Charles XII, to flight...

Source: Constantine de Grunwald, "A Window on the West," in Christopher Hibbert, ed., *The Pen and the Sword*, Newsweek Books (adapted)

*road: a place less enclosed than a harbor where ships may ride at anchor

4a According to Constantine de Grunwald, what was Peter the Great hoping to accomplish with his war on Sweden? [1]

Score

b According to Constantine de Grunwald, what was **one** action taken by Peter the Great to overcome his defeat at Narva? [1]

Score

Document 5

... In 1722 the establishment of the Table of Ranks brought to its logical conclusion a process that had been evolving for three centuries. It imposed obligatory lifelong state service on all ranks of the nobility. It established fourteen equivalent grades in the military, naval, and civil service and required that even princes of the most exalted families should begin at the lowest grade and work their way up the ladder. The Table of Ranks offered the privileges of nobility to anyone who performed state service and made service to the state the principal basis for privilege....

Source: Peter Brock Putnam, *Peter, The Revolutionary Tsar*, Harper & Row, Publishers

- 5 According to Peter Brock Putnam, in what way did the introduction of the Table of Ranks attempt to reduce the influence of the old aristocracy? [1]

Score

Document 6

... How great an effect did Peter have upon Russia? When he came to the throne, Russia was an insignificant state. He made it into a great power feared by all. At his accession [assumption of the throne] Russia had no armed forces except for the inefficient and untrustworthy Streltsy [hereditary military units]. When he died, there was a professional army of 210,000 men. He created a navy out of nothing, leaving behind him a fleet of forty-eight ships-of-the-line and many smaller vessels...

Peter signally [noticeably] failed to create the large, thriving middle class that Russia needed. In spite of the most strenuous efforts, Russia's commerce and industry remained dependent upon the Tsar, so that when he died, there were not enough wealthy, far-sighted traders and industrialists to develop what he had begun. This lack of private initiative and enterprise was to remain one of Russia's greatest social weaknesses until the Communist Revolution of 1917...

Source: Michael Gibson, *Peter the Great*, Wayland Publishers

6 According to Michael Gibson, what were **two** effects Peter the Great's rule had on Russia? [2]

(1) _____

Score

(2) _____

Score

Document 7

How Louis Kept the Nobles in Order

...That it might be amusing for the nobles to obey the king, Louis built a splendid new royal residence at Versailles, near Paris, where he established the most brilliant court ever known in Europe. The most influential nobles were encouraged, and even commanded, to leave their castles in the country, where life at best was dull, and to come and live with the king at Versailles. Here the king provided amusements for them, and here he could keep his eye on them. The nobles could not well be discourteous or disobedient to the king while they lived in his house and ate at his table. Almost without knowing it, Louis's noble guests fell into the habit of trying to please him. The king's manners were imitated, his words repeated. All smiled when the king smiled, all were sad when the king was sad, "all were devout when the king was devout, and all were sorry not to be ill when the king was ill." If a noble at court displeased the king, he was sent back to the country to live in his own house, in which case everyone felt—and he did too—that he was in deep disgrace....

Source: Carl L. Becker, *Modern History*, Silver, Burdett and Company

7 According to Carl Becker, what was **one** way that Louis XIV attempted to control the nobility? [1]

Score

Document 8

... More and more Louis tried to impose uniformity in religious affairs. In the 1680s he intensified persecution of Protestants; his actions made the edict [of Nantes] nothing but a scrap of paper. Finally in 1685 he declared that the majority of French Protestants had been converted to Catholicism and that therefore there was no need for the edict. It was revoked.

Now Louis launched a reign of terror. He refused to allow French Protestants to leave the country. He promised that those who remained could worship privately, free of persecution, but never kept the promise. Their churches were torn down, their gatherings forbidden, their children made to attend mass. The Waldensians in Savoy were massacred, and six hundred Protestants “caught making assemblies” were executed. Perhaps two hundred and fifty thousand fled abroad to escape persecution....

Source: Milton Meltzer, *Ten Kings and the Worlds They Ruled*, Orchard Books

- 8 According to Milton Meltzer, what was **one** action Louis XIV took in an attempt to control the Protestants in France? [1]

Score

Document 9

In this excerpt, Barbara Tuchman is commenting on the effects of Louis XIV's policy toward the Huguenots.

... Recent [1960s and 1970s scholarly] studies have concluded that the economic damage done to France by the Huguenot [French Protestants] emigration has been overrated, it being only one element in the larger damage caused by the wars. Of the political damage, however, there is no question. The flood of anti-French pamphlets and satires issued by Huguenot printers and their friends in all the cities where they settled aroused antagonism to France to new heat. The Protestant coalition against France was strengthened when Brandenburg entered into alliance with Holland, and the smaller German principalities joined. In France itself the Protestant faith was reinvigorated by persecution and the feud with Catholics revived. A prolonged revolt of the Camisard Huguenots in the Cévennes, a mountainous region of the south, brought on a cruel war of repression, weakening the state. Here and among other Huguenot communities which remained in France, a receptive base was created for the Revolution to come....

Source: Barbara W. Tuchman, *The March of Folly: From Troy to Vietnam*, Alfred A. Knopf, 1984

9 According to Barbara Tuchman, what was **one** political consequence of Louis XIV's policy toward the Huguenots? [1]

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:

Throughout history, autocratic leaders have exercised authority over their countries and the lives of their people. The actions of autocratic leaders have both helped and hurt their countries and their peoples. Examples of such leaders include *Emperor Shi Huangdi*, *Czar Peter the Great*, and *King Louis XIV*.

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

Select *two* leaders mentioned in the historical context and for *each*

- Describe actions taken by the leader that show this individual was an autocrat
- Discuss the extent to which this leader's use of autocratic power helped *and/or* hurt his country or his people

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 27, 2012 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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.

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

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

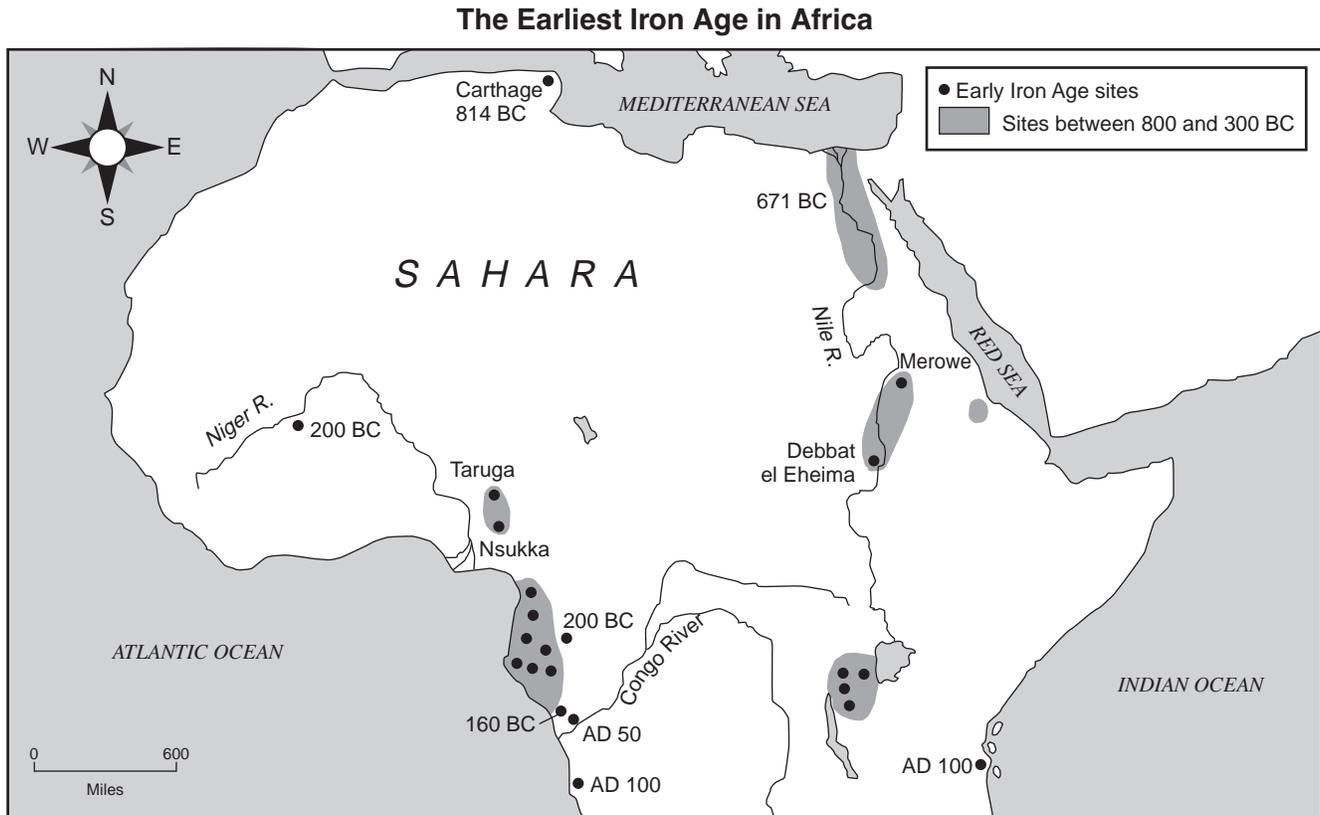
REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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 map below and on your knowledge of social studies.



Source: Philip Curtin et al., *African History: From Earliest Times to Independence*, Longman (adapted)

1 Which statement is supported by the information provided on this map about the earliest Iron Age in Africa?

- (1) Before 300 B.C., iron sites existed only in river valleys.
- (2) Iron technology spread from the west to the east.
- (3) Numerous iron sites were clustered in the Niger region.
- (4) Most of the iron sites in Africa were located in the region south of the Sahara.

2 A primary source about the French Revolution is

- (1) an eyewitness account from a prisoner at the Bastille
- (2) an encyclopedia entry about the Reign of Terror
- (3) a recent biography of Robespierre
- (4) a movie about Louis XVI

3 In a pure market economy, who determines which goods and services are produced and in what quantities?

- (1) government agencies
- (2) consumers and producers
- (3) church hierarchy
- (4) banks and cartels

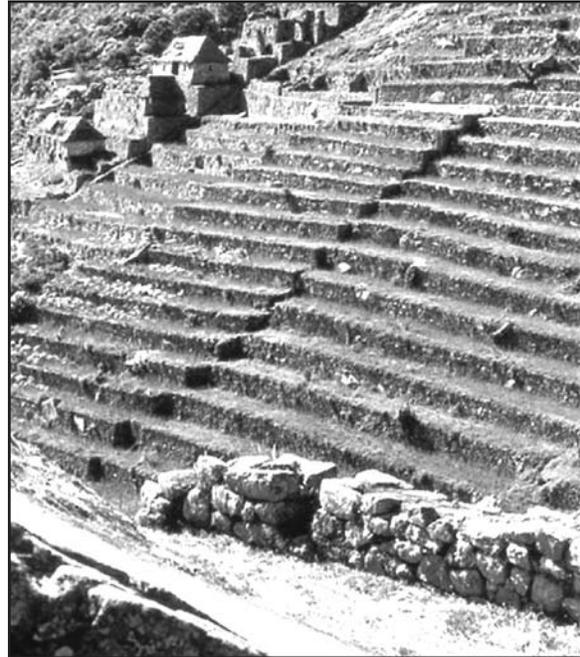
Base your answer to question 4 on the photographs below and on your knowledge of social studies.

Terracing in southern Chinese river valleys.



Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, McGraw Hill, 2006

Terracing at the Inca city of Macchu Picchu.



Source: Steven Turiano, 1984

4 These photographs indicate the people of China and the people of ancient Peru modified their environment to

- (1) create effective trade routes
- (2) increase the amount of land available for agriculture
- (3) move large quantities of water into cities
- (4) provide an effective defense

- 5 • Kabul is the capital of Afghanistan.
• India borders Pakistan, China, and Bangladesh.
• Most of China's major cities are in the eastern part of the country.

Which type of map would be most helpful in verifying all this information?

- (1) political
- (2) climate
- (3) land use
- (4) population density

6 Which belief system requires fasting during Ramadan, praying five times daily, and making a pilgrimage to Mecca?

- (1) Judaism
- (2) Christianity
- (3) Islam
- (4) Hinduism

7 Which statement about ancient Greece is an opinion rather than a fact?

- (1) Mountainous terrain was an obstacle to Greek political unity.
- (2) The Spartan culture placed an emphasis on military skills.
- (3) Athens granted voting rights to male citizens only.
- (4) Greek architecture was superior to Persian architecture.

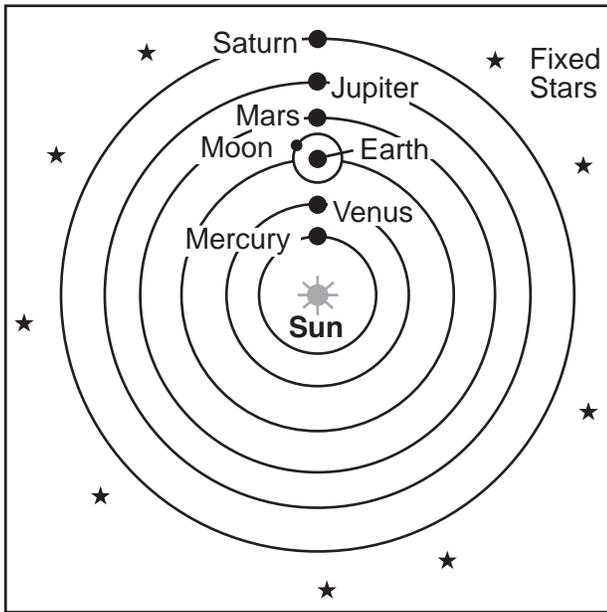
8 The Thar Desert, Ganges River, and Deccan Plateau are all geographic features of

- (1) Japan
- (2) China
- (3) India
- (4) Indonesia

- 9 Which philosophy is most closely associated with the development of the Chinese civil service system?
- (1) legalism (3) Daoism
(2) Buddhism (4) Confucianism
- 10 The Byzantine Empire influenced the development of Russia by
- (1) preventing Mongol invasions
(2) destroying the power of the legislature
(3) establishing the potato as a staple food
(4) introducing Eastern Orthodox beliefs
- 11 An economic reason for the institution of serfdom was to maintain
- (1) an educated citizenry
(2) a stable workforce
(3) overseas trade
(4) religious uniformity
- 12 One long-term effect of the Crusades was the
- (1) development of Pax Mongolia
(2) fall of the Ming dynasty
(3) control of Jerusalem by Europeans
(4) growth of trade and towns in western Europe
- 13 One way Japanese feudalism during the Tokugawa shogunate was different from European feudalism is that during this period of Japanese feudalism
- (1) political power was more centralized
(2) foreign missionaries were welcomed
(3) emperors were overthrown in coups d'état
(4) most wealthy merchants were able to attain high social status
- 14 The kingdoms of Ghana, Mali, and Songhai prospered primarily due to their
- (1) exchanges with Indian ports
(2) direct access to the Arabian Sea
(3) control of trade routes
(4) abundance of diamonds
- 15 How did the Commercial Revolution change economic practices in Europe?
- (1) The manorial system was established.
(2) A capitalist economy was developed.
(3) The Church became a major economic power.
(4) Colonies were granted independence.
- 16 One impact Gutenberg's printing press had on western Europe was
- (1) the spread of Martin Luther's ideas
(2) a decrease in the number of universities
(3) a decline in literacy
(4) the unification of the Holy Roman Empire
- 17 What was a result of the efforts of Prince Henry of Portugal, Christopher Columbus, and Ferdinand Magellan?
- (1) The importance of Mediterranean trade routes was established.
(2) The modern concept of universal human rights was promoted.
(3) The European view of the physical world was transformed.
(4) An understanding of the benefits of cultural diversity was encouraged.
- 18 The Spanish encomienda system in the Americas resulted in
- (1) the strengthening of indigenous cultures
(2) political independence for the colonies
(3) the exploitation of natives
(4) religious freedom for the majority of peasants
- 19 Which region's colonial class structure included peninsulares, creoles, and mestizos?
- (1) western Europe (3) East Asia
(2) sub-Saharan Africa (4) Latin America
- 20 One similarity in the policies of Louis XIV and of Suleiman the Magnificent is that both leaders
- (1) expanded their empires in the Americas
(2) encouraged the growth of democracy
(3) increased the power of their central governments
(4) abolished the bureaucracy

- 21 Oliver Cromwell led the Puritan Revolution in England in response to the
- (1) passage of the Bill of Rights
 - (2) autocratic rule of the king
 - (3) implementation of mercantilism
 - (4) defeat of the Spanish Armada

Base your answer to question 22 on the illustration below and on your knowledge of social studies.



- 22 Which individual supported the theory represented in this illustration?
- (1) Socrates
 - (2) Ptolemy
 - (3) Dante
 - (4) Galileo
-
- 23 Which issue was a cause of the French Revolution?
- (1) ineffective rule of Napoleon Bonaparte
 - (2) nationalization of the Church
 - (3) outrage over the use of the guillotine by the Committee of Public Safety
 - (4) demand of the Third Estate for more political power
- 24 A major reason the Industrial Revolution developed in Great Britain in the 1700s was because of Great Britain's
- (1) geographic features
 - (2) immigration policies
 - (3) use of collectivization
 - (4) access to imported oil

- 25 • Toussaint L'Ouverture
• Bernardo O'Higgins
• José de San Martín

These individuals had their greatest impact on the

- (1) unification of Italy
 - (2) independence movements in Latin America
 - (3) Zionist movement
 - (4) Catholic Counter Reformation
- 26 What is a major belief associated with Marxism?
- (1) The proletariat would rise up and overthrow the bourgeoisie.
 - (2) Religion should be more important than political forces.
 - (3) Private ownership of property should be expanded.
 - (4) Peasants would gain control of overseas markets.
- 27 The Berlin Conference in 1884 was significant because it
- (1) promoted Belgium as a world power
 - (2) established rules for the European division of Africa
 - (3) called for a war against England
 - (4) ensured ethnic harmony in the Middle East
- 28 Japan began an aggressive policy of imperialism in the late 19th and early 20th centuries because Japan
- (1) needed raw materials for its factories
 - (2) hoped to spread Shinto
 - (3) sought Western technology
 - (4) wanted revenge for the Opium Wars
- 29 The immediate cause of World War I was the
- (1) assassination of Archduke Ferdinand
 - (2) Japanese alliance with Germany
 - (3) treaty agreement at Versailles
 - (4) German invasion of Poland

- 30 The Bolshevik Revolution of 1917 in Russia was caused in part by
- (1) a forced famine in Ukraine
 - (2) the failure of Czar Nicholas II to come to Serbia's aid
 - (3) a shortage of military supplies and food during World War I
 - (4) the establishment of Lenin's New Economic Policy (NEP)
- 31 One way in which Kemal Atatürk of Turkey and Shah Reza Pahlavi of Iran are similar is that both leaders
- (1) implemented programs to modernize their nations
 - (2) supported increased rights for ethnic minorities
 - (3) adopted policies of nonalignment
 - (4) established theocracies based on Islam

Base your answer to question 32 on the passage below and on your knowledge of social studies.

...The German people were never more pitiable than when they stood by and watched this thing done. For the raiders who were let loose on the streets and given a day to sate [indulge] the lowest instincts of cruelty and revenge were indeed an enemy army. No foreign invader could have done more harm. This is Germany in the hour of her greatest defeat, the best overcome by the worst. While many protested at the outrages, and millions must have been sickened and shamed by the crimes committed in their name, many others looked on stolidly or approvingly while the hunters hunted and the wreckers worked. There are stories of mothers who took their children to see the fun....

— *New York Times*, November 12, 1938

- 32 This 1938 passage criticizes those German people who did not
- (1) participate in these demonstrations
 - (2) condemn the violent acts of Kristallnacht
 - (3) support the government's policy in Austria
 - (4) resist the war effort

- 33 What was one geographic characteristic of Germany that influenced the outcomes of both World War I and World War II?
- (1) Mountainous topography protected Germany from the opposing side.
 - (2) A lack of navigable rivers in Germany slowed transportation.
 - (3) Excellent harbors allowed Germany to defeat Great Britain's naval forces.
 - (4) Its central location in Europe resulted in Germany having to fight on two fronts.

- 34 Which event in the history of the Indian subcontinent occurred *last*?
- (1) Salt March
 - (2) Amritsar Massacre
 - (3) creation of Pakistan
 - (4) Sepoy Rebellion

- 35 In the post-World War II time period, the purpose of both the North Atlantic Treaty Organization (NATO) and the Warsaw Pact was to
- (1) discourage religious toleration
 - (2) establish a military alliance
 - (3) promote economic self-sufficiency
 - (4) eliminate political corruption

- 36 Fidel Castro was successful at leading a revolution in Cuba because he gained the support of
- (1) wealthy landowners
 - (2) government officials
 - (3) peasant farmers
 - (4) foreign investors

- 37 Which Southeast Asian nation fought in wars against Japan, France, and the United States during the 20th century?
- (1) Myanmar (Burma)
 - (2) Thailand
 - (3) Philippines
 - (4) Vietnam

- 38 Which country was ruled by Pol Pot and the Khmer Rouge?
- (1) Afghanistan
 - (2) Kazakhstan
 - (3) Cambodia
 - (4) Bangladesh

- 39 The primary goal of the student protests in Tiananmen Square (1989) was to
- (1) support the policies of the Chinese Communist Party
 - (2) decrease the amount of Western influence in China
 - (3) encourage the spread of industrialization throughout China
 - (4) increase political freedom and rights in China

Base your answer to question 40 on the passage below and on your knowledge of social studies.

...We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant [agreement] that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world....

— Nelson Mandela, excerpt from Inaugural Address

- 40 These words were delivered in 1994 by the newly elected president of South Africa to praise his countrymen's rejection of
- | | |
|--------------------|---------------|
| (1) nationalism | (3) apartheid |
| (2) Pan-Africanism | (4) democracy |
-
- 41 The policies of the European Union (EU) and the North American Free Trade Agreement (NAFTA) have both resulted in
- (1) an increase in interdependence
 - (2) the expansion of totalitarianism
 - (3) an improvement in containment efforts
 - (4) the support of isolationist practices
- 42 Which issue has raised significant environmental concerns in the Amazon Basin?
- | | |
|---------------------|---------------------|
| (1) desertification | (3) tsunami threats |
| (2) deforestation | (4) acid rain |
- 43 Many scientists believe global warming is the direct result of
- (1) using solar panels
 - (2) burning fossil fuels
 - (3) generating nuclear power
 - (4) producing hydroelectric power

- 44 Iran and North Korea attracted worldwide attention in the early 21st century because they both have
- (1) experienced widespread famine
 - (2) discovered oil reserves
 - (3) strengthened humanitarian practices
 - (4) developed nuclear capabilities

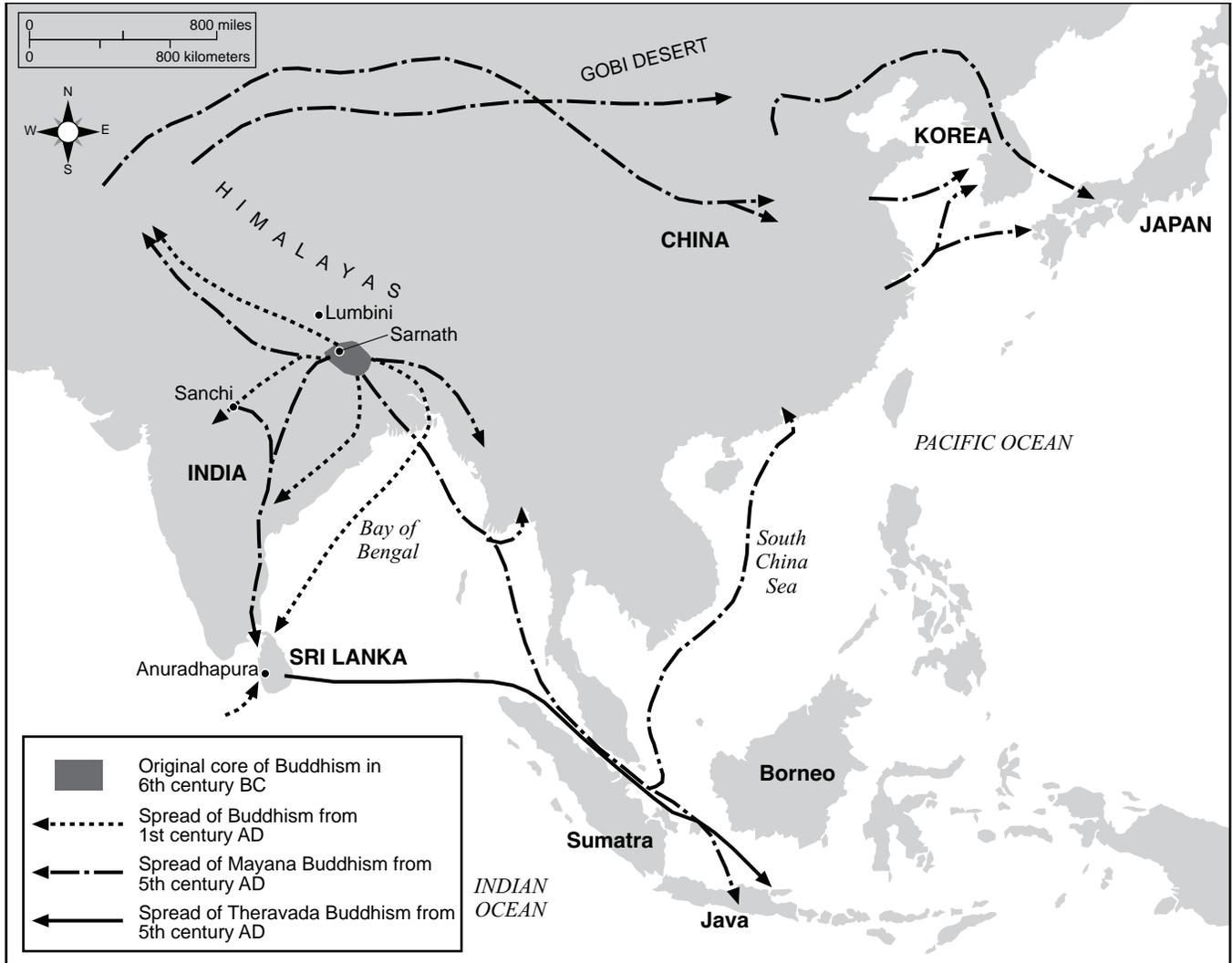
Base your answer to question 45 on the passage below and on your knowledge of social studies.

...The document so frantically cobbled together was stunning in its sweep and simplicity. Never once mentioning king, nobility, or church, it declared the “natural, inalienable and sacred rights of man” to be the foundation of any and all government. It assigned sovereignty to the nation, not the king, and pronounced everyone equal before the law, thus opening positions to talent and merit and implicitly eliminating all privilege based on birth. More striking than any particular guarantee, however, was the universality of the claims made. References to “men,” “man,” “every man,” “all men,” “all citizens,” “each citizen,” “society,” and “every society” dwarfed the single reference to the French people....

— Lynn Hunt, *Inventing Human Rights: A History*, W. W. Norton & Company

- 45 This passage discusses ideals most directly associated with the
- (1) Golden Age of Islam
 - (2) Reign of Charlemagne
 - (3) Reformation
 - (4) Enlightenment
-
- 46 The Neolithic Revolution was a turning point in history because
- (1) factories began to use assembly-line techniques
 - (2) new inventions led to overseas exploration
 - (3) alternatives to hunting and gathering developed
 - (4) the use of chemical fertilizers increased agricultural production

Base your answer to question 47 on the map below and on your knowledge of social studies.



Source: Facts on File, Inc. (adapted)

47 Which concept is most closely associated with this map of Asia?

- (1) nonalignment
- (2) urbanization
- (3) colonization
- (4) cultural diffusion

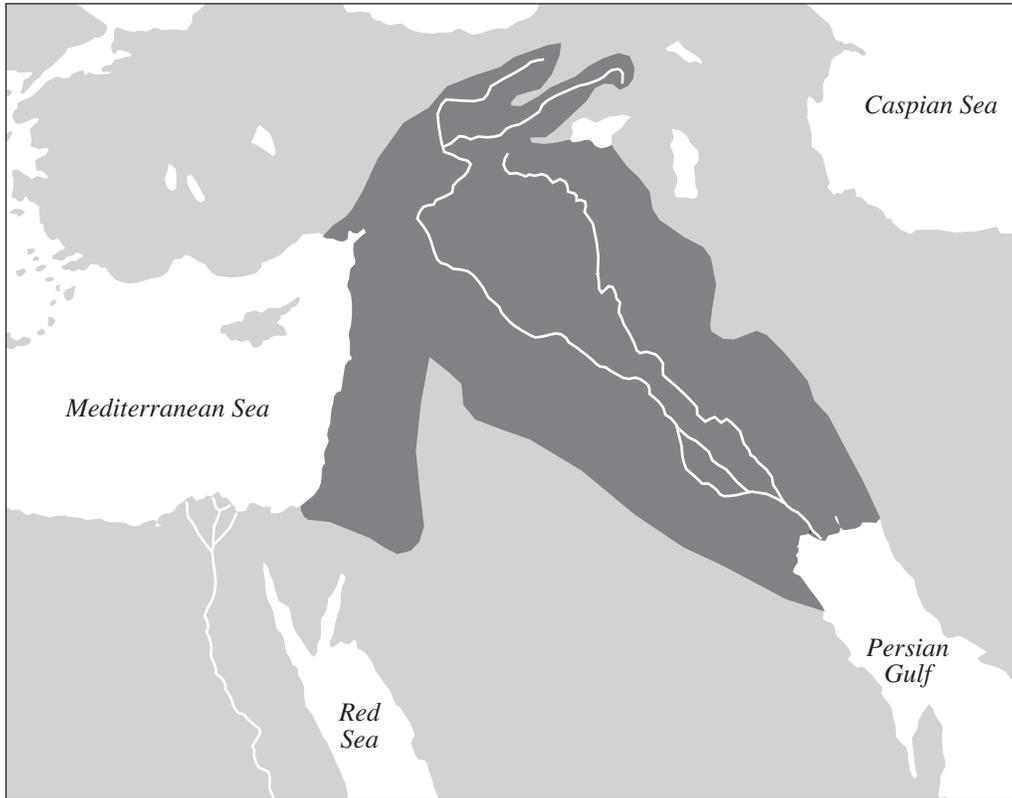
48 One way in which the Atlantic slave trade and the Jewish diaspora are similar is that both

- (1) forced people to migrate
- (2) encouraged the growth of secularism
- (3) created conditions leading to the Encounter
- (4) resulted from the fall of Constantinople

49 Peter the Great is to Russia as Emperor Meiji is to

- (1) Mongolia
- (2) Japan
- (3) India
- (4) Korea

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: Simon Adams et al., *Illustrated Atlas of World History*, Random House, 1992 (adapted)

50 Which pair of leaders are associated with the region shown in dark gray on this map?

- (1) Zheng He and Deng Xiaoping
 - (2) Miguel Hidalgo and Augusto Pinochet
 - (3) Hammurabi and Saddam Hussein
 - (4) Catherine the Great and Vladimir Putin
-

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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—Individuals

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

Task:

Select **two** individuals from your study of global history and for **each**

- Describe the historical circumstances that led this individual to develop or modify an idea
- Explain an action taken by this individual as a result of this idea
- Discuss how this individual’s idea affected a society

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Pericles, Martin Luther, Queen Elizabeth I, Toussaint L’Ouverture, Karl Marx, Mohandas Gandhi, Jomo Kenyatta, Mao Zedong, Mikhail Gorbachev, and Mother Theresa.

You are *not* limited to these suggestions.

Do *not* use an individual from the United States 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:

Throughout history, various societies unified and controlled regions using transportation systems. These systems include *roads*, *canals*, and *railroads*.

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* transportation systems mentioned in the historical context and for *each*

- Explain how various societies unified *and/or* controlled regions by using the transportation system

Do not use road systems, canal systems, or railroad systems found within the United States in your response.

In developing your answers to Part III, be sure to keep this general definition in mind:
explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Part A

Short-Answer Questions

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

Document 1

Purposes and Kinds of Roman Roads

Why did the Romans build roads? The Romans considered a well-organized and efficient transportation system a basic element of proper administration; i.e. an indispensable element in creating and maintaining the Roman state. The earliest highways or main roads were constructed for the use of the military, and their economic benefit for civilians was a later byproduct and not the main reason for their creation. The military nature of the roads continued to be essential as Romans expanded into territory outside Italy. In the province of *Arabia Petraea* (which included what is now Jordan), the movement of troops and ease of communication for the army and Roman administration were the primary reasons for construction of the *Via Nova*, one of the many *viae militares* or military roads built in conquered provinces. However, smaller, shorter, and less well-constructed local roads (*actus*) or tracks (*callis*) also increased in territory after it was brought under Roman control. Nevertheless, the main public highways (*viae publicae*) normally began as military roads and only gradually evolved into civilian conduits [passageways].

Source: Virtual Karak Resources Project, An Appalachian College Association (adapted)

- 1 Based on this excerpt from the Virtual Karak Resources Project, what was **one** way the Romans used roads to control their empire? [1]

Score

Document 2

...We can only marvel at the ability of the Sapa Inca [chief ruler] to control his vast domains, separated as they were not only by long distances, but by dramatic changes in altitude. Inca engineers developed a massive road system over some of the most rugged terrain on earth, a lattice [network] of highways and tracks that covered a staggering 19,000 miles (30,000 km). The Inca empire could never have been created without this communication system that carried important officials, government correspondence, entire armies, and all manner of commodities and trade goods. Road-building started long before Inca times, for earlier states like Chimor on the coast also needed to connect dense concentrations of farmers in widely separated valleys. But the Incas vastly extended the network. The resulting lattice was a conceptual framework for the *quipu* makers, who used the sequences of sites on the roads to relate different areas to one another. Anthropologist John Murra has called these roads the “flag” of the Inca state, for they were a highly visible link between the individual and the remote central government. The same lattice of communication helped define symbolic alignments, link sacred shrines to the Temple of the Sun in Cuzco, and even separate different groups of people living near the capital....

Source: Brian M. Fagan, *Kingdoms of Gold, Kingdoms of Jade: The Americas Before Columbus*, Thames and Hudson

2 According to Brian M. Fagan, what were **two** ways the Incas used roads to unify their empire? [2]

(1) _____

Score

(2) _____

Score

Document 3a

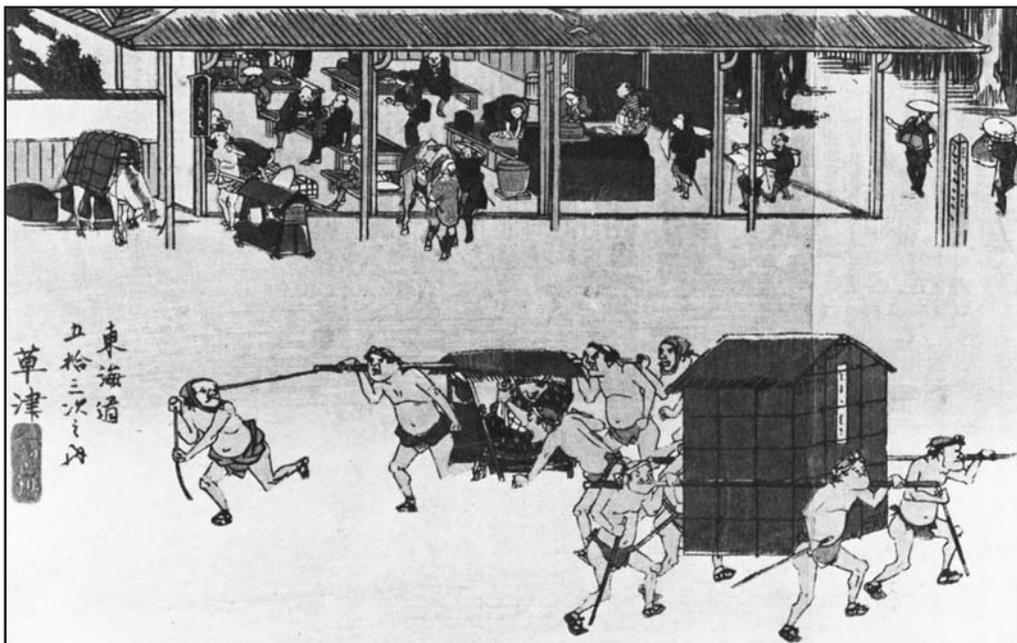
The Tokugawa shogunate realized the importance of maintaining contact with distant provinces within Japan. The Tōkaidō was its most important highway.

...Perhaps the most crucial use of the road was for governmental communication with the provinces. Official messengers traveled by foot, horseback (in wartime), and palanquin. The government used a system of relays for messengers, with reliefs at every seven *li* [3.9 km]. Government messengers had priority over any other type of traveler. They had first access to ferries at river crossings along the way, and could freely pass government road barriers at all times of the day or night. Private citizens were not allowed to travel at night; a series of barriers and checkpoints along the road kept them from doing so....

Source: Patricia J. Graham, "The Political and Economic Importance of the Tōkaidō," *Tōkaidō: Adventures on the Road in Old Japan*, University of Kansas Spencer Museum of Art (adapted)

Document 3b

Relay Station: Hōeidō #53



...Here, a man is riding in a "fast palanquin," gripping a strap for fear of falling off. The bearers of these palanquins would change at the relay stations, but the rider transmitting the message would endure the grueling ride until he reached his destination and could transmit his secret message in person.

Source: Patricia J. Graham, "The Political and Economic Importance of the Tōkaidō," *Tōkaidō: Adventures on the Road in Old Japan*, University of Kansas Spencer Museum of Art (adapted)

3 According to Patricia J. Graham, what were **two** ways the Tokugawa controlled the use of the Tōkaidō Road? [2]

(1) _____

Score

(2) _____

Score

Document 4

The Grand Canal of China

...The Grand Canal got more attention than other waterways because it was the main route to the capital city. Officials used it to travel to the court. Above all, its purpose was to carry grain from the south to the north. Taxes were paid in rice that was used to feed the court and pay the wages of workers and the army.

At times when the canal was neglected, the grain had to be taken north by sea. But sailing ships were exposed to storms and pirates. Even when steamships plied the coast, the grain continued to be carried on the Grand Canal until 1901, for this provided jobs for many people....

Source: Lyn Harrington, *The Grand Canal of China*, Rand McNally & Company

4 According to Lyn Harrington, what are **two** reasons the Grand Canal was important to the Chinese? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 5

Tenochtitlán: Capital City of the Aztecs

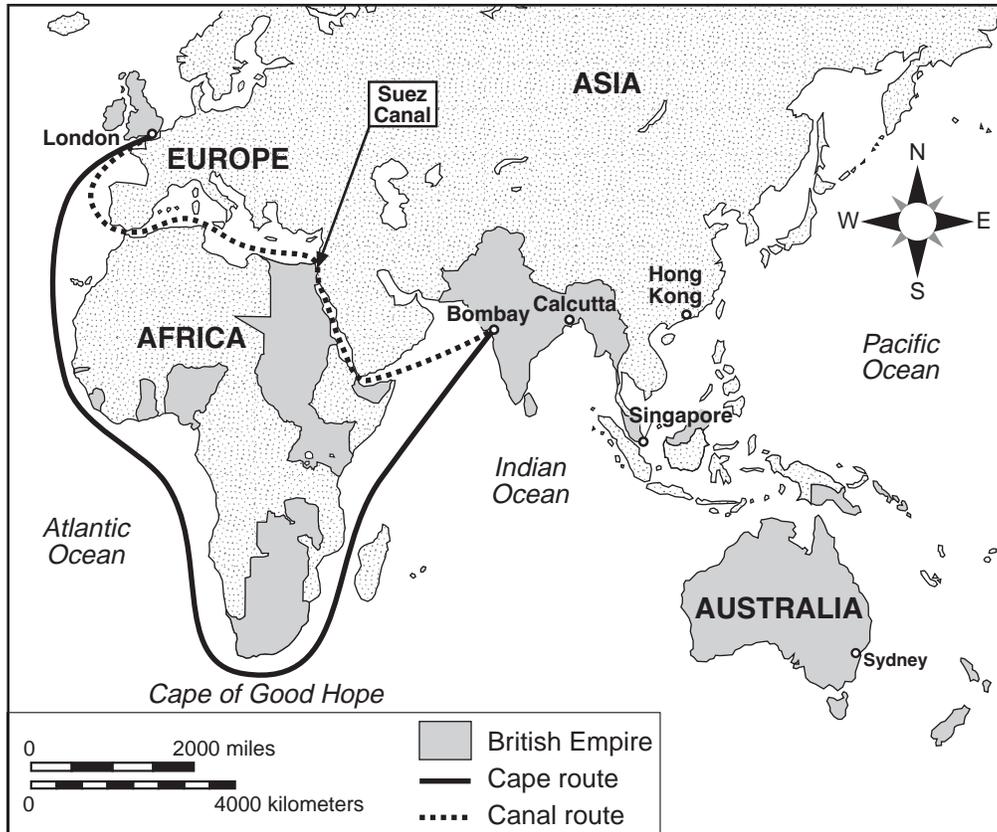
- Tenochtitlán was crisscrossed by canals.
- Canals served as the major streets of the city.
- Merchant canoes carried goods to the city's major market, Tlatelolco.
- Tribute in the form of gold, silver, beautiful feathers, cocoa, bark paper, as well as victims for human sacrifice were brought into Tenochtitlán on the canals.

5 Based on this document, state **one** way the canals were vital to the functioning of the Aztec capital of Tenochtitlán. [1]

Score

Document 6a

Steamship Routes, about 1914



Source: Abrams and Thurston, *World Geography*, Iroquois Publishing (adapted) and Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

Document 6b

Shipping Distances between London and the East		
	<u>Via the Cape</u>	<u>Via the Canal</u>
London-Bombay	19,755 km	11,619 km
London-Calcutta	22,039	14,970
London-Singapore	21,742	15,486
London-Hong Kong	24,409	18,148
London-Sydney	23,502	22,493

Source: Daniel R. Headrick, *The Tentacles of Progress: Technology Transfer in the Age of Imperialism, 1850-1940*, Oxford University Press (adapted)

6 Based on these documents, state **one** way the Suez Canal improved Great Britain's shipment of goods and troops to its empire in the East. [1]

Score

Document 7

General Moltke believed railroads would contribute to Otto von Bismarck's Prussian military efforts in the 1860s.

...The railroads offered new strategic opportunities. Troops could be transported six times as fast as the armies of Napoleon [1808–1812] had marched, and the fundamentals of all strategy, time and space, appeared in a new light. A country which had a highly developed system of rail communications gained important and possibly decisive advantages in warfare. The speed of the mobilization and of the concentration of armies became an essential factor in strategic calculations. In fact, the timetable of mobilization and assemblage, together with the first marching orders, henceforth formed the very core of the strategic plans drawn up by the military staffs in expectation of war....

Source: Hajo Holborn, "Moltke's Strategical Concepts," *Military Affairs* (adapted)

- 7 According to Hajo Holborn, why did General Moltke consider railroads to be strategically important to Bismarck's Prussian military efforts? [1]

Score

Document 8

An enduring monument to British imperialism in India is the Indian railway system, which at the time of independence in 1947 had more track mileage than that of any European state and less than only the United States, Canada, and the Soviet Union. The first railway track was laid in India in 1850, and by 1915 India had better than forty thousand miles of track and approximately one hundred million railroad passengers per year. Indian railway building was supported by several powerful groups: British cotton manufacturers, for whom railways were a cheap and efficient way to get cotton to the coast for shipment to England; British industrialists, who supplied India with most of its rails, locomotives, moving stock [railroad cars], and equipment; colonial officials, who saw railroads as a way to move troops quickly to trouble spots and an essential part of the Indian postal system; and millions of Indians, who, rather to the surprise of the British, took to rail travel with great alacrity [enthusiasm]....

Source: Andrea and Overfield, *The Human Record: Sources of Global History*, Houghton Mifflin

8 According to Andrea and Overfield, what were **two** ways the British used railroads in India? [2]

(1) _____

Score

(2) _____

Score

Document 9

...In tropical Africa the French were for a time the most enthusiastic railroad builders. In 1879, soon after beginning their penetration of the Western Sudan, they laid plans for a railroad from Senegal inland. Their first line was inaugurated in 1885 between Saint-Louis and Dakar, a distance of 163 miles. Another line, from Kayes on the Senegal River to Koulikoro on the upper Niger, was begun in 1881 and completed in 1906; this was primarily a military line whose purpose was to transport troops through unconquered territory. Yet another line, linking Konakry in French Guinea to the upper Niger, was built between 1899 and 1914, mostly for the export of natural rubber. After that the French did relatively little railroad building....

Source: Daniel R. Headrick, *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, Oxford University Press (adapted)

9 According to Daniel R. Headrick, what was **one** reason the French built railroads in tropical Africa? [1]

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:

Throughout history, various societies unified and controlled regions using transportation systems. These systems include **roads, canals, and railroads**.

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

Select **two** transportation systems mentioned in the historical context and for **each**

- Explain how various societies unified **and/or** controlled regions by using the transportation system

Do not use road systems, canal systems, or railroad systems found within the United States in your response.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 17, 2011 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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.

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

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.

- 1 • Keeping field notes from excavation sites
• Analyzing radiocarbon dating test results
• Examining and cataloging artifacts
Which social scientist directly engages in these activities?
(1) political scientist (3) historian
(2) archaeologist (4) sociologist
- 2 Use of terracing is an example of a society's reaction to
(1) religious beliefs
(2) social stratification
(3) geographic conditions
(4) political situations
- 3 What is a major feature of a traditional economy?
(1) nationalizing foreign-owned businesses
(2) determining prices using a free market
(3) establishing quotas based on five-year plans
(4) bartering for goods and services
- 4 • If a son has struck his father, they shall cut off his hand.
• If a seignior has destroyed the eye of a member of the aristocracy, they shall destroy his eye.
• If he has broken another seignior's bone, they shall break his bone.
Which document contains these statements?
(1) Ten Commandments
(2) Code of Hammurabi
(3) Edicts of Asoka
(4) Twelve Tables
- 5 Which geographic feature has helped isolate China?
(1) Andes Mountains
(2) Kalahari Desert
(3) Himalaya Mountains
(4) Great Rift Valley
- 6 The rule of Shi Huangdi, legalism, and the tomb of terra cotta soldiers are most closely associated with the
(1) Maurya Empire (3) Persian Empire
(2) Qin dynasty (4) Hellenistic culture
- 7 The development of which early civilization was influenced most directly by the Tigris River, the Zagros Mountains, and the Syrian Desert?
(1) Chinese (3) Egyptian
(2) Maya (4) Mesopotamian
- 8 Which religion includes the Four Noble Truths, the Eightfold Path, and nirvana?
(1) Buddhism (3) Judaism
(2) Hinduism (4) Christianity
- 9 Which geographic factor affected the development of the Gupta Empire?
(1) volcanoes (3) monsoons
(2) permafrost (4) island location
- 10 The Russian Orthodox Church developed as a result of Russia's cultural interactions with which group?
(1) Byzantines (3) Vikings
(2) Muslims (4) Huns
- 11 Which statement about the Sahara is most closely associated with the West African civilizations of Ghana and Mali?
(1) Irrigation systems made it possible to farm in the Sahara.
(2) Salt mined in the Sahara was exchanged for gold.
(3) Oases in the Sahara served as their capital cities.
(4) The Sahara prevented the spread of Islam to the region.

Base your answers to questions 12 and 13 on the speakers' statements below and on your knowledge of social studies.

Speaker A: We must fight to keep control of Jerusalem in the hands of those who believe in Allah.

Speaker B: Come and battle while there is still time to protect the Holy Land where Christ walked.

Speaker C: We must go forth to heal the split between the churches.

Speaker D: An investment in ships and knights will yield control of profitable trade routes.

12 Which speaker expresses a Muslim perspective during the Crusades?

- (1) A
- (2) B
- (3) C
- (4) D

13 Which speaker is expressing an economic motive for the Crusades?

- (1) A
- (2) B
- (3) C
- (4) D

14 The bubonic plague affected economic development in medieval times by

- (1) encouraging the introduction of new types of crops
- (2) causing production to decline and prices to rise
- (3) sparking the ideas of socialism and reform
- (4) destroying the guild system

15 One reason the Renaissance began in Italy was that Italian city-states

- (1) defeated the Spanish Armada
- (2) were unified as a nation under the Pope
- (3) were unaffected by the Commercial Revolution
- (4) dominated key Mediterranean trade routes

16 In *The Prince*, Machiavelli advises rulers to

- (1) seek the approval of the people
- (2) establish and maintain power
- (3) promote openness in government
- (4) learn and follow the commandments of the church

17 During the Ming dynasty, why did China enjoy a favorable balance of trade with Europe?

- (1) The Ming dynasty imported numerous manufactured goods from Europe.
- (2) China exported large quantities of opium to European traders.
- (3) Chinese silk continued to be in high demand in Europe.
- (4) The Ming dynasty paid tribute to European traders.

18 One way the Incas adapted their environment was by

- (1) building a network of roads through the mountains
- (2) growing rice as a major agricultural product
- (3) establishing an encomienda system
- (4) creating floating gardens

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

... It recounts the life of the officials, the notaries, the deputies, the proprietors of Indian labour, the priests, the miners and the Spaniards who travel from post to post along the roads and rivers of Peru; the visitors, the judges, the Indian chiefs and their subjects, including the very poor.

In my work I have always tried to obtain the most truthful accounts, accepting those which seemed to be substantial and which were confirmed from various sources. I have only reported those facts which several people agreed upon as being true. . . .

— Huamán Poma, *Letter to a King: A Peruvian Chief's Account of Life Under the Incas and Under Spanish Rule*,
E. P. Dutton

19 This author is describing the process he used in

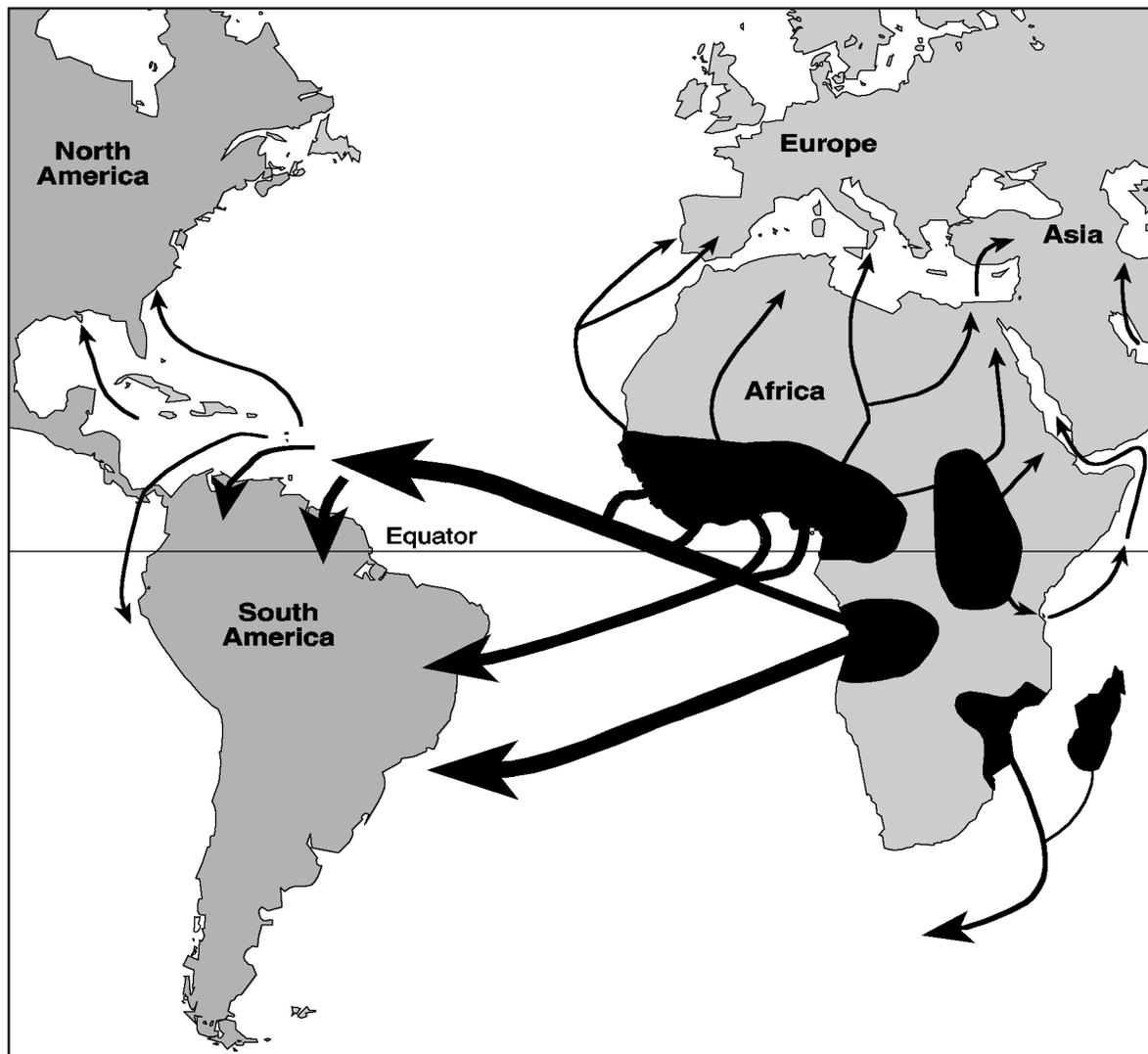
- (1) formulating a scientific theory from earlier experiments
- (2) developing a historical account from primary sources
- (3) comparing details of differing religions
- (4) explaining the importance of obeying laws

20 According to this author, accounts used in making statements of fact must be

- (1) brief
- (2) interesting
- (3) verified
- (4) unbiased

Base your answer to question 21 on the map below and on your knowledge of social studies.

The African Diaspora, 15th Century – 19th Century



Source: Stanley I. Kutler, ed., *Dictionary of American History*, Third Edition, Volume 7, Charles Scribner's Sons, 2003 (adapted)

- 21 The arrows on this map, “The African Diaspora,” represent the
- (1) development of trade routes in North Africa
 - (2) expansion of African kingdoms involved in the slave trade
 - (3) forced migration of African peoples from their homeland
 - (4) dependence by Africans on imports for economic development
-

22 Akbar the Great, Suleiman the Magnificent, and Louis XIV are all rulers associated with

- (1) natural rights (3) religious toleration
(2) filial piety (4) absolutism

23 What was a major effect of the Magna Carta and the English Bill of Rights on Great Britain?

- (1) The power of the monarch was limited.
(2) Ireland revolted against the monarchy.
(3) Parliament was abolished.
(4) A renewed interest in Greek and Roman culture developed.

24 Which event is most closely associated with the French Revolution?

- (1) Council of Trent
(2) Thirty Years' War
(3) Reign of Terror
(4) Paris Peace Conference

25 A. Toussaint L'Ouverture declares Haiti independent.

B. Declaration of the Rights of Man and the Citizen is written in France.

C. The thirteen colonies gain independence from Great Britain.

D. Simón Bolívar frees Colombia from Spanish rule.

What is the correct chronological order for these events?

- (1) $A \rightarrow B \rightarrow D \rightarrow C$ (3) $A \rightarrow D \rightarrow C \rightarrow B$
(2) $C \rightarrow B \rightarrow A \rightarrow D$ (4) $D \rightarrow C \rightarrow B \rightarrow A$

- 26 • Irregular coastline
• Abundant mineral resources
• Large labor force
• Investment capital

Which country had these characteristics and used them to industrialize in the 1700s?

- (1) Germany (3) Great Britain
(2) Italy (4) Japan

27 Which statement represents a central idea of laissez-faire economics?

- (1) Class struggles are based on inequities.
(2) Workers should form unions to better their conditions.
(3) Prices are best determined by supply and demand.
(4) The government should own all means of production.

28 A major goal of both the Sepoy Mutiny and the Boxer Rebellion was to

- (1) remove foreign influences
(2) restore parliamentary government
(3) improve access to civil service examinations
(4) outlaw caste systems

29 In the late 19th and early 20th centuries, Japan rapidly industrialized. During which period did this change take place?

- (1) Heian Court (3) Yuan dynasty
(2) Song dynasty (4) Meiji Restoration

30 The Amritsar Massacre and the Salt March are both associated with the independence movement in

- (1) Iraq (3) China
(2) India (4) Kenya

31 Which factor led to the rise of communist revolutions in Russia and in China?

- (1) increase in agricultural production around the world
(2) onset of the global depression that restricted trade
(3) scarcity of workers for available jobs
(4) unequal distribution of wealth between social classes

Base your answer to question 32 on the posters below and on your knowledge of social studies.



Source: Fairchild Memorial Gallery, Lauinger Library, Georgetown University

32 Which concept is represented in these World War I recruiting posters?

- (1) justice
- (2) diversity
- (3) nationalism
- (4) humanism

Base your answer to question 33 on the excerpt below and on your knowledge of social studies.

. . . No one in this country [Great Britain] who examines carefully the terms under which Hitler's troops begin their march into Czecho-Slovakia to-day can feel other than unhappy. Certainly the Czechs will hardly appreciate Mr. Chamberlain's phrase that it is "peace with honour." . . .

— "Return from Munich," *Guardian*, October 1, 1938

33 The author of this excerpt is reacting to Prime Minister Chamberlain's policy of

- (1) self-determination
- (2) ethnic segregation
- (3) containment
- (4) appeasement

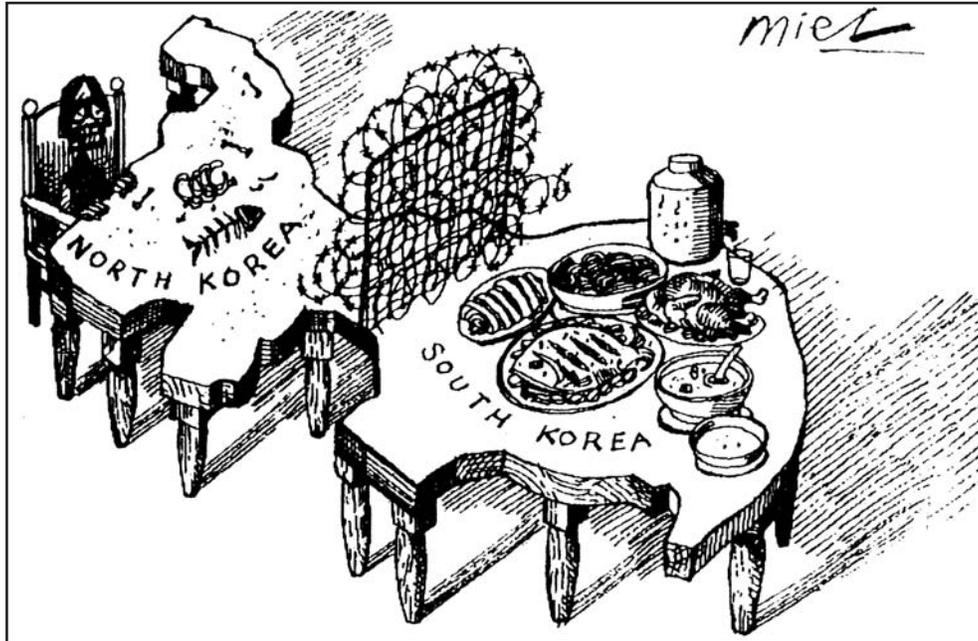
34 Which action is associated with Joseph Stalin?

- (1) expanding privatization
- (2) establishing five-year plans
- (3) encouraging glasnost
- (4) promoting détente

35 In the 1950s, what was the status of most countries in Eastern Europe?

- (1) members of the Common Market
- (2) participants in the Marshall Plan
- (3) allies of the United States
- (4) satellites of the Soviet Union

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



Source: Deng Coy Miel, *The Straits Times*, Singapore, from *MindSparks*, Highsmith, 1997

36 What is the main idea of this 1997 cartoon?

- (1) South Korea has more mineral resources than North Korea.
- (2) South Korea has flourished while North Korea is struggling to survive.
- (3) North Koreans have chosen to separate themselves from the South Koreans.
- (4) North Korea was devastated by the war with South Korea.

- 37 • Partition of India
• Creation of the State of Israel
• Division of Berlin

Which development directly resulted from each of these events?

- (1) Large numbers of people migrated.
- (2) Nuclear weapons were developed.
- (3) Communist governments were established.
- (4) Ethnic tensions decreased.

38 In the second half of the 20th century, what was one action taken by both Nelson Mandela and Desmond Tutu?

- (1) protesting against apartheid in South Africa
- (2) supporting the white government of Rhodesia
- (3) sending troops to liberate captives in Sudan
- (4) leading the independence movement in Ghana

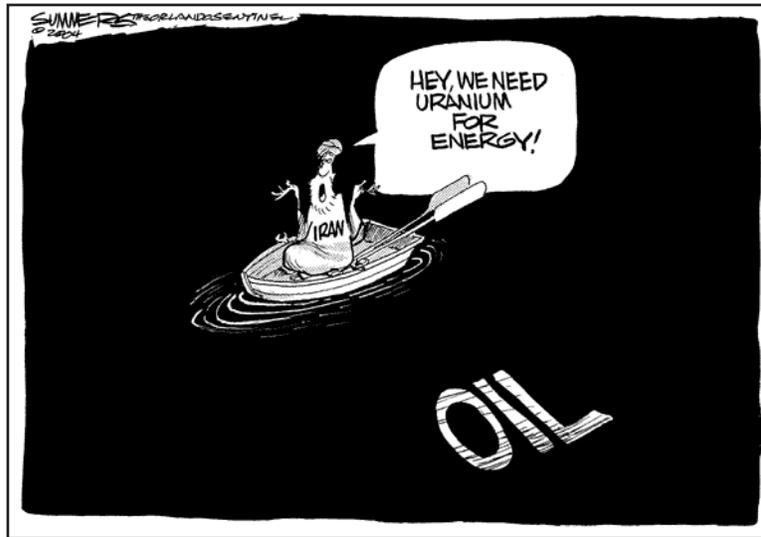
39 In Africa, a key factor that has led to desertification is the

- (1) loss of animal species
- (2) burning of fossil fuels
- (3) disposal of toxic waste
- (4) overgrazing of livestock

40 Which characteristic is most closely associated with both Pol Pot's government in Cambodia and Slobodan Milosevic's government in Yugoslavia?

- (1) use of terror to achieve political goals
- (2) support for freedom of speech
- (3) establishment of a theocratic system
- (4) respect for ethnic minorities

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



Source: Dana Summers, *Orlando Sentinel*, 2004

41 What is the main idea of this 2004 cartoon?

- (1) The lack of energy resources in Iran has led to the importation of uranium.
- (2) A drop in oil production has led to an increased dependence on uranium in Iran.
- (3) It is questionable whether Iran needs uranium to produce energy.
- (4) Frequent oil spills in Iran have resulted in its use of uranium-based fuels.

42 Which movement of African people was primarily caused by changes in climate and vegetation?

- (1) migration of the Bantu people out of West Africa in 1000 B.C.
- (2) journey of Mansa Musa's followers to Mecca in 1324
- (3) resettlement of the Zulus within South Africa in 1843
- (4) flight of the Tutsis from Rwanda in 1994

43 Which historical period is associated with the concept of zero, the development of a handbook on medicine, and the *Rubaiyat of Omar Khayyam*?

- (1) European Renaissance
- (2) Golden Age of Islam
- (3) Songhai Empire
- (4) Age of Pericles

44 In the European feudal system under manorialism, what is the most significant economic commodity?

- (1) livestock
- (2) land
- (3) gold and silver
- (4) sugar and spices

Base your answers to questions 45 and 46 on the speakers' statements below and on your knowledge of social studies.

Speaker A: I do not agree with what you have to say, but I'll defend to the death your right to say it.

Speaker B: Government has no other end, but the preservation of property.

Speaker C: Man is born free, and everywhere he is in shackles.

45 Which historical period is best represented in the ideas expressed by these speakers?

- (1) Enlightenment
- (2) Counter Reformation
- (3) Age of Exploration
- (4) Early Middle Ages

46 Which historical figure expressed ideas that are most similar to those of *Speaker B*?

- (1) Thomas Malthus
- (2) John Locke
- (3) Peter the Great
- (4) Bishop Jacques-Bénigne Bossuet

- 47 The inhumane policies of the Reconquista, pogroms, and the Holocaust were all results of
- (1) civil disobedience and passive resistance
 - (2) acculturation and assimilation
 - (3) war guilt and reparations
 - (4) intolerance and prejudice

- 48 Which title best completes the partial outline below?

- | |
|-----------------------------------------------------------------------------|
| I. _____
A. Berlin blockade
B. Cuban missile crisis
C. Vietnam War |
|-----------------------------------------------------------------------------|

- (1) Path to World War I
- (2) Victories for Democracy
- (3) Cold War Confrontations
- (4) Terrorism in the 20th Century

- 49 Which situation was a result of the 1884 Berlin Conference?

- (1) Africa was divided without regard to ethnic groups.
- (2) Monarchies were restored throughout Europe.
- (3) The slave trade with South America was eliminated.
- (4) The League of Nations was formed.

- 50 Disintegration of the Austro-Hungarian Empire, creation of new nation-states in central Europe, and Germany's loss of colonies were all consequences of

- (1) the Napoleonic Wars
- (2) the Franco-Prussian War
- (3) World War I
- (4) World War II

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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 — Global Issues

Since the end of World War II, the world has faced many issues that have affected countries, regions, and the global community. The solutions to these issues are often complex and have met with varying degrees of success.

Task:

Select **two** global issues that have occurred since the end of World War II and for **each**

- Describe how this issue has affected a specific country or region or the global community
- Explain a solution that has been proposed to address the issue
- Discuss the extent to which this solution has been successful in solving the issue

You may use any global issue from your study of global history. Some suggestions you might wish to consider include deforestation, nuclear proliferation, AIDS, famine, terrorism, refugees, pollution, desertification, and child soldiers.

You are *not* limited to these suggestions.

Do not use the United States as the focus of 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:

For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the *Mongols*, the *Spanish*, and the *Ottoman*. Their conquests have had an impact on both the conqueror and the conquered.

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

Choose *two* groups engaged in conquest mentioned in the historical context and for *each*

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

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

- (a) **explain** means “to 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 1

...In the period from 1180–1220, Mongolia experienced a drop in the mean annual temperature, which meant that the growing season for grass was cut short. Less grass meant a real danger to the Mongols’ animals, and, since the animals were truly the basis of the Mongols’ pastoral-nomadic life, this ecological threat may have prompted them to move out of Mongolia.

A second reason often mentioned is the attempt by Mongolia’s neighbors in north and northwest China to reduce the amount of trade with the Mongols. Since the Mongols depended on trade for goods that they desperately needed—such as grain, craft, and manufactured articles—cessation [halting] of trade, or at least the diminution [reduction] of trade, could have been catastrophic for them. The attempts by the Jin dynasty, which controlled North China, and the Xia dynasty, which controlled Northwest China, to reduce the level of trade that the Mongols could expect, created a crisis for the Mongols. Unable to obtain goods that they so desperately needed, the Mongols’ response was to initiate raids, attacks, and finally invasions against these two dynasties....

Source: “The Mongols in World History,” Asian Topics in World History online, Columbia University (adapted)

- 1 According to this excerpt from “The Mongols in World History,” what are **two** reasons the Mongols began conquering new lands? [2]

(1) _____

Score

(2) _____

Score

Document 2

...Organization was the key to the success of the great Mongol armies. The cavalry, first devised by Genghis Khan, consisted of 10 squadrons. Ten squadrons formed a *quran* of 1,000 men. Daily drills taught the warriors to move as units and respond quickly. In combat, bowmen formed a front line to unleash a hail of arrows at the enemy. The archers would then fall to the rear to allow well-armed units to charge and overrun the enemy.

As Kublai Khan turned his sights on the heavily fortified Chinese empire, he drew on another of Genghis' strategies: siege warfare using catapults. The Mongols applied these techniques with greater force and in greater numbers than ever before in history. This approach would prove useful in overpowering the great Chinese cities in the years ahead....

Source: Duane Damon, "From Genghis to Kublai," *Calliope*, A Cobblestone Publication

2 According to Duane Damon, what were **two** methods of conquest used by the Mongols? [2]

(1) _____

Score

(2) _____

Score

Document 3

A common misconception is that the semiliterate Mongols came out of the steppes of Mongolia, quickly conquered far more advanced civilizations, and left the government in each area in the hands of the conquered. While Chinese bureaucrats still did their jobs and the local Persian rulers stayed in power as long as they did not cause the Mongols any trouble, the situation was much more complex....

The Mongols used qualified people wherever they were needed. It was not unusual to have Arabs serving in Russia or Persians in China. Still, the Mongols preferred not to tinker too much with systems that worked well. When Yelu Qucai (1189–1243), the great minister and governor of northern China, demonstrated how much wealth the region could produce for Ögödei Khan, the Mongols kept his system in place....

In smaller provincial territories, many local rulers maintained their position, serving as the local *daruqachi* or *shahna* [governor]. As long as they paid tribute, provided troops when called upon, came before the khan to pledge their loyalty, and kept good order in their territories, they remained in their positions. For the Mongols, it made good sense, as the local rulers knew the customs of their people....

Source: Timothy May, "Taking Control," *Calliope*, A Cobblestone Publication

- 3 According to Timothy May, what was **one** action taken by the Mongols to control the territory they conquered? [1]

Score

Document 4

This is an excerpt from Christopher Columbus's log entry for Saturday, October 13, 1492.

...I have been very attentive and have tried very hard to find out if there is any gold here [San Salvador]. I have seen a few natives who wear a little piece of gold hanging from a hole made in the nose. By signs, if I interpret them correctly, I have learned that by going to the south, or rounding the island to the south, I can find a king who possesses a lot of gold and has great containers of it. I have tried to find some natives who will take me to this great king, but none seems inclined to make the journey.

Tomorrow afternoon I intend to go to the SW. The natives have indicated to me that not only is there land to the south and SW, but also to the NW. I shall go to the SW and look for gold and precious stones. Furthermore, if I understand correctly, it is from the NW that strangers come to fight and capture the people here....

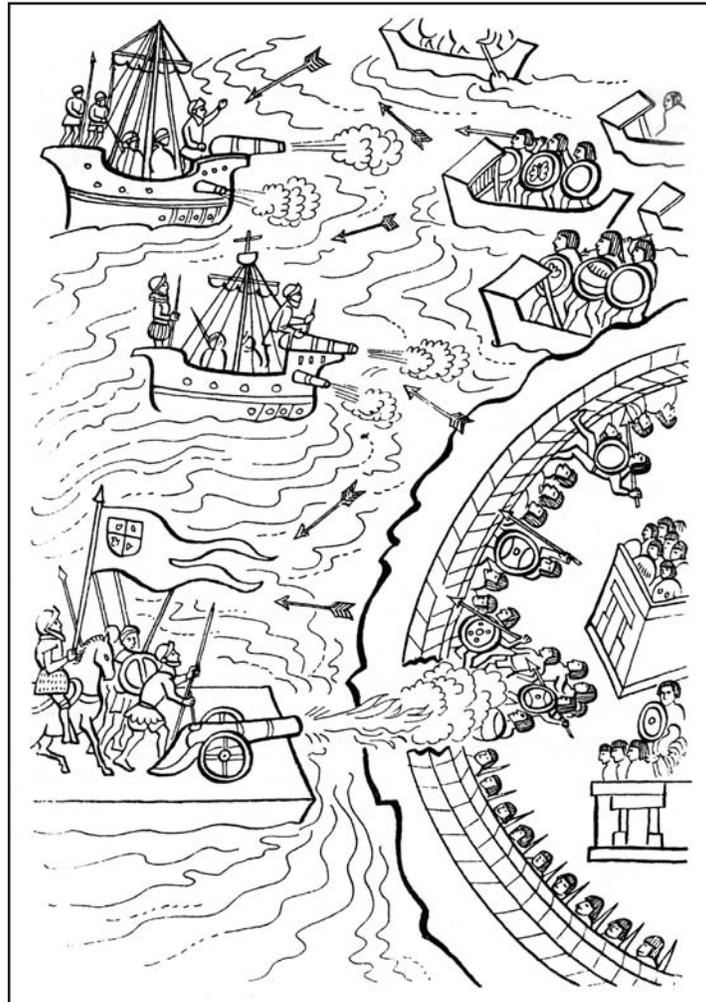
Source: translated by Robert H. Fuson, *The Log of Christopher Columbus*, International Marine Publishing Company

- 4 Based on this excerpt from Christopher Columbus's log, what is he searching for in San Salvador and the surrounding region? [1]

Score

Document 5

Spanish Crumble the Wall at Xolloco
[near the southern causeway of Tenochtitlán]



Source: Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press (adapted)

5 Based on the information provided in this illustration, what are **two** examples of technology the Spanish used to conquer the Aztecs? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 6

...Spanish administrators established two main centers of authority in the Americas—Mexico (which they called New Spain) and Peru (known as New Castile)—each governed by a viceroy who was responsible to the king in Spain. In Mexico they built a new capital, Mexico City, on top of Tenochtitlán. In Peru they originally hoped to rule from the Inca capital of Cuzco, but they considered the high altitude unpleasant and also found the Andean city too inaccessible for their purposes. In 1535 they founded [the city of] Lima and transferred the government to the coast where it was accessible to Spanish shipping....

Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, 3rd edition, McGraw-Hill (adapted)

6 According to Bentley and Ziegler, what was **one** way the Spanish changed the Americas? [1]

Score

Document 7

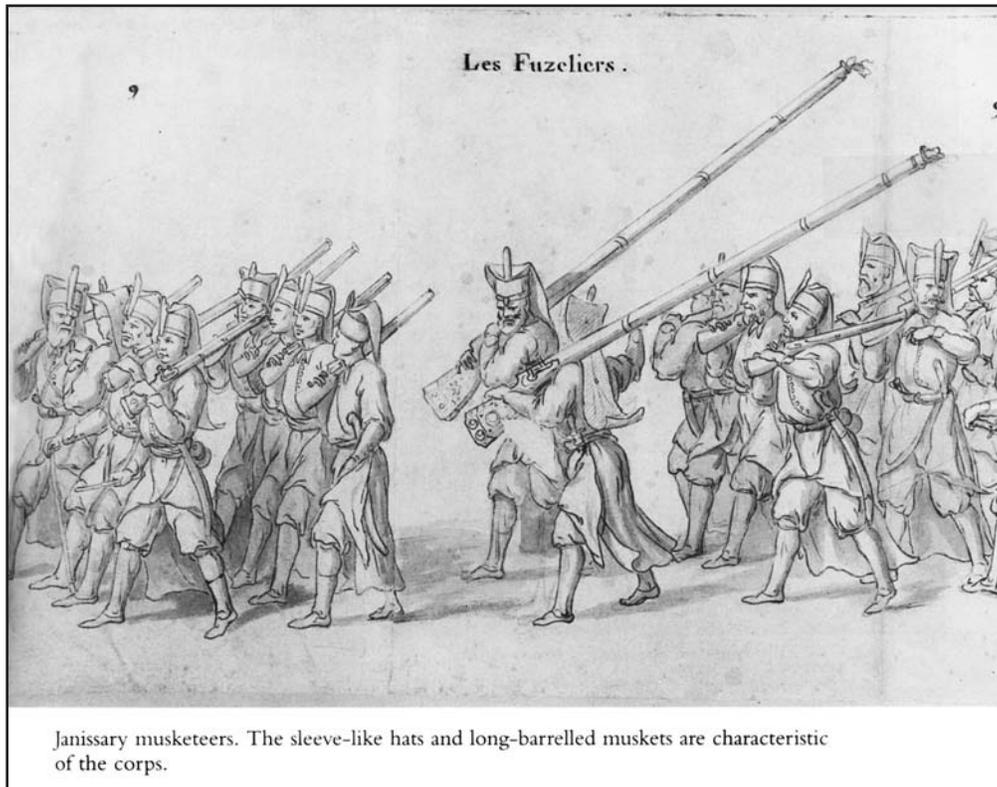
...Their [Ottoman] aim was not merely political and military. For centuries Constantinople was the largest metropolis in the known world, the impregnable [unconquerable] core of a great [Byzantine] empire, served by a deep-water port that gave access to the sea. Known as New Rome and the Queen City, it had been built to impress, its magnificent public monuments, decorated with statuary set in an elegant classical urban landscape. Its apparent invincibility and famous reputation made it a great prize. The city was also reputed to be hugely wealthy. While the [Ottoman] Turks had no interest in its famous collection of Christian relics, the fact that many were made of solid gold and silver, decorated with huge gems and ancient cameos, was of importance. Their existence added weight to the rumour that Constantinople contained vast stores of gold, a claim which cannot have been true by 1453. By the early fifteenth century the city had lost all its provinces to Turkish occupation and was totally isolated. The surviving Greek territories of Trebizond and the Morea were similarly surrounded and made no effort to assist the ancient capital....

Source: Judith Herrin, "The Fall of Constantinople," *History Today*, June 2003

- 7 According to Judith Herrin, what was **one** reason the Ottoman were interested in conquering the Byzantine capital of Constantinople? [1]

Score

Document 8a



Source: Bernard Lewis, *The Middle East: A Brief History of the Last 2,000 Years*, Touchstone

Document 8b



8 Based on this illustration and time line, state **one** way the Ottoman attempted to expand their empire. [1]

Score

Document 9

...The impact of [Ottoman] Turkish rule upon all sectors of Balkan society was profound. Most of its aristocracy were killed though a minority was absorbed into the ruling class when, in keeping with Ottoman practice, the sultan took over their lands. In contrast, the peasantry, who worked the land, paid most of the taxes and were liable for military service, were treated much better than before. They were protected by the new landlords and had their feudal services abolished. Apart from the frontier regions, most of the Balkans were spared that cultural and religious destruction usually associated with armies of occupation. Christians, though encouraged to convert to Islam, were allowed religious toleration and mixed marriages, and the comparative freedom and contentment enjoyed by its people is one of the most important explanations why the Balkans remained under Ottoman rule for over 400 years....

Source: Geoffrey Woodward, "The Ottomans in Europe," *History Review*, March 2001

9 According to Geoffrey Woodward, what were **two** effects Ottoman rule had on Balkan society? [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:

For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the **Mongols**, the **Spanish**, and the **Ottoman**. Their conquests have had an impact on both the conqueror and the conquered.

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

Choose **two** groups engaged in conquest mentioned in the historical context and for **each**

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 15, 2011 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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.

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

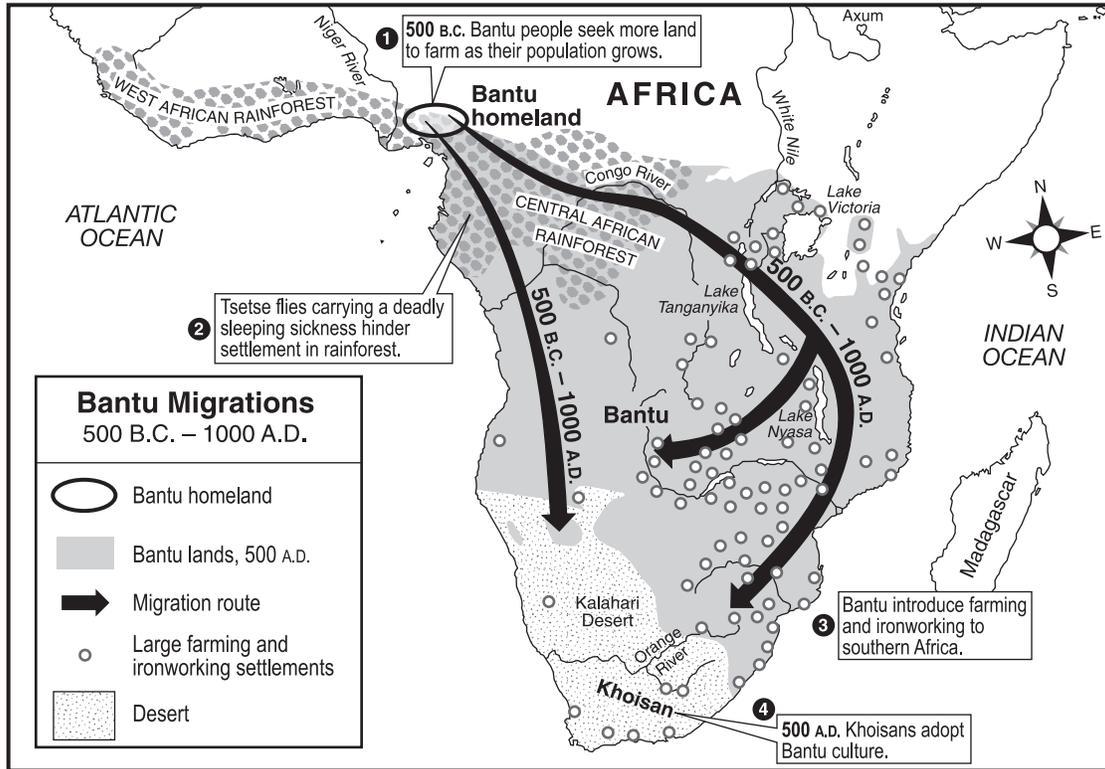
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: *The Nystrom Atlas of World History* (adapted)

1 This map illustrates the relationship between

- (1) religion and government
- (2) ironworking and trans-Saharan trade
- (3) humans and environment
- (4) monsoons and flooding

2 Which process is shown on this map?

- (1) nationalization
- (2) cultural diffusion
- (3) urbanization
- (4) social stratification

3 An economist who focused on ancient societies would most likely study the

- (1) development of trade
- (2) evolution of family patterns
- (3) effect of fire on the lives of the people
- (4) role of religion in river valley civilizations

4 Knowing the latitude of a location would be most helpful in determining

- (1) language
- (2) temperature
- (3) population
- (4) time

Base your answer to question 5 on the photographs below and on your knowledge of social studies.



Compilation of the Justinian Code



Construction of the Hippodrome



Rebuilding of the Hagia Sophia

5 The cultural contributions shown in these photographs were developed during the

- (1) Mesopotamian civilizations
- (2) Pax Romana
- (3) Tang dynasty
- (4) Byzantine Empire

Base your answer to question 6 on the passage below and on your knowledge of social studies.

...The girl and two other children were left on a mountaintop to succumb [fall victim] to the cold as offerings to the gods, according to the archaeologists who found the mummified remains in Argentina in 1999....

— "Frozen Inca Mummy Goes On Display,"
National Geographic News,
September 11, 2007

6 This passage best illustrates the role of archaeologists in

- (1) interpreting evidence
- (2) challenging customs
- (3) classifying artifacts
- (4) planning expeditions

7 Which statement about the Neolithic Revolution is an opinion rather than a fact?

- (1) Early peoples made greater cultural advancements than did people of later civilizations.
- (2) The Neolithic Revolution resulted in changes for nomadic peoples.
- (3) New technology was developed during the Neolithic Revolution.
- (4) Agricultural developments resulted in the establishment of permanent settlements.

8 The concept of zero, the expansion of the caste system, and the creation of the decimal system are most closely associated with the

- (1) Inca Empire
- (2) Tokugawa shogunate
- (3) Song dynasty
- (4) Gupta Empire

9 During the European Middle Ages, guilds were created to

- (1) obtain better working conditions in factories
- (2) standardize goods and prices
- (3) regulate the money supply
- (4) increase competition

10 Both Ibn Battuta and Mansa Musa demonstrated their religious values by

- (1) meditating along the banks of the Ganges River
- (2) converting Africans to Christianity
- (3) making a pilgrimage to Mecca
- (4) visiting the wailing wall in Jerusalem

11 Which action is linked to the spread of the Black Death to Europe during the 14th century?

- (1) trade with Asia
- (2) conquest of Japan
- (3) trade across the Sahara
- (4) exploration of the Western Hemisphere

12 What was one ideal of Renaissance humanism?

- (1) training as a knight and practicing chivalry
- (2) obeying divine right monarchs and the church
- (3) living apart from the world and taking monastic vows
- (4) investigating areas of interest and fulfilling one's potential

- 13 • Captured the city of Constantinople in 1453
• Benefited from rich trade along the Mediterranean Sea
• Ruled by Suleiman the Lawgiver

Which empire best fits these descriptions?

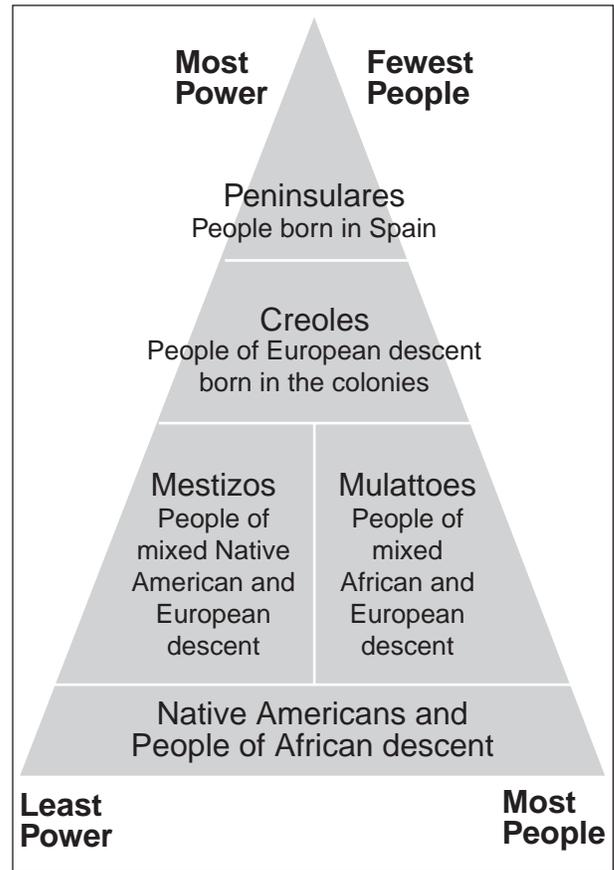
- (1) Roman
- (2) Ottoman
- (3) Mongol
- (4) Songhai

14 One way in which the Ming dynasty in the early 1400s and the Spanish monarchy in the late 1400s are similar is that both governments

- (1) promoted religious diversity
- (2) encouraged democratic reforms
- (3) emphasized equal rights for women
- (4) supported the expansion of overseas trade

Base your answer to question 15 on the diagram below and on your knowledge of social studies.

Social Structure of the Spanish Colonies



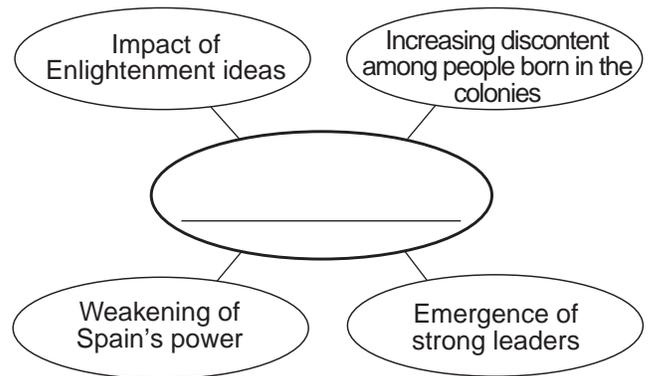
Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

15 Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?

- (1) The fewest people in the population had the greatest power.
- (2) Africans and Native Americans were politically powerful.
- (3) The peninsulares made up the majority of the population.
- (4) Mestizos and mulattoes controlled the most land in the colonies.

- 16 What was one effect of the Columbian exchange on European society?
- (1) Migration to the Americas declined.
 - (2) Horses were acquired for the first time.
 - (3) The population increased with the introduction of new foods.
 - (4) The Christian Church was divided into Roman Catholic and Orthodox.
- 17 During the first Global Age (A.D. 1450–1770), European countries obtained both a source of raw materials and a reliable market for their finished goods by developing
- (1) the policy of mercantilism
 - (2) laissez-faire principles
 - (3) trade cooperatives
 - (4) forts along the Silk Roads
- 18 One way in which Akbar the Great, Ivan the Terrible, and Louis XIV are similar is that they were all
- (1) theocratic rulers
 - (2) elected leaders
 - (3) absolute rulers
 - (4) enlightened despots
- 19 “The French Revolution is most important for having changed subjects to citizens.” This statement emphasizes the shift from
- (1) religious traditions to secular values
 - (2) divine right rule to people’s participation in government
 - (3) rural lifestyles to urban lifestyles
 - (4) private property ownership to government ownership
- 20 Which geographic condition contributed to the defeat of Napoleon’s troops during the invasion of Russia?
- (1) drought
 - (2) typhoons
 - (3) severe flooding
 - (4) harsh winter
- 21 One reason for the mass migration of many Irish to North America in the 19th century was
- (1) a series of crop failures
 - (2) enforcement of a military draft
 - (3) civil war in Ireland
 - (4) an outbreak of malaria

Base your answer to question 22 on the graphic organizer below and on your knowledge of social studies.



- 22 Which title best completes this graphic organizer?
- (1) Reasons for Latin American Independence Movements
 - (2) Impact of the Scientific Revolution
 - (3) Causes of the Industrial Revolution
 - (4) Results of Nationalism in Europe
-
- 23 Which statement best reflects an effect of imperialism in Africa?
- (1) Land was distributed equally between social classes.
 - (2) Territorial divisions were primarily established using tribal boundaries.
 - (3) Natural resources were exploited for the benefit of European powers.
 - (4) Timbuktu became the center of great learning.
- 24 Which event is considered the immediate cause of World War I?
- (1) signing of the Treaty of Versailles
 - (2) invasion of Poland by Germany
 - (3) assassination of Archduke Francis Ferdinand
 - (4) use of unrestricted submarine warfare by Germany

Base your answer to question 25 on the map below and on your knowledge of social studies.



Source: The History Department at the United States Military Academy (adapted)

25 Based on the information provided by this map, how did adopting the policy of appeasement at the Munich Conference in September 1938 change Europe?

- (1) The Rhineland was occupied by France.
- (2) The Sudetenland was given to Germany.
- (3) Germany transferred control of Memel to Lithuania.
- (4) Austria became an independent state.

26 Which reform was included in Atatürk's efforts to modernize Turkey?

- (1) reintroducing strict Islamic law
- (2) granting women the right to vote
- (3) adopting Arabic script
- (4) requiring men to wear a fez

27 Which political leader gained power as a result of the failing economy of the Weimar Republic?

- | | |
|----------------------|-----------------------|
| (1) Adolf Hitler | (3) Benito Mussolini |
| (2) Francisco Franco | (4) Charles de Gaulle |

- 28 During the Cold War, nations that adopted a policy of nonalignment believed they should
- (1) be exempt from United Nations decisions
 - (2) restrict trade with neighboring countries
 - (3) reject international environmental treaties
 - (4) follow a course independent of the super-powers
- 29 The use of the Marshall Plan in Western Europe after World War II strengthened the forces of
- (1) democracy
 - (2) communism
 - (3) isolationism
 - (4) autocracy
- 30 What was a direct result of the Four Modernizations introduced in China by Deng Xiaoping?
- (1) Freedom of speech was guaranteed.
 - (2) Goods and services were evenly distributed.
 - (3) Economic opportunities were expanded.
 - (4) Fewer consumer goods were produced.
- 31 Which pair of countries that gained independence in the 20th century experienced the migration of millions of people across their shared borders due to religious tensions?
- (1) Czech Republic and Slovakia
 - (2) Kazakhstan and Uzbekistan
 - (3) Egypt and Libya
 - (4) India and Pakistan
- 32 A goal of modern-day religious fundamentalism is to
- (1) combine the religious teachings of Islam and Christianity
 - (2) maintain traditional religious values in society
 - (3) encourage the practice of other religions
 - (4) adopt secular attitudes instead of religious beliefs
- 33 What have members of the European Union (EU) and countries of the North American Free Trade Agreement (NAFTA) both attempted to do?
- (1) reduce regional trade barriers
 - (2) monopolize iron and steel production
 - (3) establish collective farms
 - (4) seize control of the production and distribution of resources

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.



Source: Brian Barling, *Christian Science Monitor*, April 25, 2008

- 34 What is the main idea of this cartoon?
- (1) Petroleum is being overproduced.
 - (2) The demand for petroleum exceeds production.
 - (3) Fossil fuels are unevenly distributed.
 - (4) The demands of global environmental groups have increased.
-
- 35 The desire of the Kurds and of the Palestinians for independent states is based on the principle of
- (1) free trade
 - (2) nationalism
 - (3) collective security
 - (4) modernization
- 36 Which leader is most closely associated with Desmond Tutu and F. W. de Klerk?
- (1) Jomo Kenyatta
 - (2) Kwame Nkrumah
 - (3) Nelson Mandela
 - (4) Jawaharlal Nehru
- 37 Since the end of the Cold War, what has been the primary cause of conflicts in Chechnya, Azerbaijan, and Bosnia?
- (1) religious and ethnic tensions
 - (2) adoption of capitalism
 - (3) poor health care and starvation
 - (4) efforts at Russification

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



Source: Arcadio, *La Nacion*, March 4, 2002

38 Which title best describes the cartoonist's point of view about globalization?

- (1) Growing Closer Together
- (2) The Road to Stability
- (3) An Economic Miracle
- (4) An Uncertain Path

39 The southern edge of the Sahara is expanding in a process called

- (1) annexation
- (2) conservation
- (3) desertification
- (4) desalination

40 The Code of Hammurabi and the Twelve Tables of Rome are examples of

- (1) written laws
- (2) religious rules of conduct
- (3) economic sanctions
- (4) early constitutions

41 Which individual is correctly paired with an individual who further developed his ideas?

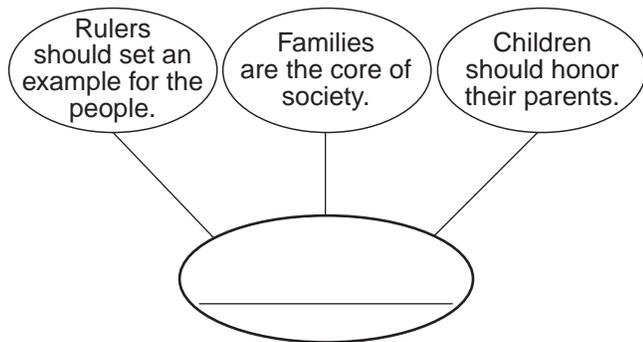
- (1) Pope Urban II → Martin Luther
- (2) Nicolaus Copernicus → Galileo Galilei
- (3) Hernando Cortez → Simón Bolívar
- (4) Louis XVI → Maximilien Robespierre

42 Which heading best completes the partial outline below?

<p>I. _____</p> <ul style="list-style-type: none"> A. Escape feudal oppression B. Earn salvation from sins C. Recapture the Holy Land

- (1) Goals of the Hanseatic League
- (2) Reasons for Europeans to Fight the Crusades
- (3) Results of the Reconquista
- (4) Aims of Charlemagne

Base your answer to question 43 on the diagram below and on your knowledge of social studies.



43 Which Chinese philosophy best completes this graphic organizer?

- (1) Maoism
 - (2) Daoism
 - (3) legalism
 - (4) Confucianism
-

44 The English Bill of Rights and the political philosophy of John Locke both support the idea of a

- (1) coalition government
- (2) fascist dictatorship
- (3) Marxist dictatorship
- (4) limited government

45 Which idea is correctly paired with a document that supports it?

- (1) colonialism — *The Prince*
- (2) militarism — Sadler Report
- (3) capitalism — *Wealth of Nations*
- (4) monotheism — *The Communist Manifesto*

46 One goal of the Congress of Vienna was to

- (1) establish a new balance of power in Europe
 - (2) protect Europe from Ottoman advances
 - (3) end abuses within the Catholic Church
 - (4) redraw the boundaries of Africa
-

47 Transportation in the 1800s was revolutionized by the development of the

- (1) caravel
- (2) astrolabe
- (3) airplane
- (4) steam engine

Base your answer to question 48 on the passage below and on your knowledge of social studies.

...Indeed whilst on the one hand civil disobedience authorises disobedience of unjust laws or unmoral laws of a state which one seeks to overthrow, it requires meek and willing submission to the penalty of disobedience and therefore cheerful acceptance of the jail discipline and its attendant hardships....

48 Which individual is the author of this passage?

- (1) Otto von Bismarck
 - (2) Mohandas Gandhi
 - (3) Ho Chi Minh
 - (4) Fidel Castro
-

49 Which conflict is most closely associated with events in Nanjing, Dunkirk, and Hiroshima?

- (1) Russian Revolution
- (2) Cultural Revolution
- (3) World War II
- (4) Korean War

50 The imaginary line that divided the Western European countries from the Eastern European countries after World War II was known as the

- (1) prime meridian
- (2) line of demarcation
- (3) Iron Curtain
- (4) Berlin Wall

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 this general definition in mind:

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: Technology

Throughout history, societies have developed significant technological innovations. These technological innovations have had both positive and negative effects on a society or on humankind.

Task:

Select **two** technological innovations and for **each**

- Discuss why the technological innovation was important during a specific time period
- Discuss the positive **and/or** negative effects this technological innovation had on a society or on humankind

You may use any technological innovation from your study of global history. Some suggestions you might wish to consider include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of 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:

Throughout history, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

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* groups mentioned in the historical context whose human rights have been denied and for *each*

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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 1

...Stalin came to power after Lenin's death in 1924, inheriting a government that was still struggling to control an unwieldy empire. The new premier [leader] soon turned his attention toward Ukraine, the largest and most troublesome of the non-Russian Soviet republics. The Ukrainians were a fiercely independent people, given to ignoring directives from Moscow and stubbornly maintaining their individualistic, agrarian way of life.

That independent spirit made them a problem. At a time when Stalin wanted to build a strong industrial base, they clung to their rural peasant traditions. At a time when he wanted to abolish private ownership of land, they refused to surrender their farms. In short, the Ukrainians had become a threat to the revolution....

Source: Linda Jacobs Altman, *Genocide: The Systematic Killing of a People*, Enslow Publishers

- 1 What was **one** way in which the Ukrainian people were a threat to Stalin's power according to Linda Jacobs Altman? [1]

Score

Document 2

In 1929, Stalin's policy of all-out collectivization had disastrous effects on agricultural productivity. He increased the amount of grain to be exported from Ukraine. This action resulted in famine among the Ukrainian peasants and resistance among the landowners.

Addendum to the minutes of [December 6, 1932] Politburo [meeting] No. 93.

The Council of People's Commissars and the Central Committee resolve:

To place the following villages on the black list for overt disruption of the grain collection plan and for malicious sabotage, organized by kulak [wealthy Ukrainian farmers] and counterrevolutionary elements: ...

The following measures should be undertaken with respect to these villages:

1. Immediate cessation [stoppage] of delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods from cooperative and state stores....

The Council of People's Commissars and the Central Committee call upon all collective and private farmers who are honest and dedicated to Soviet rule to organize all their efforts for a merciless struggle against kulaks and their accomplices in order to: defeat in their villages the kulak sabotage of grain collection; fulfill honestly and conscientiously their grain collection obligations to the Soviet authorities; and strengthen collective farms.

CHAIRMAN OF THE COUNCIL OF PEOPLE'S COMMISSARS OF THE UKRAINIAN SOVIET SOCIALIST REPUBLIC — V. CHUBAR.

SECRETARY OF THE CENTRAL COMMITTEE OF THE COMMUNIST PARTY (BOLSHEVIK) OF UKRAINE — S. KOSIOR.

6 December 1932.

Source: Soviet Archives Exhibit, Library of Congress (adapted)

2 According to this document, what was **one** action the Soviet government proposed to enforce its policies of collectivization and grain quotas? [1]

Score

Document 3

This is an excerpt from a speech given by Dr. Oleh W. Gerus in 2001 at the unveiling of a monument in Manitoba, Canada, to the victims of the famine-genocide in Ukraine.

...What have been the historical consequences of the Great Famine-Genocide?

By ravaging the country side, the famine not only destroyed millions of innocent human beings—estimates range from 4 to 10 million—but also retarded [slowed] by generations the natural evolution [development] of Ukrainian nationhood. The traditional Ukrainian values of hope, individualism and hard work disappeared. Fear, apathy and alcoholism became the hallmarks of the collective farm. Cities of Ukraine remained bastions [strongholds] of Russification. In general, the traumatized survivors found themselves voiceless cogs in the huge bureaucratic machine that the Soviet Union had become....

Source: Dr. Oleh W. Gerus, "The Great Ukrainian Famine-Genocide,"
Centre for Ukrainian Canadian Studies, University of Manitoba, August 4, 2001 (adapted)

3 What were **two** consequences of the great famine-genocide in Ukraine according to Oleh W. Gerus? [2]

(1) _____

Score

(2) _____

Score

Document 4

In 1970, Lon Nol overthrew Prince Norodom Sihanouk and became the leader of Cambodia. The Vietnam War had destabilized Cambodia's government and Lon Nol used this situation to gain power.

...Richard Nixon's May 1970 invasion of Cambodia (undertaken without informing Lon Nol's new government) followed simultaneous invasions by Saigon and Vietnamese Communist forces. It created 130,000 new Khmer [Cambodian mountain people] refugees, according to the Pentagon. By 1971, 60 percent of refugees surveyed in Cambodia's towns gave U.S. bombing as the main cause of their displacement. The U.S. bombardment of the Cambodian countryside continued until 1973, when Congress imposed a halt. Nearly half of the 540,000 tons of bombs were dropped in the last six months.

From the ashes of rural Cambodia arose Pol Pot's Communist Party of Kampuchea (CPK). It used the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for its brutal, radical policies and its purge of moderate Communists and Sihanoukists. This is clear from contemporary U.S. government documents and from interviews in Cambodia with peasant survivors of the bombing....

Source: Ben Kiernan, *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975-79*, Yale University Press (adapted)

4 According to Ben Kiernan, what were **two** problems Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power? [2]

(1) _____

Score

(2) _____

Score

Document 5

Pol Pot came to power in April 1975. He overthrew Lon Nol in a coup d'état and attempted to create a utopian agrarian society.

...He [Pol Pot] began by declaring, "This is Year Zero," and that society was about to be "purified." Capitalism, Western culture, city life, religion, and all foreign influences were to be extinguished in favor of an extreme form of peasant Communism.

All foreigners were thus expelled, embassies closed, and any foreign economic or medical assistance was refused. The use of foreign languages was banned. Newspapers and television stations were shut down, radios and bicycles confiscated, and mail and telephone usage curtailed. Money was forbidden. All businesses were shuttered, religion banned, education halted, health care eliminated, and parental authority revoked. Thus Cambodia was sealed off from the outside world.

All of Cambodia's cities were then forcibly evacuated. At Phnom Penh, two million inhabitants were evacuated on foot into the countryside at gunpoint. As many as 20,000 died along the way....

Source: "Genocide in the 20th Century: Pol Pot in Cambodia 1975-1979," *The History Place*

- 5 Based on this *History Place* article, what was **one** action taken by Pol Pot's government that contributed directly to human rights violations against the Cambodian people? [1]

Score

Document 6

Teeda Butt Mam is a survivor of the Khmer Rouge. This excerpt is an eyewitness account of her experience in Cambodia.

...I traveled with my family from the heart of the country to the border of Thailand. It was devastating to witness the destruction of my homeland that had occurred in only four years. Buddhist temples were turned into prisons. Statues of Buddha and artwork were vandalized. Schools were turned into Khmer Rouge headquarters where people were interrogated, tortured, killed, and buried. School yards were turned into killing fields. Old marketplaces were empty. Books were burned. Factories were left to rust. Plantations were without tending and bore no fruit....

— Teeda Butt Mam

Source: Teeda Butt Mam, "Worms from Our Skin," *Children of Cambodia's Killing Fields*, Yale University Press

6 According to this eyewitness account, what were **two** results of Khmer Rouge rule in Cambodia? [2]

(1) _____

Score

(2) _____

Score

Document 7

In 1998, President Bill Clinton traveled to Rwanda to pay America's respects to those who suffered and died in the Rwandan genocide. During the visit, a panel discussion was held and later aired by *Frontline*. This is an excerpt from the transcript of that broadcast.

...**NARRATOR:** In 1993, Rwanda, one of Africa's smallest countries with just seven million citizens, was a deeply troubled country with a deeply troubled past. Decades earlier, under colonial rule, the Belgians had used the Tutsis, Rwanda's aristocracy, to enforce their rule over the Hutu majority, who were mostly poor farmers.

PHILIP GOUREVITCH, "The New Yorker":

The Belgians created an idea whereby the Tutsi were a master race, the Hutu an inferior race. And ethnic identity cards were issued. Much like in South Africa, an apartheid-like system was imposed. All privileges went to the Tutsi minority, and the Hutu majority was almost in bondage.

At independence in the late '50s and early '60s, this system was reversed. The majority Hutu rebelled, seized power, in the name of majority rule imposed an apartheid-like system in reverse and oppressed the Tutsi bitterly.

NARRATOR: Faced with discrimination and increasing Hutu violence, most Tutsis fled to neighboring countries, where they formed a guerrilla army, the Rwandan Patriotic Front.

In 1990, the rebel Tutsis invaded Rwanda and forced peace talks with Juvenal Habyarimana, the Hutu president. Anxious to stay in power himself, Habyarimana signed a peace treaty agreeing to share power with the Tutsis....

Source: "The Triumph of Evil," *Frontline*, January 26, 1999

7 According to this *Frontline* transcript excerpt, what were **two** causes of conflict between the Hutus and the Tutsi in Rwanda? [2]

(1) _____

Score

(2) _____

Score

Document 8

After the assassination of President Juvenal Habyarimana on April 6, 1994, radical Hutus attempted to exert control over Rwanda.

...The Hutu officials who took over the government organized the murders [of Tutsis] nationwide. They used the government-run radio and press to do this. They also used the private newspapers and a private radio station, known as Radio Television des Mille Collines (RTLM). RTLM told the population to look for the “enemies” and to kill them. Those Tutsi and Hutu [opposing the government] who could, fled to safety in neighboring countries, to Europe, or to Canada and the United States. Meanwhile, when the murders started, the RPF [Tutsi-led Rwandan Patriotic Front] in Uganda invaded Rwanda again....

Source: Aimable Twagilimana, *Teenage Refugees from Rwanda Speak Out*,
Globe Fearon Educational Publisher

8 According to Aimable Twagilimana, what was **one** action taken by Hutu officials against their “enemies”? [1]

Score

Document 9a

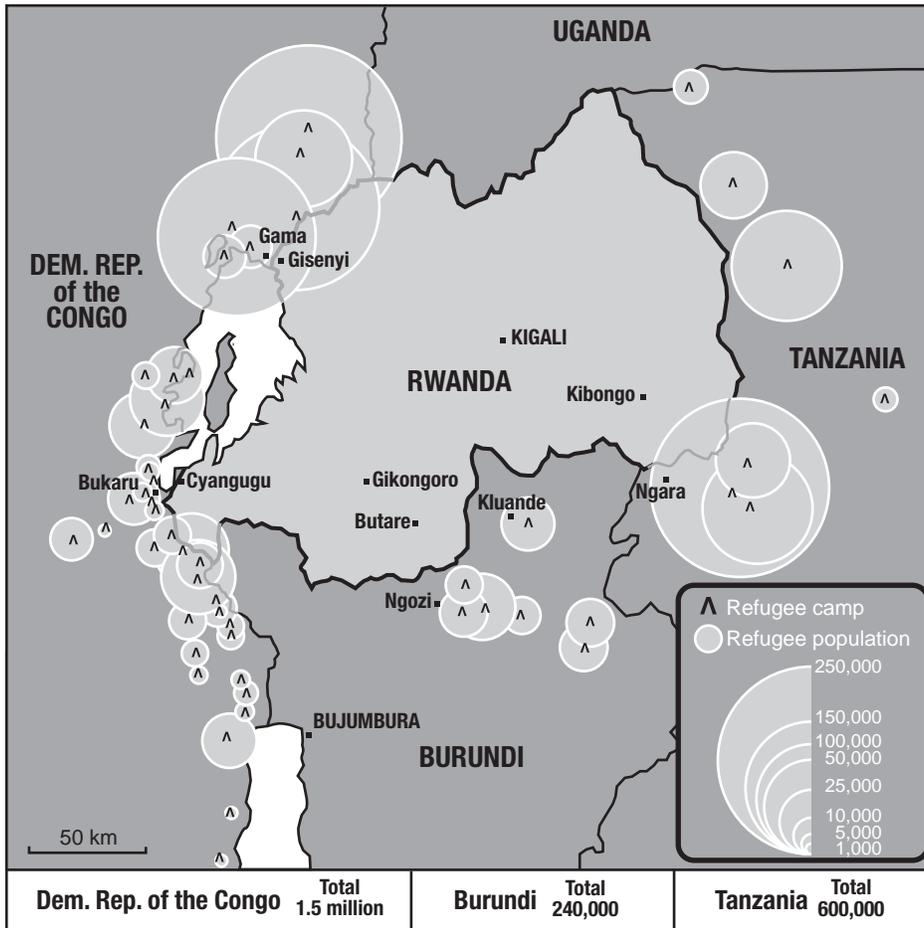
...Over the course of the genocide nearly one million people were killed, and more than three million fled to other countries, creating the world's worst ever refugee crisis. Only then did the West respond, launching the largest aid effort in human history, which finally concluded two years later in March of 1996. Soon after, war broke out in several neighboring countries causing almost all of the refugees to return home by 1997.

Post-genocide, a Unity government was formed [in Rwanda], and in 2000, Paul Kagame, former head of the RPF, was elected transition president. Kagame was then elected to a regular term in the country's first standard elections in 2003. The United Nations established the International Criminal Tribunal for Rwanda, which has been trying high-level Hutu officials for crimes against humanity, while local governments have resorted to tribal councils, called *gacaca*, to sanction the estimated 80,000 people involved in the genocide....

Source: Terry George, ed., *Hotel Rwanda*, Newmarket Press

Document 9b

REFUGEE CAMP POPULATIONS (December 1994)



Source: UN High Commissioner for Refugees, December 1994 (adapted)

9 Based on these documents, state **two** effects of genocide on Rwanda. [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:

Throughout history, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

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

Select *two* groups mentioned in the historical context whose human rights have been denied and for *each*

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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.

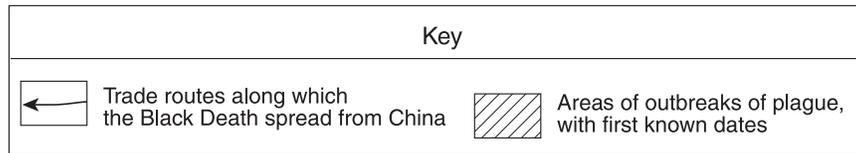
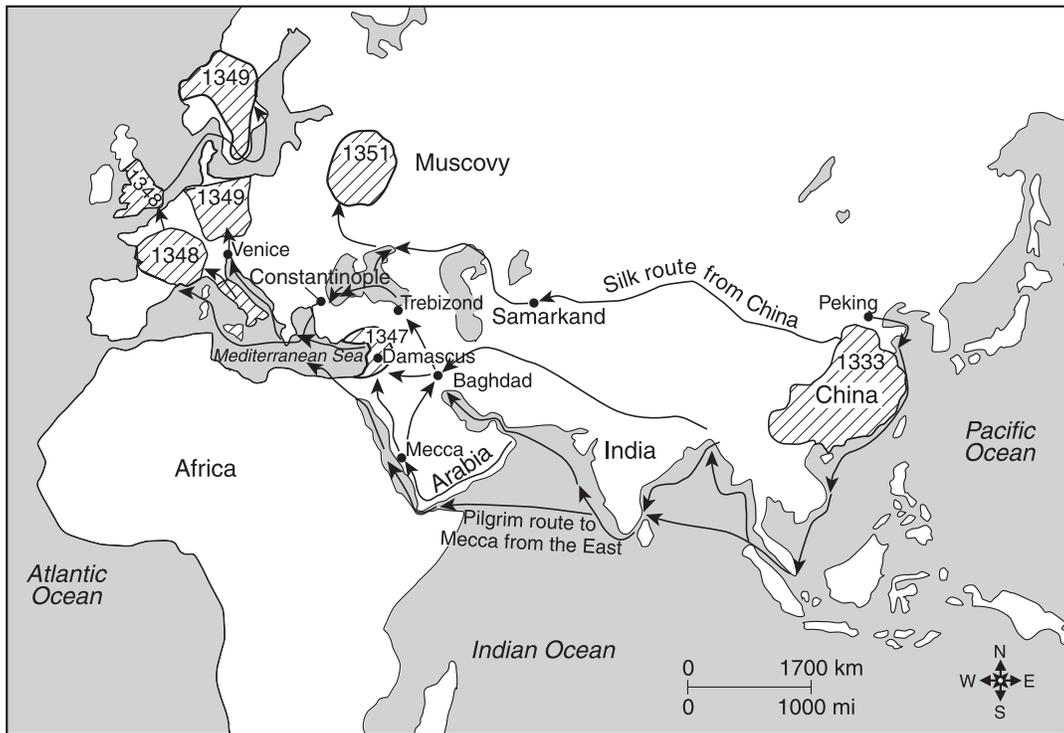
When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during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

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

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

Base your answer to question 12 on the map below and on your knowledge of social studies.

First Incidence of Black Death in Europe and Asia, 1333–1351



Source: Decameron Web, Brown University (adapted)

- 12 The information on this map suggests that the Black Death was primarily spread by the actions of
- | | |
|---------------------|---------------|
| (1) invading armies | (3) merchants |
| (2) nomadic peoples | (4) explorers |

- 13 • Stained glass windows assist people in understanding Biblical stories.
 • Taller and larger cathedrals emphasize the grandeur and glory of God.

These statements best describe elements of

- (1) the Four Noble Truths
- (2) Chinese pagodas
- (3) Gothic architecture
- (4) Greek ideas

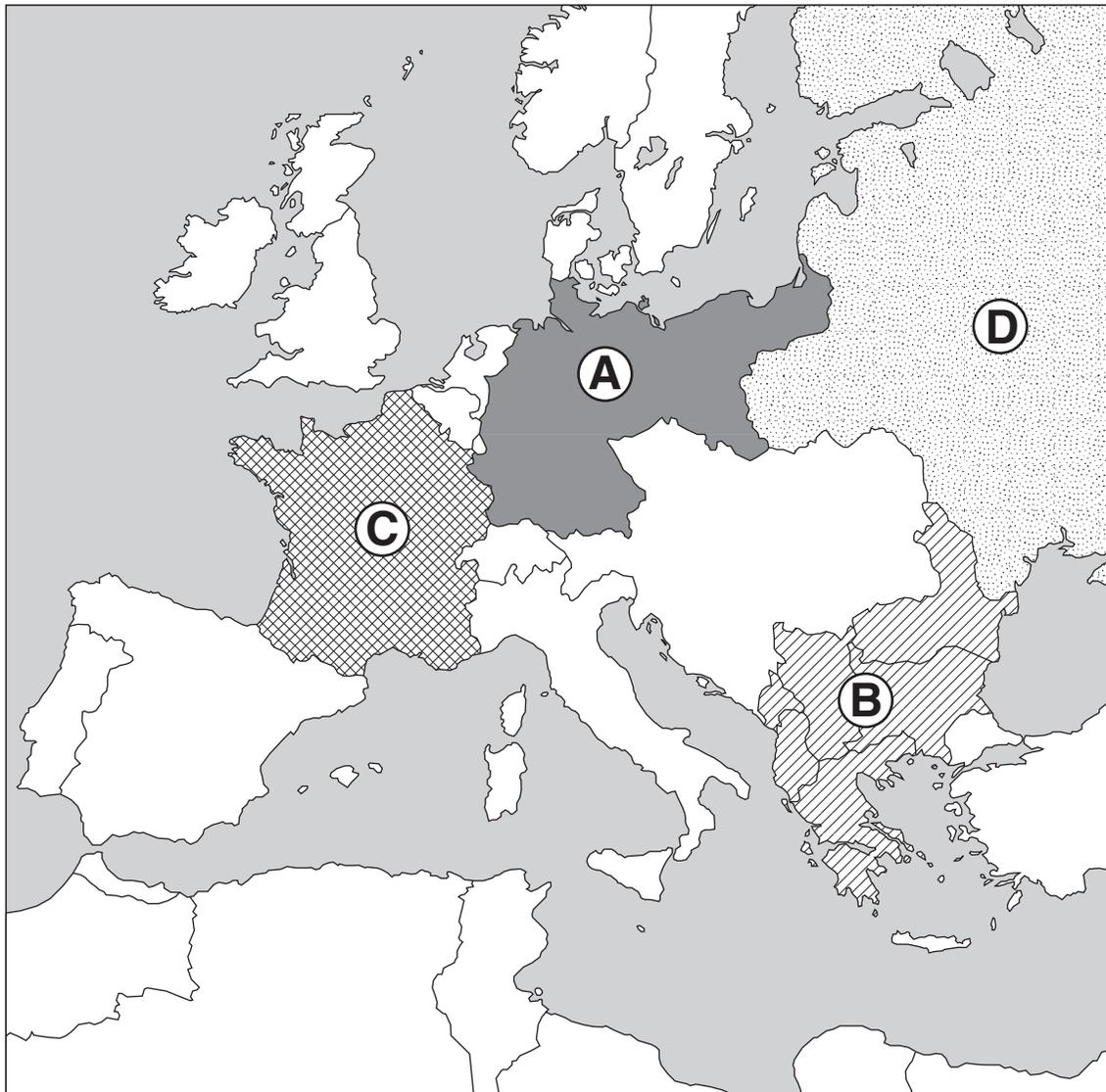
- 14 Which statement is an opinion rather than a fact?

- (1) Mansa Musa made a pilgrimage to Mecca.
- (2) Mali would have flourished without Mansa Musa's influence.
- (3) Mali's economy was based on the gold and salt trade.
- (4) Timbuktu became a center for Islamic learning.

- 15 One similarity between the Nile River valley and savanna lands in Africa is that they both
- (1) served as major barriers to the movement of people and goods
 - (2) provided necessary resources for settlement
 - (3) are located on the western side of the continent
 - (4) had little effect on the lives of the people who lived in these regions
- 16 By closing Japanese harbors to most foreigners in the 1600s, the Tokugawa shogunate attempted to
- (1) protect Japan from European influence
 - (2) increase Japanese agricultural production
 - (3) eliminate Japan's influence on Southeast Asia
 - (4) destroy traditional Japanese culture
- 17 The Ottomans were a strong trading empire through the mid-1600s because they
- (1) controlled access to the eastern Mediterranean Sea
 - (2) had the most powerful navy in the world
 - (3) dominated West African caravan routes
 - (4) conquered most of Asia
- 18 One way in which the Aztec and Inca civilizations are similar is that they both
- (1) defeated the Spanish conquistadors
 - (2) developed advanced architectural techniques
 - (3) lacked strong central governments
 - (4) settled primarily in river valleys
- 19 One effect of the encomienda system in Latin America was that it
- (1) eliminated the use of guilds
 - (2) promoted isolationism
 - (3) exploited indigenous peoples
 - (4) reduced Spanish influence
- 20 The Magna Carta, the Petition of Right, and the English Bill of Rights led the English government to develop a political system in which
- (1) rulers were responsible to the people
 - (2) religious authorities controlled the lawmaking process
 - (3) the power of the monarch came from God
 - (4) the individual was denied a trial by jury
- 21 Which statement accurately reflects population changes that occurred as a result of the Age of Exploration?
- (1) Most Latin American populations became more culturally diverse.
 - (2) One third of Europe's population died due to exposure to diseases from the Americas.
 - (3) The introduction of goods from the Americas caused a decline in Asian populations.
 - (4) Native Americans migrated to Africa causing increases in African populations.
- 22 Enlightenment thinkers encouraged the improvement of society through the
- (1) teachings of the church
 - (2) use of reason
 - (3) development of absolutism
 - (4) establishment of a rigid social hierarchy
- 23 **“Angry Mob Destroys Bastille”**
“Robespierre’s Execution Ends Reign of Terror”
“Napoleon Seizes Power”
- Which country's revolution is referred to in these headlines?
- | | |
|-------------|------------|
| (1) Spain | (3) France |
| (2) Austria | (4) Russia |
- 24 The slogan “Blood and Iron” and a united Germany are most closely associated with
- | | |
|-----------------------|-----------------------|
| (1) Prince Metternich | (3) Camillo Cavour |
| (2) Simón Bolívar | (4) Otto von Bismarck |
- 25 Which pair of natural resources were used to change transportation and manufacturing in Great Britain during the Industrial Revolution?
- (1) gold and salt
 - (2) diamonds and petroleum
 - (3) copper and tin
 - (4) coal and iron ore
- 26 What is one reason for Japan's involvement in the first Sino-Japanese War and the annexation of Korea?
- (1) pursuit of imperialistic goals
 - (2) reaction to foreign invasions
 - (3) institution of five-year plans
 - (4) need for a warm-water port

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

Europe at the Outbreak of World War I, August 1914



Source: Make History web page, Bedford/St. Martin's (adapted)

27 Which area of Europe was known as the “Powder Keg” of Europe prior to the outbreak of World War I?

- (1) A
- (2) B
- (3) C
- (4) D

28 One similarity between the Sepoy Rebellion in India and the Boxer Rebellion in China is that both were

- (1) religious reform movements
- (2) reactions to the opium trade
- (3) attempts to end foreign interference
- (4) successful revolts against absolute monarchs

29 Between 1923 and 1938, which leader instituted a modernization program in Turkey?

- (1) Shah Reza Pahlavi
- (2) Jawaharlal Nehru
- (3) Kemal Atatürk
- (4) Ho Chi Minh

30 The rise of fascism in Germany between World War I and World War II is often associated with the

- (1) promotion of ethnic diversity
- (2) appeal of the doctrine of nonviolence
- (3) establishment of a strong parliamentary system
- (4) impact of the global economic depression

31 One way in which the conquest of Manchuria by the Japanese (1931) and the annexation of Czechoslovakia by Germany (1939) are similar is that these actions

- (1) marked the end of the aggressive expansion of these nations
- (2) demonstrated the weakness of the League of Nations
- (3) reestablished the balance of power in the world
- (4) led to the Long March

32 During World War II, the importance of the D-Day invasion of 1944 was that it

- (1) forced Germany to fight on multiple fronts
- (2) made Germany move their military to the Russian front
- (3) ended the bombing of Germany
- (4) demonstrated German military dominance

33 People would prefer their own bad government rather than submit to the good government of a foreign power.

Which concept is characterized by this statement?

- (1) nationalism
- (2) communism
- (3) socialism
- (4) militarism

34 Which function of the United Nations is based on the concept of collective security?

- (1) providing health services
- (2) coordinating global peacekeeping
- (3) monitoring educational programs
- (4) assisting in agricultural research

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



Source: Henry Brun, *The World Today: Current Problems and Their Origins*, 2005

35 In this cartoon, which region is represented by the nations that are seeking membership in the North Atlantic Treaty Organization (NATO)?

- (1) Latin America
- (2) Central Africa
- (3) Southeast Asia
- (4) Eastern Europe

36 Which region is most closely associated with conflict in the West Bank, Golan Heights, and the Sinai Peninsula?

- (1) East Africa
- (2) Middle East
- (3) Western Europe
- (4) Central Asia

37 In the 1990s, which two countries dominated the headlines because genocide was occurring in those countries?

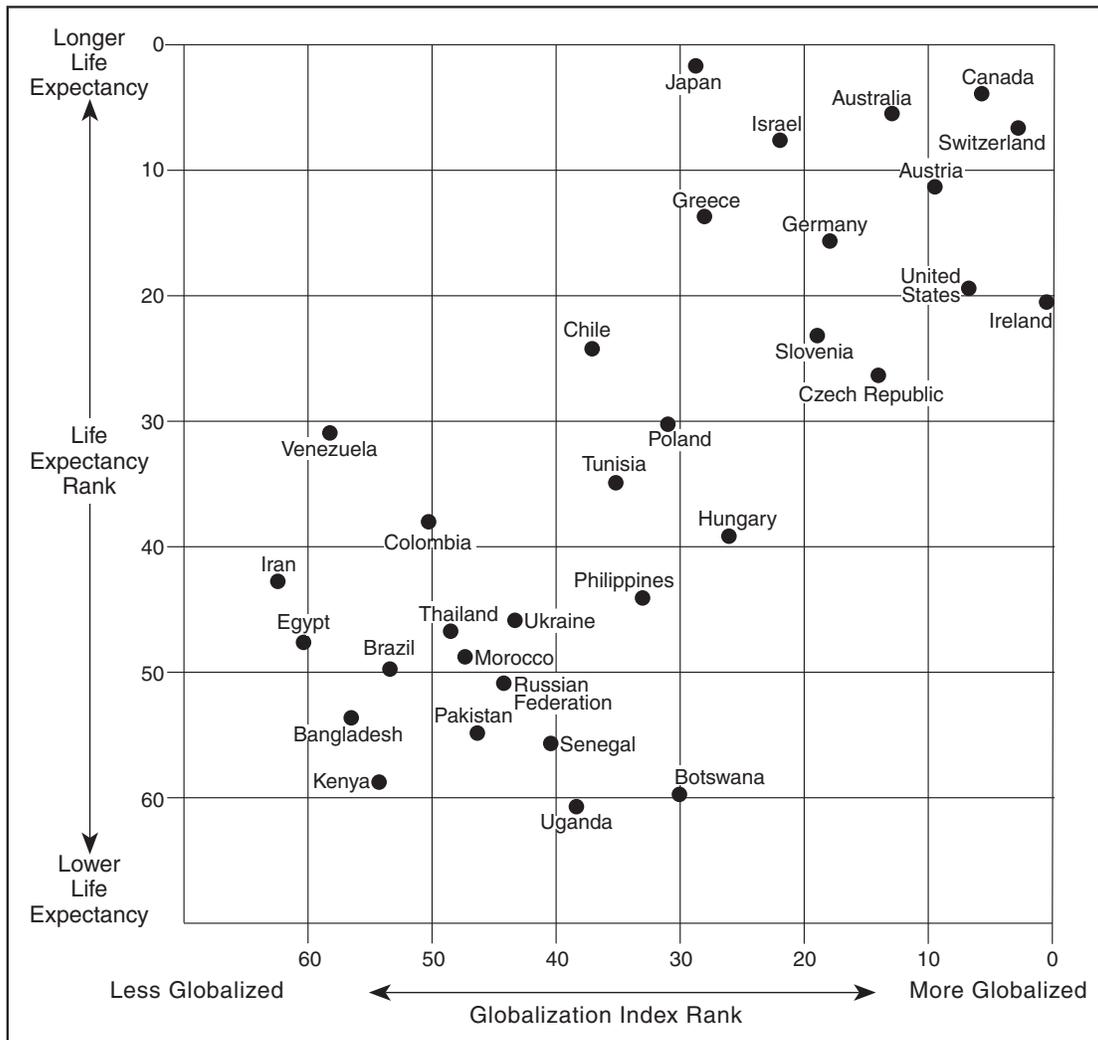
- (1) Switzerland and Poland
- (2) Vietnam and Singapore
- (3) Sudan and Rwanda
- (4) Costa Rica and Jamaica

38 Which leader's policies included *glasnost* and *perestroika*?

- (1) Fidel Castro
- (2) Nikita Khrushchev
- (3) Mikhail Gorbachev
- (4) Deng Xiaoping

Base your answers to questions 39 and 40 on the chart below and on your knowledge of social studies.

Globalization and Life Expectancy



Source: Roger A. Arnold, *Economics: New Ways of Thinking*, EMC Publishing, 2007 (adapted)

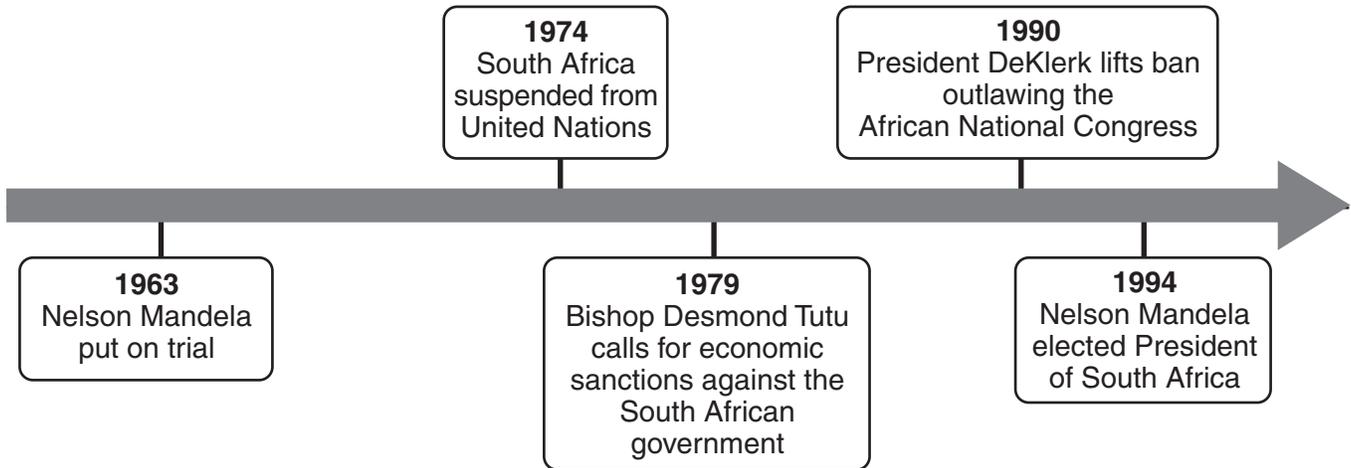
39 Based on the information in this chart, which country has the highest life expectancy?

- (1) Ireland
- (2) Japan
- (3) Venezuela
- (4) Greece

40 Based on the information in this chart, which statement is most accurate?

- (1) Poland is less globalized than Bangladesh.
- (2) Switzerland is more globalized than Thailand.
- (3) Brazilians tend to live longer than Canadians.
- (4) Pakistanis tend to have shorter lives than Ugandans.

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



41 Which policy is most closely associated with the events on this time line?

- (1) nonalignment
- (2) détente
- (3) containment
- (4) apartheid

42 An objective of the European Union (EU) for the early 21st century is to

- (1) withdraw from its military alliances
- (2) further integrate its economic system
- (3) establish a nuclear buffer zone
- (4) limit production of alternative fuels

43 **“Contaminated Food from China Sold in the United States”**

“Computer Virus Shuts Down Hundreds of Businesses Worldwide”

“Multinational Corporations Relocate Factories”

These headlines are directly related to

- (1) world hunger
- (2) overpopulation
- (3) global warming
- (4) economic interdependence

44 One way in which knights, samurai, and warlords are similar is that they all

- (1) were traditional religious leaders
- (2) occupied military posts in the Chinese Empire
- (3) expelled the Moors from Spain
- (4) held positions of power in feudal systems

45 In what way did the rivers of Russia influence its history?

- (1) They provided a network for trade between the Byzantine Empire and Russia.
- (2) They allowed Japan to defeat Russia in the Russo-Japanese War.
- (3) They were used by Napoleon to invade Russia.
- (4) They gave the Mongols a route to conquer Russia.

46 Which title best completes the partial outline below?

<p>I. _____</p> <p>A. Sugar, tobacco, and cotton to Europe</p> <p>B. Textiles, rum, and manufactured goods to Africa</p> <p>C. Enslaved Africans to the Americas</p>

- (1) Trade Within the Hanseatic League
- (2) Elements of Triangular Trade
- (3) Factors of Industrialization
- (4) Results of the Congress of Vienna

- 47 • Vasco da Gama discovered an all-water route from Europe to India.
• Ferdinand Magellan's crew circumnavigated the globe.
• Issac Newton defined the forces of gravity.

These events relate most directly to

- (1) revised understandings of natural surroundings
 - (2) questioning the benefits of the mercantile system
 - (3) increased suspicion between different religions
 - (4) development of new manufacturing techniques
- 48 One way in which King Louis XVI of France and Czar Nicholas II of Russia are similar is that both
- (1) were executed by revolutionaries
 - (2) were known as great military leaders
 - (3) advocated religious reform
 - (4) supported the emancipation of serfs

- 49 Porfirio Diaz, Francisco "Pancho" Villa, and Emiliano Zapata are best known for their struggles in the

- (1) Haitian independence movement
- (2) Mexican Revolution
- (3) Nicaraguan War
- (4) Cuban Revolution

- 50 Which region is most closely associated with the event with which it is paired?

- (1) Central Africa—calling for the Crusades by Pope Urban II
- (2) East Asia—issuing of the Balfour Declaration
- (3) South America—Munich Conference
- (4) Eastern Europe—Berlin Airlift

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 this general definition in mind:

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: Geography

Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world.

Task:

Select **three** different geographic features and for **each**

- Discuss how this geographic feature influenced the historical **and/or** cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons.

You are *not* limited to these suggestions.

Do *not* write about the geographic features of the United States.

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:

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

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

Choose *two* ideas mentioned in the historical context and for *each*

- Explain the idea
- Discuss how this idea influenced societies or regions

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

- (a) **explain** means “to 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.

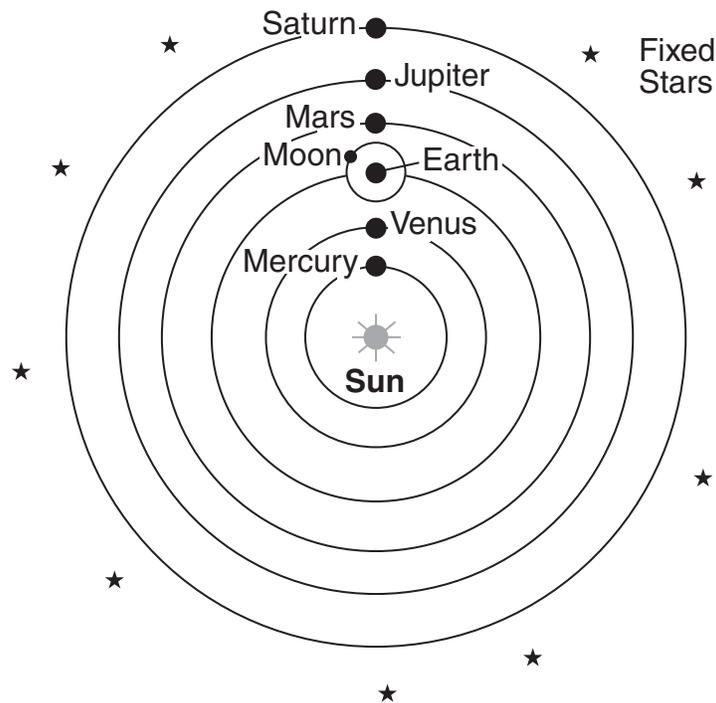
Document 1

The Copernican Model: A Sun-Centered Solar System

The Earth-centered Universe of Aristotle and Ptolemy held sway on [governed] Western thinking for almost 2000 years. Then, in the 16th century a new idea was proposed by the Polish astronomer Nicolai Copernicus (1473–1543).

The Heliocentric System

In a book called *On the Revolutions of the Heavenly Bodies* (that was published as Copernicus lay on his deathbed), Copernicus proposed that the Sun, not the Earth, was the center of the Solar System. Such a model is called a heliocentric system. The ordering of the planets known to Copernicus in this new system is illustrated in the following figure, which we recognize as the modern ordering of those planets. . . .



Source: The Copernican Model: A Sun-Centered Solar System, Department of Physics & Astronomy, University of Tennessee

- 1 Based on this document, how was Copernicus's theory of heliocentrism different from Ptolemy's ideas about the universe? [1]

Score

Document 2

This is an excerpt from a letter written by Galileo Galilei in 1615 to the Grand Duchess Christina defending his approach to science.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction.

Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, "Letter to the Grand Duchess Christina (1615)"

2a According to Galileo, why is the search for truth important? [1]

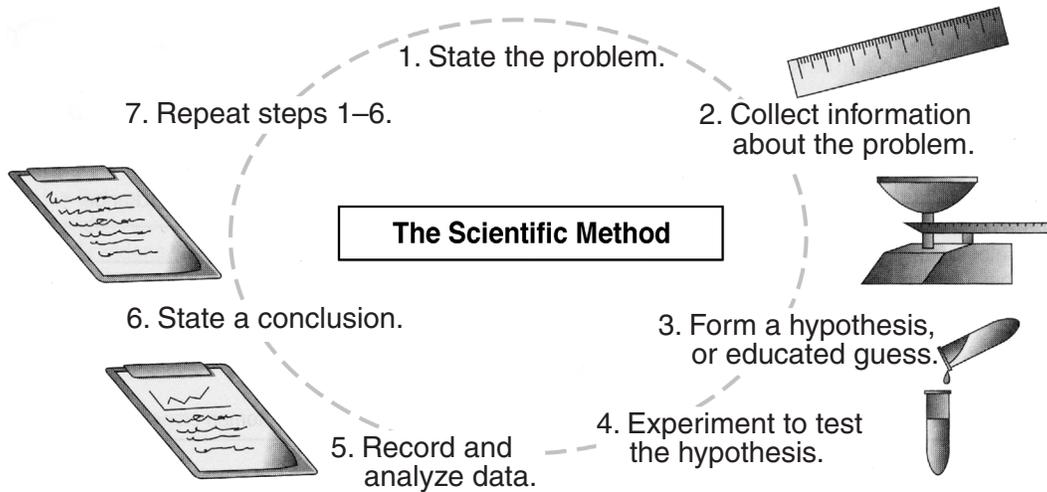
Score

b Which document did Galileo's opponents use to support their opinions? [1]

Score

Document 3

. . . At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .

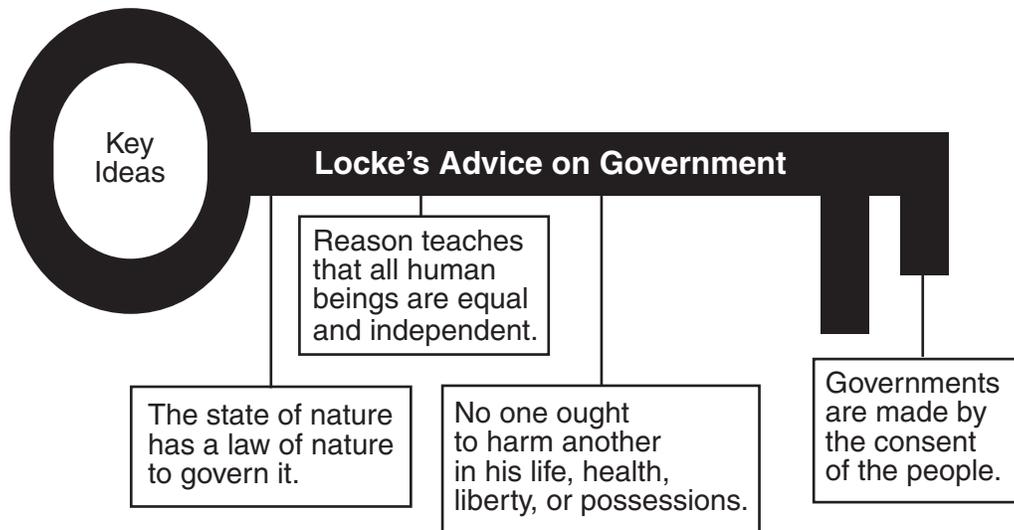


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what is **one** way Copernicus, Galileo, and others influenced how scientists work? [1]

Score

Document 4



4 Based on the information in this graphic organizer, state **two** specific rights that John Locke believed all humans have. [2]

(1) _____

Score

(2) _____

Score

Document 5a

Declaration of the Rights of Man and the Citizen—1789

Approved by the National Assembly of France, August 26, 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .

Source: The Avalon Project at Yale Law School (adapted)

Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

Universal Declaration of Human Rights

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3: Everyone has the right to life, liberty and security of person. . . .

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. . . .

Source: United Nations

- 5 State **two** ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights. [2]

(1) _____

Score

(2) _____

Score

Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike

. . . In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of “universal jurisdiction” over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. . . .

Human Rights Watch described the Pinochet arrest as a “wake-up call” to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hisssein Habre, who has been indicted and awaits trial on torture charges. . . .

Source: “The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad,”
Human Rights Watch, March 2000 (adapted)

6 According to this document, what is **one** way victims can seek justice when their human rights have been violated? [1]

Score

Document 7

Manifesto of the Communist Party, 1848

II. Proletarians and Communists

. . . The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. . . .

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. . . .

Source: Marx and Engels, *Manifesto of the Communist Party*,
International Publishers

7 According to Marx and Engels, what are **two** ideas that characterize Marxist communism? [2]

(1) _____

Score

(2) _____

Score

Document 8

Proclaiming the New Socialist Government, November 1917

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.

What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.

From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .

Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .

We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

8 According to V. I. Lenin, what is **one** goal of the Bolshevik Revolution? [1]

Score

Document 9

. . . China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.

On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

9 According to this Associated Press excerpt, what is **one** way the Chinese Communists attempted to transform their society? [1]

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:

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

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

- Choose *two* ideas mentioned in the historical context and for *each*
- Explain the idea
 - Discuss how this idea influenced societies or regions

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

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
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23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 • Analyzing the design of a Shang bronze pot
• Deciphering the writing on the Rosetta Stone
• Examining the fabric of a Japanese kimono

These actions are most often performed by

- (1) a political scientist (3) a sociologist
(2) a geographer (4) an archaeologist
- 2 The term *monsoons* can be defined as
- (1) seasonal winds
(2) sand deposits
(3) ocean currents
(4) mountain avalanches
- 3 An economist is a social scientist who focuses on the study of the
- (1) development of spiritual practices
(2) establishment of legal systems
(3) creation and implementation of social class systems
(4) production and exchange of goods and services
- 4 Which geographic feature served as a barrier that protected ancient China and was used as an invasion route by the Aryans into ancient India?
- (1) deserts (3) mountains
(2) rivers (4) plateaus
- 5 Which heading best completes the partial outline below?

I. _____ A. Cities B. Complex government C. Job specialization D. Writing system

- (1) Examples of Early Technology
(2) Results of Cultural Diversity
(3) Characteristics of Civilizations
(4) Causes for the Neolithic Revolution

- 6 One way in which *The Epic of Gilgamesh*, *The Odyssey*, and *The Mahābhārata* are similar is that they are

- (1) sets of written legal principles that spell out the rights of citizens
(2) stories that are tied to monotheistic religious beliefs
(3) paintings that depict heroes and cultural values
(4) works of literature that give historians information about early civilizations

- 7 • Preserved Hindu traditions
• Produced fine poems and drama
• Made advances in mathematics, science, and medicine

These achievements refer to contributions of the

- (1) Gupta Empire (3) Greek city-states
(2) Persian Empire (4) Tang dynasty

- 8 Which statement about China is a fact rather than an opinion?

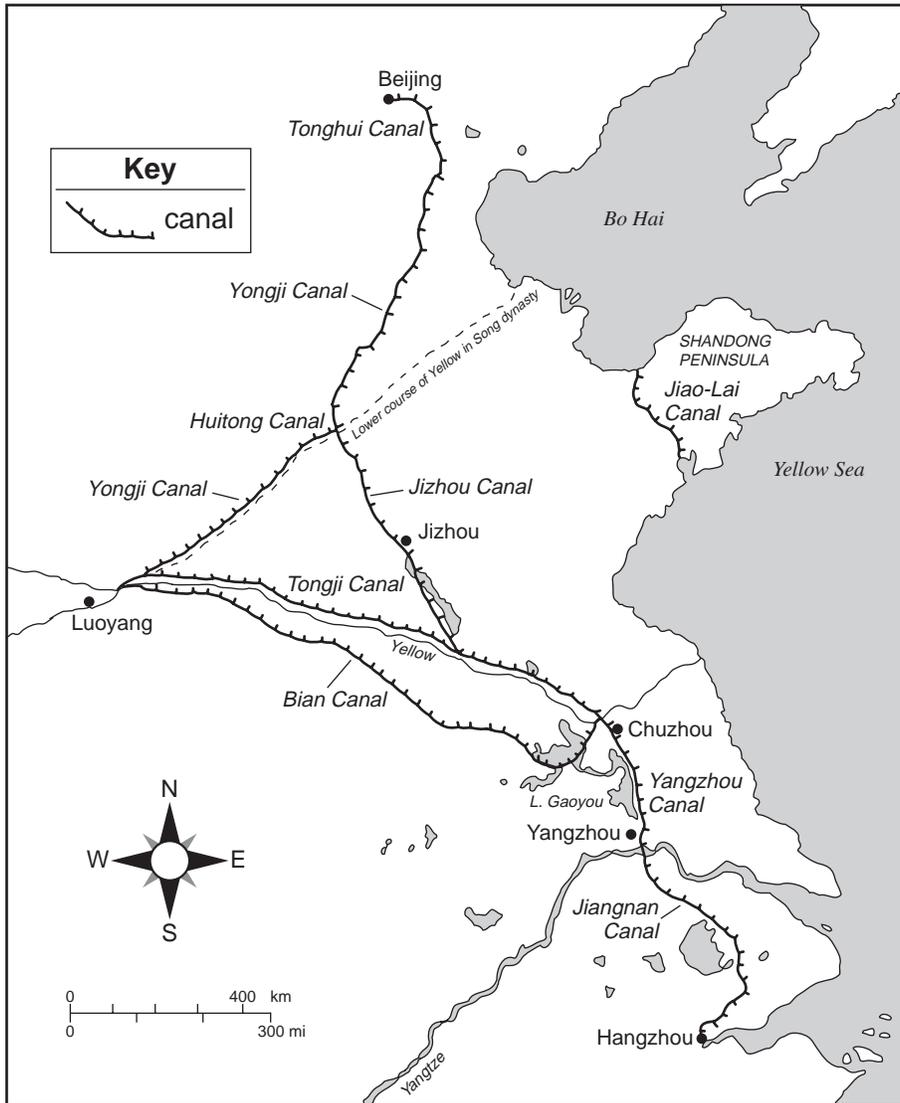
- (1) Flooding was the worst disaster to affect ancient Chinese civilizations.
(2) The Mandate of Heaven was an idea developed in ancient China.
(3) Early Chinese civilizations were the most important civilizations in the world.
(4) Dynastic governments were highly effective in China.

- 9 The leadership of Genghis Khan, the use of the stirrup, and excellent horsemanship skills all contributed directly to the

- (1) collapse of Silk Road trade
(2) defeat of Tokugawa Japan
(3) beginning of European exploration
(4) rise of the Mongol Empire

Base your answer to question 10 on the map below and on your knowledge of social studies.

The Grand Canal System of the Sui, Song, and Yuan Dynasties

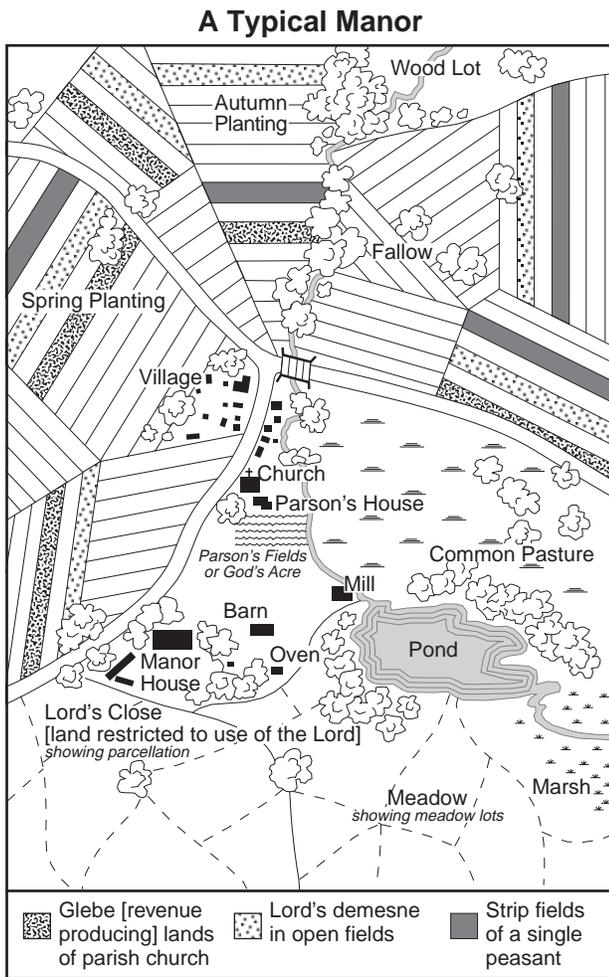


Source: John King Fairbank, *China: A New History*, Belknap Press, 1992 (adapted)

10 Which conclusion about the Grand Canal system in China can be drawn from the information shown on this map?

- (1) Coastal ports dominated the canal system.
- (2) Troops could easily be moved west of Luoyang on the canals.
- (3) Grain could be shipped between Hangzhou and Beijing by the canal.
- (4) The canal system prevented invaders from conquering the dynasties.

Base your answer to question 11 on the illustration below and on your knowledge of social studies.



Source: Philip Lee Ralph, *World Civilizations* at Norton online (adapted)

11 What does this illustration show about a typical manor?

- (1) All residents were treated equally.
- (2) Secular values in society were stressed.
- (3) There were a large number of factories.
- (4) People depended on agricultural production.

12 Which river was essential to the survival of the West African kingdoms of Ghana, Mali, and Songhai?

- (1) Thames
- (2) Niger
- (3) Indus
- (4) Euphrates

Base your answer to question 13 on the passage below and on your knowledge of social studies.

The basic idea of this book is simple: to tell the story of the Crusades as they were seen, lived, and recorded on ‘the other side’—in other words, in the Arab camp. Its content is based almost exclusively on the testimony of contemporary Arab historians and chroniclers. . . .

— Amin Maalouf, *The Crusades Through Arab Eyes*,
Al Saqi Books

13 This passage indicates that the author’s emphasis is on

- (1) cause and effect
- (2) chronological order
- (3) reenactment
- (4) point of view

14 Which geographic factor contributed to the rise of the Renaissance in Italian city-states?

- (1) mountainous terrain of the Alps
- (2) location near the coast of the Mediterranean Sea
- (3) navigable waters of the Danube River
- (4) ease of travel on the Northern European Plain

15 A main goal of the monarchs of Europe during the Age of Absolutism was to

- (1) establish legislative bodies
- (2) centralize political power
- (3) improve the quality of life for the peasant class
- (4) expand the role of the Catholic Church

16 The use of the terms *Encounter* and *Columbian exchange* represents attempts to describe the

- (1) nature of cultural interactions
- (2) establishment of land grants
- (3) results of scientific innovations
- (4) origins of divine right theory

17 The Middle Passage is best defined as

- (1) a route through the Swiss Alps
- (2) a narrow body of water connecting two larger bodies of water
- (3) the forced journey of enslaved Africans to the Americas
- (4) the expulsion of Muslims from Spain

18 Which pair of ideas were central to the Scientific Revolution?

- (1) social stability and economic self-sufficiency
- (2) observation and experimentation
- (3) technology and military expansion
- (4) scarcity and interdependence

19 Jean-Jacques Rousseau and John Locke both agreed that a government should be based on the

- (1) separation of nationalities
- (2) religious values of the people
- (3) equal distribution of wealth
- (4) consent of the governed

20 Which of these events related to the French Revolution occurred *first*?

- (1) Napoleon became emperor of France.
- (2) The Declaration of the Rights of Man was issued.
- (3) Louis XVI called the Estates General into session.
- (4) The Committee of Public Safety led the Reign of Terror.

Base your answer to question 21 on the song lyrics below and on your knowledge of social studies.

. . . Things are so high, poor people cry,
Such times was ne'er before,
For everything is raised in price
To carry on the War. . . .

— John Wilson, *A New Song on the Dear Times*

21 In this song published in the 1850s, the songwriter is complaining about

- (1) unemployment
 - (2) quotas
 - (3) depression
 - (4) inflation
-

Base your answers to questions 22 and 23 on the speakers' statements below and on your knowledge of social studies.

Speaker A: If the rate of population growth continues to exceed the growth in the food supply, there will not be enough food for all of the people.

Speaker B: There are people who are wealthy and people who are poor. This is just how things are.

Speaker C: History is the story of class struggle. Eventually, the working class will rise up and revolt against the wealthy.

Speaker D: The government should do what is best for most of its people.

22 Which speaker best represents the views of Karl Marx?

- (1) A
- (2) B
- (3) C
- (4) D

23 To which situation are these speakers most likely reacting?

- (1) growth of Zionism
 - (2) rise of industrialization
 - (3) division of Africa
 - (4) formation of military alliances
-

24 Japan's policy of expansion in the early 20th century was motivated by

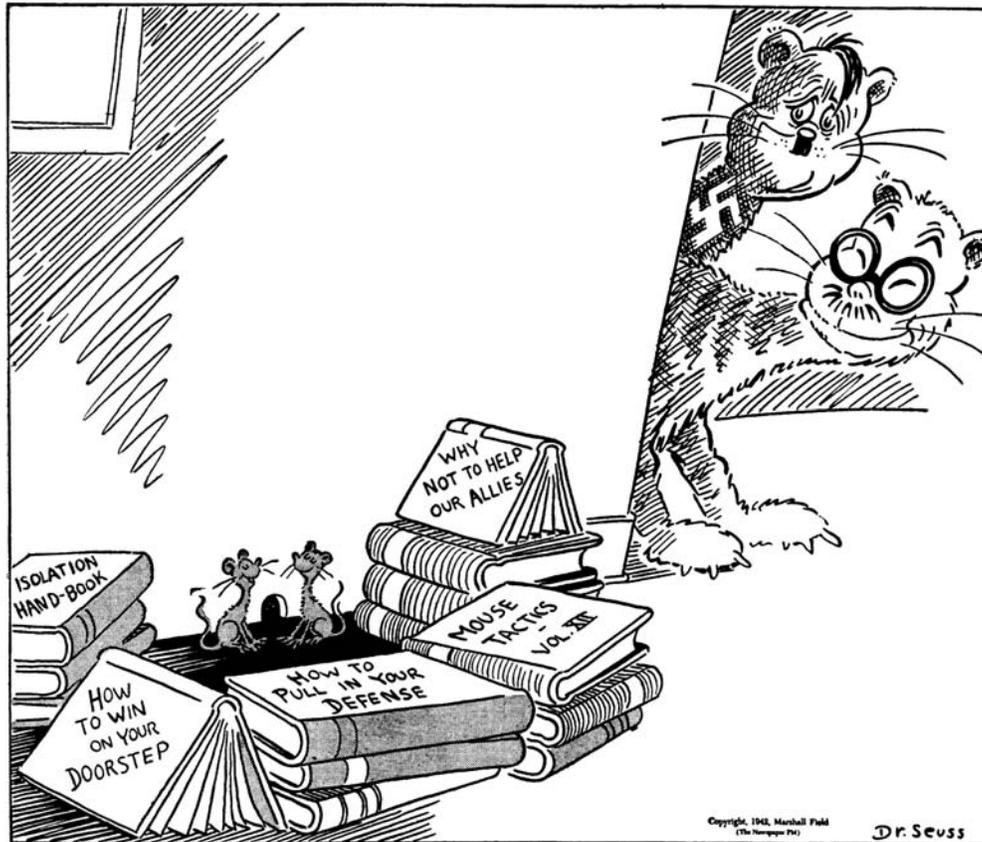
- (1) a lack of natural resources
- (2) a plan to end unequal treaties
- (3) the need to increase cultural diffusion
- (4) the desire to spread communism

25 Five-year plans and collectivization are most closely associated with

- (1) Joseph Stalin
- (2) Mikhail Gorbachev
- (3) Adolf Hitler
- (4) Deng Xiaoping

Base your answers to questions 26 and 27 on the cartoon below and on your knowledge of social studies.

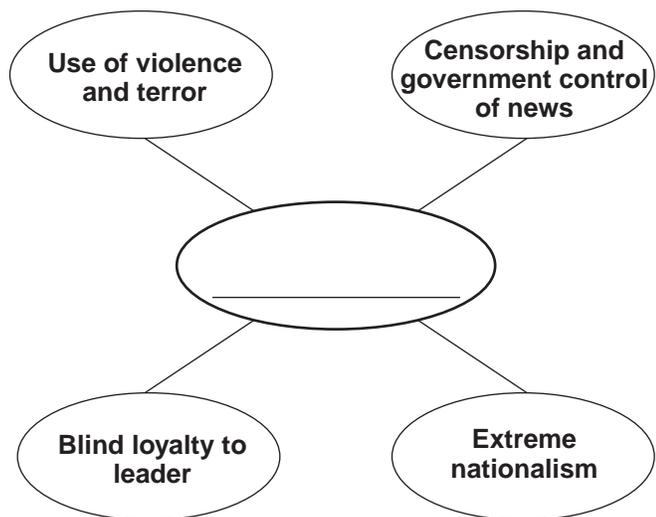
Are We Mice or Are We Men?



Source: Dr. Seuss, *PM*, February 27, 1942 (adapted)

- 26 Which war is most closely associated with this cartoon?
- (1) Boer War
 - (2) Russo-Japanese War
 - (3) World War II
 - (4) Cold War
- 27 Which policy is being questioned in this cartoon?
- (1) nonalignment
 - (2) détente
 - (3) militarism
 - (4) isolationism
-

Base your answer to question 28 on the graphic organizer below and on your knowledge of social studies.



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

28 Which ideology best completes this graphic organizer?

- (1) socialism
- (2) democracy
- (3) capitalism
- (4) fascism

Base your answer to question 29 on the passage below and on your knowledge of social studies.

... In his classic defense of freedom of speech in, *On Liberty*, John Stuart Mill wrote that if a view is not “fully, frequently, and fearlessly discussed,” it will become “a dead dogma, not a living truth.” The existence of the Holocaust should remain a living truth, and those who are skeptical about the enormity of the Nazi atrocities should be confronted with the evidence for it. . . .

— Peter Singer (adapted)

29 Which statement is consistent with the author’s point concerning the Holocaust?

- (1) The evils of the past are best ignored and forgotten.
- (2) Frequent and full discussion of the historical evidence of certain events is desirable.
- (3) All eras of history include individuals that reject existing values.
- (4) Every generation must apologize for the failures of earlier generations.

Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.



Source: Bill Sanders, *Milwaukee Journal*, May 21, 1974 (adapted)

30 Which global issue is depicted in this 1974 cartoon?

- (1) overpopulation
- (2) space exploration
- (3) nuclear proliferation
- (4) ethnic tension

31 Which question is raised by the way the cartoonist depicted the world leaders in this 1974 cartoon?

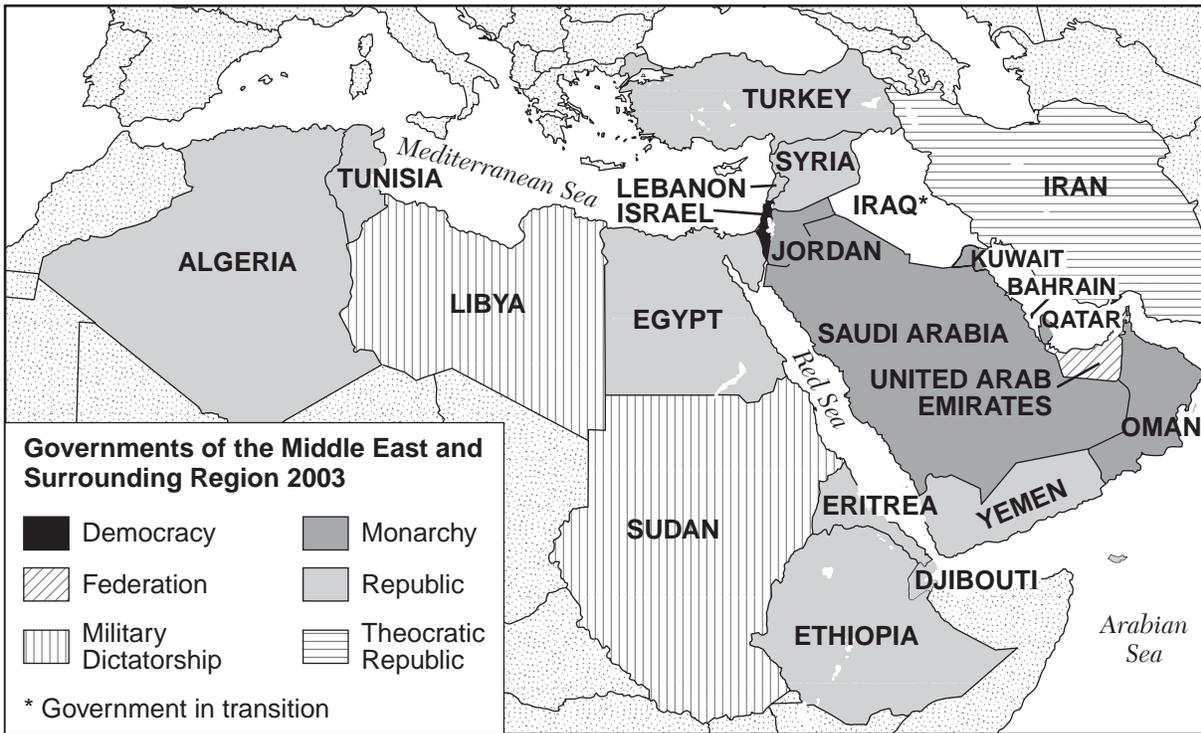
- (1) Does technology control these leaders?
- (2) Are tax revenues being used?
- (3) What are the terms of these military alliances?
- (4) What settlement was negotiated?

32 A major goal of the Hutu-led regime in Rwanda in mid-1994 was to

- (1) eliminate the Tutsi minority
- (2) align with the Soviet Union
- (3) promote ethnic tolerance
- (4) strengthen ties with Belgium

Base your answer to question 33 on the map below and on your knowledge of social studies.

Governments of the Middle East (North Africa and Southwest Asia)



Source: *Historical Maps on File, Facts on File, 2003* (adapted)

33 Which generalization can best be supported by the information on this 2003 map?

- (1) Theocratic governments dominated the Middle East.
- (2) The governments of Southwest Asia were in transition.
- (3) Many different types of government existed in the Middle East.
- (4) Military dictatorships were replaced by republics in northern Africa.

34 The “one child” policy in China, established during the late 1970s, was an attempt to

- (1) gain the support of the upper classes
- (2) increase tax revenue for government programs
- (3) eliminate Western influence
- (4) reduce the population growth rate

35 The gathering at Amritsar (1919), the rallies in Soweto (1976), and the demonstrations in Tiananmen Square (1989) directly resulted in

- (1) rejection of Western ideas
- (2) promises of economic reform
- (3) movements toward democracy
- (4) violence against the protestors

36 “Japan Presses Greater East Asia Co-prosperity Policy on Southeast Asia”

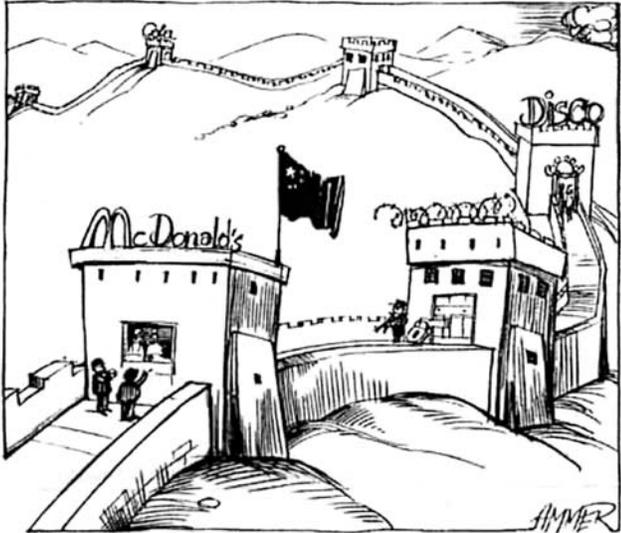
“Tokyo Is Firebombed”

“Atom Bomb Dropped on Nagasaki”

Which period of Japanese history is associated with these headlines?

- (1) Tokugawa shogunate
- (2) Meiji Restoration
- (3) reign of Emperor Hirohito
- (4) Japan’s economic miracle

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Ammer, *Weiner Zeitung*, Vienna, Austria, www.cartoonweb.com

- 37 What is the best title for this cartoon?
- (1) "Breaking Through the Iron Curtain"
 - (2) "Globalization Reaches the Wall"
 - (3) "Separating East from West"
 - (4) "A Road to Cultural Uniqueness"

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

. . . Traditionally, [African] farmers cleared land, grew crops for a few harvests, then let the fields lie fallow for 10 or 15 years to rejuvenate as they moved on to clear more land, the study reports. But as they try to feed a rapidly growing population, the farmers instead grow crop after crop, sapping the soil's fertility.

"Nothing grows, so the topsoil is blown away by the wind and washed away by the rains," said Amit H. Roy, president of the International Fertilizer Development Center, a nonprofit agricultural aid organization, which produced the study. "It goes into the river system, silting them, and out to the oceans." . . .

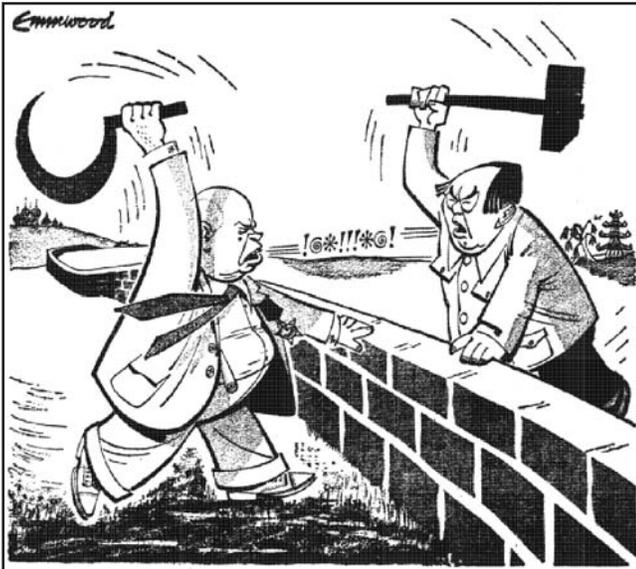
— Celia Dugger, "Overfarming African Land is Worsening Hunger Crisis"

- 38 Which problem in sub-Saharan Africa is being described in this passage?
- | | |
|--------------------|---------------------|
| (1) global warming | (3) urbanization |
| (2) acid rain | (4) desertification |

- 39 Which historic figure is correctly paired with the empire he ruled?
- (1) Charlemagne — Spanish Empire
 - (2) Peter the Great — Ottoman Empire
 - (3) Justinian — Byzantine Empire
 - (4) Sulieman the Magnificent — Russian Empire
- 40 Which condition characterized Europe after the fall of the Roman Empire and China after the fall of the Manchu dynasty?
- (1) weak centralized authority and interference from outsiders
 - (2) renewed interest in artistic pursuits such as painting and sculpture
 - (3) democratic rule and a coordinated economic policy
 - (4) increased construction of roads, bridges, and other public works
- 41 Which action led most directly to divisions in Christianity in western Europe?
- (1) Pope Urban II calling for the Crusades
 - (2) King John signing the Magna Carta
 - (3) German cities establishing the Hanseatic League
 - (4) Martin Luther posting the Ninety-five Theses
- 42 Advances in navigation technology and the desire of Europeans to obtain goods from Asia are most closely associated with the
- (1) rise of feudalism
 - (2) Agricultural Revolution
 - (3) Age of Exploration
 - (4) Age of Reason
- 43 A key objective of a mercantilist policy was to
- (1) establish colonies for trade benefits
 - (2) promote warfare throughout Europe
 - (3) develop assembly lines in factories
 - (4) support the spread of communist ideas
- 44 The Puritan Revolution and the Glorious Revolution are both closely associated with the
- (1) expansion of Papal authority in Rome
 - (2) beginning of the Reconquista in Spain
 - (3) calling of the Congress of Vienna
 - (4) rise of parliamentary democracy in England

Base your answers to questions 45 and 46 on the cartoon below and on your knowledge of social studies.

“Filthy Imperialist!”



Source: Emmwood, *Daily Mail*, September 23, 1963 (adapted)

45 Which two countries are represented by the characters arguing over the border?

- (1) the Soviet Union and China
- (2) North Korea and Great Britain
- (3) China and Great Britain
- (4) the Soviet Union and North Korea

46 The tools shown in this cartoon represent traditional symbols of

- (1) manorialism
- (2) communism
- (3) western capitalism
- (4) national socialism

47 Which policy is most directly associated with the terms *spheres of influence*, *extraterritoriality*, and *protectorate*?

- (1) collectivization
- (2) containment
- (3) isolationism
- (4) imperialism

48 The invasions of Russia by France in 1812 and by Germany in World War II were unsuccessful in part because of the

- (1) Russian alliances with China
- (2) harsh climatic conditions in Russia
- (3) inexperience of French and German military leaders
- (4) failure of France and Germany to develop modern weapons

49 Which event came *first* in Latin American history?

- (1) Panama regained control of the Panama Canal.
- (2) Simón Bolívar established Gran Colombia.
- (3) Fidel Castro became the communist leader of Cuba.
- (4) The North American Free Trade Agreement (NAFTA) was signed by Mexico, Canada, and the United States.

50 Which heading best completes the partial outline below?

<p>I. _____</p> <ul style="list-style-type: none"> A. Hannibal leads Carthaginian Army over the Alps to surprise the Romans. B. England builds a strong navy to protect its island nation. C. Vietnamese guerilla fighters ambush United States soldiers in thick jungles.

- (1) Causes for Military Conflict in History
- (2) Unsuccessful Military Expeditions in History
- (3) The Role of Geography in Military History
- (4) Technological Advances in Military History

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: Nationalism

Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.

Task:

- Select **one** country *or* region and
- Describe the historical circumstances that led the people of this country or region to begin a nationalist movement
 - Describe a goal of the nationalist movement
 - Discuss a method used to achieve this goal
 - Discuss the results of this nationalist movement on this country or region

You may use any country or region from your study of global history. Some suggestions you might wish to consider include Germany, Kenya, India, China, Latin America, the Balkans, and the Middle East.

You are *not* limited to these suggestions.

Do *not* use a nationalist movement in the British North American colonies or the United States in your response.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and detail
- 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:

Throughout history, the spread of belief systems has influenced social, economic, and political developments in many regions. These belief systems include *Islam*, *Christianity*, and *Buddhism*.

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* belief systems mentioned in the historical context and for *each*
- Describe how the belief system spread to a specific region or regions
 - Discuss how the belief system influenced a region or regions socially, economically, *and/or* politically

In developing your answers to Part III, 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 A

Short-Answer Questions

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

Document 1

. . . Merchants were carriers of Islam rather than agents of Islamization. They opened routes and exposed isolated societies to external influences, but they were not themselves engaged in the propagation [spread] of Islam, which was the work of religious leaders. The leaders became integrated into African societies by playing religious, social, and political roles similar to those of traditional priests. Like traditional priests, Muslim men of religion were peacemakers, who pleaded for those who broke the king's laws. Mosques, like traditional shrines, were considered sanctuaries. Immunity of life and property was extended to men of religion only as long as they kept out of politics and posed no threat to the existing sociopolitical order. . . .

Source: John L. Esposito, ed., *The Oxford History of Islam*, Oxford University Press

- 1 According to *The Oxford History of Islam*, what is **one** way Islam was spread to African societies? [1]

Score

Document 2

. . . Wherever they went, the Moslems brought with them their love of art, beauty, and learning. From about the eighth to the eleventh century, their culture was superior in many ways to that of western Christendom.

Some of the finest centers of Moslem life were established in Spain. In Cordova, the streets were solidly paved, while at the same time in Paris people waded ankle-deep in mud after a rain. Cordovan public lamps lighted roads for as far as ten miles; yet seven hundred years later there was still not a single public lamp in London!

Some Spanish Moslems had homes with marble balconies and courts with lovely waterfalls. Bedrooms were vaulted with stained glass and speckled with gold. And metal pipes carried water into marble baths.

Nearly every mosque had a public school in which the children of the poor were taught. Many Moslem libraries were excellent; the catalogue of one caliph's library filled forty volumes. In addition, the followers of Mohammed achieved much in science, particularly in chemistry, astronomy, mathematics, and medicine. . . .

Source: Daniel Roselle, *A World History: A Cultural Approach*, Ginn and Company (adapted)

2 According to Daniel Roselle, what are **two** ways Islam improved the lives of people in Spain? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Departing from the policy of Sunni Ali, Askia Mohammed sought to make all of the empire [of Songhai] one big Muslim community. Although he did not succeed in converting the entire Sudan [region bordering the southern Sahara] to Islam, he remodeled his empire along Islamic lines as far as possible. Legal and social reforms were introduced, Islamic judges were appointed in all the large districts of the empire, and justice was administered according to Muslim principles rather than traditional African laws. The court of Askia Mohammed was the highest court of the land, to which appeals from the lower courts could be brought. . . .

Source: Fred Burke, *Africa*, Houghton Mifflin (adapted)

3 According to Fred Burke, how did Askia Mohammed expand Islamic influences in the Songhai Empire? [1]

Score

Document 4

. . . At the request of [Prince] Ixtlilxochitl, Cortes and his men ate the gifts of food that had been brought out from Tezcoco. Then they walked to the city with their new friends, and all the people came out to cheer and welcome them. The Indians knelt down and adored them as sons of the Sun, their gods, believing that the time had come of which their dear king Nezahualpilli had so often spoken. The Spaniards entered the city and were lodged in the royal palace. . . .

Cortes was very grateful for the attentions shown him by Ixtlilxochitl and his brothers; he [Cortes] wished to repay their kindness by teaching them the law of God, with the help of his interpreter Aguilar. The brothers and a number of the other lords gathered to hear him, and he told them that the emperor of the Christians had sent him here, so far away, in order that he might instruct them in the law of Christ. He explained the mystery of the Creation and the Fall, the mystery of the Trinity and the Incarnation and the mystery of the Passion and the Resurrection. Then he drew out a crucifix and held it up. The Christians all knelt, and Ixtlilxochitl and the other lords knelt with them.

Cortes also explained the mystery of Baptism. He concluded the lesson by telling them how the Emperor Charles grieved that they were not in God's grace, and how the emperor had sent him among them only to save their souls. He begged them to become willing vassals of the emperor, because that was the will of the pope, in whose name he spoke. . . .

Source: Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press (adapted)

4 According to this excerpt from *The Broken Spears*, how was Christianity spread in Mexico? [1]

Score

Document 5

Common Procedures used by Friars in Converting Areas in Spanish America

- Idols, temples, and other material evidences of paganism destroyed
- Temporary churches built
- Permanent churches and monasteries built
- Christian buildings often constructed on sites of destroyed native temples in order to symbolize and emphasize the substitution of one religion by the other
- Indians supplied construction labor without receiving payment
- In a converted community, services and fiestas were regularly held in the church building

Source: Based on information from Charles Gibson, *Spain in America*, Harper Torchbooks

5 According to this document, what were **two** changes the friars introduced in Spanish America? [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . The other major economic function of the Church was as a provider of education, health care and poor relief to the general population. A great part of its income and manpower was employed in these activities. Religious orders such as the Jesuits and the Dominicans would use profits from their haciendas to finance their schools, seminaries and colleges. A large number of orders, male and female, worked on this basis, running educational and training establishments which were fee-paying for the wealthy but free for the poor. Others operated hospitals, hospices for the mentally ill and the dying, poor houses, orphanages, shelters for homeless girls, and suchlike. The Church therefore played an important economic role as a circulator of capital, as a profit-making concern in some areas of the economy, and as a supplier of social services. . . .

Source: Edwin Williamson, *The Penguin History of Latin America*, Penguin Books

6 According to Edwin Williamson, what were **two** ways the Church provided services to the people of Latin America? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . The Buddha is reported to have exhorted [urged] his monks to “go and travel around for the welfare of the multitudes, for the happiness of the multitudes, out of sympathy for the world, for the benefit, welfare, and happiness of gods and humans. No two should go in the same direction.” Although this last admonition [caution] seems not to have been heeded [obeyed], it is true that Buddhist “missions” were not large and well-organized movements, and instead often took the form of itinerant monks (or groups of monks) traveling by land and sea in the company of traders and royal emissaries. According to traditional accounts, the first foreign mission was to the island of Sri Lanka, and was led by the son of Asoka. . . .

Source: Donald S. Lopez, Jr., “Buddhism in Practice,” *Asian Religions in Practice*, Princeton University Press, 1999

- 7 According to this excerpt from “Buddhism in Practice,” how did Buddhism spread from its place of origin in ancient India to other parts of Asia? [1]

Score

Document 8

. . . With the rise of Buddhism, Korea's contacts with the outside world grew, and scholarship, arts, science and technology which were imported to Korea from China, India and regions beyond brought about the enrichment of Korean culture. As a result, one of the oldest astronomical charts in the world was produced, the oldest astronomical observatory called Ch'omsongdae was built, tumuli [burial mounds] architecture represented by the Ssangyong tomb developed, and the system of doctor of medicine was established in Korea. During the Three Kingdoms period, Korea's cultural progress in the fields of astronomy, mathematics, medicine, architecture and metallurgy reached the level of other advanced civilization of the world. . . .

Source: Andrew C. Nahm, *A Panorama of 5000 Years: Korean History*, Hollym

- 8 According to Andrew C. Nahm, what is **one** aspect of Korean culture that was influenced by the spread of Buddhism? [1]

Score

Document 9

. . . The high period of Chinese influence in Japan was also marked by the acceptance of Buddhism both as a dominant religion and as a powerful establishment. The adoption of a new universal religion must be considered a major turning point in the evolution of any people's cultural history, and the arrival of Buddhism to Japan, like the spread of Christianity to the British Isles, was such a turning point. Some historians, in fact, have written of the early history of Japan as being divided into two distinct parts: Japan before and after the introduction of Buddhism. The impact of Buddhism on Japan was certainly more profound and lasting than it was on China itself, and Japan still stands as one of the major strongholds of the Buddhist religion in the world today. . . .

Buddhism in Japan came to play three major roles. First as a religion it brought to Japan a new system of beliefs and pious attitudes. Secondly as a religious establishment which spread to Japan from the continent it was a major carrier of Chinese civilization to Japan. Thirdly, having established itself as a religious organization with social influence and economic power on Japanese soil, it became a major force in the nation's political affairs. . . .

Source: John Whitney Hall, *Japan: From Prehistory to Modern Times*, Delacorte Press

9 According to John Whitney Hall, what were **two** roles Buddhism played in Japan? [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:

Throughout history, the spread of belief systems has influenced social, economic, and political developments in many regions. These belief systems include ***Islam***, ***Christianity***, and ***Buddhism***.

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

Select ***two*** belief systems mentioned in the historical context and for ***each***

- Describe how the belief system spread to a specific region or regions
- Discuss how the belief system influenced a region or regions socially, economically, ***and/or*** politically

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

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
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23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 15, 2010 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which document is considered a primary source?

- (1) encyclopedia article
- (2) modern textbook
- (3) biography
- (4) personal correspondence

2 Which title best completes the partial outline below?

- I. _____
- A. Located in a region of volcanoes and earthquakes
 - B. Has limited mineral resources
 - C. Concentration of population in coastal plains

- (1) Geographic Features of Japan
- (2) Environmental Challenges in Mongolia
- (3) Economic Issues Facing Saudi Arabia
- (4) Factors Affecting British Industrialization

3 Which Neolithic Revolution development led to the other three?

- (1) complex civilizations
- (2) surplus of food
- (3) division of labor
- (4) domestication of plants and animals

- 4 • The Ganges River is sacred to people practicing Hinduism.
• Shinto shrines are usually located near mountains or lakes.
• The Jordan River is a site of many Christian baptisms.

Which conclusion is most valid based on these statements related to belief systems?

- (1) The Middle East was the birthplace of these belief systems.
- (2) Water plays an important role in these belief systems.
- (3) Pilgrimages to mountainous regions are encouraged by these belief systems.
- (4) Understanding nature is a requirement of these belief systems.

Base your answer to question 5 on the illustration below and on your knowledge of social studies.



Source: Wilson G. Turner, *Maya Designs*, Dover Publications

5 Which element of civilization is most clearly shown in this Maya artwork?

- (1) urbanization
- (2) a system of education
- (3) a code of laws
- (4) social classes

6 Which achievements are most closely associated with the Tang and Song dynasties of China?

- (1) wheel and stirrup
- (2) chinampas and calendar
- (3) gunpowder and movable wooden type
- (4) mosaics and domes

7 Korea has frequently served as a cultural bridge between

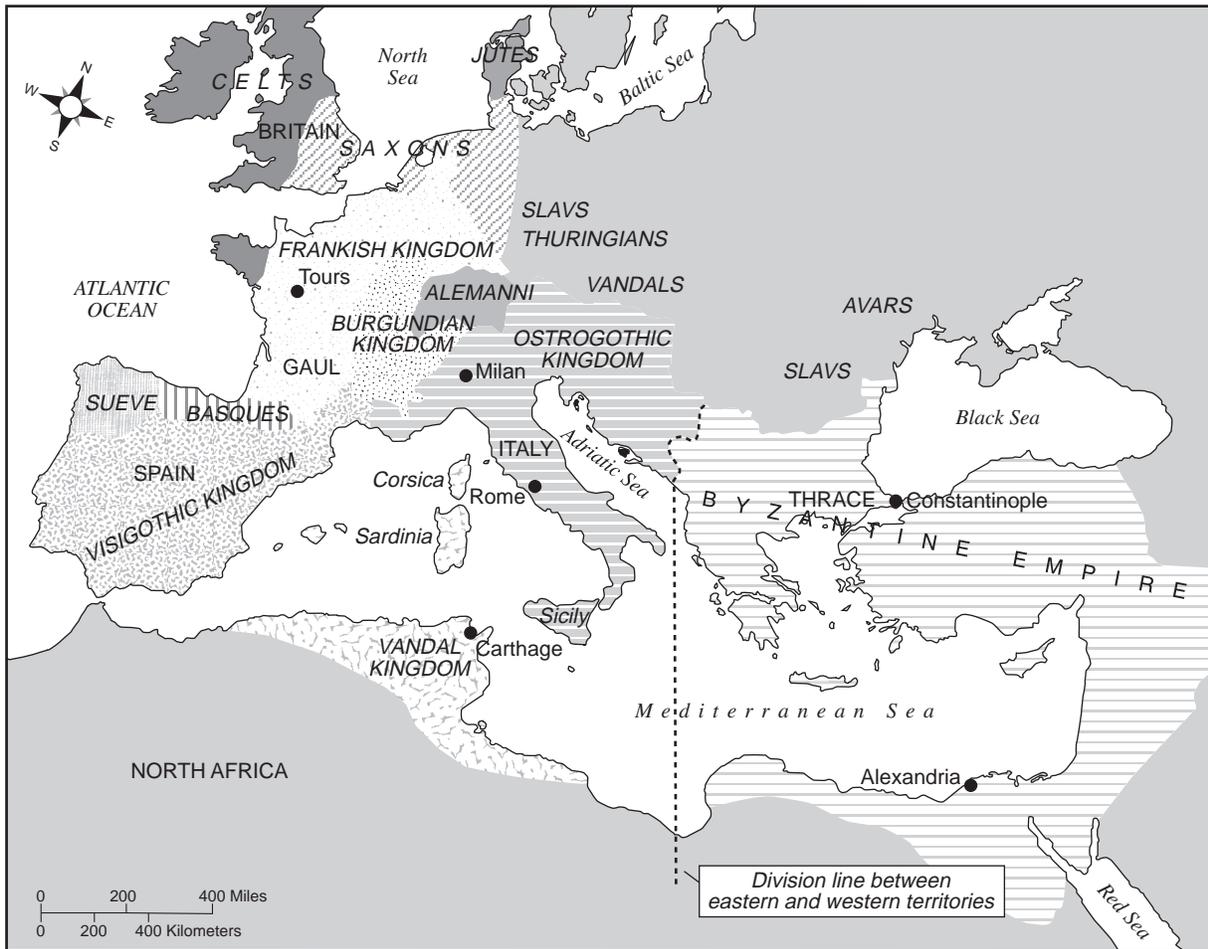
- (1) Cambodia and Vietnam
- (2) Russia and India
- (3) Thailand and Indonesia
- (4) China and Japan

8 Which institution served as the primary unifying force in medieval western Europe?

- (1) legislature
- (2) church
- (3) monarchy
- (4) military

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

Newcomers in the Roman World, c. AD 526



Source: Lim and Smith, *The West in the Wider World, Sources and Perspectives, Vol. 1*, Bedford/St. Martin's (adapted)

9 Which conclusion about the Roman world around AD 526 can be drawn from the information on this map?

- (1) The Gauls dominated trade on the Mediterranean Sea.
- (2) Rome was the capital of the entire western region.
- (3) The eastern region was unified under the Byzantine Empire.
- (4) The division between eastern and western Rome followed natural boundaries.

10 Which change to Christian church practice was suggested by Martin Luther?

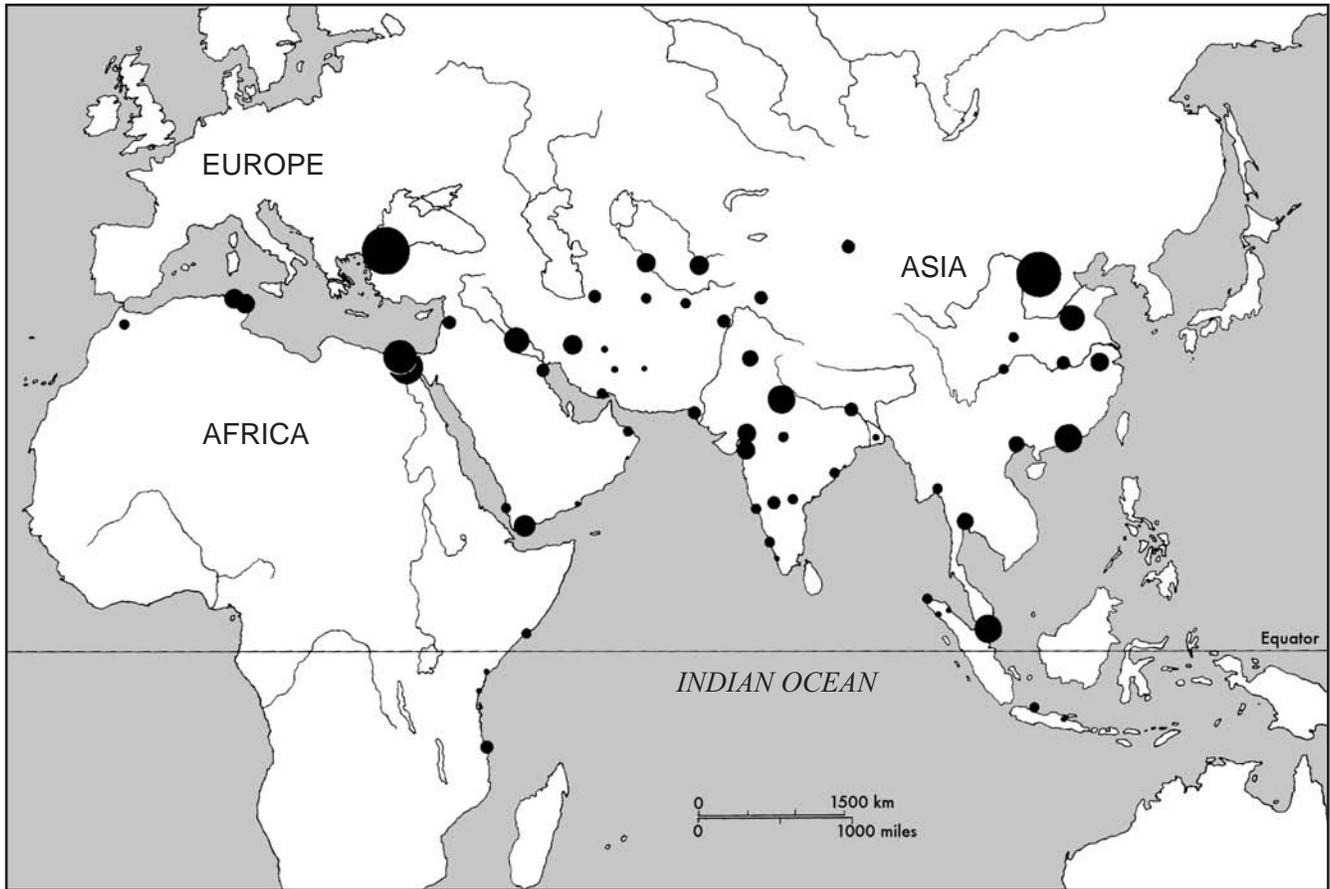
- (1) increasing the sale of indulgences
- (2) installing statues of saints in churches
- (3) saying the mass in Latin so the faithful would learn it
- (4) printing the Bible in the vernacular so all could read it

11 The trans-Saharan trade carried out by West African civilizations was primarily based on an exchange of

- (1) gold and salt
- (2) ivory and silk
- (3) silver and tea
- (4) hardwoods and animal skins

Base your answer to question 12 on the map below and on your knowledge of social studies.

The Pattern of Urbanization: The Primate [First] and Secondary Cities, 650–1500



Source: K. N. Chaudhuri, *Trade and Civilisation in the Indian Ocean*, Cambridge University Press (adapted)

12 Based on the information provided by this map, which statement about urban areas between 650 and 1500 is accurate?

- (1) Most urbanization occurred in the Southern Hemisphere.
- (2) Most urbanization is associated with a tropical climate.
- (3) Most urban areas were located in Europe.
- (4) Most urban areas developed near waterways.

13 China's image of itself as the Middle Kingdom is associated with

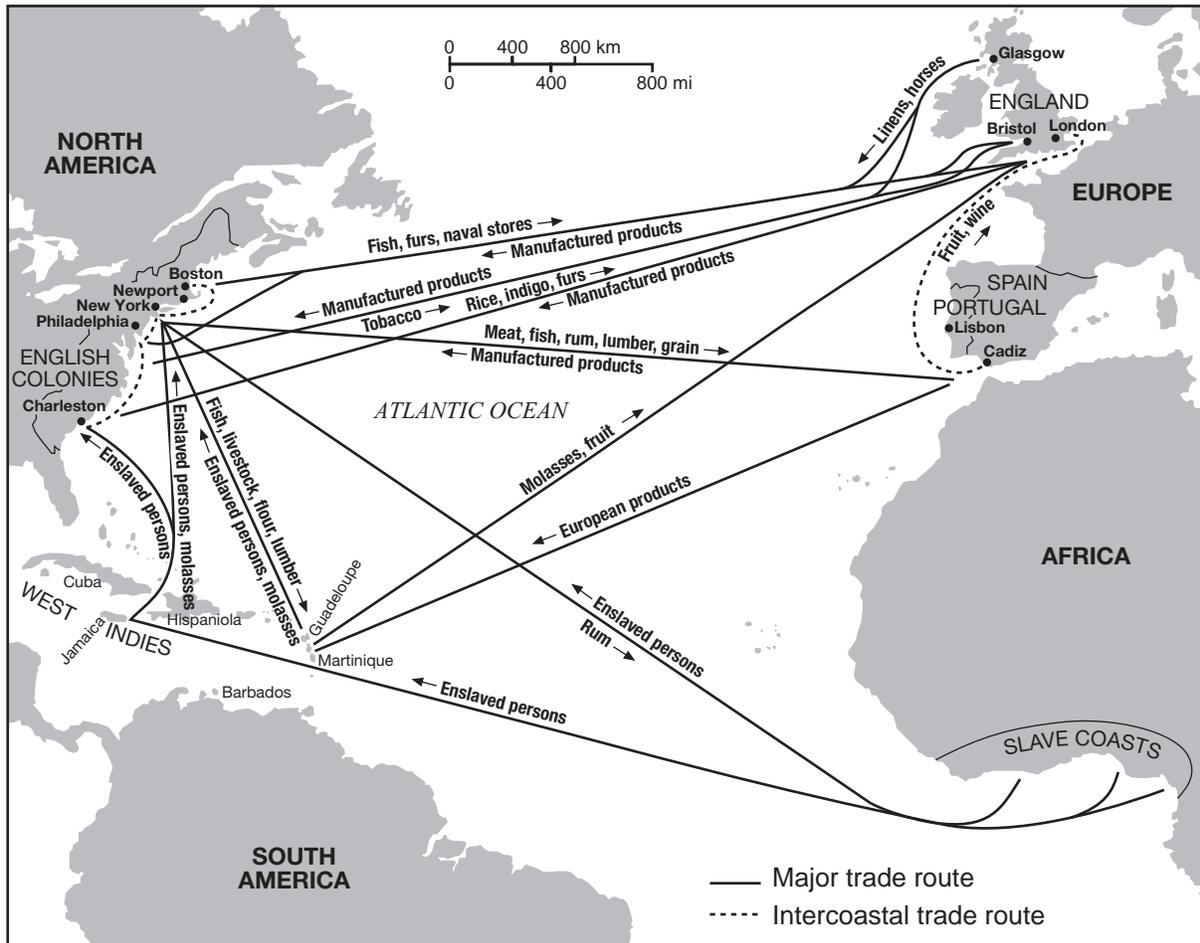
- (1) welcoming foreign ideas and influences
- (2) mixing Western religions with traditional Chinese philosophies
- (3) controlling how contact occurs with other cultures
- (4) building the Grand Canal to expand trade within China

14 Which factor most influenced the development of diverse cultures in pre-Columbian South America?

- (1) trade agreements
- (2) geographic features
- (3) imported religious ideas
- (4) peasant revolts

Base your answer to question 15 on the map below and on your knowledge of social studies.

Trade Routes Between the Old and New Worlds



Source: Marvin Perry et al., *Western Civilization: Ideas, Politics & Society*, Houghton Mifflin, 2000 (adapted)

- 15 Based on the information shown on this map, most manufactured goods were produced in
- | | |
|---------------------|----------------------|
| (1) the West Indies | (3) English colonies |
| (2) Europe | (4) Africa |

- 16 What was a key characteristic of an absolute monarchy in the 16th and 17th centuries?
- (1) centralized governmental authority
 - (2) increased political rights for peasants and serfs
 - (3) freedom of religion
 - (4) a system of checks and balances

- 17 The signing of the Magna Carta in 1215 and the Glorious Revolution in 1688 were key events in English history because they resulted in
- (1) creating alliances with France
 - (2) defeating Protestant nobles
 - (3) limiting the power of the monarchy
 - (4) annexing territory

Base your answer to question 18 on the passage below and on your knowledge of social studies.

. . . The Mongols made no technological breakthroughs, founded no new religions, wrote few books or dramas, and gave the world no new crops or methods of agriculture. Their own craftsmen could not weave cloth, cast metal, make pottery, or even bake bread. They manufactured neither porcelain nor pottery, painted no pictures, and built no buildings. Yet, as their army conquered culture after culture, they collected and passed all of these skills from one civilization to the next. . . .

— Jack Weatherford

- 18 This passage leads to the conclusion that the Mongols
- (1) rejected technology
 - (2) were a peaceful people
 - (3) were urbanized
 - (4) contributed to cultural diffusion
-
- 19 Many Enlightenment philosophers used reason to
- (1) reinforce traditional beliefs
 - (2) strengthen religious authority
 - (3) reveal natural laws
 - (4) encourage censorship
- 20 The unification of Germany under Otto von Bismarck demonstrates the
- (1) influence of Marxist ideology
 - (2) impact of nationalism
 - (3) force of civil disobedience
 - (4) power of democratic ideals
- 21 What was a result of the Industrial Revolution in Europe?
- (1) the growth of the middle class
 - (2) an increase in nomadic herding
 - (3) a decline in urban population
 - (4) a decrease in international trade

- 22 One reason the Suez Canal has been of strategic importance to countries other than Egypt was that the canal
- (1) allowed for faster movement between the North Atlantic Ocean and the Indian Ocean
 - (2) enabled Europeans to explore the Western Hemisphere
 - (3) made it easier for Russia to gain control of Afghanistan
 - (4) provided the Austro-Hungarian Empire with access to its colonies in South Asia
- 23 Much of which area of the world came under European colonial control in the 19th century?
- (1) Japan
 - (2) Southwest Asia
 - (3) Africa
 - (4) Latin America
- 24 A similarity between the Sepoy Rebellion in India and the Boxer Rebellion in China is that both were
- (1) attempts to remove foreign influence
 - (2) movements to establish communist governments
 - (3) efforts to restore trade monopolies
 - (4) struggles to westernize cultures

Base your answer to question 25 on the passage below and on your knowledge of social studies.

Observation of a Soldier in World War I

Private Archie Surfleet, February 8th, 1918 — We have been in camp near the wood at Écurie for some days now and a more miserable existence it would be hard to imagine. There is nothing but unrest and uncertainty and everyone here is absolutely fed up to the teeth.

— Malcolm Brown, *Tommy Goes to War*

- 25 Which hypothesis can best be supported by this passage?
- (1) Allied forces were on the verge of winning the war.
 - (2) Technology had created a military stalemate.
 - (3) Revolution in Russia hastened the end of the war.
 - (4) Conditions contributed to low troop morale.
-

- 26 One reason the League of Nations failed as a world organization was that it
- (1) supported the rise of fascist states
 - (2) lacked a military force to settle conflicts
 - (3) dealt with conflict by establishing naval blockades
 - (4) encouraged the annexation of territory by force
- 27 Japan's invasion of China in 1937 and Germany's attack on Poland in 1939 led directly to
- (1) the beginning of World War II in Asia and Europe
 - (2) a meeting at Yalta between the United States and the Soviet Union
 - (3) a conference at Munich for European leaders
 - (4) the withdrawal of Britain and France from European affairs
- 28 The Nuremberg Trials are considered an important event in the 20th century because they
- (1) brought an end to genocide
 - (2) condemned the use of nuclear weapons
 - (3) ruled on provisions for the postwar occupation of Germany
 - (4) established principles of responsibility for human rights violations
- 29 The North Atlantic Treaty Organization (NATO) was initially formed to
- (1) promote religious freedom
 - (2) defend Western Europe from Soviet aggression
 - (3) isolate member nations from the rest of the world
 - (4) stop the flow of immigration between member nations
- 30 What was one social change Mao Zedong instituted in China after 1949?
- (1) granting legal equality for men and women
 - (2) requiring arranged marriages
 - (3) adopting the practice of foot binding
 - (4) mandating Confucianism as the state philosophy

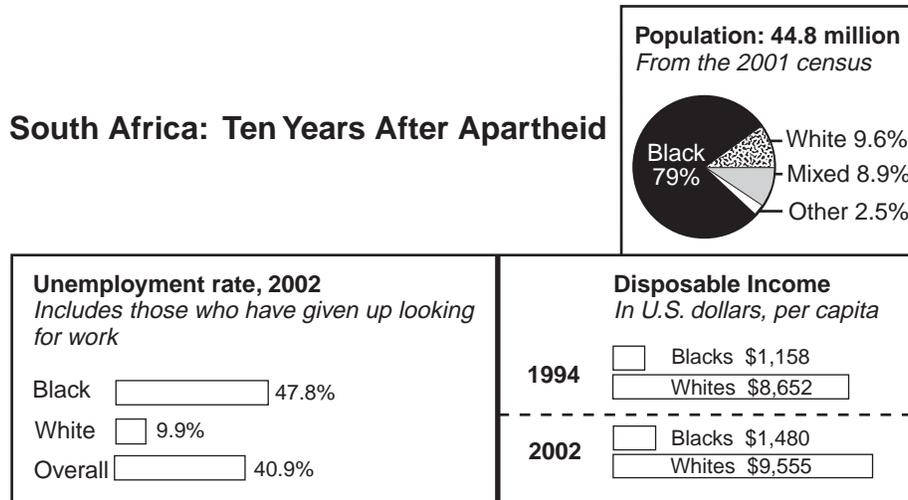
Base your answers to questions 31 and 32 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *The Orlando Sentinel*, 1989

- 31 This 1989 cartoon suggests that the governments of both China and East Germany
- (1) removed the military from power
 - (2) allowed a shift in rule from autocracy to fascism
 - (3) gave people the right to decide how they would be ruled
 - (4) faced challenges in their ability to maintain communist governments
- 32 Which event in China is symbolized by the “Lady with the Light” in this 1989 cartoon?
- (1) Long March
 - (2) Great Leap Forward
 - (3) Cultural Revolution
 - (4) Tiananmen Square protests
-
- 33 Which statement about the United Nations is a fact rather than an opinion?
- (1) The United Nations has too many committees to be effective.
 - (2) The United Nations would be more efficient if its headquarters moved to Europe.
 - (3) The membership of the United Nations has increased since its formation.
 - (4) The United Nations has successfully met most of its goals.

Base your answer to question 34 on the chart below and on your knowledge of social studies.



Source: *New York Times*, April 26, 2004 (adapted)

- 34 Which conclusion about South Africa's economy can be drawn from this chart?
- (1) Since the end of apartheid, most blacks have gained economic equality.
 - (2) In some sectors of the economy, blacks earn more than whites.
 - (3) Despite the end of apartheid, many blacks continue to struggle economically.
 - (4) Economic opportunity for blacks is directly related to education reform.

35 Which document is most closely associated with the Arab-Israeli conflict?

- (1) Balfour Declaration
- (2) Kyoto Protocol
- (3) *Communist Manifesto*
- (4) Treaty of Nanjing

36 **“Reliance on Imported Oil Raises Concerns in China, Europe, and the United States”**

“Coca-Cola Accused of Wasting Precious Water in India”

“Competition for Control of Cobalt Mines Causes Violence in Congo”

These headlines best illustrate the economic concept of

- (1) inflation
- (2) embargo
- (3) boycott of goods
- (4) scarcity of resources

37 Rapid industrialization in developing nations has often resulted in

- (1) little growth in urban centers
- (2) decreases in the levels of pollution
- (3) the continuation of traditional ideas in the workplace
- (4) a growing gap between the rich and the poor

38 One way in which the Aswan Dam in Egypt and the Three Gorges Dam in China are similar is that both

- (1) convert salt water to freshwater
- (2) harness natural forces to produce energy
- (3) provide fertilizers for agricultural production
- (4) connect small bodies of water to larger bodies of water

Base your answer to question 39 on the passage below and on your knowledge of social studies.

. . . The horrible truth is that failure to eradicate [destroy] the root causes of terrorism is almost certain to extend the Age of Terrorism, it is not clear that they really can be eradicated. To appease the extremists might be easy but may not work. To allow them to win would be to accept the supremacy of evil. To promote democracy and open government might be the ultimate solution, but it stands on a shaky conceptual foundation of untested assumptions about the nature of the world and diverse cultures.

Unfortunately, the world is at a point where it can see the danger from terrorism but not the cure. Worse still, a cure may not exist.

— Steven Metz, "Can Terrorism Be Cured?," Project Syndicate

39 The author of this 2006 passage concludes that terrorism

- (1) has failed to take root
- (2) requires a strong military response
- (3) is extremely difficult to defeat
- (4) will be overcome through diplomacy

40 One way in which the actions of Alexander the Great, Saladin, and Shaka Zulu are similar is that each implemented

- (1) military strategies to defeat opponents
- (2) constitutions to define political powers
- (3) policies to increase religious persecution
- (4) legal changes to protect human rights

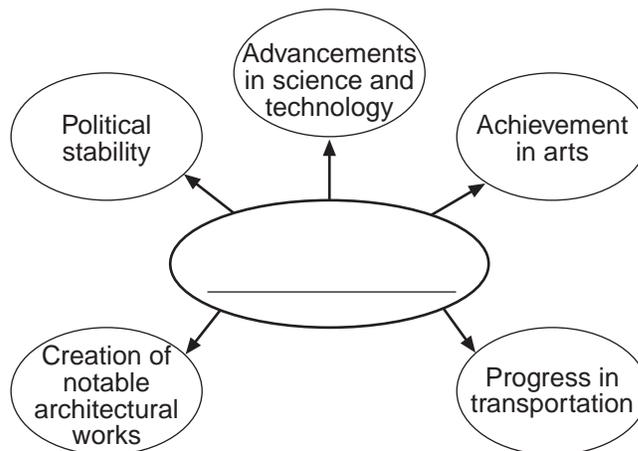
41 In the traditional Hindu caste system and in the social hierarchy of colonial Latin America, the status of a person was usually determined by

- (1) education
- (2) wealth
- (3) birth
- (4) power

42 One way in which the travels of Marco Polo and Ibn Battuta are similar is that each

- (1) started mass migrations from Europe
- (2) stimulated interest in other cultures
- (3) led to the establishment of colonies
- (4) resulted in archaeological discoveries in Africa

Base your answer to question 43 on the graphic organizer below and on your knowledge of social studies.



43 Which title best completes this graphic organizer?

- (1) Characteristics of the Inca Golden Age
- (2) Reasons for the Reconquista
- (3) Results of Lenin's New Economic Plan
- (4) Features of the Marshall Plan

Base your answer to question 44 on the passage below and on your knowledge of social studies.

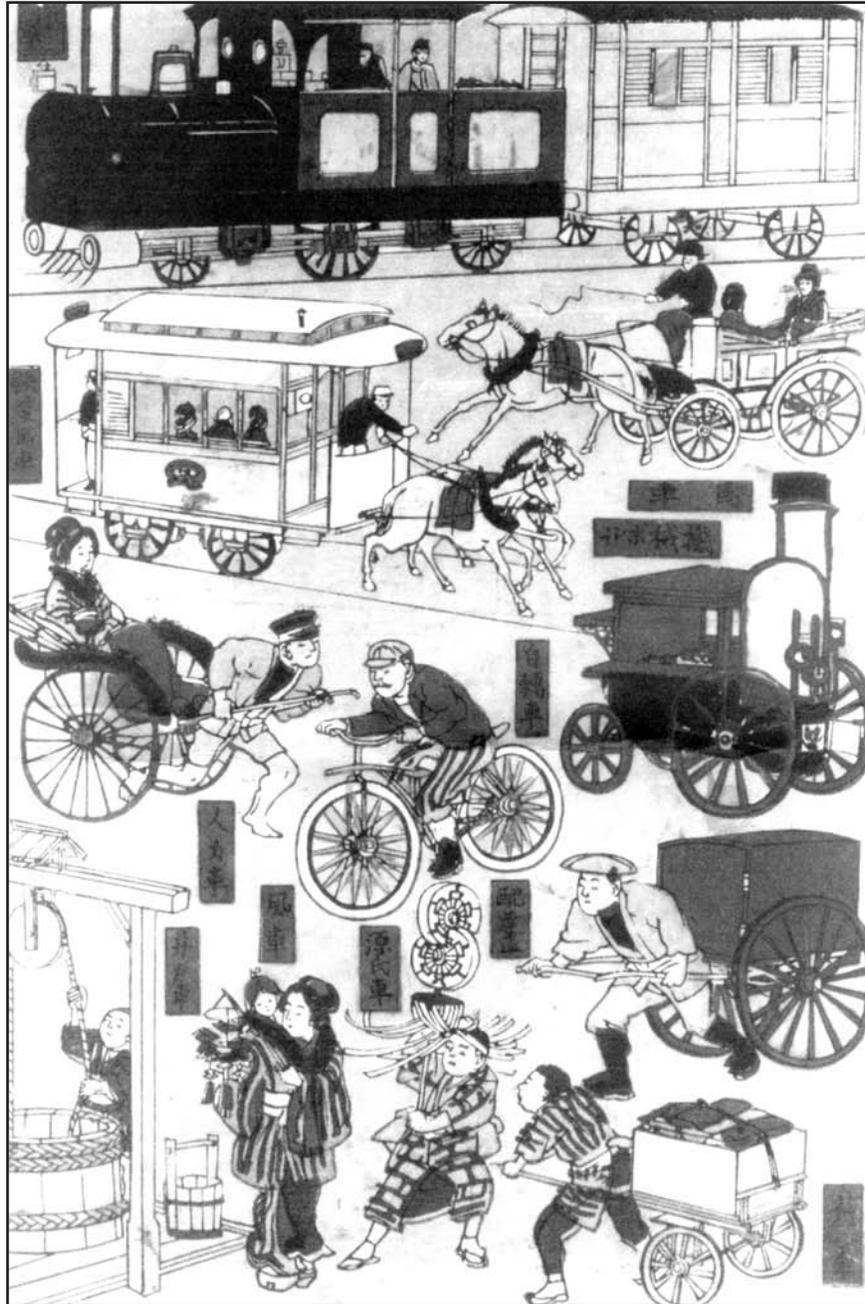
. . . The split arose from a dispute over who should succeed the Prophet Muhammad after his death in A.D. 632. Some followers believed his successor should be chosen by tribal consensus, and they named one of Muhammad's inner circle as the first caliph, or spiritual leader. But others thought the successor should come directly from the Prophet's family, namely his cousin and son-in-law Ali. . . .

Source: *National Geographic*, June 2004

44 The situation described in this passage led to the

- (1) pogroms in Russia
- (2) fall of Constantinople
- (3) division of Sunnis and Shiites
- (4) tensions between Protestants and Catholics

Base your answer to question 45 on the wood block print below and on your knowledge of social studies.



Source: James L. Huffman, *Modern Japan, A History in Documents*, Oxford University Press

45 During which period of Japanese history did the changes shown in this wood block print occur?

- (1) Heian court
- (2) Tokugawa shogunate
- (3) Meiji Restoration
- (4) United States occupation

46 Between 1300 and 1600, which economic system began to develop as a result of the transformation in global trade?

- (1) socialism
- (2) capitalism
- (3) communism
- (4) manorialism

47 The combined usage of the caravel, compass, and astrolabe in the late 1400s helped bring about the

- (1) migration of the Bantu
- (2) exploration of the Americas
- (3) introduction of Buddhism to East Asia
- (4) voyages of Zheng He

- 48 • Focus on individual achievement
• Use of classical Greek and Roman ideas
• Artistic works of Leonardo da Vinci

Which time period is most closely associated with these characteristics?

- (1) Hellenistic Golden Age
- (2) Early Middle Ages
- (3) European Renaissance
- (4) Scientific Revolution

- 49 • Romans destroy the temple in Jerusalem.
• British officials partition India.
• Hutus and Tutsis fight in Rwandan civil war.

One way in which these events are similar is that each resulted in the

- (1) establishment of uniform legal codes
- (2) emigration of people from their homelands
- (3) intervention of coalition military forces
- (4) acceptance of new political boundaries

50 Which of these groups were the major supporters of 20th-century communist revolutions?

- (1) priests and artisans
- (2) bourgeoisie and nobility
- (3) entrepreneurs and capitalists
- (4) workers and peasants

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GO ON TO THE NEXT PAGE ⇨

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **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 — Ideas

The ideas of individuals have had a significant influence on groups, nations, and regions.

Task:

Select **two** individuals and for **each**

- Explain a specific idea developed by the individual
- Describe the historical circumstances that surrounded the development of the idea
- Discuss how the idea influenced a group **or** a nation **or** a region

You may use any individual whose ideas had a significant influence from your study of global history. Some suggestions you might wish to consider include Confucius, Niccolò Machiavelli, Galileo Galilei, John Locke, Simón Bolívar, Karl Marx, Kemal Atatürk, Nelson Mandela, Deng Xiaoping, and Mikhail Gorbachev.

You are *not* limited to these suggestions.

Do *not* write about any individual from the United States 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:

Throughout history, geographic factors such as *deserts*, *monsoons*, and *cold climates* have had a variety of effects on different regions.

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** geographic factors mentioned in the historical context and for **each**
- Describe the geographic factor
 - Discuss the effects this geographic factor has had on a specific region or regions

In developing your answers to Part III, 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 A
Short-Answer Questions

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

Document 1

. . . The aridity of the North African steppe turns to desolation in the Sahara, the most extensive desert in the world. In popular imagination the Sahara is seen as a wilderness of sand dunes; yet it is a region of most varied landscapes, ranging from the great massifs [highlands] of Ahaggar and Tibesti with their extraordinary rock formations and their lofty volcanic peaks to vast stretches of gravelly plains or broad belts of constantly shifting dunes. The desert is not completely waterless—in certain parts, particularly on the northern fringes, excellent supplies of subterranean water support the rich culture of the oases—nor is it completely bereft of [without] vegetation. Men have thus found it possible to gain a livelihood in the Sahara whether as cultivators in the oases or pastoralists [herders] in other areas. . . .

Source: Robin Hallett, *Africa to 1875: A Modern History*, The University of Michigan Press, 1970

1 What is **one** feature of the Sahara Desert, according to Robin Hallett? [1]

Score

Document 2

. . . For several centuries, these contacts [between North Africa and the interior] were limited by the nature of the Sahara itself. More than 3 million square miles in area, the Sahara is the world's largest desert. Because temperatures during the day can reach as high as 120 degrees Fahrenheit and supplies of water are scant, the 40-day journey across the desert required courage, determination, and careful planning. Travelers who became separated from their companions were seldom seen again. The trans-Saharan trek became somewhat easier after the 4th century A.D., when camels were introduced in place of horses; camels are able to travel long distances without water, and their wider hooves make it easier for them to move through sand. However, intensive contact between North Africa and the interior did not begin until the 7th century, when a revolutionary change took place in the political and religious life of the region. By this time, the old empires of the Mediterranean and the Middle East were in decline or in ruins. In their place was a powerful new force—Islam. . . .

Source: Philip Koslow, *Ancient Ghana: The Land of Gold*, Chelsea House Publishers

2a What is **one** reason travel across the Sahara Desert was difficult, according to Philip Koslow? [1]

Score

b What change was adopted after the 4th century to make travel easier, according to Philip Koslow? [1]

Score

Document 3

. . . Desertification directly affects 1.2 billion people, and more and more productive land is being lost year by year. It has presented a challenge for governments and aid agencies in over 110 countries for some time, and is a contributing factor in poverty and regional conflicts, for example in Sudan. It has also been a major issue in Egypt, where 90% of the country's land mass is desert. Faced with a rising population, the government has had to undertake a number of settlement and irrigation projects to create additional living and working space. In China, almost two-thirds of the country and over 400 million people are affected, the worst hit areas being the Gobi desert in the northwest of the country and the Takla Makan desert in the west. . . .

Source: Ute Schaeffer, "Deutsche Welle reporters on the ground,"
Down to Earth: News & Views on Desertification,
UNCCD, June 2006, Volume 21

3 What is **one** challenge areas face because of desertification, according to Ute Schaeffer? [1]

Score

Document 4

The Subcontinent of India

. . . Only in the northern mountain region do temperatures fall below freezing. The hot season comes on in March, with temperatures ranging from 80 to 90 degrees along the coasts to well over 100 degrees in the Indo-Gangetic Plain. The rainy season, brought on by the southwest monsoon carrying moisture off the Indian Ocean, spans the months of June through September. Moisture here means as many as 450 inches of rainfall in certain spots along the west coast and in the state of Assam in the extreme northeast. In the interior and along the east coast, the summer monsoon has already lost most of its moisture, and rainfall may average only 40 to 80 inches. Moisture from the Bay of Bengal brings about 120 inches of rain to the northeastern portion of India and Bangladesh. Monsoons, winds that blow for a whole season, come twice a year. The northeast or winter monsoon blows from land to sea in most of the subcontinent and brings little rain. . . .

Source: James I. Clark, *India: The Subcontinent: India, Pakistan, and Bangladesh*, McDougal, Littell & Company

4 According to James I. Clark, what is a monsoon? [1]

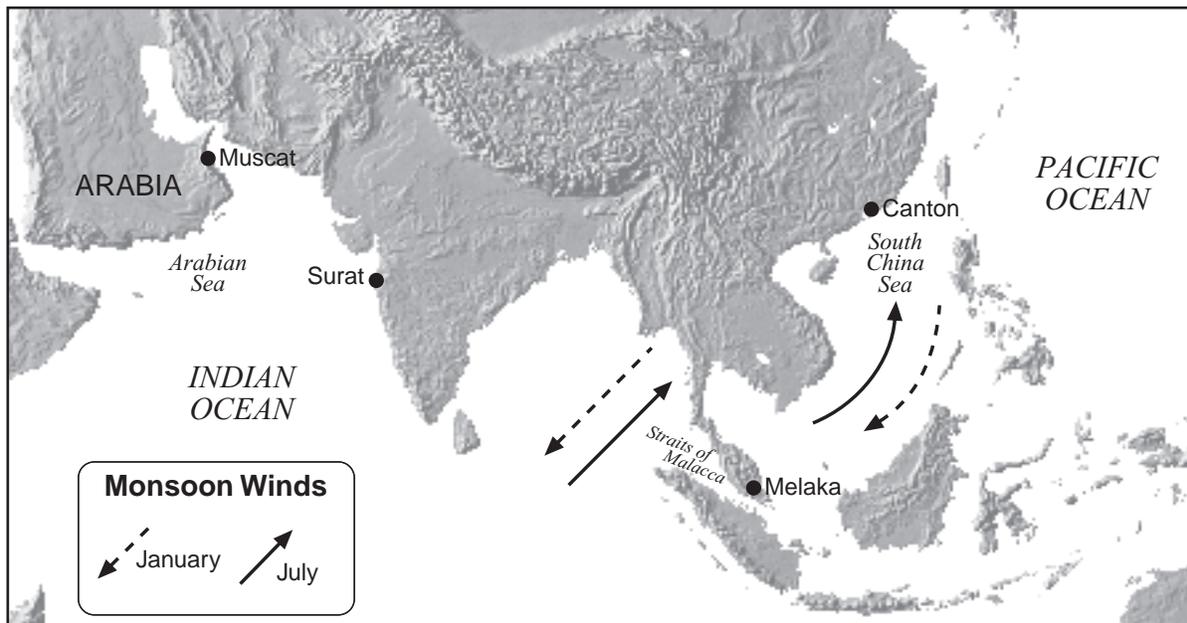
Score

Document 5a

. . . Nature also shaped the rhythms of trade and the places where it was conducted by constraining [hindering] transportation. All across maritime Asia—from Canton [China] to Mocca [southern Arabia]—trading schedules were dictated by the monsoon winds. Since strong winds blew consistently in one direction for several months and then stopped, and then blew consistently the other way for months, it made no sense to fight those winds. A trader went as far as he (or occasionally she) could in one direction and then stayed around until the wind reversed; his goods were then picked up by another merchant who had arrived earlier and knew precisely how long into the next season he could safely stay and still have enough days of favorable wind to get home. Thus, instead of Chinese traders spending two or more monsoon seasons (and years) sailing all the way to, say, Persia with silks, it made more sense to sail out one monsoon season and exchange with intermediaries based in between and thereby return home with frankincense and rugs. A series of emporia [trade centers] developed at sites such as Melaka [Malacca], Surat [India], and the Muscat [Oman] that had more to do with how far one could travel from there in one sailing season than with what goods could be produced locally. The result was a remarkably lively and cosmopolitan chain of port cities along the Asian littoral [sea coast], but in many cases these cities had only weak relationships with their immediate hinterlands [areas inland from the port]. . . .

Source: Pomeranz and Topik, *The World That Trade Created*, M. E. Sharpe, 1999 (adapted)

Document 5b



Sources: "The West and the Spice Trade," *Calliope*, Cobblestone (adapted); *Mountain High Maps*, Digital Wisdom (adapted)

5 Based on these documents, what is **one** way the monsoons affected trade in Southeast Asia? [1]

Score

Document 6a

Summer 1983



Pushing replaces pedaling when monsoon waters send the Ganges over its banks to inundate [flood] the city of Varanasi (Banaras) in Uttar Pradesh. Last year [1983] the city lay under water mixed with sewage, rotting grain, and floating carcasses of animals. Elsewhere in the state flash floods swept away a locomotive and three railcars.

Source: Priit J. Vesilind, "Monsoons: Life Breath of Half the World," *National Geographic*, December 1984, Photograph by Steve McCurry (adapted)

6a What was **one** problem that people in the Varanasi region of India faced once the 1983 summer monsoons arrived, based on this *National Geographic* photograph and its caption? [1]

Score

Document 6b

Late Monsoons

June 9 [1984]

. . . At midnight a stifling silence descended. Air conditioners hiccuped to a halt as electric-power rationing reached home consumers in [the city of] Trivandrum. All power to heavy industrial users had already been severed. Now, movie houses were restricted to one showing a day, neon display lights were outlawed, and stores were compelled to close by sundown. . . .

Across India reservoirs dwindled into puddles as the rains hovered offshore. About half of the nation's electricity is generated by hydropower, and thus by the monsoons. Government officials confessed to newspapers in anxiety that late rains would impede [interfere with] food production, aggravate inflation, and increase prices—and all this in a preelection year. Prime Minister Indira Gandhi, touring in Europe, asked for monsoon forecasts to be added to her daily political briefings. . . .

Source: Priit J. Vesilind, "Monsoons: Life Breath of Half the World," *National Geographic*, December 1984

6b State **two** problems regions in India face when the monsoons are late, based on this excerpt from Priit J. Vesilind's article. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Russia has a largely continental climate because of its sheer size and compact configuration. Most of its land is more than 400 kilometers from the sea, and the center is 3,840 kilometers from the sea. In addition, Russia's mountain ranges, predominantly to the south and the east, block moderating temperatures from the Indian and Pacific oceans, but European Russia and northern Siberia lack such topographic protection from the Arctic and North Atlantic oceans. . . .

The long, cold winter has a profound impact on almost every aspect of life in the Russian Federation. It affects where and how long people live and work, what kinds of crops are grown, and where they are grown (no part of the country has a year-round growing season). The length and severity of the winter, together with the sharp fluctuations in the mean summer and winter temperatures, impose special requirements on many branches of the economy. In regions of permafrost, buildings must be constructed on pilings, machinery must be made of specially tempered steel, and transportation systems must be engineered to perform reliably in extremely low and extremely high temperatures. In addition, during extended periods of darkness and cold, there are increased demands for energy, health care, and textiles. . . .

Source: <http://country-studies.us/russia/24.htm>

- 7 According to this information from Country Studies, what is **one** way the cold winters affect the permafrost region of Russia? [1]

Score

Document 8

Old Man Winter



Source: Leslie Gilbert Illingworth, November 10, 1941,
Library of Wales, Aberystwyth (adapted)

8 Based on this cartoon by Leslie Gilbert Illingworth, what role did “Old Man Winter” play in the defense of Russia? [1]

Score

Document 9

. . . Ardalin's [a region in the Russian Arctic] unique ecology challenged the Russian and Western personnel working in the field to find new approaches to preserve the fragile ecosystem of the Arctic tundra. Because the tundra is particularly vulnerable in summertime, construction and drilling operations were conducted only in winter to shield the tundra from harmful affects. Roads were built from ice to transport equipment and supplies to the remote site. When the ground thawed, helicopters were used to bring in equipment and supplies. . . .

Source: IPIECA, "Conoco in the Russian Arctic: Preserving delicate Arctic ecology by minimizing the development footprint and environmental impact"

9 What are **two** ways the Russians have adapted to the challenges of developing the tundra, according to the International Petroleum Industry Environmental Conservation Association (IPIECA)? [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:

Throughout history, geographic factors such as *deserts*, *monsoons*, and *cold climates* have had a variety of effects on different regions.

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

- Select *two* geographic factors mentioned in the historical context and for *each*
- Describe the geographic factor
 - Discuss the effects this geographic factor has had on a specific region or regions

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

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 15, 2010 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
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16.....	41.....
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18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 29, 2010 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

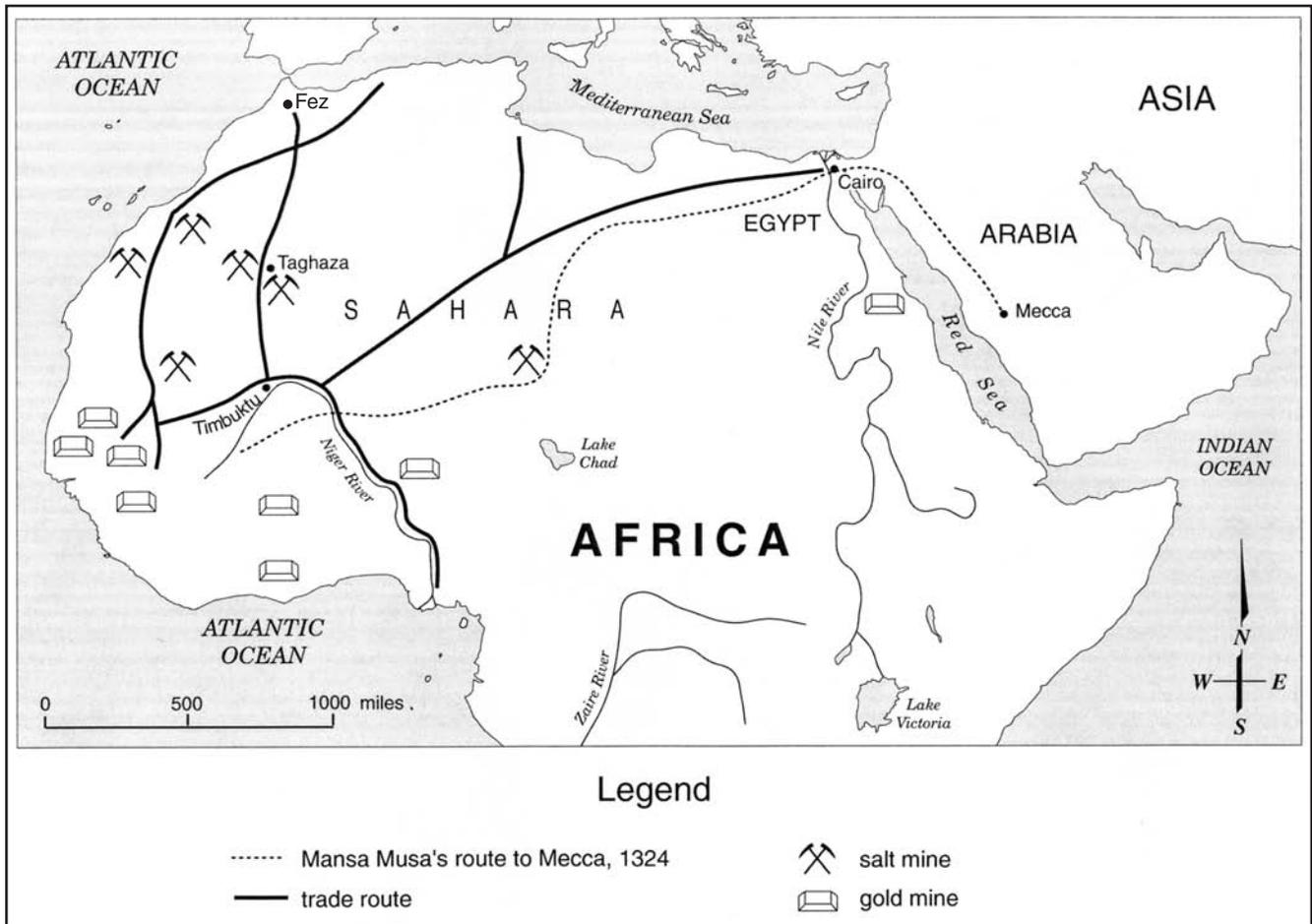
Part I

Answer all questions in this part.

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

- 1 Which example best represents a primary source?
 - (1) a 20th-century novel about events leading up to the French Revolution
 - (2) film footage taken during the liberation of Nazi concentration camps
 - (3) an interview with an expert on the fall of the Roman Empire
 - (4) a lecture on the impact of the African slave trade on South America
- 2 A geographic similarity between Italy and India is that both of these countries are located
 - (1) on peninsulas
 - (2) on archipelagos
 - (3) between two oceans
 - (4) south of the equator
- 3 Which statement best describes an aspect of a command economy?
 - (1) Profit motivates individuals to set up private businesses.
 - (2) Tradition, religion, and customs heavily influence economic decisions.
 - (3) Supply and demand regulate the economy.
 - (4) Government directs and controls the means of production.
- 4 The Indus and Huang He (Yellow) rivers are both closely associated with
 - (1) border disputes
 - (2) sacred biblical sites
 - (3) cradles of early civilization
 - (4) oil discoveries
- 5 A similarity between Shinto in Japan and animism in African societies is that both
 - (1) use the Torah to establish law codes
 - (2) stress the importance of the Eightfold Path
 - (3) believe that spirits exist in nature
 - (4) base social rank on a caste system
- 6 The Code of Hammurabi and Chinese legalism both rely on the idea that
 - (1) governments must provide their people with rights
 - (2) harsh laws are needed to control society
 - (3) all subjects are equal under the law
 - (4) religion and government must be brought closer together
- 7 One similarity between the Gupta Empire and the Arab dynasties of the Islamic Golden Age is that they
 - (1) made advances in mathematics and literature
 - (2) gained wealth by obtaining gold from the Americas
 - (3) stressed the importance of dharma and karma
 - (4) controlled territories around the Mediterranean seacoast
- 8 Which geographic factor has often made Korea a key region for those seeking to control East Asia?
 - (1) long coastline
 - (2) location
 - (3) mountains
 - (4) climate
- 9 Which culture is credited with the development of gunpowder, the abacus, and the compass?
 - (1) Chinese
 - (2) Persian
 - (3) Indian
 - (4) Japanese
- 10 • Cyrillic alphabet adopted for use in Russia.
• Russians accepted the teachings of the Orthodox Christian Church.
• Onion-shaped domes dotted the skyline of Kievan Russia.
Which term is most closely associated with these statements?
 - (1) ethnocentrism
 - (2) interdependence
 - (3) cultural diffusion
 - (4) colonialism

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.



Source: <http://fga.freac.fsu.edu/> (adapted)

- 11 Which statement about the trip taken by Emperor Mansa Musa is accurate?
- (1) The trip extended beyond North African trade routes.
 - (2) Mansa Musa used the Mediterranean Sea to reach Mecca.
 - (3) The route primarily followed major rivers.
 - (4) Mansa Musa traveled to Fez on his way to Mecca.
- 12 Which conclusion about trade is best supported by the information on this map?
- (1) Timbuktu was a center of trade in West Africa.
 - (2) The Sahara Desert prevented trade.
 - (3) Cairo and Mecca were trading partners.
 - (4) West African gold and salt were traded along the Zaire River.

Base your answer to question 13 on the chart below and on your knowledge of social studies.

**FOREIGN COINS OF ANCIENT AND MEDIEVAL TIMES
FOUND IN EAST AFRICAN CITY-STATES**

Foreign coins	East African City-States						Total
	Kilwa	Mafia	Zanzibar	Pemba	Kenya	Somalia	
Hellenistic (3rd to 1st centuries B.C.)	—	1	—	2	—	22	25
Roman	—	—	—	2	1	6	9
Byzantine	—	—	—	2	—	46	48
Umayyad	—	—	—	2	—	—	2
'Abbasid	—	—	—	7	—	1	8
Mongol	2	4	—	1	—	—	7
Other foreign Muslim (unidentified)	—	20	3	15	—	—	38
Chinese:							
T'ang Dynasty	—	—	4	—	—	1	5
Sung Dynasty	—	9	185	—	2	16	212
Ming Dynasty	—	—	—	—	—	6	6
Ching Dynasty	—	—	—	—	—	10	10

Source: G.S.P. Freeman-Grenville, "East African Coin Finds and Their Historical Significance,"
Journal of African History (adapted)

13 Which generalization is best supported by the data from this chart?

- (1) Bantu migrations influenced the distribution of East African coins.
- (2) Chinese coins were found in East African city-states.
- (3) East African city-states traded directly with Northern Europe.
- (4) Romans controlled trade with East Africa.

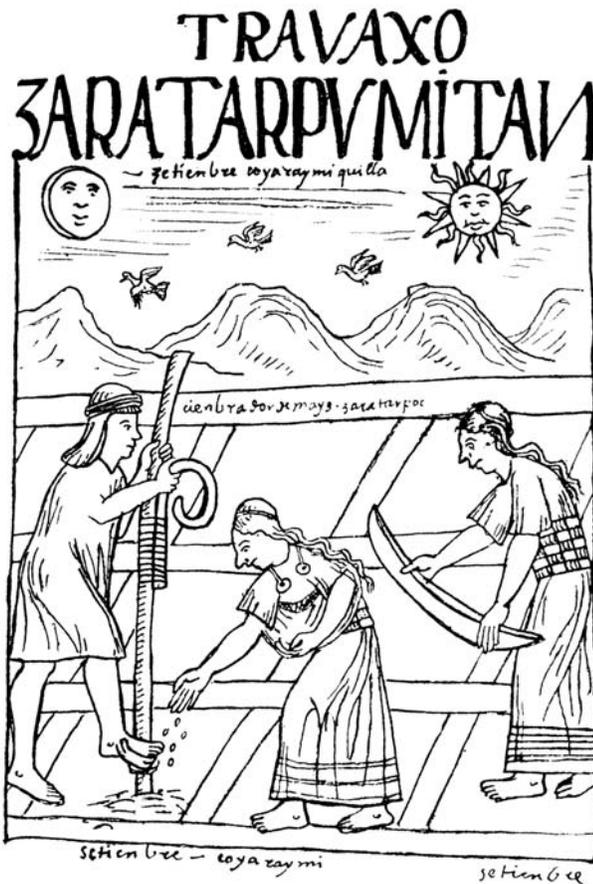
14 What is a primary characteristic of a feudal society?

- (1) a representative government
- (2) economic equality for all
- (3) protection of individual rights
- (4) an exchange of land for services

15 Humanism during the Italian Renaissance was focused on

- (1) the affairs of the church
- (2) self-sufficiency
- (3) the importance of the individual
- (4) political theories

Base your answer to question 16 on the drawing below and on your knowledge of social studies.



Source: Felipe Guaman Poma de Ayala, *Nueva Corónica Y Buen Gobierno*, Biblioteca Ayacucho

16 What does this drawing indicate about the Inca civilization?

- (1) religious influence on architecture
- (2) cooperation and planning in agriculture
- (3) superior military technology used for defense
- (4) role of government during a natural disaster

17 Which individual's work had the greatest impact on the spread of Martin Luther's ideas?

- (1) Galileo Galilei
- (2) Niccolò Machiavelli
- (3) William Shakespeare
- (4) Johannes Gutenberg

18 “. . . (It) brought the potato, the pineapple, the turkey, dahlias, sunflowers, magnolias, maize, chillies and chocolate across the Atlantic. On the other hand, tens of millions died in the pandemics of the 16th century, victims of smallpox, measles and the other diseases brought by Europeans (and don't forget that the African slave trade was begun by the Europeans, to replace the work force they had decimated).” . . .

— Michael Wood, BBC History (adapted)

Which historical development is being described in this quotation?

- (1) establishment of the line of Demarcation
- (2) creation of the Hanseatic League
- (3) Columbian exchange
- (4) Glorious Revolution

19 The social class system in Latin America during the 16th and 17th centuries reflects the

- (1) dominance of Spanish-born nobility
- (2) emerging equality between classes
- (3) influence of mestizo economic power
- (4) increasing social mobility of Native American Indians

20 One way in which Suleiman the Magnificent and Akbar the Great are similar is that they both brought about periods of

- (1) political stability and religious tolerance
- (2) religious conquest and persecution
- (3) isolationism and cultural stagnation
- (4) modernization and political disunity

21 A DEO REX, A REGE LEX — “the king is from God, and law is from the king.”

— James I

This quotation best reflects the concept of

- (1) constitutional monarchy
- (2) separation of powers
- (3) equal representation
- (4) divine right rule

- 22 Which statement about the Scientific Revolution in Europe is accurate?
- (1) The existence of natural laws was rejected.
 - (2) Scientists questioned traditional beliefs about the universe.
 - (3) New ideas supported the geocentric theory of Ptolemy.
 - (4) The Bible was used to justify new scientific findings.
- 23 Under the Old Regime in France, the burden of taxation fell mostly on the
- (1) monarchy
 - (2) clergy
 - (3) nobles
 - (4) commoners
- 24 One way in which Robespierre and Napoleon are similar is that they both
- (1) played an important role at the Congress of Vienna
 - (2) increased their power during the French Revolution
 - (3) were executed for treason by French monarchs
 - (4) led armies against the Haitians
- 25 Many critics believe that the policy of the British government during the Irish Famine
- (1) contributed to food shortages
 - (2) ignored military concerns
 - (3) discouraged emigration
 - (4) led directly to civil war
- 26 Which of these developments in Africa was a cause of the other three?
- (1) Rival tribal groups fought wars.
 - (2) The Berlin Conference of 1884 influenced colonial boundaries.
 - (3) Traditional territories and culture groups were permanently fragmented.
 - (4) African economies became dependent on the sale of cash crops and raw materials.
- 27 Which cultures fought with the Zulus in the 19th century over the control of land in South Africa?
- (1) German and French
 - (2) Indian and Belgian
 - (3) British and Boer
 - (4) Ethiopian and Italian

Base your answer to question 28 on the passage below and on your knowledge of social studies.

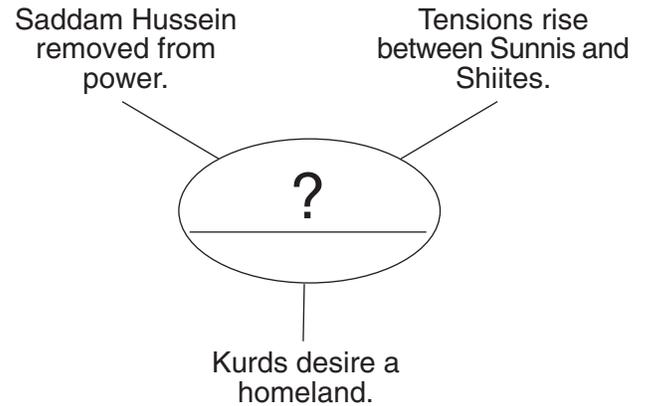
. . . Our celestial empire [China] rules over ten thousand kingdoms! Most surely do we possess a measure of godlike majesty which ye cannot fathom! Still we cannot bear to slay or exterminate without previous warning, and it is for this reason that we now clearly make known to you the fixed laws of our land. If the foreign merchants of your said honorable nation desire to continue their commercial intercourse, they then must tremblingly obey our recorded statutes, they must cut off for ever the source from which the opium flows, and on no account make an experiment of our laws in their own persons! Let then your highness [Queen Victoria] punish those of your subjects who may be criminal, do not endeavor to screen or conceal them, and thus you will secure peace and quietness to your possessions, thus will you more than ever display a proper sense of respect and obedience, and thus may we unitedly enjoy the common blessings of peace and happiness. What greater joy! What more complete felicity [harmony] than this! . . .

— Chinese High Commissioner Lin Zexu's letter to Queen Victoria

- 28 Which event is most directly related to the 19th-century situation described in this passage?
- (1) signing of the Treaty of Nanjing
 - (2) Russo-Japanese War
 - (3) annexation of Korea
 - (4) Sepoy Rebellion
-
- 29 During the late 19th century, Japan's lack of natural resources was one reason for implementing a policy of
- (1) collectivization
 - (2) free trade
 - (3) socialism
 - (4) imperialism
- 30 One reason the Bolsheviks gained peasant support during the Russian Revolution was because the Bolsheviks promised to
- (1) redistribute land
 - (2) abolish communes
 - (3) bring modern technology to Russian farms
 - (4) maintain an agricultural price-support program

- 31 Woodrow Wilson's Fourteen Points influenced many colonial peoples in Asia and Africa to
- (1) create military alliances
 - (2) seek self-determination
 - (3) reject terrorism
 - (4) extend extraterritoriality
- 32 Which statement about Turkish leader Atatürk is an opinion rather than a fact?
- (1) He promoted modernization.
 - (2) His efforts led to the development of industries.
 - (3) He encouraged people to wear western-style clothing.
 - (4) His major accomplishment was the separation of church and state.
- 33 Joseph Stalin's policies in Ukraine during the 1930s directly resulted in
- (1) widespread starvation
 - (2) agricultural self-sufficiency
 - (3) the development of cottage industries
 - (4) the use of subsistence farming techniques
- 34 . . . "You should take steps now to cease military resistance. Otherwise, we shall resolutely employ this bomb and all our other superior weapons to promptly and forcefully end the war." . . .
- This paragraph from a 1945 Allied leaflet warned the
- (1) Czechs of a German invasion
 - (2) Americans in Hawaii of a Japanese attack
 - (3) Koreans of a Russian invasion
 - (4) Japanese civilians of a United States attack
- 35 The Marshall Plan was designed to stop the spread of communism by providing
- (1) government housing to refugees
 - (2) military assistance to Vietnam
 - (3) funds for economic recovery in war-torn European nations
 - (4) nuclear weapons to North Atlantic Treaty Organization (NATO) members

Base your answer to question 36 on the graphic organizer below and on your knowledge of social studies.



- 36 Which country best completes this graphic organizer?
- | | |
|-----------|----------------|
| (1) Egypt | (3) Sudan |
| (2) Iraq | (4) Bangladesh |
-

- 37
- China implemented a one-child policy.
 - African nations established educational and health care agendas.
 - Latin American nations worked with the United States to reduce drug trafficking.

Which conclusion can best be drawn using all of these statements?

- (1) The governments of different countries reacted in various ways to the same problem.
- (2) Population explosions took place in some countries during the 20th century.
- (3) Some countries looked toward other nations to help solve their problems.
- (4) Countries have had to address a variety of economic and social problems.

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



Source: Chris Britt, *The State Journal-Register*, Copley News Service

38 Which statement best reflects this cartoonist's point of view?

- (1) The development of computer technology is prohibited in China.
- (2) Chinese prisoners are denied access to computers.
- (3) Foreign software developers have flooded the Chinese market.
- (4) Some American firms have assisted the Chinese government in monitoring citizen computer usage.

39 What is a long-term effect of the Soviet invasion of Afghanistan in 1979?

- (1) Communism was strengthened in South Asia.
- (2) Hostilities between China and India lessened.
- (3) The influence of militant Islamic groups increased in the region.
- (4) Tensions along the border between Pakistan and Afghanistan were reduced.

40 **"A Jewish State Is Created"**
"Six-Day War Results in Major Arab Losses"
"Withdrawal Begins from West Bank"

Which situation is referred to in these headlines?

- (1) Persian Gulf War
- (2) Scramble for Africa
- (3) conflict between Israelis and Palestinians
- (4) collapse of the Ottoman Empire

41 In Japan, the Meiji Restoration and the post-World War II "economic miracle" can be described as periods of

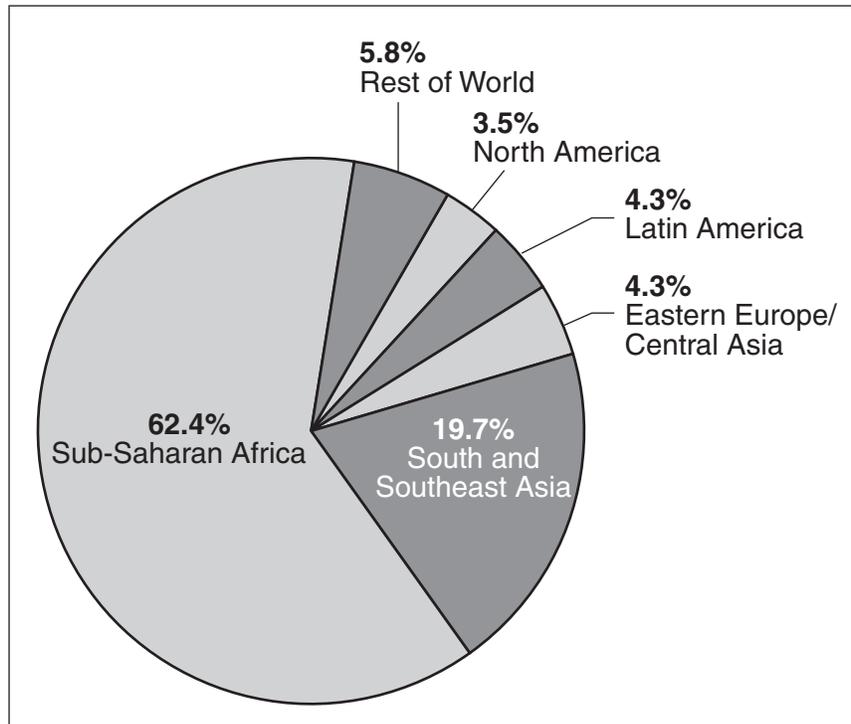
- (1) political decentralization
- (2) revolutionary democratization
- (3) reactionary social change
- (4) innovative industrial development

42 The establishment of a parliamentary democracy in India and the establishment of Portuguese as the official language of Brazil indicates that European colonizers

- (1) influenced the culture of regions under their control
- (2) respected the governments of the indigenous peoples
- (3) promoted Protestant religions over native religions
- (4) studied local traditions before implementing policies

Base your answer to question 43 on the graph below and on your knowledge of social studies.

Global Breakdown of People Living With HIV in 2006



Source: Statistics from UNAIDS/WHO 2006 AIDS Epidemic Update (adapted)

43 Which hypothesis about the economies of sub-Saharan Africa can be derived from the data in this graph?

- (1) Economic growth may be slowed by the epidemic.
- (2) Wages for workers will probably decline.
- (3) Diversification will promote economic growth.
- (4) The United Nations will probably reduce support for economic development.

- 44 • Spain mines silver in the Americas.
• The Dutch establish a colony in Southeast Asia.
• The English East India Company controls tea plantations in India.

Which policy is most closely associated with these events?

- | | |
|------------------|------------------|
| (1) pacifism | (3) nonalignment |
| (2) mercantilism | (4) containment |

45 As a result of discrimination during the 19th century, where were many Jews in eastern Europe forced to live?

- | | |
|---------------------------|-------------------------|
| (1) on collective farms | (3) in urban ghettos |
| (2) in fortified villages | (4) in industrial areas |

- 46 • The Ming emperor banned the building of large oceangoing ships in 1433.
• The Tokugawa shogun issued the Act of Seclusion in 1636.

One way in which these historical occurrences are similar is that both led to increased

- | | |
|---------------------|------------------------|
| (1) social mobility | (3) cultural diffusion |
| (2) globalization | (4) isolation |

- 47 Armenians under Ottoman rule and Cambodians under the Khmer Rouge both experienced
- (1) an outbreak of the plague
 - (2) human rights violations
 - (3) economic sanctions
 - (4) an agricultural revolution
- 48 One way in which the Council of Trent (1545–1563) and the Versailles Conference (1918–1919) are similar is that they both attempted to
- (1) restore stability after a period of conflict or disorder
 - (2) address economic concerns by lowering tariffs
 - (3) defend human rights by establishing written codes of law
 - (4) encourage cultural development through the creation of universities
- 49 A primary reason the Mongols and the British were able to expand their empires through conquest was because of
- (1) a knowledge and command of advanced technologies
 - (2) a rejection of democratic policies and practices
 - (3) the development of religious and cultural reforms
 - (4) an extended period of peaceful trade and commerce
- 50 Which event can be considered a conflict brought about in part by a religious reform movement?
- (1) World War I
 - (2) Cuban Revolution
 - (3) World War II
 - (4) Iranian Revolution
-

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: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task:

Select **two** intellectuals, philosophers, **and/or** leaders and a writing associated with that person and for **each**

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history. Some suggestions you might wish to consider include:

Bartolomé de las Casas—*Brief Report on the Destruction of the Indians*
Martin Luther—*Ninety-five Theses*
John Locke—*Two Treatises on Government*
Olympe de Gouges—*The Declaration of the Rights of Woman*
Karl Marx—*Communist Manifesto*
Theodor Herzl—*On the Jewish State*
Adolf Hitler—*Mein Kampf*
Mao Zedong—*Little Red Book*
Nelson Mandela—*Long Walk to Freedom*

You are *not* limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States 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:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the *Neolithic Revolution*, *Agrarian (Agricultural) Revolution*, and the *Green Revolution*. These changes in food production had political, social, and economic effects on societies and regions.

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* food production revolutions mentioned in the historical context and for *each*

- Describe the change in food production during that revolution
- Discuss political, social, *and/or* economic effects the change in food production had on society or a region

In developing your answers to Part III, 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 A
Short-Answer Questions

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

Document 1

From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

1 According to the authors of this passage, what is **one** significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

Score

JOIN THE NEOLITHIC REVOLUTION!

WHY HUNT? **WHY GATHER?**

How goes the **hunt**?

Not so great. How's **gathering**?

So-so.



Look! A **village**! I wonder what they **do** over there ...?



Excuse me. I couldn't help but **overhear**. Let me tell you about living the **Neolithic Way**!



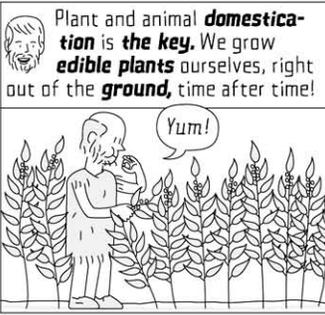
First off – we don't just **look around** for our food ... we actually **grow** some of it ourselves, **where we live**!

Gasp!



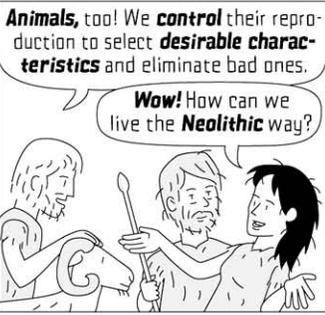
Plant and animal **domestication** is the **key**. We grow **edible plants** ourselves, right out of the **ground**, time after time!

Yum!



Animals, too! We **control** their reproduction to select **desirable characteristics** and eliminate bad ones.

Wow! How can we live the **Neolithic way**?



You can start by **joining us** in the village! **Leave your troubles behind!***

*Some hunting and gathering may be necessary to maintain dietary variety and avoid famine.



Your KEYS to a BETTER LIFE!

Harness Plant Power!

- Learn how the seeds you drop can become next fall's crop!
- Use seed selection to make future plants more productive and easier to harvest!
- Preserve and store surpluses for hard times!
- Invent new ways of preparing and cooking plant foods!

Put Animals To Work For You!

- Learn which species are slow and submissive!
- Use food and fences to keep them around!
- Influence their choice of mates!
- Breed the best and eat the rest!



Special offer! Free booklets!

The Pleasures of Porridge

Earn Your Animals' Respect

How to Tell a Weed

Source: Mysteries of Çatalhöyük!, Science Museum of Minnesota, www.smm.org/catal (adapted)

2 Based on this comic, state **two** effects of the Neolithic Revolution. [2]

(1) _____

Score

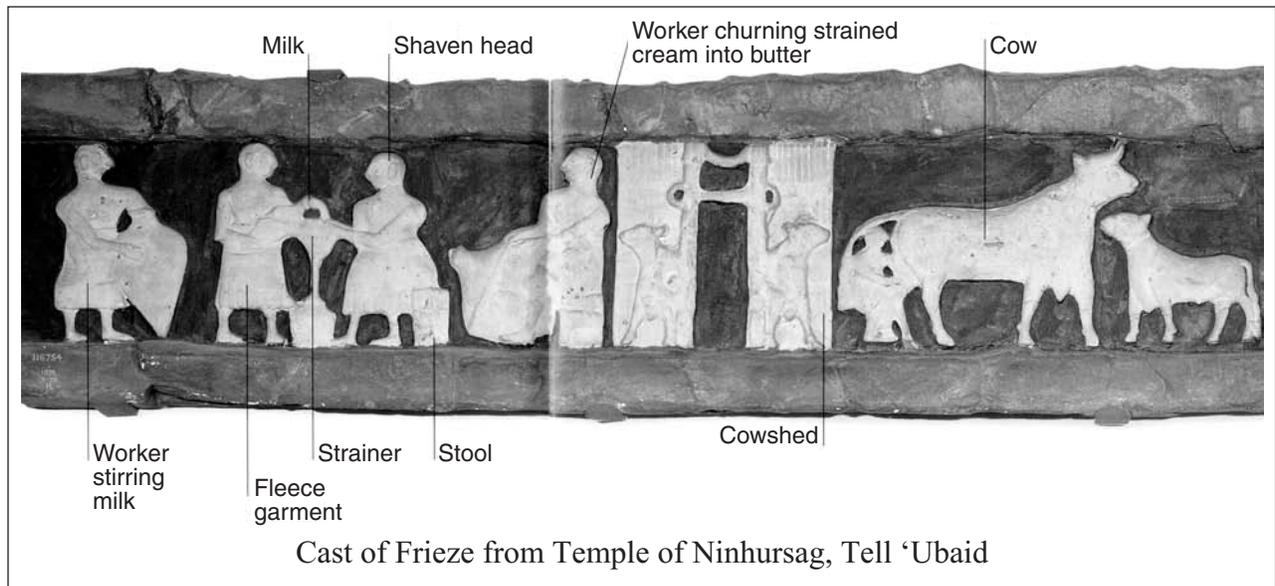
(2) _____

Score

GO ON TO THE NEXT PAGE ⇨

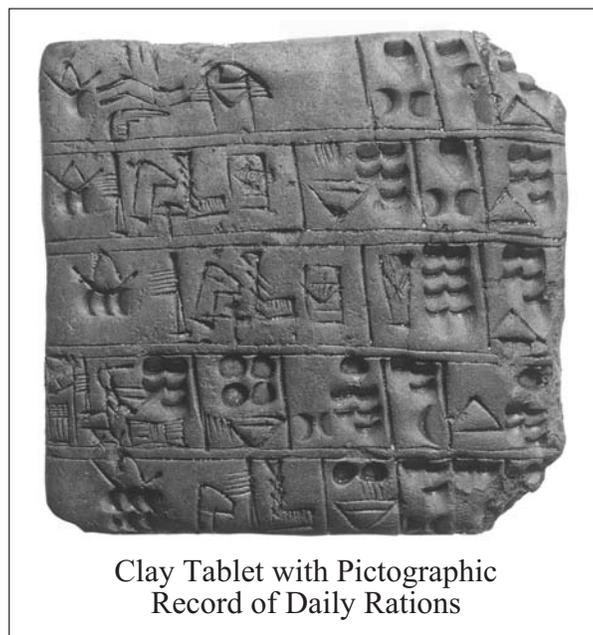
Document 3a

Mesopotamia: Everyday Life



Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

Document 3b



Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

- 3 Based on these images, state **one** advance that occurred as the Mesopotamian culture developed a stable food supply. [1]

Document 4

The Agricultural Revolution in Britain

. . . The English Revolution of 1688, confirming the ascendancy [rise] of Parliament over the king, meant in economic terms the ascendancy of the more well-to-do property-owning classes. Among these the landowners were by far the most important, though they counted the great London merchants among their allies. For a century and a half, from 1688 to 1832, the British government was substantially in the hands of these landowners—the “squirearchy” or “gentlemen of England.” The result was a thorough transformation of farming, an Agricultural Revolution without which the Industrial Revolution could not have occurred.

Many landowners, seeking to increase their money incomes, began experimenting with improved methods of cultivation and stock raising. They made more use of fertilizers (mainly animal manure); they introduced new implements (such as the drill seeder and horse-hoe); they brought in new crops, such as turnips, and a more scientific system of crop rotation; they attempted to breed larger sheep and fatter cattle. An improving landlord, to introduce such changes successfully, needed full control over his land. He saw a mere barrier to progress in the old village system of open fields, common lands, and semicollective methods of cultivation. Improvement also required an investment of capital, which was impossible so long as the soil was tilled by numerous poor and custom-bound small farmers. . . .

Source: R. R. Palmer, et al., *A History of the Modern World*, 9th edition, McGraw-Hill

4 What were **two** changes in the methods of food production that occurred during the Agricultural Revolution in Britain, according to the authors of *A History of the Modern World*? [2]

(1) _____

Score

(2) _____

Score

Document 5

Enclosing or fencing together all of a farmer's land began during the 16th century with the mutual agreement of the landowners. During the 18th century, enclosures were regulated by Parliament.

SELECTED IMPACTS OF THE ENCLOSURE ACTS

Positive Effects

- Less land wastage—boundaries between strips could now be farmed
- Land of a good farmer no longer suffered from neglect of neighboring strips
- Animal diseases were less likely to spread to all village animals. Separate fields for animals made selective breeding possible

Negative Effects

- Eviction of farmers (known as customary tenants) who failed to prove legal entitlement to land their families had worked for generations
- Poor farmers, allocated small plots of land, were unable to compete with large landowners. Many lost their land when their businesses failed

Source: "Enclosure Acts: Great Britain (1700–1801)," *World History on File*, Facts on File (adapted)

5 According to Facts on File, what were **two** effects of the Enclosure Acts? [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . Industrialization transformed the agricultural sector as well, and here the impact pushed beyond the world's industrial leaders. Machinery such as tractors, harvesters, and mechanical plows replaced oxen and human muscles. This trend began in the 19th century with devices such as primitive harvesters and tractors. Yet only in the 20th century did the mechanization of agriculture become important on a global scale, partly in response to the population explosion. Temperate-zone agriculture benefited the most; mechanization revolutionized the cultivation of wheat and other grain crops in North America, northern Europe, South America (in countries such as Argentina, Uruguay, and Chile), and Australia. Tropical crops were less affected by machines; sugarcane continued to be cut by hand, just as coffee beans had to be picked individually from the bushes. Machines nevertheless played some part in tropical agriculture: Factories took over sugar processing, leading to ever-larger [manufacturing] plants. Overall, the trend toward mechanization in agriculture reduced human work in the countryside, leading to greater migration to the cities. Also, the use of expensive machines meant that corporations with considerable capital had an advantage over family farmers, who could not compete against the higher efficiencies of mechanized agriculture. Government policy in Western Europe and in North America generally favored the family farm, however, keeping the number of workers in agriculture artificially high (though falling) despite economic forces to the contrary. . . .

Source: Paul V. Adams, et al., *Experiencing World History*, New York University Press

6 According to this excerpt from *Experiencing World History*, what was **one** effect of the mechanization of agriculture? [1]

Score

Document 7

What is the Green Revolution?

The Green Revolution refers to the wave of technological development [research] that started in the 1940s to increase crop productivity in order to help developing countries face their growing populations' needs.

The technologies of the Green Revolution broadly fall into two major categories. The first is the breeding of new plant varieties; the second is the application of modern agricultural techniques such as chemical fertilizers, herbicides, irrigation, and mechanization.

Beginning in Mexico in 1944, the Green Revolution continued in the 1960s to India and Pakistan, where it is credited with saving over one billion people from starvation.

Dr. Norman Borlaug was the agricultural scientist who led the program. In 1970, he won the Nobel Peace Prize for his efforts. . . .

Source: Engineers Without Borders, EWB Workshop, Green Revolution

7 According to Engineers Without Borders, what were **two** modern technological advances that were applied during the Green Revolution? [2]

(1) _____

Score

(2) _____

Score

Document 8

Implementation of the First Green Revolution

. . . The [implementation of the] first green revolution—from the early 1960s to 1975—introduced new varieties of wheat, rice, and maize that doubled or tripled yields. The new varieties were highly susceptible to pest infestation and thus required extensive chemical spraying. But they were also responsive to high rates of fertilizer application under irrigation. So, large- and medium-scale farmers in regions with adequate irrigation facilities, easy access to credit, sufficient ability to undertake risks, and good market integration adopted the new varieties. But these requirements meant that the new technology bypassed most poor African farmers.

Another reason that Africa did not benefit from the first green revolution was the research strategy used. To short-cut the process of varietal improvement, researchers introduced improved varieties from Asia and Latin America rather than engaging in the time-consuming exercise of identifying locally adapted germ plasm and using this as the basis for breeding new varieties.

After the early euphoria with the high-yielding varieties, several problems became evident. First, the need for significant use of pest and weed control raised environmental and human health concerns. Second, as areas under irrigation expanded, water management required sophisticated skills that were in short supply. As a result poor farmers growing staple food crops in Africa could not adopt the new varieties. What was crucial for Africa was to develop crop varieties that could thrive in water-stressed regions without heavy use of fertilizers. . . .

Source: “Realizing the Promise of Green Biotechnology for the Poor,” *Harnessing Technologies for Sustainable Development*, United Nations Economic Commission for Africa (adapted)

8 According to the authors of this passage, what was **one** problem Africa faced in attempting to adopt the Green Revolution? [1]

Score

Document 9

. . . Industrial agriculture has not produced more food. It has destroyed diverse sources of food, and it has stolen food from other species to bring larger quantities of specific commodities to the market, using huge quantities of fossil fuels and water and toxic chemicals in the process. . . .

Productivity in traditional farming practices has always been high if it is remembered that very few external inputs are required. While the Green Revolution has been promoted as having increased productivity in the absolute sense, when resource use is taken into account, it has been found to be counterproductive and inefficient. . . .

Source: Vandana Shiva, *Stolen Harvest*, South End Press, 2000

9 According to Vandana Shiva, what is **one** problem associated with the use of industrial agriculture? [1]

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:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the **Neolithic Revolution**, **Agrarian (Agricultural) Revolution**, and the **Green Revolution**. These changes in food production had political, social, and economic effects on societies and regions.

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

Select **two** food production revolutions mentioned in the historical context and for **each**

- Describe the change in food production during that revolution
- Discuss political, social, **and/or** economic effects the change in food production had on society or a region

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

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 29, 2010 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
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18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

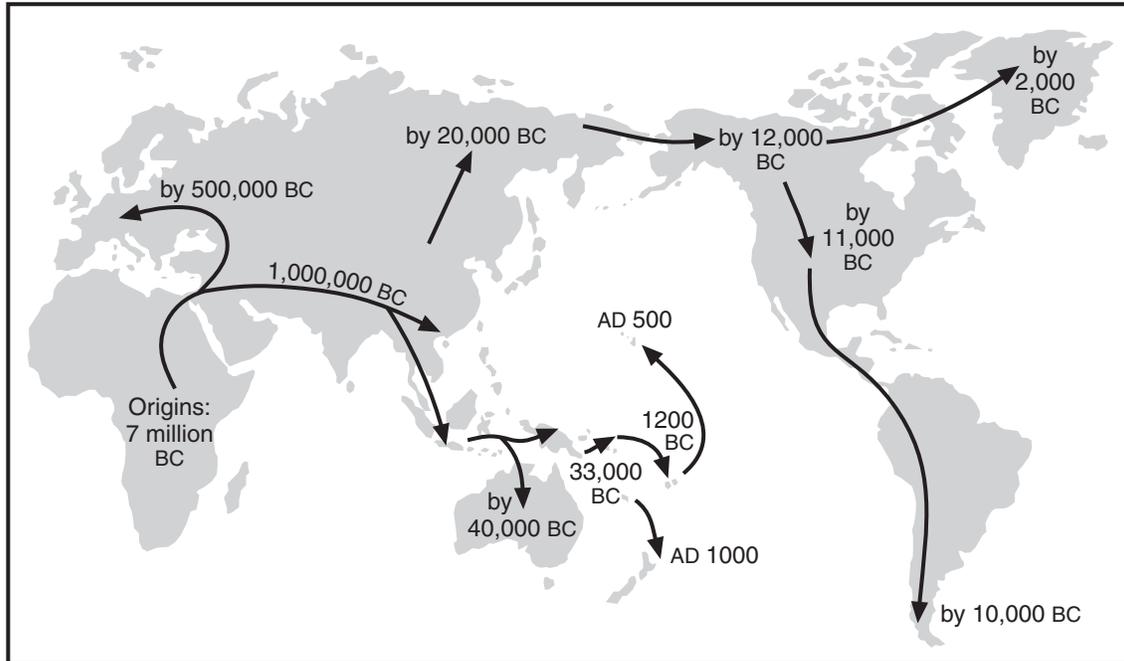
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the 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 map below and on your knowledge of social studies.

The Spread of Humans Around the World



Source: Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*, W. W. Norton & Company, 1999 (adapted)

1 Based on this map, on which continent did humans first appear?

- (1) Asia
(2) Europe
(3) North America
(4) Africa

2 Which form of government is best characterized by one-party rule, censorship, and the use of terror to maintain power?

- (1) feudal
(2) limited monarchy
(3) parliamentary democracy
(4) totalitarian

3 The term *subsistence farming* is best defined as

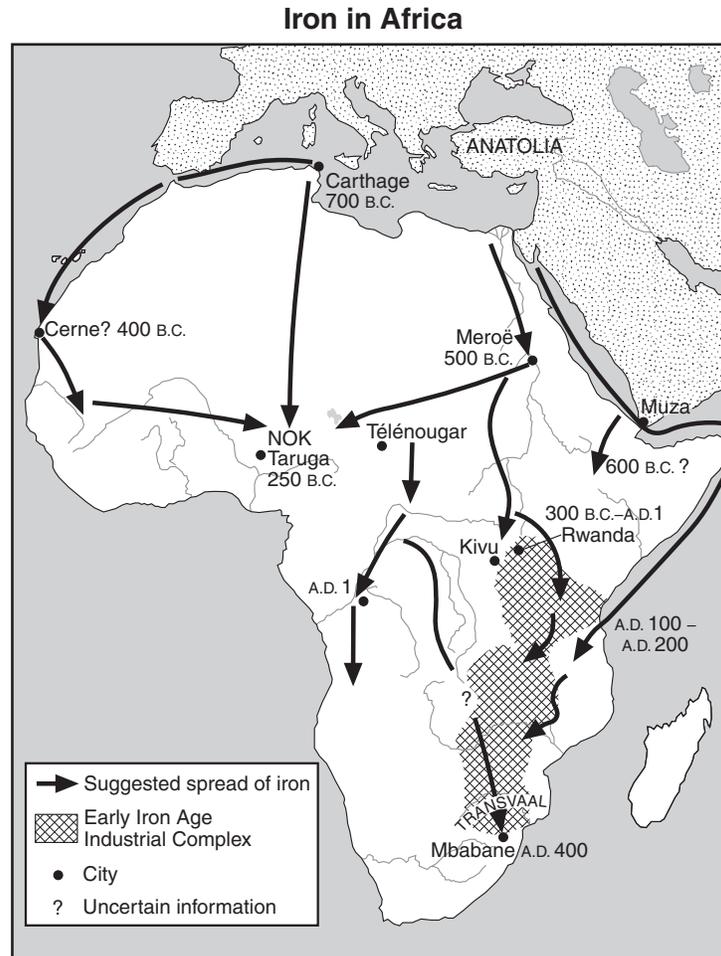
- (1) redistributing farmland
(2) producing only enough crops to meet family needs
(3) irrigating farmland
(4) exchanging farm products for money

- 4
- Separated the cultures of Europe and Asia
 - Hindered, but did not prevent, invaders from entering India
 - Terraced to increase food production in South America

Which geographic feature is being described in these statements?

- (1) river valleys
(2) steppes
(3) mountains
(4) tundra

Base your answers to questions 5 and 6 on the map below and on your knowledge of social studies.



Source: Philip Curtin, et al., *African History*, Little, Brown and Company, 1978 (adapted)

5 Which process is illustrated by the arrows shown on this map?

- (1) immigration
- (2) diffusion
- (3) globalization
- (4) nationalization

6 This map illustrates the interaction between

- (1) resources and technology
- (2) religion and culture
- (3) record keeping and civilization
- (4) climate and disease

7 One similarity found in both Egyptian and Sumerian civilizations is that each developed a

- (1) monotheistic religion
- (2) compass
- (3) ziggurat
- (4) written language

8 Which text is essential to the practice of Islam?

- (1) New Testament
- (2) Analects
- (3) Torah
- (4) Qur'an (Koran)

9 The development of the concept of zero, the use of a decimal system, and the Buddhist cave paintings at Ajanta are all achievements of the

- (1) Inca Empire
- (2) Gupta Empire
- (3) Roman Republic
- (4) Kingdom of Songhai

- 10 Which geographic factor directly influenced the early interactions between China and Korea?
 (1) location (3) arid climate
 (2) monsoons (4) tropical savannas
- 11 What was the most important force in providing unity and stability throughout western Europe during the Middle Ages?
 (1) church (3) inquisition
 (2) nobility (4) military

Base your answer to question 12 on the passage below and on your knowledge of social studies.

. . . As early as the struggle for the steppe he had spread the claim that Heaven had destined him as ruler; members of Mongol trading caravans spread stories intended to cause panic among the local populace; forged letters were fed to Sultan Muhammad which strengthened his mistrust of his Turkic units; freedom of religion was proclaimed; those who offered no resistance were promised that life and property would be spared; terrible destruction was threatened in the event of resistance; bloody examples were designed to spread fear and reduce the populace's will to resist. . . .

— Paul Ratchnevsky, *Genghis Khan: His Life and Legacy*, Blackwell Publishing

- 12 According to this passage, which Mongol practice contributed greatly to their success?
 (1) nomadic lifestyle
 (2) superior horsemanship
 (3) psychological warfare
 (4) religious conversion
-
- 13 Which revolution in Europe is most closely associated with the rise of capitalism, the formation of guilds, and the growth of banking systems?
 (1) Commercial (3) Agrarian
 (2) Scientific (4) Glorious

- 14 One way in which 14th-century Mali in Africa and 14th-century Venice in Italy are similar is that both
 (1) were land-locked city-states
 (2) developed economies based primarily on agriculture
 (3) became wealthy and powerful as a result of trade
 (4) were centers for Islamic learning

Base your answer to question 15 on the passage below and on your knowledge of social studies.

. . . I conclude, therefore, with regard to being feared and loved, that men love at their own free will, but fear at the will of the prince, and that a wise prince must rely on what is in his power and not on what is in the power of others, and he must only contrive to avoid incurring hatred, as has been explained. . . .

- 15 This passage is most closely associated with the ideas of
 (1) Pope Urban II (3) John Calvin
 (2) Niccolò Machiavelli (4) Thomas Malthus
-
- 16 What was one cause of the Protestant Reformation?
 (1) revolt by the Moors in Spain
 (2) passage of the Act of Supremacy in England
 (3) call for the Council of Trent by Pope Paul III
 (4) corruption among high officials of the Catholic Church
- 17 During the Ming dynasty, why did China stop investing in overseas naval expeditions?
 (1) Many foreigners were imitating Chinese culture.
 (2) Chinese leaders saw little value in exploration.
 (3) People disagreed with Confucius's demand for more territory.
 (4) Chinese merchants were threatened by foreign competition.

Base your answer to question 18 on the map below and on your knowledge of social studies.



Source: *Wonders of the Ancient World*, National Geographic Society (adapted)

18 Which title best describes this map?

- (1) Mesoamerican Cultural Areas
- (2) South American Urban Areas
- (3) Creation of the Spanish Viceroyalties
- (4) Outposts of the Inca Empire

19 One way in which Sulieman the Magnificent, Akbar the Great, and Louis XIV are similar is that each was

- (1) an important religious reformer
- (2) a supporter of laissez-faire practices
- (3) a leader of independence movements
- (4) an absolute monarch

20 A major impact of the Columbian exchange on western Europe was the introduction of

- (1) Christianity that led to the rise of the Catholic Church
- (2) new food crops that improved the European diet
- (3) new military technology that weakened local rulers
- (4) diseases that drastically reduced the population of Europe

21 In the 1500s, the Portuguese seized trading ports in Southeast Asia in an attempt to gain total control of the spice trade.

Based on this statement, one goal of the Portuguese was to establish

- (1) a monopoly
- (2) an embargo
- (3) banking systems
- (4) agricultural cooperatives

22 The struggles for political independence in Latin America during the early 1800s were most directly influenced by the

- (1) Berlin Conference
- (2) doctrine of liberation theology
- (3) American and French Revolutions
- (4) writings of Count Camillo di Cavour

Base your answer to question 23 on the chart below and on your knowledge of social studies.

Philosopher	Idea
Locke	Natural rights — life, liberty, property
Montesquieu	Separation of powers
Voltaire	Freedom of thought, expression, and religion

23 Which period is most closely associated with the major ideas of these philosophers?

- (1) Crusades
 (2) Renaissance
 (3) Reconquista
 (4) Enlightenment

24 Which written work criticized the capitalist system during the Industrial Revolution?

- (1) *Communist Manifesto* by Karl Marx and Friedrich Engels
 (2) “White Man’s Burden” by Rudyard Kipling
 (3) *The Wealth of Nations* by Adam Smith
 (4) *The Origin of Species* by Charles Darwin

25 Some developing countries rely on a single cash crop such as cotton or sugar cane. The origin of this practice can often be traced to the

- (1) introduction of communism
 (2) establishment of democratic governments
 (3) colonization of the region
 (4) movements to gain independence

26 Which African group centralized its rule and adopted new military techniques that challenged the power of the British and the Boers in South Africa?

- (1) Zulu
 (2) Ashanti
 (3) Ibo
 (4) Masai

27 Which action did Japanese leaders take directly following the visit of Commodore Perry in 1853?

- (1) They attacked the British navy.
 (2) They opened more ports to trade.
 (3) They increased the power of the shogun.
 (4) They allowed the importation of opium into Japan.

28 Which event in Indian history could be considered a result of the other three?

- (1) Salt March
 (2) Amritsar Massacre
 (3) Sepoy Rebellion
 (4) passage of the Independence Act

29 The assassination of Archduke Franz Ferdinand was the immediate cause of

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

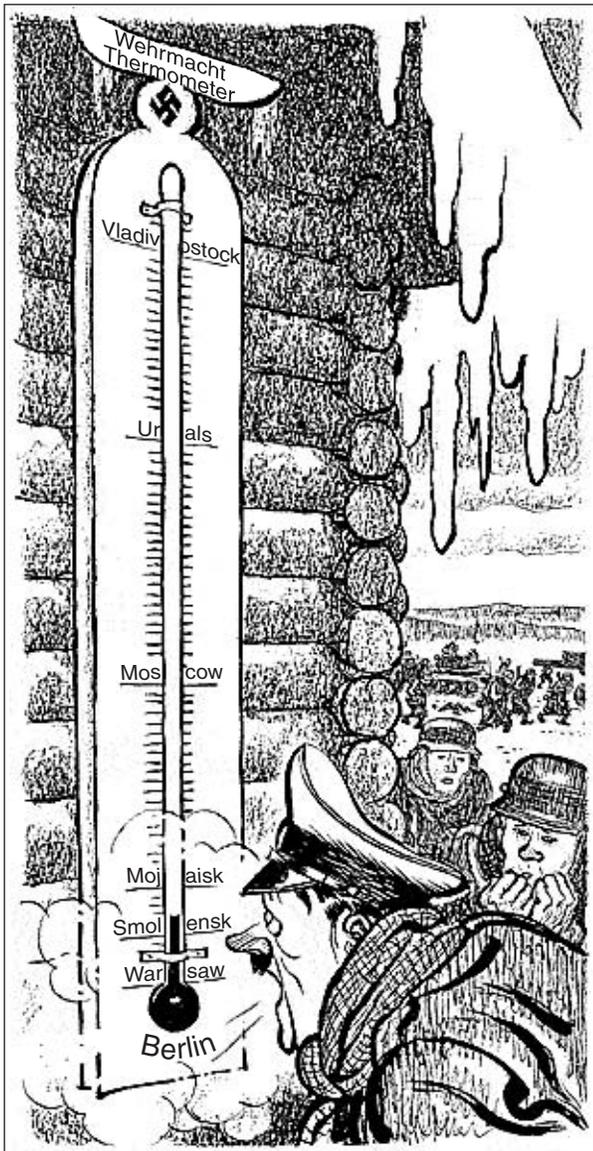
30 One way in which Atatürk of Turkey and Ho Chi Minh of Vietnam are similar is that they both

- (1) led nationalist movements in their countries
 (2) formed communist governments
 (3) kept their countries out of the United Nations
 (4) led their countries during the Cold War

31 After World War II, the boundaries of newly independent African countries were most often based on

- (1) existing ethnic settlement patterns
 (2) divisions imposed under European imperialism
 (3) mandates created under the United Nations
 (4) locations of oil resources

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.



Source: Leslie Gilbert Illingworth, January 22, 1942 (adapted)

- 32 This World War II cartoon is showing the relationship between climate and the
- (1) inability of Nazi forces to defeat the Soviet Union
 - (2) success of Allied troops after D-day
 - (3) efforts by Allied troops to control Berlin
 - (4) casualties suffered by the Soviet Union

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

. . . A river of people is flowing down the boulevard. Some are very religious, with the men separate from the women, and the women covered in chadors [robes]. Some are not. Two young men in jeans carry a large poster of Khomeini, with his black turban and black eyebrows standing out against the white background. A middle-aged woman with big dark glasses walks by, one fist in the air, the other holding a cigarette. A group of college students link arms and shout "*Marg bar Shah!*"—Death to the Shah!—and they have the same sort of glad expression that the shoe salesman had on the day he asked Mama if she was American. But these people also have another look—a kind of exhilarated [overjoyed] astonishment, as if they can't believe no one is stopping them. . . .

— Tara Bahrapour

- 33 Which revolution is being described in this passage?
- (1) Mexican
 - (2) Chinese
 - (3) Iranian
 - (4) Nicaraguan
- 34 Based on this passage, the protestors were surprised because they had expected the government to
- (1) repress dissent
 - (2) accept criticism
 - (3) favor change
 - (4) go into exile
-
- 35 One way in which Joseph Stalin's five-year plans and Mao Zedong's Great Leap Forward are similar is that both plans were
- (1) efforts to reduce human rights violations
 - (2) policies to improve relations with the West
 - (3) methods used to control population growth
 - (4) attempts to increase agricultural and industrial production

36 Which group of countries became Soviet satellites after World War II?

- (1) France, Spain, Great Britain
- (2) Poland, Czechoslovakia, Hungary
- (3) Switzerland, Austria, Belgium
- (4) Turkey, Greece, Italy

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Auth, *The Philadelphia Inquirer*, 2002 (adapted)

37 What is the main idea of this 2002 cartoon?

- (1) The United States refuses to become involved in another war.
- (2) Nuclear proliferation continues to threaten world peace.
- (3) The Cold War conflict continues today.
- (4) Pakistan is the dominant nuclear force in this region.

38 The goal of Mikhail Gorbachev's policies of perestroika and glasnost was to

- (1) expand collectivization and communes
- (2) resume development of Soviet nuclear weapons
- (3) stimulate economic growth and political discussion
- (4) stop expansion of the North Atlantic Treaty Organization (NATO) into Eastern Europe

39 The destruction of the rain forests in Latin America is primarily due to the

- (1) diseases carried by insects
- (2) wildfires occurring during dry seasons
- (3) devastation caused by high winds during the tropical storm season
- (4) demand for timber, farmland, and grazing land

40 Which Cold War event occurred *last*?

- (1) Cuban missile crisis
- (2) Korean War
- (3) fall of the Berlin Wall
- (4) Soviet invasion of Afghanistan

- 41
- Justinian issues a new code of laws.
 - Greek culture is preserved.
 - A split develops in Christianity between the Roman Catholics and Orthodox Christians.

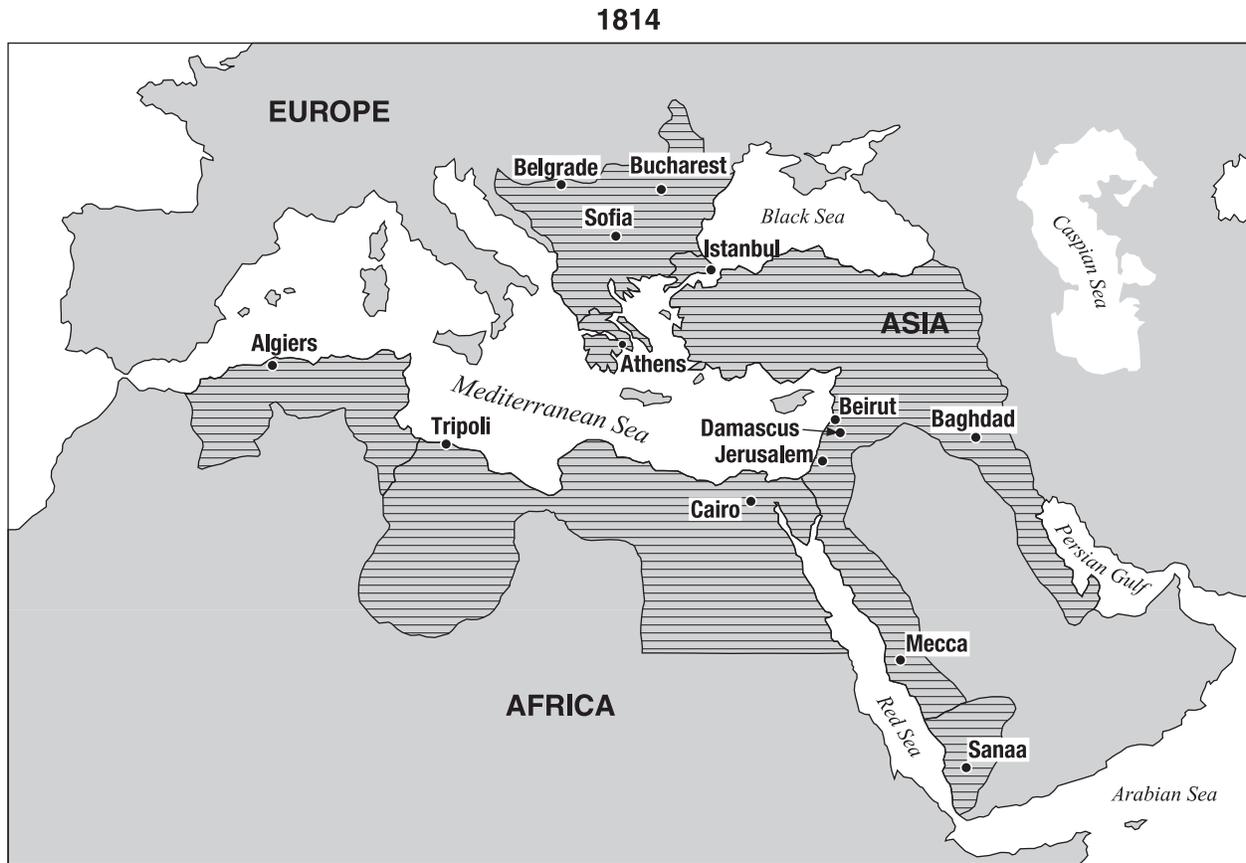
Which empire is most closely associated with these statements?

- (1) Byzantine
- (2) Persian
- (3) Mughal
- (4) British

42 One way in which the ancient Inca Empire and the Roman Empire are similar is that both

- (1) fought rivals for control of the sea
- (2) adopted Christianity as the state religion
- (3) traded with other civilizations along the Silk Road
- (4) built a system of roadways throughout their empires

Base your answer to question 43 on the map below and on your knowledge of social studies.



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman and Company (adapted)

43 Which empire included all of the lined areas shown on this 1814 map?

- (1) Holy Roman
- (2) Russian
- (3) Ottoman
- (4) Austro-Hungarian

44 Which heading is most appropriate for the partial outline below that is related to conditions during the 18th and 19th centuries?

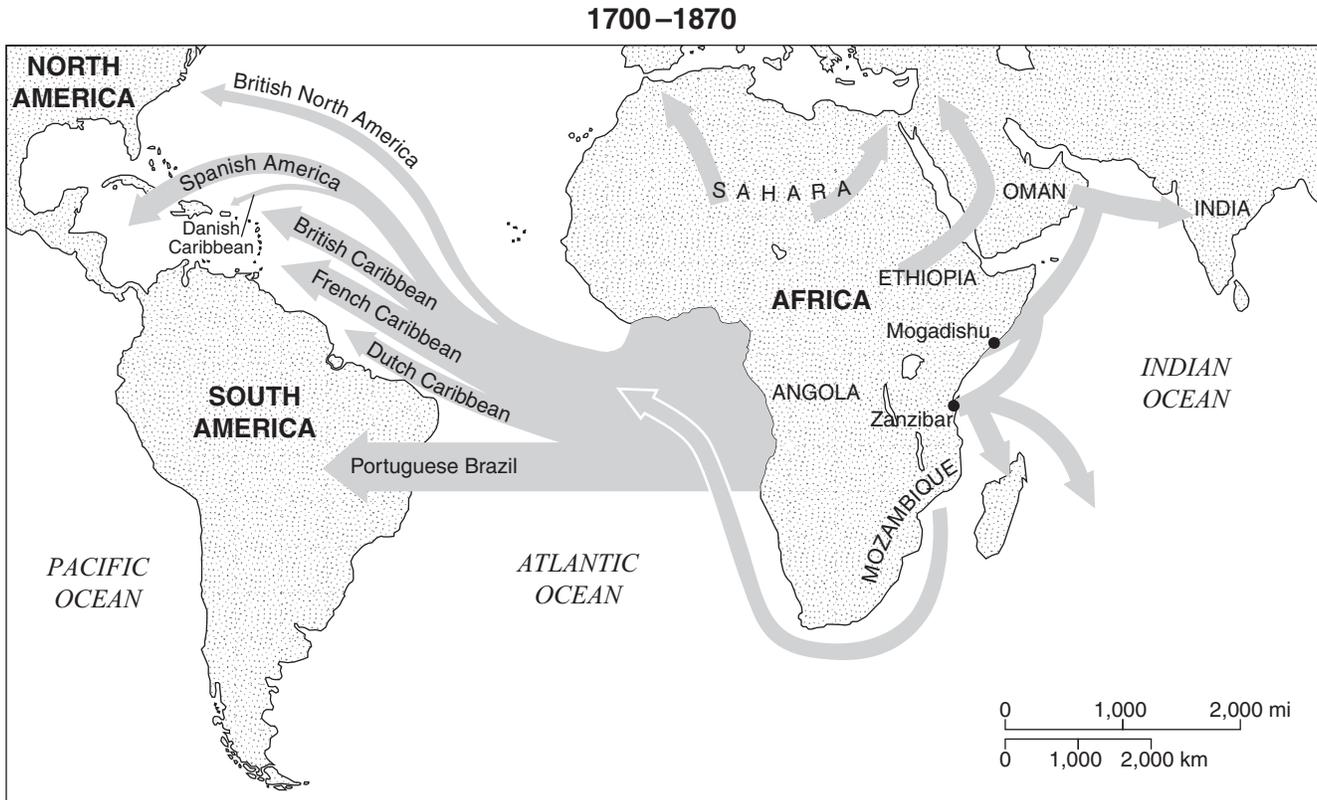
- I. _____
- A. Abundant natural resources
 - B. Advanced technology
 - C. Surplus of food
 - D. Stable economic and political conditions

- (1) Factors Needed for Industrialization
- (2) Forces That Caused the Rise of Fascism
- (3) Objectives of the Green Revolution
- (4) Results of the Glorious Revolution

45 One motive for Japanese expansion between 1905 and 1941 was to

- (1) end reparation payments
- (2) create a buffer zone
- (3) spread Buddhism
- (4) obtain natural resources

Base your answer to question 46 on the map below and on your knowledge of social studies.



Source: Les Rowntree et al., *Diversity Amid Globalization*, Pearson/Prentice Hall (adapted)

46 What is the best title for this map?

- (1) Gold and Petroleum Trade Routes
- (2) Sources and Destinations of Enslaved Africans
- (3) Obstacles to Colonization of the Western Hemisphere
- (4) Origin and Spread of Nationalist Revolutions

47 What was one similarity between France during the 1790s and Germany during the 1920s?

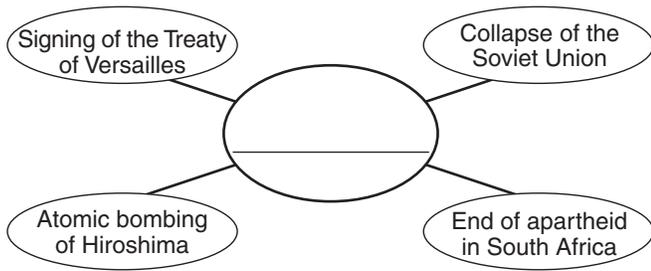
- (1) Severe inflation contributed to the rise of radical political groups.
- (2) Scientific developments improved the standard of living.
- (3) Widespread intolerance of the Huguenots led to human rights abuses.
- (4) Military successes eliminated tensions with neighboring countries.

48 **“Hungry Workers in Petrograd Demand Food”**
“‘Peace, Land, and Bread’ Promised to All”
“World War I Soldiers Join the People’s Rebellion”

Which event is associated with these headlines?

- (1) Tiananmen Square protests
- (2) Soweto uprisings
- (3) Russian Revolution
- (4) Cuban Revolution

Base your answer to question 49 on the graphic organizer below and on your knowledge of social studies.



49 Which title best completes this graphic organizer?

- (1) Violations of the *Universal Declaration of Human Rights*
- (2) Turning Points of the 20th Century
- (3) Reasons for Nonalignment
- (4) Results of the Industrial Revolution

- 50
- Pamphlet on the philosophy of Zionism
 - Balfour Declaration
 - Oslo Accords

These documents are most closely associated with the controversy over

- (1) efforts by the United Nations to restrict child slavery and indentured servitude
- (2) production of oil by the Organization of Petroleum Exporting Countries (OPEC)
- (3) trade agreements established by the World Trade Organization (WTO)
- (4) control of land in the Middle East by Palestinians and Jews

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) **explain** means “to 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 II

THEMATIC ESSAY QUESTION

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

Theme: Belief Systems

A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected politics, society, and the economy in the nations or regions in which they are practiced.

Task:

Select **two** belief systems from your study of global history and for **each**

- Explain **one** major idea of the belief system
- Discuss the effects the belief system has had on the politics, society, **and/or** the economy of a specific nation or region

You may use any belief systems from your study of global history. Some suggestions you might wish to consider include Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism.

You are *not* limited to these suggestions.

Do *not* use the United States as the specific nation or region in your response.

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:

Throughout history, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

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

- Discuss how the usage or control of waterways has had economic effects *and/or* political effects on societies

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

discuss means “to make observations about something using facts, reasoning, and 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 1

Hymn to the Nile
ca. 2100 B.C.

Adoration to the Nile!
Hail to thee, O Nile!
Who manifesteth thyself over this land
And comest to give life to Egypt!
Mysterious is thy issuing forth from the darkness,
On this day whereon it is celebrated!
Watering the orchards created by Ra
To cause all the cattle to live,
Thou givest the earth to drink, inexhaustible one!
Path that descendest from the sky,
Loving the bread of Seb and the first-fruits of Nepera,
Thou causest the workshops of Ptah to prosper!
Lord of the fish, during the inundation,
No bird alights on the crops.
Thou createst the corn [grain], thou bringest forth the barley,
Assuring perpetuity to the temples.
If thou ceasest thy toil and thy work,
Then all that exists is in anguish.
If the gods suffer in heaven
Then the faces of men waste away. . . .

Source: Oliver J. Thatcher, ed., *The Library of Original Sources*,
University Research Extension Co. (adapted)

1 Based on this poem, identify **two** ways the Nile River influenced the economic development of Egypt. [2]

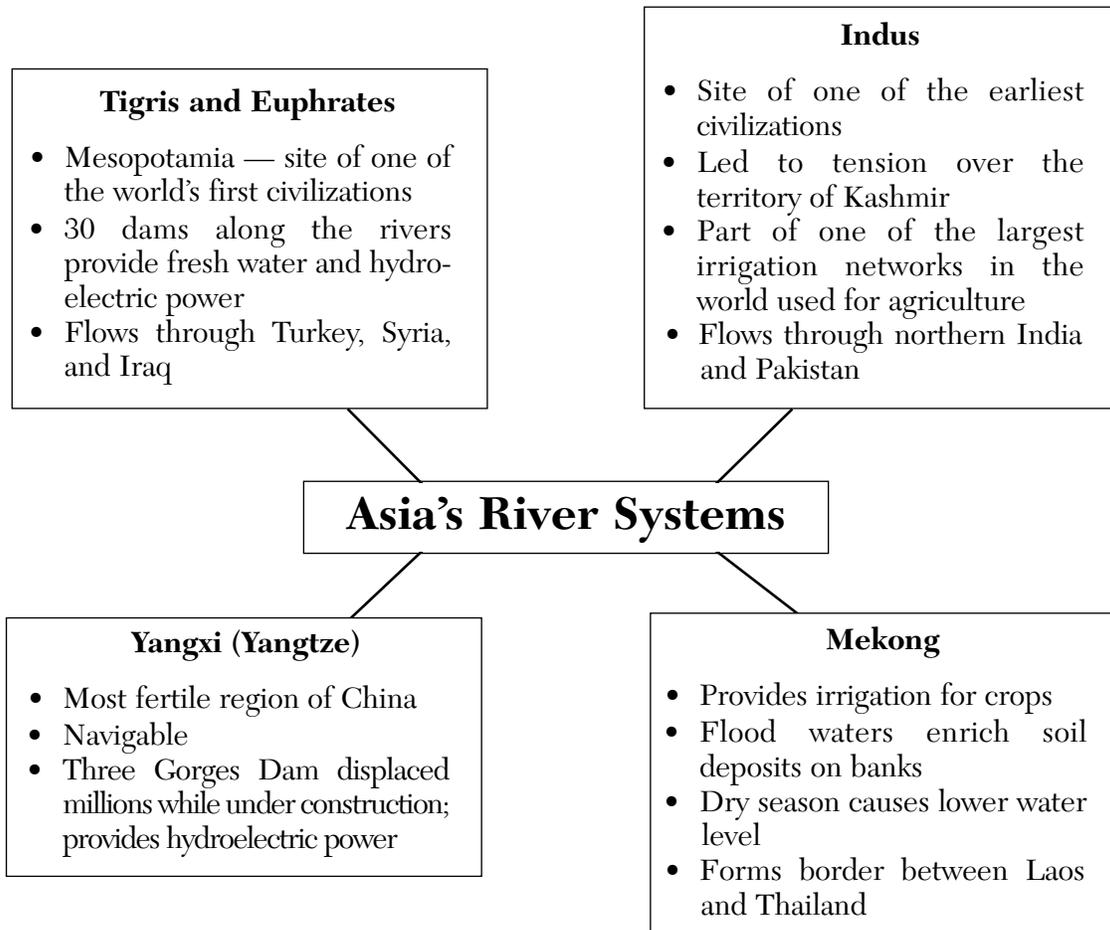
(1) _____

Score

(2) _____

Score

Document 2



2 Based on this graphic organizer, identify **two** river systems in Asia, and for **each**, state **one** effect of that river system on society. [2]

River Systems in Asia	Effect on Society
(1)	(1)
(2)	(2)

Score

Score

Document 3

. . . Most dramatically, hydro politics, or the interplay of water resource issues and politics, has raised tensions between countries that share drainage basins. For example, Sudan's plans to expand its irrigation networks along the upper Nile and Ethiopia's Blue Nile Dam project are both causes of concern in Egypt. To the north, Turkey's growing development of the upper Tigris and Euphrates rivers (the Southeast Anatolian Project) has raised issues with Iraq and Syria, who argue that capturing "their" water might be considered a provocative [challenging] political act. Hydro politics has also played into negotiations between Israel, the Palestinians, and other neighboring states, particularly in the valuable Jordan River drainage, which runs through the center of the area's most hotly disputed lands. Israelis fear Palestinian and Syrian pollution; nearby Jordanians argue for more water from Syria; and all regional residents must deal with the uncomfortable reality that, regardless of their political differences, they must drink from the same limited supplies of freshwater. . . .

Source: Les Rowntree et al., *Diversity Amid Globalization*, Prentice Hall, 2003 (adapted)

- 3 According to the authors of *Diversity Amid Globalization*, what is **one** way that water resource issues have increased tension between countries? [1]

Score

Document 4

. . . The Aral Sea, covering an area the size of Lithuania, started receding in the 1960s after Soviet state planners diverted its water sources, the Amu Dar'ya and the Syr Dar'ya rivers, to irrigate cotton and other crops.

From 1960 to 1990, the area of irrigated land in Central Asia increased from 3.5 million hectares to 7.5 million. Cotton production soared, making the region the world's fourth largest producer. But by the 1980s the annual flow of fresh water into the Aral was barely one-tenth of the 1950 supply. The salinity [salt] level increased, destroying the sea's flora and fauna. The fishing industry suffered; all but two of the 30 species once found in the sea died out.

With no other means of water supply, the sea started to recede, eventually losing half of its former area and a third of its volume. In 1989, it divided into a smaller northern sea and a larger southern one. The two main fishing ports, Moynaq in Uzbekistan and Aralsk in Kazakhstan were left high and dry, and fishing communities found themselves 100 kilometres or more away from the shore. . . .

Source: Lloyd-Roberts and Anbarasan, "The Aral Sea: Back From The Brink?," *UNESCO Courier*

4 According to the *UNESCO Courier*, what is **one** impact the Soviet policies had on the Aral Sea region? [1]

Score

Document 5

Trade Routes

The Panama Canal, with its unique location at the narrowest point between the Atlantic and Pacific oceans, has had a far-reaching effect on world economic and commercial developments throughout most of this [20th] century. By providing a short, relatively inexpensive passageway between these two great bodies of water, the Canal has influenced world trade patterns, spurred growth in developed countries, and has been a primary impetus [force] for economic expansion in many remote areas of the world. For example, a vessel laden with coal sailing from the east coast of the United States to Japan via the Panama Canal saves about 4,800 kilometers (3,000 miles) versus the shortest alternative all-water route, and for a vessel laden with bananas sailing from Ecuador to Europe the distance saved is about 8,000 kilometers (5,000 miles).

By far, most of the traffic through the Canal moves between the east coast of the United States and the Far East, while movements between Europe and the west coast of the United States and Canada comprise the second major trade route at the waterway. Other regions and countries, however, such as the neighboring countries of Central and South America, are proportionately more dependent on this vital artery to promote their economic development and expand trade. . . .

Source: *Maritime Industry*, Panama Canal Authority

5 According to the Panama Canal Authority, what are **two** reasons the Panama Canal is important to world trade? [2]

(1) _____

Score

(2) _____

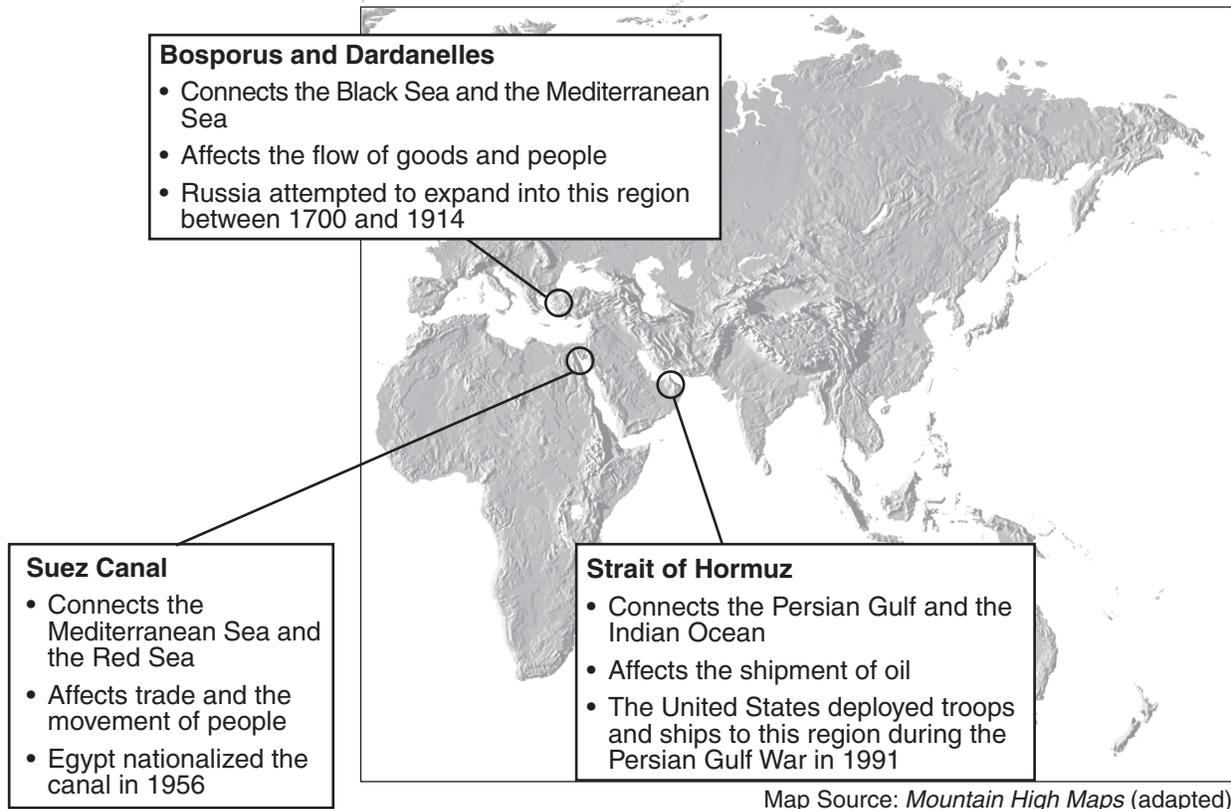
Score

Document 6

Chokepoints

There are approximately 200 straits (narrow bodies of water connecting two larger bodies of water) or canals around the world but only a handful are known as chokepoints. A chokepoint is a strategic strait or canal which could be closed or blocked to stop sea traffic (especially oil). This type of aggression could surely cause an international incident. . . .

Source: "Chokepoints," <http://geography.about.com> (adapted)



6a Based on this document, state the definition of a chokepoint. [1]

Score

b Based on this document, state **two** reasons chokepoints are strategically important. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . The Strait of Malacca is one of the most important strategic passages of the World because it supports the bulk of the maritime trade between Europe and Pacific Asia, which accounts for 50,000 ships per year. About 30% of the world's trade and 80% of Japan's, South Korea's and Taiwan's imports of petroleum transits through the strait, which involved approximately 11.7 Mb/d [millions of barrels per day] in 2004. It is the main passage between the Pacific and the Indian oceans with the strait of Sunda (Indonesia) being the closest alternative. It measures about 800 km in length, has a width between 50 and 320 km (2.5 km at its narrowest point) and a minimal channel depth of 23 meters (about 70 feet). It represents the longest strait in the world used for international navigation and can be transited in about 20 hours.

Traditionally, the Strait was an important passage point between the Chinese and the Indian worlds and was controlled at different points in time by Javanese and Malaysian kingdoms. From the 14th century, the region came under the control of Arab merchants who established several fortified trading towns, Malacca being the most important commercial center in Southeast Asia. Again, the control of the trade route shifted as the era of European expansion began in the 16th century. In 1511, Malacca fell to the Portuguese and this event marked the beginning of European control over the Strait. . . .

Source: Jean-Paul Rodrigue et al., *The Geography of Transport Systems*, Routledge

- 7 According to Jean-Paul Rodrigue, state **one** way the Strait of Malacca has been important to the economic development of Asia. [1]

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:

Throughout history, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

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

- Discuss how the usage or control of waterways has had economic effects *and/or* political effects on societies

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

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student Sex:
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, June 19, 2009 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

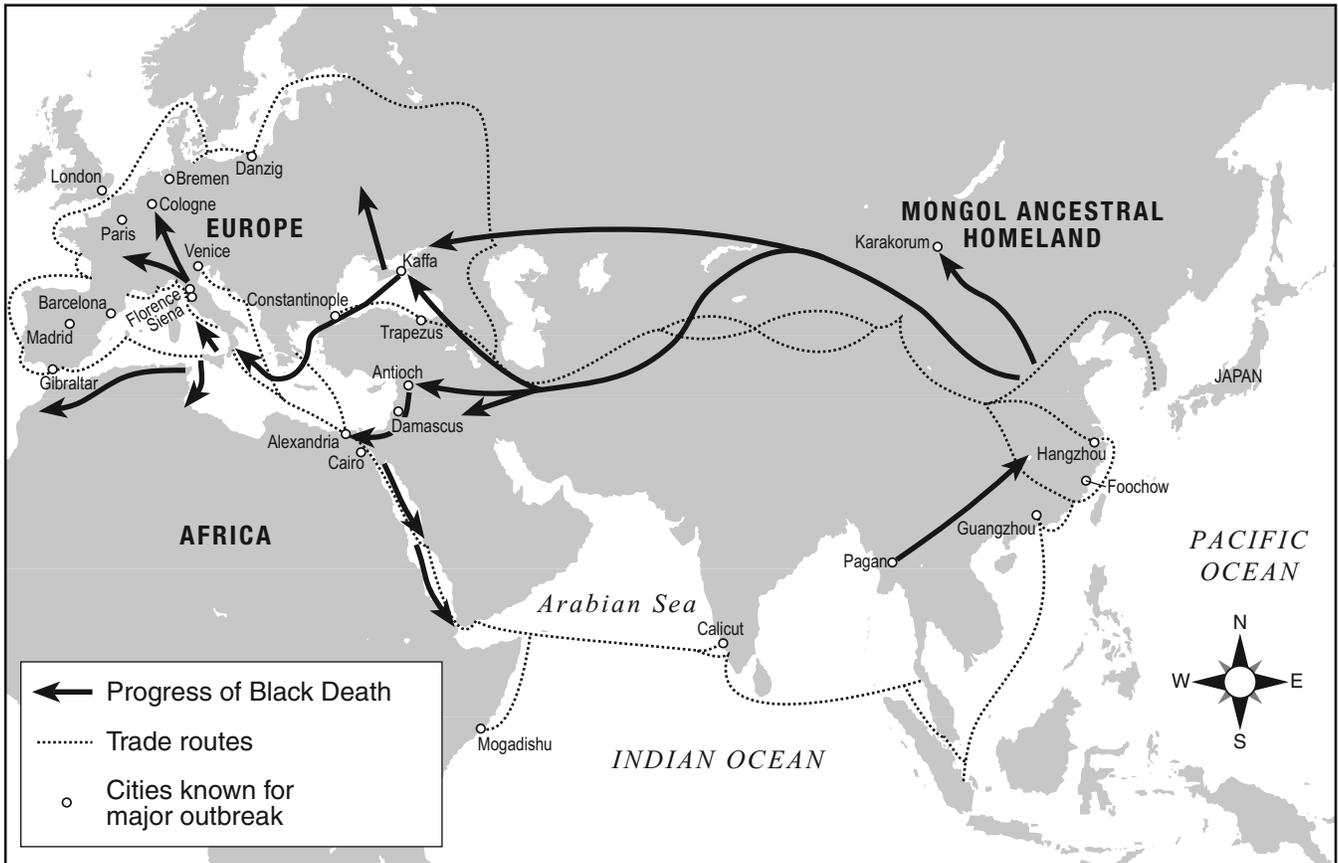
Answer all questions in this part.

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

- 1 One reason that many historians study geography is to
- (1) help predict changes in government
 - (2) show connections between people and places
 - (3) tell when events took place
 - (4) explore the value systems of early people
- 2 **“Greek Statues Unearthed in Pompeii”**
“Chinese Porcelain Found at Zimbabwe Dig”
“Mixtec Textiles Found Near Aztec Ruins”
- Which concept is illustrated by these headlines?
- (1) colonialism
 - (2) isolationism
 - (3) ethnocentrism
 - (4) cultural diffusion
- 3 What was a result of the Neolithic Revolution?
- (1) Civilizations developed.
 - (2) Humans first learned to use fire.
 - (3) Life expectancy declined.
 - (4) People began hunting and gathering for food.
- 4 ...“One theory is that there were waves of migration, one moving through the east of Africa and another making its way through the centre of the continent. In Zambia, there is evidence of at least three routes of migration – from the great lakes, from the Congo forest and from Angola.” . . .
Source: BBC, The Story of Africa: Early History
- This passage about the early history of Africa describes migrations associated with which group of people?
- (1) Phoenicians
 - (2) Bantu
 - (3) Moors
 - (4) Babylonians
- 5 Which belief system is considered monotheistic?
- (1) Jainism
 - (2) Daoism
 - (3) Judaism
 - (4) Shinto
- 6 How did the geography of the Italian peninsula influence the development of the Roman Empire?
- (1) The unnavigable rivers in the northern part of the peninsula protected the Romans from their neighbors.
 - (2) The harsh climate prevented agricultural production on the Italian peninsula.
 - (3) The lengthy, rugged seacoast encouraged frequent invasions of the Italian peninsula.
 - (4) The location of the peninsula contributed to Roman control of the Mediterranean region.
- 7
- Hinduism was the dominant religion.
 - Murals were painted on the Ajanta cave walls.
 - The concept of zero and the decimal system were introduced.
- Which empire is described by these statements?
- (1) Gupta
 - (2) Maurya
 - (3) Persian
 - (4) British
- 8 The early Russian civilization adopted the Eastern Orthodox religion, the Cyrillic alphabet, and different styles of art and architecture through contact with
- (1) traders from China
 - (2) conquering Mongol invaders
 - (3) Vikings from northern Europe
 - (4) missionaries from the Byzantine Empire
- 9 Technological achievements made during the Tang and Song dynasties were important because they
- (1) were used to defeat Kublai Khan
 - (2) contributed to economic growth and cultural advancement
 - (3) increased contact with the Americas
 - (4) led to social equality between men and women

Base your answers to questions 10 and 11 on the map below and on your knowledge of social studies.

Spread of the Black Death



<http://www.wwnorton.com> (adapted)

10 The information shown on this map suggests that the Black Death spread to Europe as a result of contact with

- (1) merchants from western Africa
- (2) traders from Asia
- (3) barbarians from Scandinavia
- (4) explorers returning from the Americas

11 Based on this map, what is a valid conclusion about the Black Death?

- (1) Japan was the first place it occurred.
- (2) The highest casualty rates occurred in Mogadishu and Foochow.
- (3) People of North Africa, Europe, and Asia were affected by the disease.
- (4) The outbreak spread primarily from the west to the east.

12 What was a major characteristic of the Renaissance in Europe?

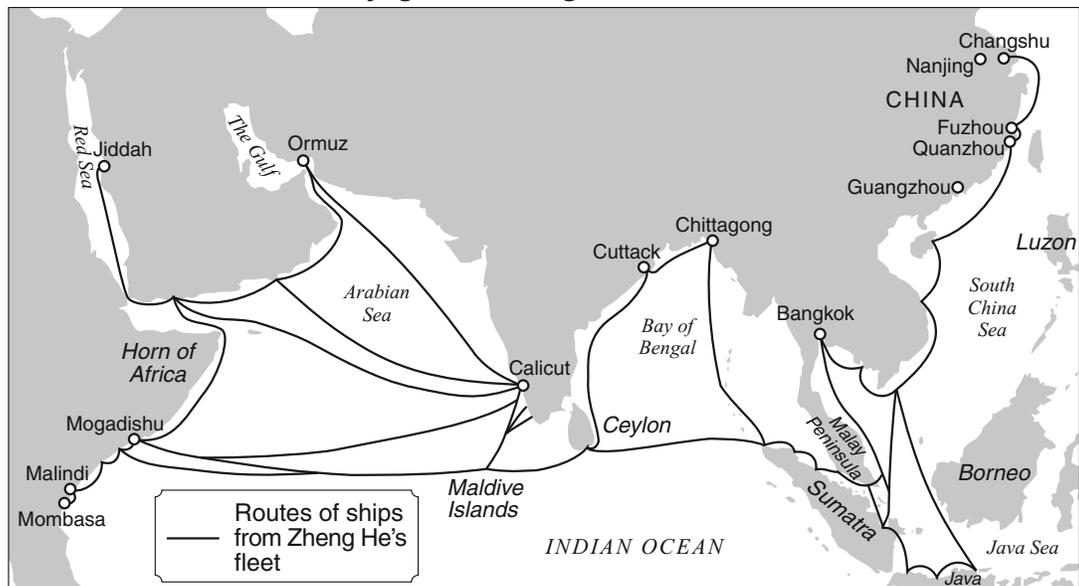
- (1) Secular achievements were emphasized.
- (2) Suffrage was granted to men and women.
- (3) Most literature was written in Arabic.
- (4) Most ancient Greek and Roman ideas were rejected.

13 What was one result of the travels of Marco Polo?

- (1) Africa remained isolated.
- (2) Ottoman power decreased.
- (3) Colonies were established in Japan.
- (4) Interest in Asian cultures increased.

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

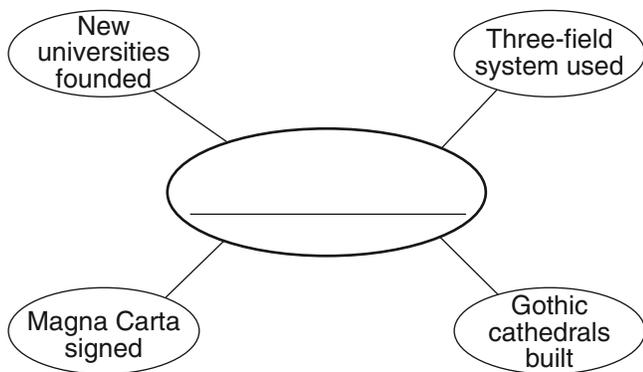
Voyages of Zheng He, 1405–33



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

- 14 Which conclusion about Zheng He's voyages is valid based on the information on this map?
- (1) His fleet traveled only as far as the Bay of Bengal.
 - (2) His expeditions sailed to ports in Asia and Africa.
 - (3) His fleet conquered and controlled Luzon.
 - (4) His expeditions traded directly with the interior of Africa.

Base your answer to question 15 on the graphic organizer below and on your knowledge of social studies.



- 15 Which title best completes this graphic organizer?
- (1) Improvements Under the Tokugawa
 - (2) Achievements of Medieval Europe
 - (3) Developments in Ancient Ghana
 - (4) Changes Resulting From the Counter Reformation

16 Which advancement in technology revolutionized the way ideas were spread throughout western Europe in the 15th century?

- (1) development of the astrolabe
- (2) introduction of the telegraph
- (3) improvements to the printing press
- (4) creation of the telescope

17 Which phrase best completes the partial outline below?

<p>I. Achievements of the Incas</p> <p>A. _____</p> <p>B. Kept records using quipus</p> <p>C. Built stone structures without using mortar</p>

- (1) Cast bronze statues
- (2) Created a system of terrace farming
- (3) Invented a foot stirrup
- (4) Developed chariots

- 18 Prices in Spain rose as colonies supplied large amounts of gold and silver. This suggests that Spanish imports of gold and silver led to
- (1) food shortages
 - (2) unemployment
 - (3) inflation
 - (4) self-sufficiency
- 19 Which form of political leadership is most closely associated with Ivan the Terrible, Suleiman the Magnificent, and Philip II of Spain?
- (1) democratic
 - (2) absolutist
 - (3) communist
 - (4) theocratic
- 20 According to John Locke, the purpose of government is to
- (1) protect the natural rights of individuals
 - (2) serve the monarch
 - (3) create overseas settlements
 - (4) stimulate the economy
- 21 Which characteristic is associated with an economy based on the principles of laissez-faire?
- (1) prices based on supply and demand
 - (2) production quotas established by the central government
 - (3) distribution of goods determined by the customs of a traditional society
 - (4) some goods exchanged for other goods of equal value
- 22 One way in which Toussaint L'Ouverture, Simón Bolívar, and José de San Martín are similar is that they
- (1) supported the Reconquista
 - (2) led independence movements
 - (3) fought for Native American suffrage
 - (4) defended the encomienda system
- 23 The Sepoy Rebellion is considered an important event in Indian history because it was one cause of the
- (1) independence movement in India
 - (2) secession of Bangladesh from Pakistan
 - (3) establishment of French colonies in India
 - (4) creation of the Mughal Empire by Muslims

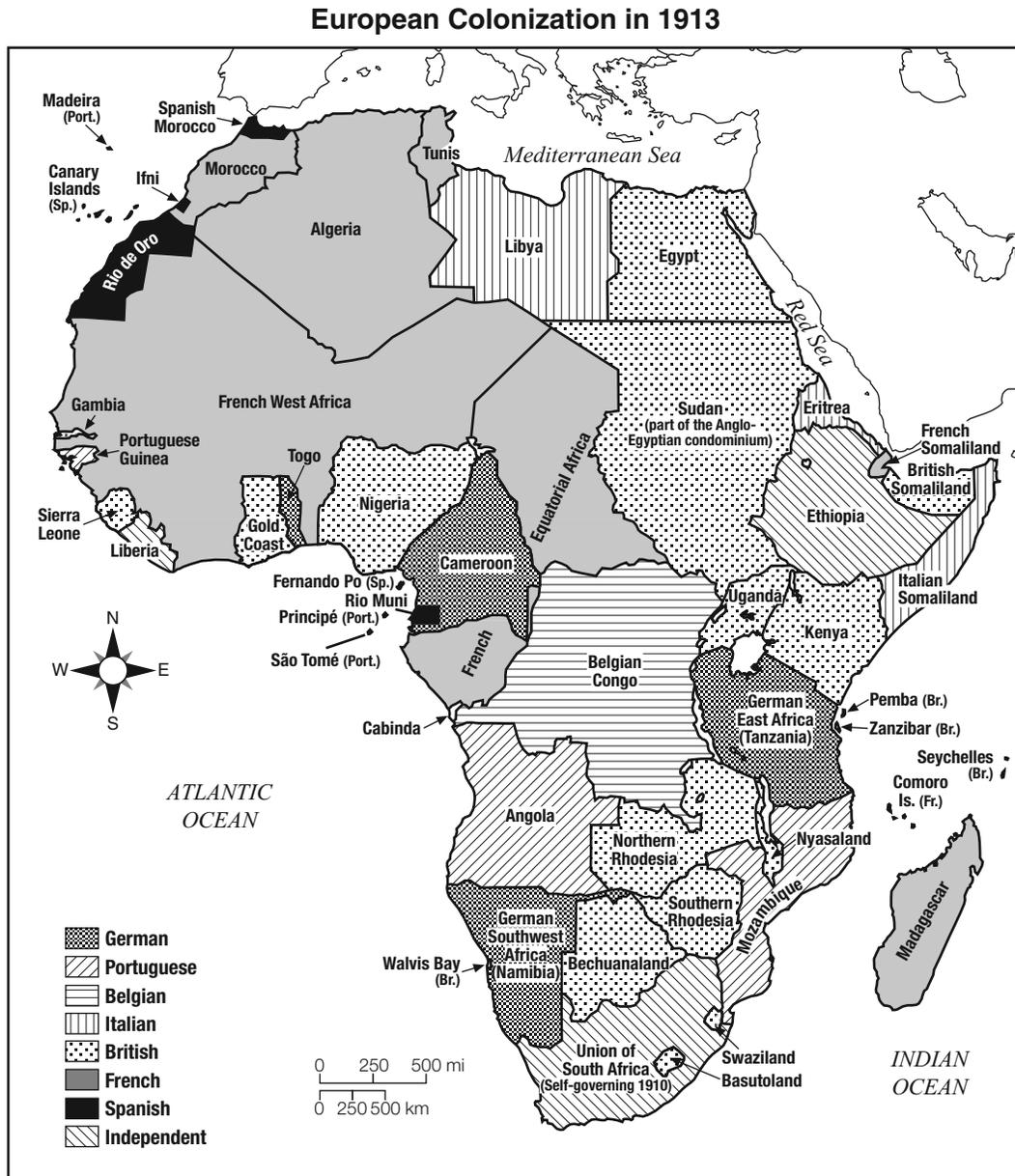
- 24 The term *empire* is best defined as
- (1) a political unit that has a common religious faith
 - (2) a government ruled by the consent of the people
 - (3) an extensive territory under the rule of a single authority
 - (4) a country that requires conquered peoples to assimilate
- 25 The Triple Alliance and the Triple Entente contributed to the start of World War I by
- (1) failing to include Germany and France as members
 - (2) threatening countries in the Western Hemisphere
 - (3) allowing Japanese aggression in Korea
 - (4) increasing tensions between European countries

Base your answer to question 26 on the statement below and on your knowledge of social studies.

The breakup of the Austro-Hungarian Empire led to the creation of several new states and the expansion of others. These new states soon established trade restrictions and began collecting tariffs when goods crossed their borders.

- 26 Which conclusion is most valid concerning the breakup of the Austro-Hungarian Empire?
- (1) International cooperation led to the settlement of border disputes.
 - (2) Transition from a command to a free-market economy was difficult.
 - (3) Political independence led to trade barriers.
 - (4) Tariffs resulted in increased trade.
-

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



27 Many of the political divisions shown on this map were directly related to the

- | | |
|-----------------------|-----------------------|
| (1) Meiji Restoration | (3) Berlin Conference |
| (2) Opium Wars | (4) Boer War |

28 The 1930s depression in Germany contributed to the rise of the Nazi Party because

- (1) economic hardships increased political instability
- (2) five-year plans of the communists failed
- (3) the Reichstag nationalized private property
- (4) the Weimar Republic imposed totalitarianism

29 Mohandas Gandhi's protests during India's independence movement were often successful because of his application of

- (1) an appeasement policy
- (2) civil disobedience
- (3) traditional caste beliefs
- (4) divide-and-conquer principles

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.



Source: Kime, O'Donnell and Osborne,
World Studies: Global Issues and Assessments,
N & N Publishing

30 In the view of this cartoonist, Russia under Lenin's rule was characterized by

- (1) a continuation of traditional life
- (2) the introduction of capitalism
- (3) support for a constitutional monarchy
- (4) rejection of the czarist system

31 The primary purpose of the United Nations is to

- (1) control world grain prices
- (2) promote democratic governments
- (3) resolve conflicts between nations peacefully
- (4) unite all nations militarily through alliances

32 World War II was a turning point for many European colonies in Africa and Asia because the war led to

- (1) the occupation of most European colonies by United Nations troops
- (2) increased efforts by these colonies to gain independence
- (3) the expansion of European imperialism
- (4) decreased friction between the Europeans and their colonies

33 The purpose of the Marshall Plan after World War II was to

- (1) promote the spread of militarism
- (2) force the losing nations to help areas destroyed in the war
- (3) rebuild national economies to stabilize governments
- (4) strengthen the alliances that had won the war

34 The Organization of Petroleum Exporting Countries (OPEC) is best known for its efforts to

- (1) develop workable alternatives to fossil fuels
- (2) bring Western oil technology to the Middle East
- (3) stop the export of oil to non-Arab nations
- (4) establish production quotas to control the price of oil

35 One way in which the Korean War and the Vietnam War are similar is that both

- (1) resulted in unification of two formerly independent nations
- (2) reflected the success of the Western policy of containment
- (3) attempted to remove French imperialists from power
- (4) developed from Cold War tensions

36 One similarity in the results of the revolutions led by Fidel Castro in Cuba and by the Sandinistas in Nicaragua is that both

- (1) restored a monarchy
- (2) destroyed a theocracy
- (3) followed Marxist principles
- (4) protected freedom of the press

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.

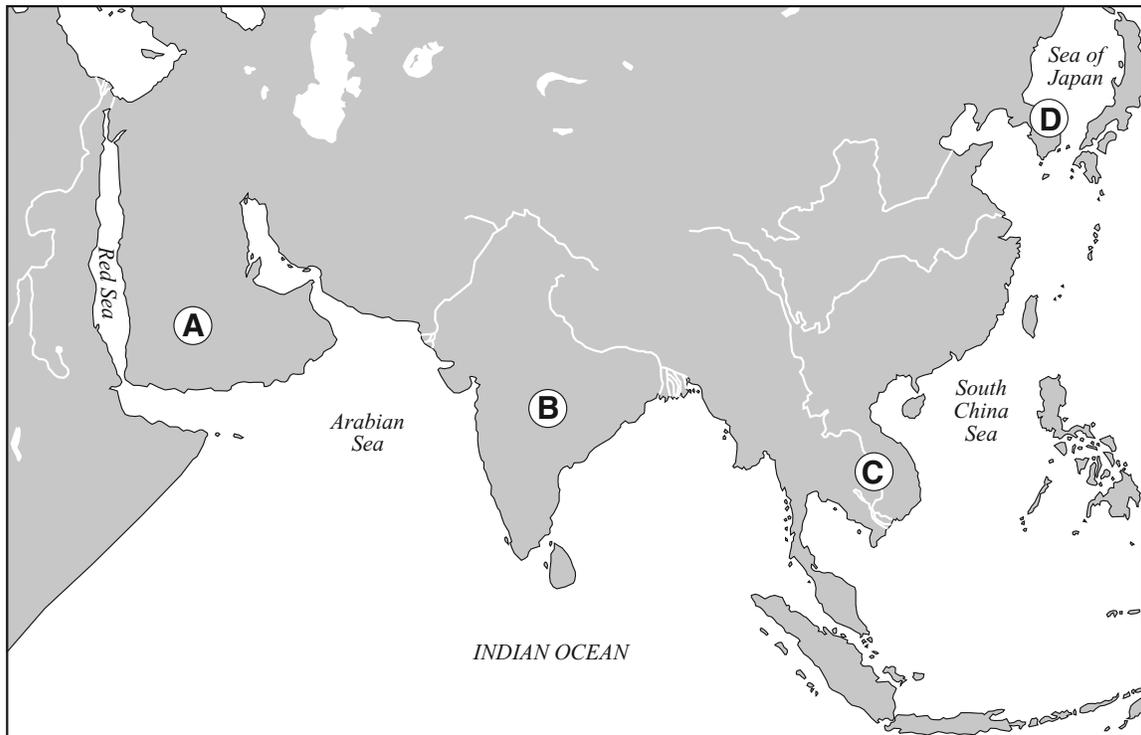


Source: Chan Lowe, *The South Florida Sun Sentinel*

- 37 What does this 2005 cartoon imply?
- (1) The instability in the Middle East has been ongoing.
 - (2) The peace process in the Middle East is gaining ground.
 - (3) The Middle East has greatly changed over thirty years.
 - (4) The media shapes society's perception of the Middle East.
-
- 38 One way in which the Great Leap Forward and the Four Modernizations are similar is that each was an attempt to
- (1) increase farm and factory output
 - (2) develop a democratic government
 - (3) strengthen economic ties with communist neighbors
 - (4) reduce the gap between rich and poor
- 39 The term *Green Revolution* refers to
- (1) an overthrow of the government by radical parties
 - (2) increased agricultural production based on technological advancements
 - (3) a drastic change in the environment based on global warming
 - (4) decreased food production caused by terrorism

- 40 Which statement about the economy of Japan today is most accurate?
- (1) Abundant arable land has led to prosperity.
 - (2) Possession of nuclear weaponry has assured a strong economy.
 - (3) Economic development has occurred without political freedom.
 - (4) A lack of natural resources has not limited economic growth.
- 41 Many achievements made during the Golden Ages of both Islam and the West African Kingdoms reached European societies by way of
- (1) trade networks in the Mediterranean Sea region
 - (2) trade expeditions between China and Africa
 - (3) the voyages of Ferdinand Magellan
 - (4) the travels of Commodore Matthew Perry
- 42 In European and Japanese feudal societies, social status was usually determined by
- (1) marriage
 - (2) birth
 - (3) individual abilities
 - (4) education and training
- 43 The policy of establishing colonies to gain wealth by controlling colonial trade is called
- | | |
|---------------|------------------|
| (1) socialism | (3) mercantilism |
| (2) fascism | (4) communism |
- 44 Which document established the principle of limited monarchy in England?
- | | |
|-------------------|-------------------------|
| (1) Twelve Tables | (3) Act of Supremacy |
| (2) Magna Carta | (4) Balfour Declaration |

Base your answers to questions 45 and 46 on the map below and on your knowledge of social studies.



Source: *Learning from Maps*, Prentice Hall (adapted)

45 Which letter identifies the peninsula that is home to Mecca, the religious center of Islam?

- (1) A
- (2) B
- (3) C
- (4) D

46 Which letter identifies the peninsula that was the site of the Vietnam conflict and the atrocities of Pol Pot?

- (1) A
- (2) B
- (3) C
- (4) D

47 For years, the Sahara was an obstacle for Europeans while Africans used the desert as a highway. Which conclusion is supported by this statement?

- (1) Trade between Africa and Europe decreased.
- (2) African empires generally avoided contact with Europeans.
- (3) Desertification reduced the amount of arable land available to Africans and Europeans.
- (4) Initially, Europeans lacked the knowledge and skills needed to travel in the desert.

48 The Boxer Rebellion and the work of Sun Yixian (Sun Yat-sen) are most closely associated with the

- (1) Long March
- (2) Golden Age of China
- (3) Cultural Revolution
- (4) rise of nationalism in China

49 The term *iron curtain* refers to the

- (1) scars left on the land by the trenches of World War I
- (2) no-fly zone in northern Iraq after the Persian Gulf War
- (3) border established between India and Pakistan after World War II
- (4) western boundary of Soviet domination in Europe during the Cold War

50 Poles in 1918 and Jews prior to 1948 are examples of

- (1) peoples without their own state
- (2) colonized peoples in the British Empire
- (3) groups that joined the North Atlantic Treaty Organization (NATO)
- (4) groups represented on the United Nations Security Council

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **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: Human Rights

Throughout history, there have been many examples where groups of people have been denied their human rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

Task:

Select **two** different examples from history where human rights have been denied to groups of people and for **each**

- Explain the historical circumstances that led to the denial of human rights
- Describe how the human rights of that group were denied
- Discuss an action taken by an individual, a group, or a government that attempted to end the human rights violations

You may use any example of human rights violations from your study of global history. Some suggestions you might wish to consider include the indigenous people in Latin America during the Encounter, Jews in Russia during the pogroms, the Armenians under the Ottomans, blacks under apartheid in South Africa, Chinese students in Tiananmen Square, Bosnian Muslims in the former Yugoslavia, and women under the Taliban in Afghanistan.

You are *not* limited to these suggestions.

Do not use examples of human rights violations that occurred in the United States 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:

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

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

- Choose *two* time periods mentioned in the historical context and for *each*
- Describe the economic *and/or* social changes that occurred during that time period
 - Discuss an impact of a change on society or on a specific group of people

In developing your answers to Part III, 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 A

Short-Answer Questions

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

Document 1

The manorial system, widespread in the West from Charlemagne's time onward, was not at first favorable to the development of agriculture and commerce. Manors tended to be self-sufficient; the economy was closed. People lived in their small world, in constant fear of the strange world beyond, from which came only evil. The best they could hope for was to endure; and they endured.

In the eleventh and following centuries things took a turn for the better. Life became more stable; population increased; new lands were brought under cultivation and old lands rendered [made] more productive. New agricultural techniques were introduced. The power of legumes [nitrogen-fixing plants] to nourish and revive exhausted soils was recognized, and the science of manuring developed—marl [lime-rich mud] and ashes being employed in combination with animal manures. The quality of herds was improved by selection and crossbreeding. Flowing water was put to work, operating gristmills and providing power for forges. Windmills whirled on plains and uplands, and men even attempted, with some success, to construct tidal mills. . . .

Source: Morris Bishop, *The Middle Ages*, Houghton Mifflin

1 According to Morris Bishop, what are **two** changes that occurred during the medieval period? [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

Source: "Legacy of the Crusades," *Aramco World*

- 2 According to this excerpt from "Legacy of the Crusades," what is **one** economic change brought about by the Crusades during the medieval period? [1]

Score

Document 3

. . . In a word, Europe was turning from a developing into a developed region. The growth of industry meant the growth of cities, which in the eleventh and twelfth centuries began to abandon their old roles of military headquarters and administrative centers as they filled with the life of commerce and industry. Some, like Genoa, once Roman villages, mushroomed, while others, like Venice, appeared out of nowhere. Still others, calling themselves simply "New City" (Villanova, Villeneuve, Neustadt), were founded by progressive rulers. Instead of growing haphazardly, they were built on a plan, typically a grid pattern with a central square, church, and market buildings. Beginning in tenth-century Italy, businessmen and craftsmen in many cities established what they called "communes," declaring themselves free men who owed allegiance only to a sovereign who collected taxes but otherwise left them alone. Astute lords granted charters exempting city dwellers from feudal obligations—"so that my friends and subjects, the inhabitants of my town of Binarville, stay more willing there," sensibly explained one lord. Under the rubric "Free air makes free men," even serfs were declared emancipated if they maintained themselves in a city for a year and a day. . . .

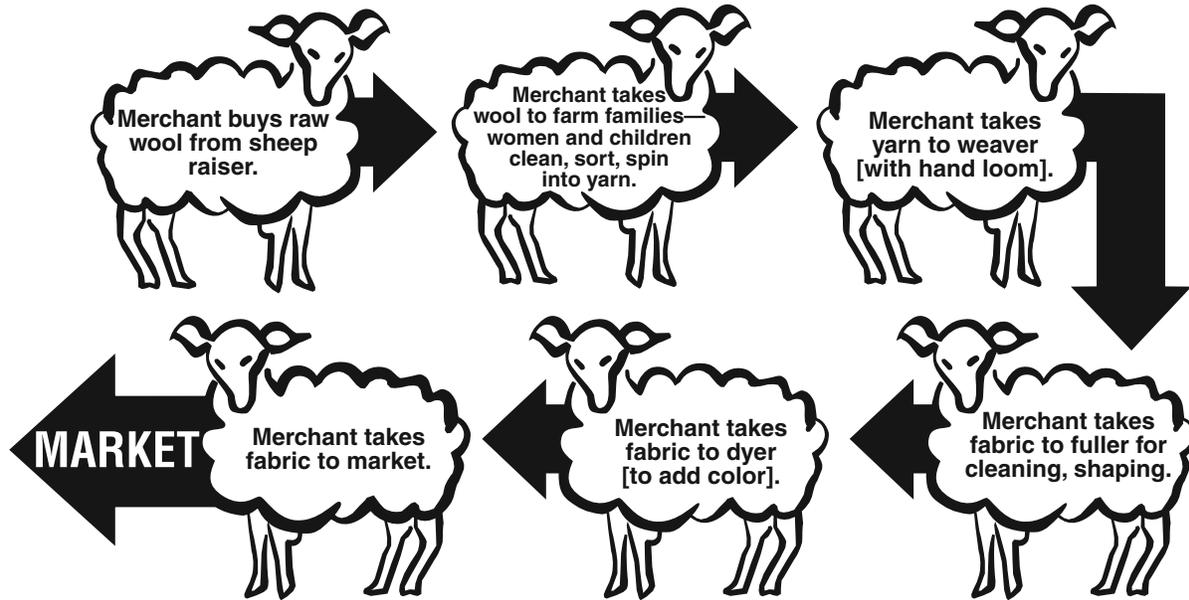
Source: Frances & Joseph Gies, *Cathedral, Forge, and Water Wheel: Technology and Invention in the Middle Ages*, Harper Perennial (adapted)

- 3 According to Frances and Joseph Gies, what was **one** impact of the growth of European cities on medieval European societies? [1]

Score

Document 4a

Domestic System of Making Cloth

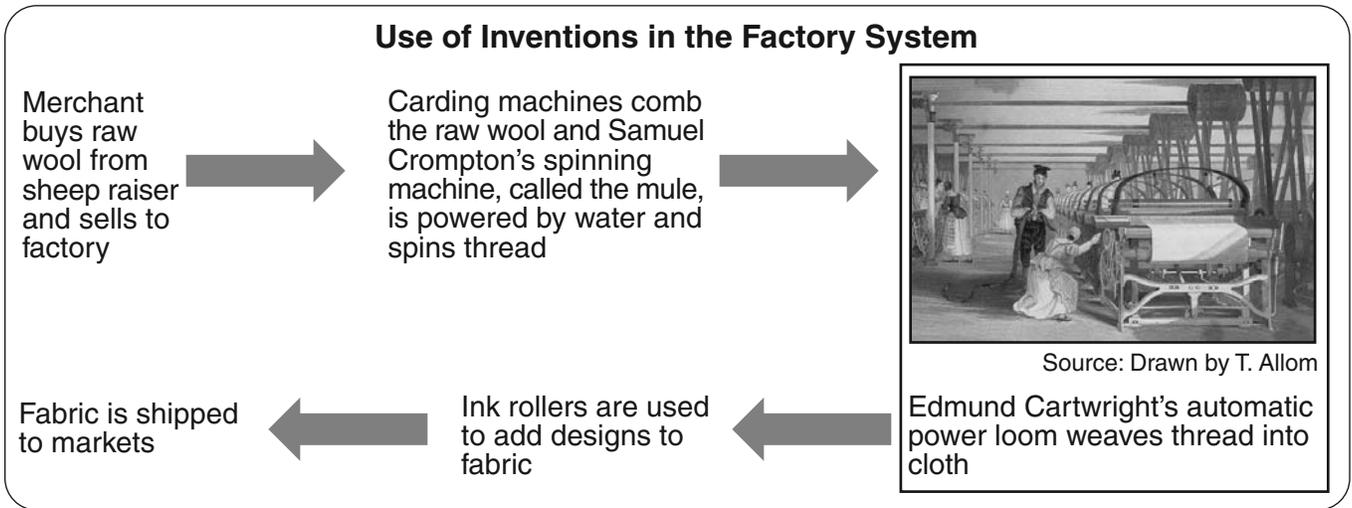


Source: Farah and Karls, *World History: The Human Experience*, Section Focus Transparencies, Glencoe McGraw-Hill (adapted)

4a Based on this chart, how is cloth produced in the domestic system? [1]

Score

Document 4b



4b Based on this chart, how is cloth produced in the factory system? [1]

Score

Document 5

Industrial Revolution

. . . The first phase of the industrial revolution made traditional society obsolete [no longer useful] because it was incompatible with the basic requirements of an industrial economy. Among these requirements was the commercialization of agriculture. Land had to be treated as a commodity that could be bought and sold in order to produce enough food to feed a growing urban population and to make some rural labor redundant [excessive] so that people would move to the cities to work in the new factories. Traditional societies varied widely across the globe but everywhere they were based on the land and nowhere was land simply a commodity. It was, instead, the basis of a complicated network of obligations and privileges, a social structure binding owner to field worker, lord to peasant. It was these traditional institutions, these social worlds, that the industrial revolution threatened and that it ultimately swept away. . . .

Source: Michael Mandelbaum, *The Ideas that Conquered the World*, Public Affairs

5 According to Michael Mandelbaum, what is **one** change that resulted from the Industrial Revolution? [1]

Score

Document 6a

. . . I have frequently visited many of the Cotton Factories in this neighbourhood, with friends who came from a distance; on coming out, it has always been a general reflection, that the children were very great sufferers, and seemed sickly and unhealthy; being obliged to work such long hours under such unfavourable circumstances. As I dedicate an hour or two every morning to giving advice to the poor, I have a great many opportunities of witnessing the bad effects of such confinement on the health of children; frequently the parents say their children were stout and healthy, until they were sent out, and confined so close and long in the Factory; but now they had become delicate and sickly. . . .

Source: Robert Agnew, M.D., "Observations on the State of the Children in Cotton Mills,"
Manchester, March 23, 1818

6a According to Dr. Agnew, what is **one** impact the Industrial Revolution had on children? [1]

Score

Document 6b

In this excerpt, Friedrich Engel's discussion with a middle-class gentleman shows the attitude of the middle class about the living conditions of the factory workers.

. . . One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir." . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, Stanford University Press (adapted)

6b According to Friedrich Engels, what is **one** result of the Industrial Revolution on the living conditions of factory workers? [1]

Score

Document 7

. . . Welcome to the mixed-up world of “globalization”—a growing worldwide marketplace where business transactions routinely span the planet and national borders are growing fuzzier and fuzzier. It wasn’t always this way. Chances are, your parents wore American-made clothes, ate American-made food, and drove American-made cars. But a boom in world trade has changed all that. And what you buy may be the least of it.

The expansion of world trade has unleashed a multitude of dramatic changes. Whole countries have seen their fortunes soar as foreign investment has poured in, creating factories and providing jobs for millions of people. Other countries have been left behind. In the process, billions of lives are affected, for better and worse. . . .

Source: Herbert Buchsbaum, “Living in a Global Economy,” *Scholastic Update*,
March 7, 1997

- 7 According to Herbert Buchsbaum, what is **one** economic change that has occurred as a result of globalization? [1]

Score

Document 8

Your Complaints Circle Globe

. . . When an American calls a toll-free number in the United States to report a broken appliance or complain about the wrong sweater ordered from a catalog, the call is often routed through fast fiber-optic cables to a center in India. . . .

International call centers based in India will generate \$8 billion in revenue by 2008, says NASSCOM, a technology industry trade group in India. Growth is accelerating as globalization and government deregulation expand telecommunications in India and lower its cost.

“The potential is unlimited,” says Prakash Gurbaxani, founder and chief executive of 24/7 Customer.com, a customer service center in Bangalore whose American clients include Web sites AltaVista and Shutterfly.com. Anticipating more business, the company’s supermarket-sized call center is filled with dark-screened PCs and dwarfs its 300 employees. . . .

Source: Associated Press, *Syracuse Herald American*, June 24, 2001

8 Based on this newspaper article, what is **one** impact that globalization is having on India? [1]

Score

Document 9

. . . TODAY, GLOBALIZATION IS being challenged around the world. There is discontent with globalization, and rightfully so. Globalization can be a force for good: the globalization of ideas about democracy and of civil society have changed the way people think, while global political movements have led to debt relief and the treaty on land mines. Globalization has helped hundreds of millions of people attain higher standards of living, beyond what they, or most economists, thought imaginable but a short while ago. The globalization of the economy has benefited countries that took advantage of it by seeking new markets for their exports and by welcoming foreign investment. Even so, the countries that have benefited the most have been those that took charge of their own destiny and recognized the role government can play in development rather than relying on the notion of a self-regulated market that would fix its own problems.

But for millions of people globalization has not worked. Many have actually been made worse off, as they have seen their jobs destroyed and their lives become more insecure. They have felt increasingly powerless against forces beyond their control. They have seen their democracies undermined, their cultures eroded.

If globalization continues to be conducted in the way that it has been in the past, if we continue to fail to learn from our mistakes, globalization will not only not succeed in promoting development but will continue to create poverty and instability. Without reform, the backlash that has already started will mount and discontent with globalization will grow. . . .

Source: Joseph E. Stiglitz, *Globalization and Its Discontents*, W. W. Norton & Co., 2003

9a According to Joseph E. Stiglitz, what is **one positive** effect of globalization? [1]

Score

b According to Joseph E. Stiglitz, what is **one negative** effect of globalization? [1]

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:

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

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

- Choose *two* time periods mentioned in the historical context and for *each*
- Describe the economic *and/or* social changes that occurred during that time period
 - Discuss an impact of a change on society or on a specific group of people

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

GLOBAL HISTORY AND GEOGRAPHY

Friday, June 19, 2009 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
12.....	37.....
13.....	38.....
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17.....	42.....
18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

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

- 1 Which topic is central to the study of economics?
 - (1) tracking the development and spread of diseases
 - (2) understanding the causes of ethnic rivalries
 - (3) examining the distribution and use of limited resources
 - (4) studying the growth and role of political parties
- 2 Which feature would most likely appear on a physical map?
 - (1) population densities
 - (2) land usage patterns
 - (3) climatic patterns
 - (4) mountain ranges
- 3 Where does the archaeological evidence gathered by Louis and Mary Leakey suggest the earliest humans developed?
 - (1) Great Rift Valley
 - (2) Amazon rain forest
 - (3) Himalaya Mountains
 - (4) Philippine archipelago
- 4 A direct result of the Neolithic Revolution is that people
 - (1) began living in permanent settlements
 - (2) developed a nomadic way of life
 - (3) depended on hunting and gathering
 - (4) used crop rotation to increase agricultural output
- 5 Subsistence farming can best be defined as
 - (1) harvesting a surplus of crops to be sold for profit
 - (2) producing just enough food for a family's survival
 - (3) domesticating animals to transport goods
 - (4) irrigating crops to increase production
- 6 Which practice is most closely associated with a person of the Islamic faith?
 - (1) refraining from eating meat on Fridays
 - (2) praying five times a day
 - (3) following the Eightfold Path
 - (4) worshipping many gods
- 7 The Gupta Empire was best known for its
 - (1) advances in mathematics and medicine
 - (2) efforts to resist European imperialism
 - (3) development of the barter system
 - (4) construction of Angkor Wat
- 8 A major contribution of the Byzantine Empire was the
 - (1) invention of the wheel and gunpowder
 - (2) participation of citizens in government
 - (3) diffusion of Hindu beliefs
 - (4) preservation of Greek science and Roman engineering
- 9 Which political system is best described in the outline below?

I. _____

A. Decentralized government

B. Based on loyalty and service

C. Code of chivalry

D. Military elite

 - (1) Oligarchy
 - (2) Absolutism
 - (3) Feudalism
 - (4) Democracy
- 10 What was one direct result of the Crusades?
 - (1) Trade increased between Europe and the Middle East.
 - (2) Islamic kingdoms expanded into Europe.
 - (3) Arabs and Christians divided the city of Jerusalem between them.
 - (4) Alexander the Great became a powerful leader in Eurasia.

11 Which statement about government during the Tokugawa period in Japan is most accurate?

- (1) The power of the emperor was absolute and supreme.
- (2) The real power was held by foreign countries.
- (3) Actual power was held by the shogun.
- (4) Political power was in the hands of the merchant class.

12 One way in which the Silk Roads and the West African trade routes are similar is that along both routes

- (1) the main items exchanged were ivory and tobacco
- (2) concrete was used to improve the surface of the roads
- (3) a single currency was used to make transactions easier
- (4) ideas were exchanged as merchants interacted with each other

13 The use of the geographic terms *Near East* and *Far East* reflects

- (1) the distance of nations from Mecca
- (2) a European view of the world
- (3) a Japanese perspective of Asia
- (4) the location of Southwest Asia in relation to North Africa

- 14 • The introduction of gunpowder helped bring an end to feudalism.
• The printing press played an important role in causing the Reformation.

These statements best reflect the idea that

- (1) environmental changes can affect human society
- (2) contact with other societies can lead to conflict and war
- (3) economic change can be slow and almost unnoticed
- (4) technological advances can lead to major change

15 Martin Luther was primarily dissatisfied with the Roman Catholic Church because he

- (1) thought the church lacked structure
- (2) disagreed with the sale of indulgences
- (3) blamed the church for not curing people who had the plague
- (4) believed that kings should have more power to appoint clergy

16 • Dominated the eastern Mediterranean Sea (1500s)

- Conquered Egypt and Syria (1517)
- Laid siege to Vienna (1529)

Which empire is most closely associated with these events?

- | | |
|--------------------|--------------------|
| (1) Ottoman Empire | (3) Persian Empire |
| (2) Spanish Empire | (4) Russian Empire |

17 A major agricultural advancement of the Incas was the

- (1) domestication of cattle
- (2) use of a steel plow
- (3) terracing of mountains for farming
- (4) development of floating gardens

18 What was a significant effect of the Columbian exchange?

- (1) The Aztec conquered a vast empire.
- (2) Potatoes were introduced into the diet of some Europeans.
- (3) Prince Henry the Navigator established a school for sailors.
- (4) China closed its borders to foreigners.

19 What was a direct result of the trans-Atlantic slave trade on African cultures?

- (1) Many African communities faced economic disaster.
- (2) European industrial factories were established throughout Africa.
- (3) Animism was no longer practiced in Africa.
- (4) Africans across the continent hired Europeans to train their military.

- 20 According to the European policy of mercantilism, colonies should
- (1) benefit the mother country
 - (2) trade openly with various countries
 - (3) be left alone to manage their own affairs
 - (4) attempt to gain independence as soon as possible
- 21 Louis XIV and Peter the Great would most likely agree with the expression
- (1) “government should leave businesses alone”
 - (2) “countries should settle differences without war”
 - (3) “do not question government authority”
 - (4) “all men are created with natural rights”
- 22 What was one effect of the French Revolution?
- (1) Differences between ethnic groups were eliminated.
 - (2) Communism became popular.
 - (3) Militarism was discouraged.
 - (4) Nationalistic feelings were stimulated.
- 23 In *The Communist Manifesto*, Karl Marx and Friedrich Engels expressed the idea that
- (1) religion should be the most important factor in society
 - (2) power should be determined by a person’s wealth
 - (3) profits from work should belong to the workers
 - (4) supply and demand should control prices
- 24 Adam Smith would most likely agree with which statement?
- (1) Revolution is the only solution to economic problems.
 - (2) Five-year plans are necessary in order to industrialize.
 - (3) All nations would benefit from an agricultural economy.
 - (4) Government should follow a laissez-faire policy.
- 25 Which region was most affected by decisions made at the Berlin Conference of 1884?
- | | |
|-------------------|---------------|
| (1) Latin America | (3) East Asia |
| (2) South Asia | (4) Africa |

Base your answer to question 26 on the 19th-century song lyrics below and on your knowledge of social studies.

... What has poor Ireland done, mother, —
 What has poor Ireland done,
 That the world looks on, and sees us starve,
 Perishing one by one?
 Do the men of England care not, mother, —
 The great men and the high, —
 For the suffering sons of Erin’s isle,
 Whether they live or die? . . .

— A. M. Edmond,
“Give Me Three Grains of Corn, Mother”

- 26 Which event is most closely associated with the conditions described in these lyrics?
- (1) civil war
 - (2) famine
 - (3) Glorious Revolution
 - (4) independence from Great Britain
-
- 27 One way in which the Sepoy Rebellion in India and the Boxer Rebellion in China are similar is that both attempted to
- (1) remove foreign influences
 - (2) restore democracy
 - (3) modernize their economy
 - (4) end religious conflict
- 28 The Opium Wars of the mid-19th century marked the beginning of the
- (1) rivalry between China and Taiwan
 - (2) domination of China by foreign powers
 - (3) decline of European influence in East Asia
 - (4) global effort to combat drug use
- 29 The primary reason France and Japan were interested in controlling parts of Indochina in the 20th century was to
- (1) dominate the Indian Ocean
 - (2) obtain valuable natural resources
 - (3) stop the spread of communism
 - (4) prevent Spanish colonization

Base your answer to question 30 on the maps below and on your knowledge of social studies.



1914



1930

Source: *The New York Times* on the Web (adapted)

- 30 Based on information shown in these maps, the change in the Balkan states between 1914 and 1930 is a result of
- (1) the end of World War I and the treaties of 1919–1920
 - (2) the role played by the Catholic Church to stop the advance of Islam
 - (3) economic competition and development of new capitalistic markets
 - (4) movement of people to escape earthquakes and droughts

- 31 Which leader is most closely associated with the rise of fascism in Italy prior to World War II?
- (1) Ho Chi Minh
 - (2) Winston Churchill
 - (3) Mao Zedong
 - (4) Benito Mussolini
- 32 The South African government's policy of racial separation between 1948 and 1994 was called
- (1) Pan-Africanism
 - (2) democratization
 - (3) apartheid
 - (4) suffrage
- 33 The Iranian Revolution of 1979 resulted in the establishment of
- (1) a secular Western-style democracy
 - (2) a constitutional monarchy
 - (3) a military dictatorship
 - (4) an Islamic state

- 34 Mikhail Gorbachev contributed to the fall of communism in the Soviet Union and Eastern Europe by
- (1) introducing the policies of perestroika and glasnost
 - (2) violating nuclear arms agreements
 - (3) invading Afghanistan
 - (4) signing the Camp David Accords
- 35 Which group of countries earns much of their revenue from the sale of oil?
- (1) China, Korea, Jordan
 - (2) Turkey, Brazil, Lebanon
 - (3) Argentina, Malaysia, Chile
 - (4) Saudi Arabia, Nigeria, Venezuela

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



The Meeting Will Now Come To Order

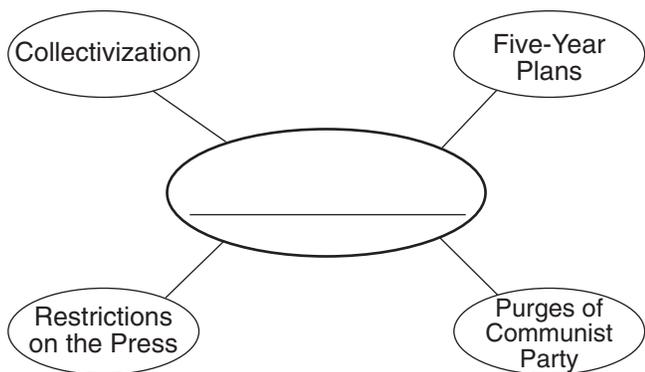
Source: D. R. Fitzpatrick, *St. Louis Post-Dispatch* (adapted)

- 38 The main idea of this 1949 cartoon is that the United Nations would
- (1) work to solve pollution problems
 - (2) meet only when world crises erupted
 - (3) bridge the gap between world powers
 - (4) prevent the Cold War
-
- 39 Which statement about the Green Revolution is most accurate?
- (1) It reduced the amount of chemical pollutants in the environment.
 - (2) It increased food output in many developing countries.
 - (3) It decreased dependence on fossil fuels.
 - (4) It attempted to end colonial rule.

- 40 Which problem in the savanna regions of Africa is caused by population pressures and overuse of the land?
- (1) rain forest destruction
 - (2) desertification
 - (3) air pollution
 - (4) flooding
- 41 One way in which Pax Romana and Pax Mongolia are similar is that both were characterized by
- (1) political stability
 - (2) unifying religious institutions
 - (3) representative forms of government
 - (4) social equality for men and women
- 42 The Twelve Tables were the written laws of
- (1) ancient Babylonia
 - (2) the Mauryan Empire
 - (3) the British Empire
 - (4) ancient Rome
- 43 Which period in European history is most closely associated with the emergence of trade fairs, the founding of guilds, and the creation of the Hanseatic League?
- (1) Age of Pericles
 - (2) Commercial Revolution
 - (3) Age of Reason
 - (4) Glorious Revolution
- 44 One way in which the English *Magna Carta* (1215), the French *Declaration of the Rights of Man and the Citizen* (1789), and the Japanese Constitution (1947) are similar is that all these documents
- (1) limited the power of the monarch
 - (2) provided for universal suffrage
 - (3) created a theocracy
 - (4) equalized taxes
- 45 One way in which Emperor Meiji and Atatürk are similar is that they both promoted
- (1) isolation and nationalism
 - (2) capitalism and democracy
 - (3) revolution and absolutism
 - (4) reform and modernization

- 46 Urbanization in developing nations today is similar to urbanization in 19th-century England because in both cases
- (1) many people moved to rural areas
 - (2) governments developed policies of forced migration
 - (3) ties to extended families increased
 - (4) many farm workers went to cities to look for jobs

Base your answer to question 47 on the graphic organizer below and on your knowledge of social studies.



- 47 Which title best completes this graphic organizer?
- (1) Saddam Hussein and the Persian Gulf War
 - (2) Sun Yixian (Sun Yat-sen) and the Defeat of the Manchu Dynasty
 - (3) Joseph Stalin and the Rise of a Totalitarian State
 - (4) Jawaharlal Nehru and the Modern Industrial State of India

- 48 Before September 1939, the European response to Hitler's actions included
- (1) following a policy of appeasement
 - (2) blockading the coast of Germany
 - (3) forcing Germany to sign the Versailles Treaty
 - (4) creating alliances under the United Nations Charter

- 49 **“Czar Abdicates! Provisional Government Formed”**
“Peasants Promised ‘Peace, Land, and Bread’”
“Reds and Whites Fight Bloody Civil War”

Which revolution is the focus of these headlines?

- (1) Mexican
- (2) Russian
- (3) Chinese
- (4) Cuban

Base your answer to question 50 on the passage below and on your knowledge of social studies.

. . . The only way to go was up. And, on June 26, 1948, planes from all over the world were employed to begin an airlift to fly needed food and supplies to the Berliners. The Soviets attempted to frighten away the Allied planes. One Soviet plane, trying to tighten the blockade, fired on a British plane as it attempted to land in Berlin. Both planes crashed, killing all aboard. But the airlift continued. . . .

Source: Doris M. Epler, *The Berlin Wall*, The Millbrook Press

- 50 The events described in this passage occurred soon after
- (1) World War I
 - (2) World War II
 - (3) the Korean War
 - (4) the Six-Day War

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) **explain** means “to 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 II

THEMATIC ESSAY QUESTION

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

Theme: Geography

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion.

Task:

- Select **two** different geographic factors and for **each**
- Explain how the geographic factor affected the development of a specific nation/region
 - Discuss how that geographic factor promoted **or** hindered cultural diffusion

You may use any geographic factor from your study of global history. Some suggestions you might wish to consider include deserts, rivers, mountains, plains, islands, irregular coastlines, straits, climate, and location.

You are *not* limited to these suggestions.

Do *not* write about geographic factors in the United States in your response.

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:

Throughout history, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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** individuals mentioned in the historical context and for **each**

- Describe the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

In developing your answers to Part III, 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 A

Short-Answer Questions

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

Document 1

. . . In the Middle Ages to praise man was to praise God, for man was a creation of God. But Renaissance writers praised man himself as a creator. They played down the sinfulness he was born with and emphasized his ability to think and act for himself, to produce works of art, to guide the destiny of others. They freed man from his pegged place in the medieval hierarchy, halfway between matter and spirit, and allowed him to roam at will, through all the levels of being, sometimes identifying himself with the brutes, sometimes with the angels. He was seen as the ruler of nature—the lord, although not the Lord, of creation.

This new vision of man sprang from a heightened awareness of self. Medieval men had been preoccupied with searching their souls, but Renaissance men were much more intrigued with exploring, and indeed parading, their own personalities. Petrarch is a perfect example. Although his serious interests centered on his work in discovering and editing ancient texts, Petrarch was also interested in himself. In his letters, designed for posterity [future generations] as well as his friends, he left a record of his reactions to love affairs and friendship, to mountains and the flowers in his garden. They are an intellectual and emotional self-portrait, the first since antiquity [ancient times]. . . .

Source: John R. Hale, *Great Ages of Man: A History of the World's Cultures: Renaissance*, Time-Life, 1965

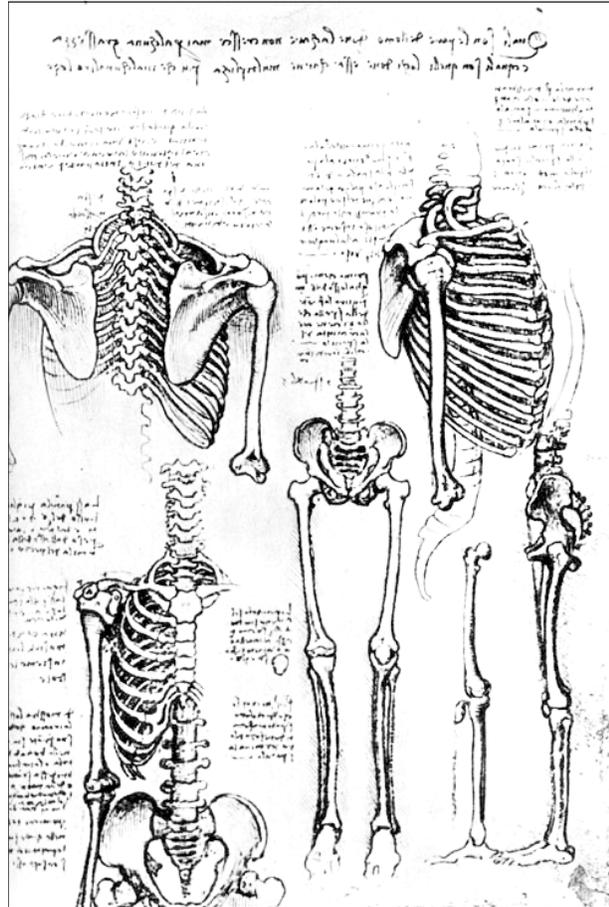
- 1 In what way did man's view of the world change between the European medieval period and the Renaissance according to John R. Hale? [1]

Score

Document 2

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.

Note: Leonardo da Vinci recorded information in his notebooks by writing backward.



Source: David Reuteler's website, "The Drawings of Leonardo Da Vinci"

2 According to this document, state **one** of Leonardo da Vinci's contributions to science. [1]

Score

Document 3

. . . It was as an artist that Leonardo attempted the fusion of anatomy with medical science through [the scientist] della Torre. This attempt was itself a great peak reached from those first modest beginnings of anatomy in the botegas [works] of Pollaiuolo and Verrocchio. The renaissance of anatomy could never have occurred without those long, distasteful hours of adventurous dissection and patient drawing. Without this artistic surge for knowledge the medical professors of anatomy, droning [speaking] their prosings [thoughts] from a tainted Galenic text [medical book written by Galen], could never have found a way of recording Galenic anatomical errors, let alone their corrections. . . .

Source: Kenneth D. Keele, "Leonardo daVinci's Influence on Renaissance Anatomy,"
Medical History, October 1964

3 What are **two** impacts of Leonardo da Vinci's work according to Kenneth Keele? [2]

(1) _____

Score

(2) _____

Score

Document 4

**Revolt on the Island of Saint-Domingue
(present-day Haiti), 1791**

. . . The seeds of independence were first sown among free black soldiers sent by the white French governors to fight against the British in the American War of Independence, where they were exposed to anti-colonial ideas. Later, the French Revolution's notions of liberty, equality, and brotherhood inspired an independence movement among the minority white settlers and a highly fragmented socioeconomic mix of free blacks. When the white population defied an order from France to enfranchise [give rights to] free blacks, it triggered a violent revolt that involved changing alliances among free blacks and the large slave population. After promulgating [announcing] a constitution in 1801 and overcoming a military force sent by Napoleon (First Consul, 1799–1804; Emperor, 1804–1814/1815), Haiti successfully declared its independence. Its success, along with that of the American War of Independence, inspired a number of anti-colonial struggles throughout Latin America. . . .

Source: New York Public Library, *Russia Engages the World*, online exhibition (adapted)

4a Based on this document, identify **one** situation that led to Haiti's declaration of independence from France. [1]

Score

b Identify **one** impact the Haitian revolt had on global history as stated in this document. [1]

Score

Document 5

Toussaint L'Ouverture used this letter to rally the blacks in San Domingo (Haiti).

August 29, 1793

Brothers and friends.

I am Toussaint L'Ouverture, my name is perhaps known to you. I have undertaken vengeance. I want Liberty and Equality to reign in San Domingo. I work to bring them into existence. Unite yourselves to us, brothers, and fight with us for the same cause, etc. . . .

Source: C. L. R. James, *Lettres de Toussaint L'Ouverture, The Black Jacobins*, The Dial Press (adapted)

5 According to this letter, what did Toussaint L'Ouverture want to achieve in San Domingo? [1]

Score

Document 6

C. L. R. James has stated that the success of the Haitian Revolution was almost entirely the result of the leadership of Toussaint L'Ouverture.

. . . The work of Toussaint, Dessalines, Christophe, and Pétion endures in Hayti [Haiti], but what they did went far, far beyond the boundaries of the island. The Haytian revolution has had a profound influence on the history of the nineteenth century. . . .

So far the negative aspect. There were others more positive. Hayti gave the impulse to and subsidised [supported] the first national revolutions in Spanish America. When the Spanish American colonies saw that such a small and weak community could win and keep its freedom, they took courage to fight for their own emancipation from European imperialism. In dark days, Bolivar the Liberator, ill and in distress, was welcomed by Pétion, nursed to health and given courage to lead the struggling nationalities against Spain. He failed and returned to Hayti. He was once again befriended. Pétion supplied him with arms, munitions, men, money, and printing material, and thus fortified he left Hayti to begin the campaign which ended in the emancipation of the Five States. Pétion asked nothing in return but the freedom of the slaves. . . .

Source: C. L. R. James, *The Black Jacobins*, The Dial Press

6 What were **two** ways that the work of Toussaint L'Ouverture and his successors influenced global history according to C. L. R. James? [2]

(1) _____

Score

(2) _____

Score

Document 7

This is an excerpt from a pledge put forth by the Indian National Congress (INC) on January 26, 1930. It encouraged members of the INC and Indian nationalists to strive for complete independence.

. . . We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. . . .

India has been ruined economically. The revenue derived from our people is out of all proportion to our income. Our average income is seven pice (less than two pence) per day, and of the heavy taxes we pay 20 per cent. are raised from the land revenue derived from the peasantry and 3 per cent. from the salt tax, which falls most heavily on the poor.

Village industries, such as hand-spinning, have been destroyed, leaving the peasantry idle for at least four months in the year, and dulling their intellect for want of handicrafts, and nothing has been substituted, as in other countries, for the crafts thus destroyed.

Customs and currency have been so manipulated as to heap further burdens on the peasantry. British manufactured goods constitute the bulk of our imports. Customs duties betray clear partiality for British manufactures, and revenue from them is used not to lessen the burden on the masses but for sustaining a highly extravagant administration. Still more arbitrary has been the manipulation of the exchange ratio which has resulted in millions being drained away from the country. . . .

Source: Jawaharlal Nehru, *Jawaharlal Nehru: An Autobiography*, John Lane the Bodley Head, 1939

7 State **two** ways the British ruined the economy of India based on the excerpt of this pledge used by Nehru. [2]

(1) _____

Score

(2) _____

Score

Document 8

This passage was written by Mohandas Gandhi to help explain how India can become free.

. . . EDITOR: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [offensive] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [proper] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Source: M. K. Gandhi, *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House, 1946

- 8 What contribution did Mohandas Gandhi make to the Indian independence movement according to this document? [1]

Score

Document 9

. . . Campaigns to reform discriminatory laws through nonviolent action—such as the civil rights movements in the United States—are one example of how human rights have been advanced through the use of nonviolent action. More significant, however, has been the remarkable upsurge [rise] in nonviolent insurrections [uprisings] against authoritarian regimes. Many of the individual revolts have received major media attention—such as those in China, the Philippines and Eastern Europe—and certain political consequences of these largely prodemocracy movements have been analyzed. However, there has been little recognition of the significance of the increasing utilization of nonviolent methods to affect change in nations where guerrilla warfare from below or gradualistic reform from above were once seen as the only alternatives. Despite the diffusion of nonviolence as a conscious strategy through movements around the world in recent decades, little is understood about how or why nonviolence works as a technique for securing social change. “Nonviolence” is not even a category in the mainstream academic lexicon [vocabulary]. . . .

Source: Stephen Zunes, “Nonviolent Action and Human Rights,” *Political Science and Politics*, American Political Science Association, June 2000

9 What impact did the use of nonviolent action have on global history according to Stephen Zunes? [1]

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:

Throughout history, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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

Select *two* individuals mentioned in the historical context and for *each*

- Describe the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

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

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score (obtained from conversion chart)

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

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

- 1 Ethnocentrism is best defined as
- (1) the belief that one's culture is superior to all others
 - (2) military preparation for a civil war
 - (3) love and devotion to one's country
 - (4) a belief in one god

- 2 • The east is bordered by the Yellow Sea.
• The population is concentrated along the coast and in the river valleys.
• Mountains, plateaus, and deserts dominate the western region.

To which country do all of these geographic statements apply?

- | | |
|-------------|-----------------|
| (1) England | (3) Nicaragua |
| (2) China | (4) Philippines |

- 3 Which social scientist primarily studies how people change resources into goods and services?

- | | |
|-------------------|------------------|
| (1) archaeologist | (3) economist |
| (2) sociologist | (4) psychologist |

- 4 The Neolithic Revolution is considered a turning point in history because it

- (1) influenced climatic changes
- (2) included the domestication of plants and animals
- (3) encouraged a nomadic lifestyle
- (4) caused a decline in population

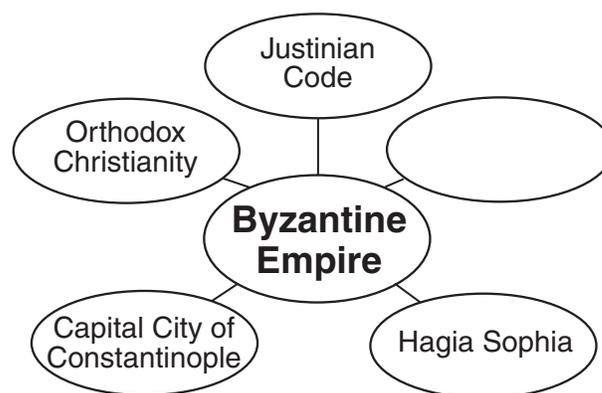
- 5 The primary reason the Bantu-speaking people of West Africa migrated southward and eastward between 500 B.C. and A.D. 1500 was to

- (1) flee warfare
- (2) seek religious freedom
- (3) establish a colonial empire
- (4) find land for farming and grazing

- 6 Which action is most closely associated with polytheism?

- (1) praying in a synagogue
- (2) accepting the Eightfold Path
- (3) worshipping many gods
- (4) reading the Koran

Base your answer to question 7 on the graphic organizer below and on your knowledge of social studies.



- 7 Which item best completes this graphic organizer?

- (1) Development of the Wheel
- (2) Preservation of Greek and Roman Culture
- (3) Creation of the Compass
- (4) Utilization of Cuneiform

- 8 In western Europe, feudalism developed after the

- (1) Roman Empire collapsed
- (2) Renaissance began
- (3) city of Constantinople fell
- (4) Mongols invaded

- 9 Letting some farmland remain unplanted as a means of increasing food production is most closely associated with
- (1) modern irrigation methods
 - (2) the three-field system
 - (3) the enclosure movement
 - (4) slash-and-burn agriculture

Base your answer to question 10 on the statements below and on your knowledge of social studies.

. . . For many in the contemporary Arab world, the Crusades are viewed as having begun nearly a millennium of conflict with what would become the West. The Crusades are seen as representing the constant threat of Western encroachment [trespassing]. But many scholars say that is a more recent and inaccurate view of the Crusades. . . .

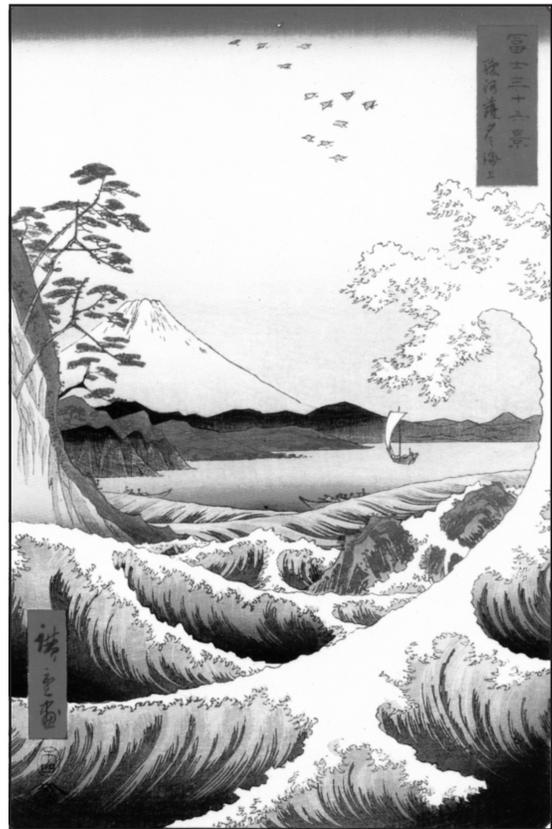
— Mike Shuster, reporter, NPR

The Medieval Crusades were taken and then turned into something that they never really were in the first place. They were turned into a kind of a proto-imperialism, an attempt to bring the fruits of European civilization to the Middle East, when, in fact, during the Middle Ages the great sophisticated and wealthy power was the Muslim world. Europe was the Third World. . . .

— Thomas Madden, St. Louis University,
History of relations between the
West and Middle East, NPR,
All Things Considered,
August 17, 2004

- 10 These statements indicate that the history of the Crusades
- (1) has been neglected by experts
 - (2) was of little importance
 - (3) is the subject of debate and interpretation
 - (4) illustrates the importance of tolerance and understanding
-

Base your answer to question 11 on the Japanese print below and on your knowledge of social studies.



Source: Hiroshige, Prestel Postcard Book, 1997

- 11 Based on this print, which statement reflects an important theme in Japanese art and culture?
- (1) Nature is a powerful force.
 - (2) Beauty is found in technological innovations.
 - (3) Realistic portrayals create a harmonious effect.
 - (4) Traditional activities should be expressed in simple forms.
-
- 12 What was an impact of Korea's geographic location on the history of East Asia?
- (1) isolating Russia from Japan
 - (2) protecting China from Mongol invaders
 - (3) preventing Europeans from colonizing East Asia
 - (4) serving as a cultural bridge between China and Japan

- 13 Which situation was a result of Pax Mongolia?
- (1) Trade increased between Europe and Asia.
 - (2) China became isolated from its neighbors.
 - (3) Warfare between Japan and Vietnam escalated.
 - (4) Europeans conquered the Aztecs and Incas.
- 14 • Sir Francis Drake circumnavigated the globe.
 • England defeated the Spanish Armada.
 • William Shakespeare wrote his play *Richard III*.

These events occurred during the reign of

- (1) Charlemagne
 - (2) Elizabeth I
 - (3) Peter the Great
 - (4) Suleiman the Magnificent
- 15 Which geographic feature of Spain and Portugal most enhanced their ability to engage in exploration?
- (1) peninsular location
 - (2) mountainous region
 - (3) extensive river system
 - (4) fertile plain
- 16 The journeys of Vasco da Gama, Bartholomeu Dias, and Christopher Columbus became possible in the late 1400s because of the
- (1) support of exploration by the English government
 - (2) trade connections established by Ibn Battuta
 - (3) effects of the Atlantic slave trade
 - (4) development of new navigational instruments and technology
- 17 Which statement demonstrates a major characteristic of mercantilism in colonial Latin America?
- (1) Colonies developed local industries to compete with Spain.
 - (2) Spanish colonies traded freely with English colonies.
 - (3) Spain instituted democratic governments in its colonies.
 - (4) Colonies were a source of raw materials for Spain.

- 18 The encomienda system in colonial Latin America led to the
- (1) use of forced labor
 - (2) establishment of trade unions
 - (3) increase in landownership by Native Americans
 - (4) weakening of the power of peninsulares
- 19 Which heading best completes the partial outline below?

<p>I. _____</p> <ol style="list-style-type: none"> A. Writings of Thomas Hobbes B. Divine right theory C. Centralization of political power D. Reign of Louis XIV

- (1) Beginning of Global Trade
 - (2) Growth of Democracy in Europe
 - (3) Rise of Absolutism
 - (4) Age of Exploration
- 20 One way in which Montesquieu, Voltaire, and Rousseau are similar is that they were
- (1) philosophers during the Age of Enlightenment
 - (2) chief ministers during the French Revolution
 - (3) leaders of the Italian unification movement
 - (4) supporters of the Counter Reformation
- 21 Increased agricultural production in England in the late 1700s contributed directly to
- (1) the development of a worldwide communications network
 - (2) the introduction of manorialism
 - (3) a decrease in the power of the monarch
 - (4) an increase in life expectancy
- 22 Which statement about railroad systems in the 19th and early 20th centuries is accurate?
- (1) Imperialists rejected the use of railroads in their colonies.
 - (2) European governments opposed the development of railroads.
 - (3) Railroads helped promote the factory system and urbanization.
 - (4) Railroads made transportation of goods less efficient.

Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . The need of a constantly expanding market for its products chases the bourgeoisie over the whole surface of the globe. It must nestle everywhere, settle everywhere, establish connections everywhere. . . .

— Karl Marx and Friedrich Engels

- 23 Which historical event do Marx and Engels believe created the situation described in this passage?
- (1) Cold War
 - (2) World War I
 - (3) Russian Revolution
 - (4) Industrial Revolution
-
- 24 What was the main reason for the extensive Irish emigration to North America in the 1840s?
- (1) mass starvation
 - (2) military draft
 - (3) civil war
 - (4) smallpox outbreak
- 25 What was a principal reason for the success of European colonialism in Asia in the late 1800s?
- (1) Asians respected Europeans as representatives of an advanced civilization.
 - (2) Europe was able to dominate military and commercial relations with Asia.
 - (3) Europeans respected Asian laws and customs.
 - (4) Many Asians adopted European religious practices.
- 26 Which action in Japanese history occurred during the Meiji Restoration?
- (1) Japan modernized its economy.
 - (2) Mongols invaded the islands of Japan.
 - (3) The Japanese government adopted an isolationist policy.
 - (4) Buddhism became the official religion of Japan.
- 27 The annexation of Korea and Japan's invasion of Manchuria were attempts by Japan to
- (1) spread Shinto beliefs
 - (2) protect human rights
 - (3) acquire natural resources
 - (4) establish theocratic governments

Base your answers to questions 28 and 29 on the telegram below and on your knowledge of social studies.

Nicholas II
Telegram to Wilhelm II
July 29, 1914, 1:00 A.M.

Am glad you are back. In this most serious moment, I appeal to you to help me. An ignoble [despised] war has been declared upon a weak country [Serbia]. The indignation [resentment] in Russia, shared fully by me, is enormous. I foresee that very soon I shall be overwhelmed by the pressure upon me, and be forced to take extreme measures which will lead to war. To try and avoid such a calamity [disaster] as a European war, I beg you in the name of our old friendship to do what you can to stop your allies from going too far.

— Nicky

- 28 Which conclusion is best supported by this telegram?
- (1) Russia started to mobilize for war against Serbia.
 - (2) Nicholas II condemned the efforts of Wilhelm II.
 - (3) Russia supported the use of extreme measures.
 - (4) Nicholas II hoped diplomacy would prevent war.
- 29 Which war is most closely associated with the telegram Nicholas II sent to Wilhelm II?
- (1) the Franco-Prussian War
 - (2) the Russo-Japanese War
 - (3) World War I
 - (4) World War II
-

Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.

“THIS WILL MAKE YOU FORGET THE PEACE TERMS.”



Source: Rollin Kirby, *The New York World*, March 28, 1919 (adapted)

- 30 This cartoonist is referring to the way Germany was affected in 1919 by
- (1) the Congress of Vienna
 - (2) its defeat of Napoleon
 - (3) the Treaty of Versailles
 - (4) its defeat in World War II
- 31 This 1919 cartoon suggests that Germany may come under the influence of
- (1) moderates
 - (2) conservatives
 - (3) radicals
 - (4) isolationists
-
- 32 Mohandas Gandhi's protests in India were a response to Great Britain's
- (1) support of Zionism
 - (2) practice of humanitarianism
 - (3) introduction of socialism
 - (4) policy of colonialism

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

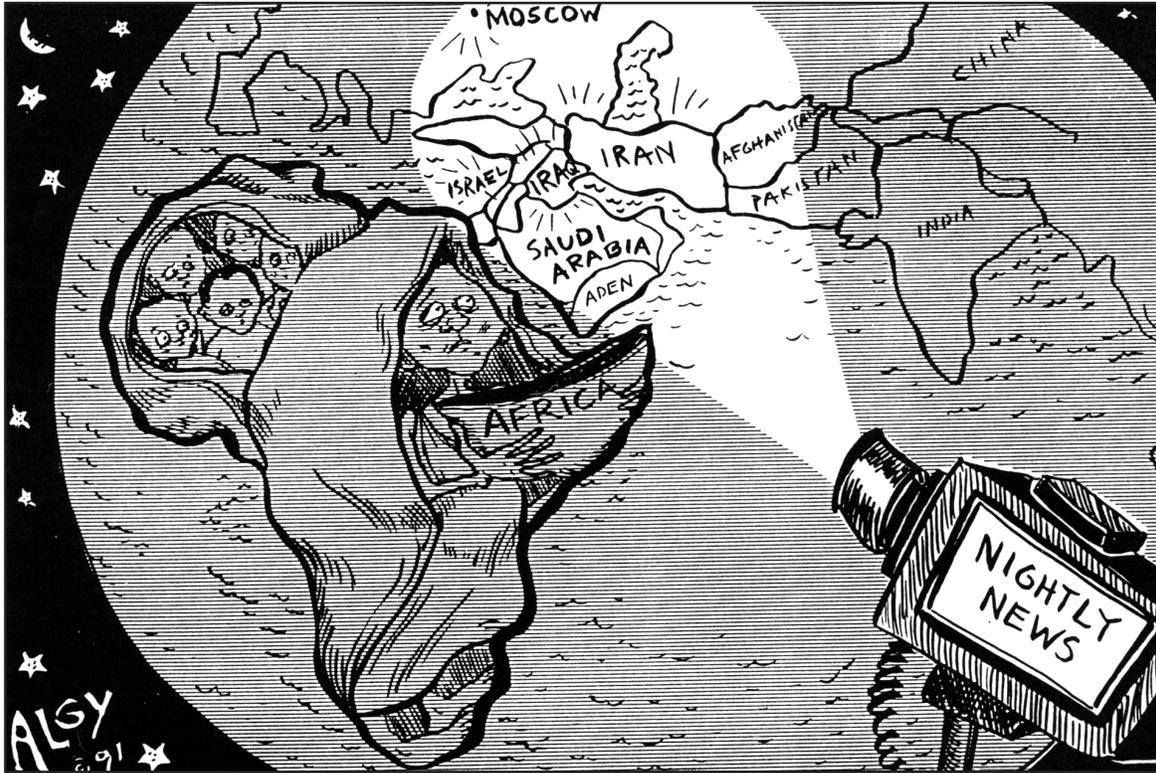
Collective Farms of the USSR (Soviet Union) 1929–1940

Year	No. of collective farms in 1,000s
1929	57.0
1930	85.9
1931	211.1
1932	211.1
1933	224.6
1934	233.3
1935	245.4
1936	242.2
1937	243.7
1938	242.4
1939	241.1
1940	236.3

— Paul Halsall, *Internet Modern History Sourcebook*, (adapted)

- 33 Between which two years did the number of collective farms increase the most?
- (1) 1929 and 1930
 - (2) 1930 and 1931
 - (3) 1934 and 1935
 - (4) 1939 and 1940
- 34 Which Soviet policy is most closely associated with the information in this table?
- (1) Lenin's New Economic Policy
 - (2) Stalin's five-year plans
 - (3) Brezhnev's policy of détente
 - (4) Gorbachev's policy of glasnost
-
- 35 One similarity between Adolf Hitler and Benito Mussolini is that both
- (1) led fascist states
 - (2) supported communism
 - (3) rejected militarism
 - (4) remained in power after World War II

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



Source: Linda Godfrey, *Walworth County Week*

36 What does this cartoon suggest about news coverage of world events?

- (1) Social concerns are often overemphasized.
- (2) Africa's issues are often overshadowed by events in other regions.
- (3) Too much time is devoted to European affairs.
- (4) Africa's problems can be solved if global powers cooperate.

37 What has the end of communism in the Soviet Union caused many countries in Eastern Europe to do?

- (1) shift to a command economy
- (2) maintain a communist form of government
- (3) pursue free-market economic policies
- (4) join the Warsaw Pact

38 Which type of warfare did Mao Zedong, Fidel Castro, and Ho Chi Minh all engage in as leaders of revolutionary movements in their respective nations?

- (1) guerilla
- (2) trench
- (3) unrestricted submarine
- (4) biological

Base your answer to question 39 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Medical facilities and public transportation are readily available in New Delhi.

Speaker B: Homelessness and crime continue to increase in New Delhi.

Speaker C: New Delhi offers many employment opportunities.

39 One way in which these speakers are similar is that all are expressing their opinions about

- (1) rural poverty
- (2) interdependence
- (3) urban issues
- (4) nationalism

Base your answer to question 40 on the chart below and on your knowledge of social studies.

United States Trade with Mexico and Canada
(\$ value in millions)

Year	\$ Value of United States Exports to		\$ Value of United States Imports from	
	Mexico	Canada	Mexico	Canada
1994	50,844	114,439	49,494	128,406
1998	78,773	156,603	94,629	173,256
2002	97,470	160,923	134,616	209,088

Source: *The World Almanac and Book of Facts*, World Almanac Books, 2004 (adapted)

- 40 The economic trend represented in this chart is most likely an effect of the creation of the
- (1) Organization of American States (OAS)
 - (2) North Atlantic Treaty Organization (NATO)
 - (3) North American Free Trade Agreement (NAFTA)
 - (4) Organization of Petroleum Exporting Countries (OPEC)

41 Which statement about the Balkan Peninsula since 1995 is most accurate?

- (1) Bosnia-Herzegovina and Croatia are now both controlled by Yugoslavia.
- (2) Ethnic tensions and conflict continue to be a problem in much of the region.
- (3) Slobodan Milosevic of Serbia became the first democratically elected leader of the region.
- (4) The Balkan Peninsula has become one of the most prosperous regions in Europe.

42 Which revolution led to the concept of banking, the creation of guilds, and the development of capitalism in Europe?

- | | |
|------------------|----------------|
| (1) Commercial | (3) Scientific |
| (2) Agricultural | (4) Industrial |

43 The introduction of Buddhism into Japan and of Christianity into Africa are examples of

- | | |
|---------------------|------------------------|
| (1) modernization | (3) cultural diffusion |
| (2) ethnic conflict | (4) isolation |

44 A goal of both the Boxer Rebellion in China and the Mau Mau movement in Kenya was to

- (1) promote laissez-faire capitalism
- (2) end foreign control
- (3) develop modern industries
- (4) create a totalitarian state

Base your answers to questions 45 and 46 on the statement below and on your knowledge of social studies.

“Therefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved;”

45 Which period in European history is most closely associated with this statement?

- (1) Roman Empire
- (2) Crusades
- (3) Protestant Reformation
- (4) Enlightenment

46 This statement reflects a controversy over the proper

- | | |
|---------------------|------------------------|
| (1) roles of women | (3) types of education |
| (2) forms of prayer | (4) means of salvation |

47 Simón Bolívar, José de San Martín, and Toussaint l’Ouverture are best known as

- (1) scientists who supported the heliocentric theory
- (2) leaders of Latin American independence movements
- (3) early Spanish explorers of the New World
- (4) communist leaders of the 19th century

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



Source: Mike Thompson, *Detroit Free Press for USA Today*, May 28, 2002

48 What is the main idea of this 2002 cartoon?

- (1) The technology of the Cold War now threatens peace in Asia.
- (2) The risk of nuclear conflict has been eliminated.
- (3) Nuclear power presents a possible solution to energy shortages in southern Asia.
- (4) Mediation has lessened tensions between India and Pakistan.

- 49
- A. Kemal Ataturk rises to power in Turkey.
 - B. Pericles rules during the Golden Age of Athens.
 - C. Ayatollah Khomeini seizes power in Iran.
 - D. Robespierre comes to power during the French Revolution.

What is the correct sequence of these events?

- (1) C → B → A → D
- (2) B → C → D → A
- (3) A → C → B → D
- (4) B → D → A → C

50 The Communist Revolution in China differed from the 19th-century Marxist ideals because this revolution was primarily supported by the

- (1) warlords
- (2) peasants
- (3) factory owners
- (4) gentry

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”
- (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: Geography (How Humans Change Their Environment)

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

Task:

Select **two** different nations/regions and for **each**

- Explain why the society modified their environment
- Explain how the people of that specific nation/region modified their physical environment
- Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

You are *not* limited to these suggestions.

Do *not* select the United States or a region of the United States as an example 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:

Throughout history, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include *Africans to the Americas*, *Jews to Palestine and Israel*, and *Hindus/Muslims between India and Pakistan*.

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** migrations mentioned in the historical context and for **each**
- Describe the historical circumstances surrounding the voluntary or involuntary migration
 - Discuss an impact the migration had on the country or region from which the group left *and/or* an impact the migration had on the new destination

You may *not* use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

In developing your answers to Part III, 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 A

Short-Answer Questions

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

Document 1

The Big Business of Slave Trading

. . . When in 1517 Bishop Bartolomeo de Las Casas advocated [supported] the encouragement of immigration to the New World by permitting Spaniards to import African slaves, the trading of humans in the New World formally began. Las Casas was so determined to relieve Indians of the onerous [difficult] burden of slavery that he recommended the enslavement of Africans. (Later, he so deeply regretted having taken this position that he vigorously renounced it.) The ban against the use of Africans was removed, and Charles II issued licenses to several Flemish traders to take Africans to the Spanish colonies. Monopoly of the trade went to the highest bidders. Sometimes it was held by Dutch traders, at other times by Portuguese, French, or English. As West Indian plantations grew in size and importance, the slave trade became a huge, profitable undertaking employing thousands of persons and involving a capital outlay of millions of dollars. By 1540 the annual importation of African slaves into the West Indies was estimated at 10,000. . . .

Source: Franklin and Moss, *From Slavery to Freedom: A History of African Americans*, Alfred A. Knopf

- 1 According to Franklin and Moss, what was **one** reason enslaved Africans were imported to the “New World” by Europeans? [1]

Score

Document 2

. . . Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African. . . .

Source: Willie F. Page, *Encyclopedia of African History and Culture*, Volume III, Facts on File

- 2 According to Willie F. Page, what was **one** impact of the arrival of Africans on Brazil and on the Caribbean Islands? [1]

Score

Document 3

. . . **Long-Term Effects.** The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent. . . .

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors. . . .

Source: John Middleton, ed., *Africa: An Encyclopedia for Students*, Volume 4, Thomson Learning

3 Based on this excerpt from *Africa: An Encyclopedia for Students*, state **two** effects of the slave trade on Africa. [2]

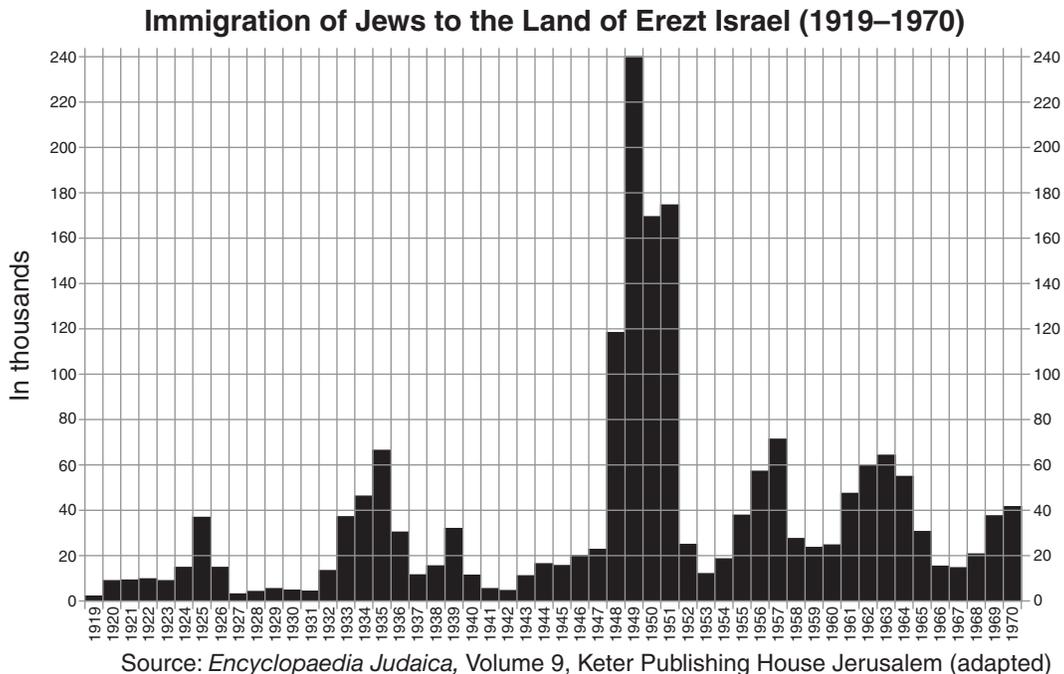
(1) _____

Score

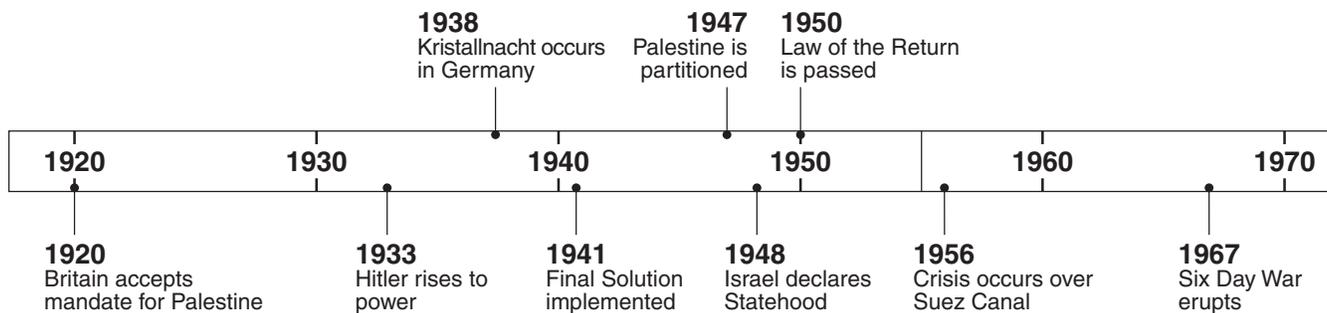
(2) _____

Score

Document 4a



Document 4b



4 Based on these documents, identify **two** specific reasons large numbers of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970. [2]

(1) _____

Score

(2) _____

Score

Document 5a

Arab Palestinians began to leave their homes in cities in December 1947. The number of Arab Palestinians leaving their homes increased to hundreds of thousands by May 1948. During the last week of April in 1948, as the fighting came closer to their home, the Palestinian family in this passage left Jaffa for Ramallah. On May 14, 1948, Israel was established. This new country included the city of Jaffa. Ramallah was in the West Bank that became part of Jordan.

. . . I grew up hearing the description of my father's last visit to Jaffa, and it has left an indelible [permanent] impression on me. My father's entire holdings were in and around Jaffa, the products of his own hard work. His father had left him nothing. How difficult it must have been to bid all this farewell. The image of my father, his every step echoing in the empty streets of the deserted city, still haunts me. . . .

He moved on to the marketplace, empty except for a few shops that had somehow remained open. He walked passed Hinn's, his barbershop, and found it closed. The courthouse was closed, as were the clinics, the nurseries, the cafés, the cinema. The place was deserted, prepared to be captured. What have we done, he wondered. How could we have all left? . . .

Source: Raja Shehadeh, *Strangers in the House: Coming of Age in Occupied Palestine*, Penguin Books

5a Based on this account by Raja Shehadeh, what was **one** impact on the city of Jaffa when the Palestinians left? [1]

Score

Document 5b

This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

. . . At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to “From the Four Corners of the Earth,” *Sound the Great Trumpet*, Whittier Books

5b According to M. Z. Frank, what was **one** effect of the Jewish migration on Israel? [1]

Score

Document 6

Richard Willstätter, a German Jewish chemist, won a Nobel Prize in 1915. In 1938, during Nazi rule, he managed to flee Germany. Many others fled before 1938 and some fled after.

. . . Willstätter's story demonstrates that the exodus of German Jews was one of the most astonishing migrations in history. It included not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category. And since this was an entire population and not the usual young person in search of a fortune, it was made up of whole families, middle-aged couples, and even the elderly, like Betty Scholem, who settled in a small town in Australia, tending a sweetshop with one of her sons. Driven out of their country, they took their talent and skills and culture with them and made the rest of the world richer for it. . . .

Source: Ruth Gay, *The Jews of Germany*, Yale University Press

6 According to Ruth Gay, what was **one** way Germany was hurt by the migration of German Jews? [1]

Score

Document 7

Partition

. . . Gandhi's beliefs were based, in part, on ancient Hindu ideals. This may have added to the hatred and suspicion that had always existed between Hindus and Muslims. The Muslims were afraid that they would have no power in the new India. Although the Hindu leaders, including Gandhi, tried to reassure the Muslims, no agreement could be reached. The country was finally divided into two parts—the independent Muslim state of Pakistan and a predominately Hindu state—the Democratic Republic of India. . . .

Source: Jean Bothwell, *The First Book of India*, Franklin Watts

7 According to Jean Bothwell, what was **one** cause of the migration of Muslims and Hindus? [1]

Score

Document 8

History's Greatest Migration

4,000,000 People Cross the Punjab to Seek New Homes

The mass migration and exchange of populations in the Punjab—Moslems moving west into Pakistan and Hindus and Sikhs trekking east into India—have now reached a scale unprecedented in history. Accurate statistics are impossible to obtain, but it is reasonable to estimate that no fewer than four million people are now on the move both ways.

What this means in terms of human misery and hardship can be neither imagined nor described. Within the past few weeks the conditions over a wide area of Northern India, including the whole of the Indus Valley and part of the Gangetic Plain, have deteriorated steadily. It is no exaggeration to say that throughout the North-west Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces the minority communities live in a state of insecurity often amounting to panic.

Farther afield in the eastern parts of the United Provinces and to a less extent in Bihar and Bengal, much tension and friction prevail but there has hitherto been little movement of population. . . .

Source: *Guardian*, Thursday, September 25, 1947

8 Based on this article in the *Guardian*, state **two** ways the region of South Asia was affected by the mass migration of people in 1947. [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . And there were many [examples where untouchables were invisible during the partition]. In January 1948, two social workers, Sushila Nayyar and Anis Kidwai, went to visit Tihar village on the outskirts of Delhi. They had heard that a rich Hindu from Pakistan had left behind huge properties when he had moved, and had therefore, like many people, effected an exchange of property with a rich Muslim in Tihar to whom the land belonged. Each took the other's property. But neither was obliged to carry on with the other's business. The Hindu, therefore, threw out all previously employed workers from his newly acquired piece of property. Most of these were Muslims, but about a third were Harijans [untouchables]. The Muslims made their way to one or the other of the two Muslim camps that had been set up in the city. But for the Harijans, displaced in a war that was basically centred around Hindu and Muslim identities, there was nowhere to go. No camps to help them tide over the difficult time. No recourse to government—all too preoccupied at the moment with looking after the interests of Muslims and Hindus, no help from political leaders whose priorities were different at the time. . . .

Source: Urvashi Butalia, *The Other Side of Silence*, Duke University Press, 2000

9 According to Urvashi Butalia, what was **one** impact the migration of Muslims and Hindus had on South Asia? [1]

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:

Throughout history, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include ***Africans to the Americas, Jews to Palestine and Israel, and Hindus/Muslims between India and Pakistan.***

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

- Select **two** migrations mentioned in the historical context and for **each**
- Describe the historical circumstances surrounding the voluntary or involuntary migration
 - Discuss an impact the migration had on the country or region from which the group left *and/or* an impact the migration had on the new destination

You may *not* use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

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

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2008 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the 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 announcement below and on your knowledge of social studies.

Discovery OF Ancient Relics.

A Full, True, and Interesting Account of that Remarkable and Important Discovery made yesterday in taking down the old houses in the Castle-hill, when there was found a box containing several Ancient Coins, a Massy Gold Ring, an old fashioned Dirk, and a Wonderful Prophecy made in the year 1550, respecting great events which are to happen this present year.

Source: Broadside published in Edinburgh, Scotland, 1831 (adapted)

1 Which term best describes the items mentioned in this announcement?

- (1) icons
- (2) fossils
- (3) artifacts
- (4) replicas

2 One way in which South Korea, Saudi Arabia, and India are geographically similar is that each is located on

- (1) an island
- (2) an archipelago
- (3) an isthmus
- (4) a peninsula

3 Which statement represents a characteristic of democracy?

- (1) Religious leaders control government policy.
- (2) Citizens are the source of power in government.
- (3) The government limits the thoughts and actions of the people.
- (4) The laws of the government are made by influential military officers.

4 The Bantu cleared the land, then fertilized it with ashes. When the land could no longer support their families, the Bantu moved further south. By 1110 B.C., the Bantu had spread their rich culture throughout central and southern Africa.

Which agricultural technique is described in this passage?

- (1) irrigation
- (2) terrace farming
- (3) slash-and-burn
- (4) crop rotation

5 Which ancient civilization is associated with the Twelve Tables, an extensive road system, and the poets Horace and Virgil?

- (1) Babylonian
- (2) Greek
- (3) Phoenician
- (4) Roman

6 The term *feudalism* is best defined as a

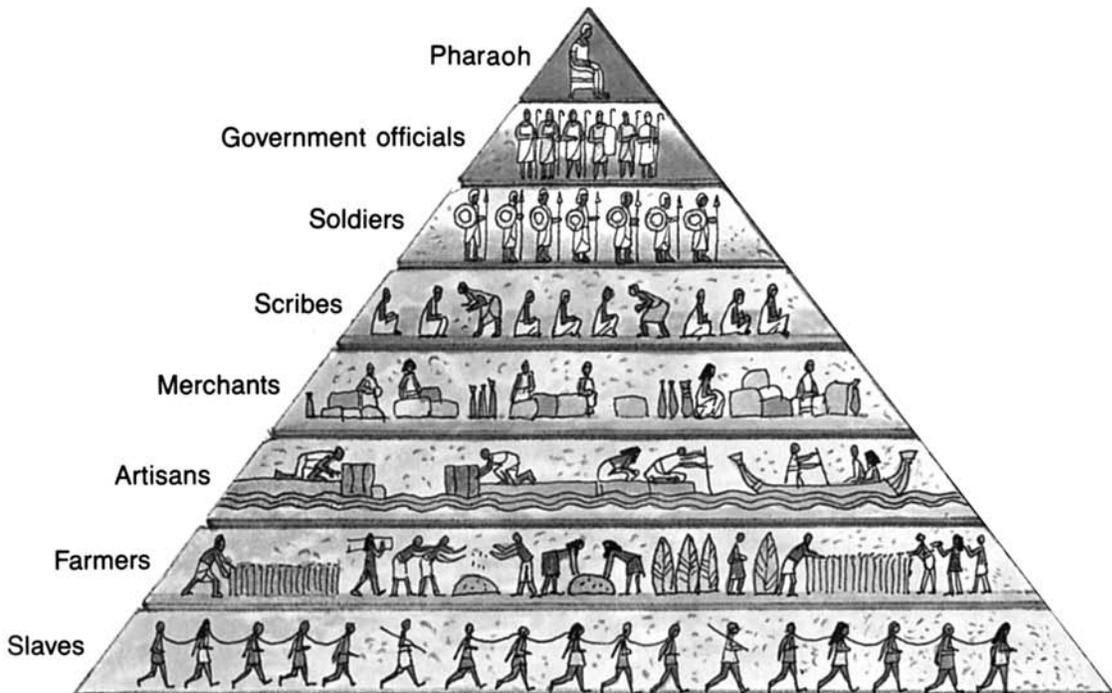
- (1) holy war between Christians and Muslims
- (2) process in which goods are traded for other goods
- (3) division of political power between three separate branches
- (4) system in which land is exchanged for military service and loyalty

7 Which title best completes the partial outline below?

- I. _____
- A. Incorporation of European and Arabic ideas in architecture
 - B. Preservation of Greco-Roman ideas
 - C. Spread of Orthodox Christianity into Russia
 - D. Development of Justinian Code

- (1) Age of Discovery
- (2) Byzantine Empire
- (3) Persian Empire
- (4) Crusades

Base your answer to question 8 on the illustration below and on your knowledge of social studies.



Source: Barry K. Beyer et al., *The World Around Us: Eastern Hemisphere*, MacMillan Publishing (adapted)

- 8 Based on the information in this illustration, which statement about the society of ancient Egypt is accurate?
- (1) The women had equal status to the men.
 - (2) The social structure was hierarchical.
 - (3) Social mobility was unrestricted.
 - (4) Soldiers outnumbered farmers.

9 Which statement about the Mongol Empire is accurate?

- (1) The Mongols developed a highly technological society that emphasized formal education.
- (2) European monarchies became a model for the early Mongol governments.
- (3) Pax Mongolia led to regional stability, increasing trade on the Silk Road.
- (4) The Mongols adopted Roman Catholicism as the official religion of the empire.

10 Which period in European history is most closely associated with Leonardo da Vinci, Michaelangelo, William Shakespeare, and Nicolaus Copernicus?

- (1) Early Middle Ages
- (2) Renaissance
- (3) Age of Absolutism
- (4) Enlightenment

11 What was one of the primary reasons for the spread of the bubonic plague?

- (1) increase in trade
- (2) colonization of the Americas
- (3) development of the manorial system
- (4) economic decline

12 Which situation is considered a cause of the other three?

- (1) Religious unity declines throughout Europe.
- (2) The Catholic Counter-Reformation begins.
- (3) The power of the Roman Catholic Church decreases.
- (4) Martin Luther posts the Ninety-five Theses.

Base your answer to question 13 on the table below and on your knowledge of social studies.

Population of the Largest Medieval Cities in 1250 and 1450

The 10 largest cities in 1250		The 10 largest cities in 1450	
1	Hangchow 320,000	1	Peking 600,000
2	Cairo 300,000	2	Vijayanagar 455,000
3	Fez 200,000	3	Cairo 380,000
4	Kamakura 200,000	4	Hangchow 250,000
5	Pagan 180,000	5	Tabriz 200,000
6	Paris 160,000	6	Canton 175,000
7	Peking 140,000	7	Granada 165,000
8	Canton 140,000	8	Nanking 150,000
9	Nanking 130,000	9	Paris 150,000
10	Marrakesh 125,000	10	Kyoto 150,000

Source: Tertius Chandler, *Four Thousand Years of Urban Growth*, St. David's University Press (adapted)

13 Which statement can best be supported by the information in this table?

- (1) The population of Paris increased between 1250 and 1450.
- (2) The populations of Cairo and Nanking were higher in 1250 than in 1450.
- (3) The population of most large cities exceeded one million people in 1450.
- (4) The population of Peking increased more than the population of Canton between 1250 and 1450.

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

It would be wrong to call the Ottoman Empire a purely Islamic state. It was not. It was a state that claimed some kind of an attachment, some kind of allegiance to Islam, but combined it with other forms of heritage from the Byzantine tradition or from the Turkic tradition that did not really correspond to Islam. So they always had this very, very pragmatic approach to Islam.

— Professor Ethem Eldem, Bogazici University, NPR News, *All Things Considered*, August 18, 2004

14 This author is suggesting that during the Ottoman Empire

- (1) religion was mingled with historic traditions
- (2) most people belonged to minority religions
- (3) rulers tried to separate politics from religion
- (4) rulers operated under a strict set of laws

- 15 • Foreign rulers were overthrown.
- Admiral Zheng He established trade links.
- Civil service exams were reinstated.

These events in history occurred during the rule of the

- (1) Mughal dynasty in India
- (2) Abbasid dynasty in the Middle East
- (3) Ming dynasty in China
- (4) Tokugawa shogunate in Japan

16 What was the primary economic policy used by the Spanish with their Latin American colonies?

- (1) embargoes
- (2) tariffs
- (3) boycotts
- (4) mercantilism

17 In *Two Treatises of Government*, John Locke wrote that the purpose of government was to

- (1) keep kings in power
- (2) regulate the economy
- (3) expand territory
- (4) protect natural rights

Base your answer to question 18 on the map below and on your knowledge of social studies.



Source: Peter N. Stearns et al., *World Civilizations: The Global Experience*, Pearson (adapted)

- 18 Which generalization is best supported by the information on this map?
- (1) No trade occurred between East Africa and the Persian Gulf region.
 - (2) The monsoon winds influenced trade between East Africa and India.
 - (3) Trading states developed primarily in the interior of East Africa.
 - (4) Trade encouraged the spread of Islam from East Africa to Arabia.

Base your answer to question 19 on the summaries of the “New Laws” quoted below and on your knowledge of social studies.

. . . Art. 31. All Indians held in encomienda by the viceroys, by their lieutenants, royal officers, prelates, monasteries, hospitals, religious houses, mints, the treasury, etc., are to be transferred forthwith to the Crown. . . .

Art. 38. Lawsuits involving Indians are no longer to be tried in the Indies, or by the Council of the Indies, but must be pleaded before the King himself. . . .

— New Laws issued by Emperor Charles V, 1542–1543

- 19 One purpose of these laws was to
- (1) reduce local authority and increase central control
 - (2) increase religious authority and limit secular influences
 - (3) guarantee citizenship to Indians while supporting traditional practices
 - (4) promote economic development while expanding political rights for Indians
-
- 20 One major effect of Napoleon’s rule of France was that it led to
- (1) an increase in the power of the Roman Catholic Church
 - (2) massive emigration to the Americas
 - (3) trade agreements with Great Britain
 - (4) a restoration of political stability
- 21 Which idea is most closely associated with laissez-faire economics?
- (1) communes
 - (2) trade unionism
 - (3) subsistence agriculture
 - (4) free trade
- 22 In the 19th century, a major reason for Irish migration to North America was to
- (1) gain universal suffrage
 - (2) avoid malaria outbreaks
 - (3) flee widespread famine
 - (4) escape a civil war

- 23 A major goal of both the Sepoy Mutiny in India and the Boxer Rebellion in China was to
- (1) rid their countries of foreigners
 - (2) expand their respective territories
 - (3) receive international military support
 - (4) restore an absolute monarch to the throne
- 24 Early exploration of Africa by Europeans was hindered by the
- (1) lack of natural resources in Africa
 - (2) alliances between African kingdoms
 - (3) isolationist policies of European monarchs
 - (4) many different physical features of Africa
- 25 Which action taken by the Meiji government encouraged industrialization in 19th-century Japan?
- (1) building a modern transportation system
 - (2) limiting the number of ports open to foreign trade
 - (3) forcing families to settle on collective farms
 - (4) establishing a system of trade guilds
- 26 One goal of the League of Nations was to
- (1) promote peaceful relations worldwide
 - (2) stimulate the economy of Europe
 - (3) bring World War I to an end
 - (4) encourage a strong alliance system
- 27 • Five-year plans
• Collectivization of agriculture
• Great Purge
- Which individual is associated with all these policies?
- (1) Adolf Hitler
 - (2) Joseph Stalin
 - (3) Deng Xiaoping
 - (4) Jawaharlal Nehru
- 28 Japan's invasion of Manchuria, Italy's attack on Ethiopia, and Germany's blitzkrieg in Poland are examples of
- (1) military aggression
 - (2) appeasement
 - (3) containment
 - (4) the domino theory
- 29 Which statement about the worldwide Depression of the 1930s is a fact rather than an opinion?
- (1) Political leaders should have prevented the Depression.
 - (2) Germany was hurt more by the Treaty of Versailles than by the Depression.
 - (3) The economic upheaval of the Depression had major political effects.
 - (4) World War I was the only reason for the Depression.
- 30 Which group was accused of violating human rights in the city of Nanjing during World War II?
- (1) Americans
 - (2) Chinese
 - (3) Japanese
 - (4) Germans
- 31 One way in which the Hitler Youth of Germany and the Red Guard of China are similar is that both organizations
- (1) required unquestioning loyalty to the leader
 - (2) helped increase religious tolerance
 - (3) hindered imperialistic goals
 - (4) led pro-democracy movements
- 32 • French intent to recolonize Indo-China after World War II
• United States desire to prevent the spread of communism
• United States support for the French in Southeast Asia
- These ideas are most closely associated with the
- (1) causes of the conflict in Vietnam
 - (2) reasons for the Nationalist settlement of Taiwan
 - (3) factors that led to the Korean War
 - (4) results of the Marshall Plan
- 33 Which country is most closely associated with the terms *pass laws*, *homelands*, and *white minority rule*?
- (1) El Salvador
 - (2) South Africa
 - (3) Iran
 - (4) Israel

Base your answer to question 34 on the photograph below and on your knowledge of social studies.



Mahatma Gandhi demonstrating cotton-spinning on his own *charka* in Mirzapur, 1925.

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

- 34 During the Indian independence movement, the activity shown in this photograph inspired the Indian people to
- (1) stop buying British goods
 - (2) reject Muslim rule
 - (3) join the Indian army
 - (4) expand British textile manufacturing

Base your answers to questions 35 and 36 on the passage below and on your knowledge of social studies.

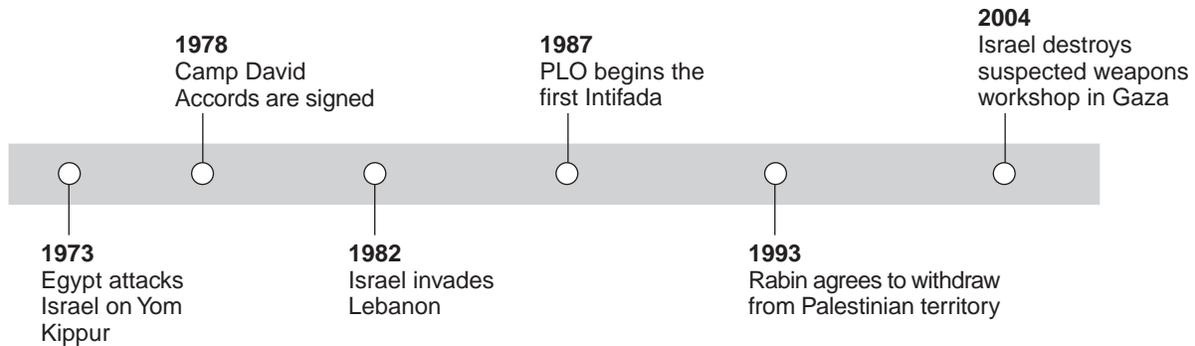
. . . (1) Internally, arouse the masses of the people. That is, unite the working class, the peasantry, the urban petty bourgeoisie and the national bourgeoisie, form a domestic united front under the leadership of the working class, and advance from this to the establishment of a state which is a people's democratic dictatorship under the leadership of the working class and based on the alliance of workers and peasants.

(2) Externally, unite in a common struggle with those nations of the world which treat us as equals and unite with the peoples of all countries. That is, ally ourselves with the Soviet Union, with the People's Democracies and with the proletariat and the broad masses of the people in all other countries, and form an international united front. . . .

Source: Mao Tse-Tung [Mao Zedong], *Selected Works*, Volume Five, 1945–1949, New York International Publishers

- 35 In this passage, Mao Zedong is suggesting that China
- (1) create a government under the leadership of industrialists
 - (2) give up its independence and become a part of the Soviet Union
 - (3) rely on the United Nations for economic aid
 - (4) join with the Soviet Union as a partner in communism
- 36 In this passage, Mao Zedong is using the ideas of
- (1) Thomas Malthus
 - (2) Adam Smith
 - (3) Karl Marx
 - (4) Jiang Jieshi (Chiang Kai-Shek)

Base your answer to question 37 on the time line below and on your knowledge of social studies.



37 Which conclusion can be drawn from this time line?

- (1) Israel withdrew from the Camp David Accords.
- (2) The Palestinian army is superior to the Israeli army.
- (3) Long-lasting peace in the Middle East has been difficult to achieve.
- (4) Neighboring countries have not been involved in the Arab-Israeli conflict.

38 The destruction of the Berlin Wall and the breakup of the Soviet Union signify the

- (1) end of the Cold War
- (2) collapse of the Taliban
- (3) strength of the Warsaw Pact
- (4) power of the European Union

39 In the 20th century, urbanization affected the developing nations of Africa, Asia, and Latin America by

- (1) reducing literacy rates
- (2) weakening traditional values
- (3) strengthening caste systems
- (4) increasing the isolation of women

40 Which statement about the impact of the AIDS epidemic in both Africa and Southeast Asia is most accurate?

- (1) Life expectancy in both regions is declining.
- (2) The availability of low-cost drugs has cured most of those infected.
- (3) The introduction of awareness programs has eliminated the threat of the disease.
- (4) Newborn babies and young children have not been affected by the disease.

41 In August 1990, Iraq invaded Kuwait. The United Nations response led to the Persian Gulf War of 1991. This response is an example of

- (1) détente
- (2) empire building
- (3) totalitarianism
- (4) collective security

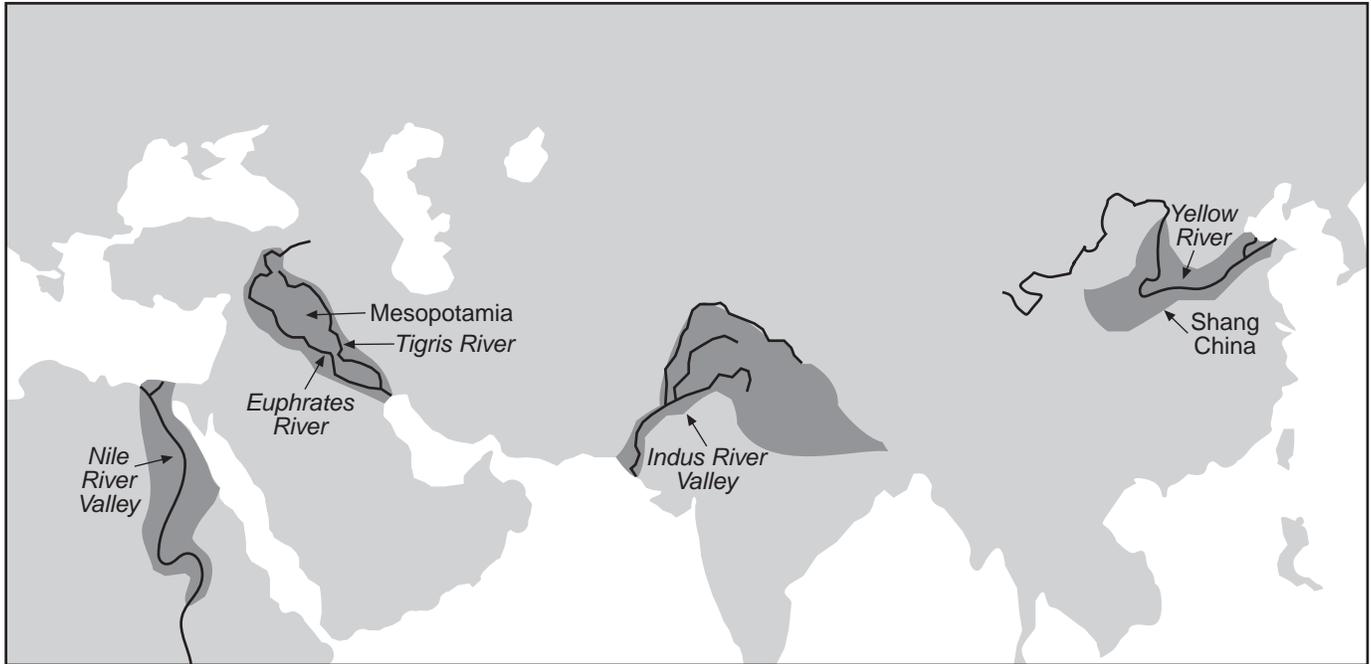
42 One similarity between the Roman Empire and the Ottoman Empire is that both

- (1) reached their height of power at the same time
- (2) developed parliamentary governments
- (3) ensured equality for women
- (4) declined because of corruption in government

43 Which statement regarding the impact of geography on Japan is most accurate?

- (1) Large plains served as invasion routes for conquerors.
- (2) Arid deserts and mountains caused isolation from Asia.
- (3) Lack of natural resources led to a policy of imperialism.
- (4) Close proximity to Africa encouraged extensive trade with Egypt.

Base your answer to question 44 on the map below and on your knowledge of social studies.



Source: Paul Halsall, ed., *Internet History Sourcebooks Project* (adapted)

44 Which revolution led to the development of these civilizations?

- (1) Industrial
- (2) Neolithic
- (3) Green
- (4) Commercial

45 The Age of Exploration led directly to the

- (1) establishment of European colonies
- (2) start of the Puritan Revolution
- (3) invention of the magnetic compass
- (4) failure of the Congress of Vienna

46 Which revolution was caused by the factors shown in this partial outline?

- I. _____
- A. Bankruptcy of the treasury
 - B. Tax burden on the Third Estate
 - C. Inflation
 - D. Abuses of the Old Regime

- (1) Russian
- (2) Mexican
- (3) French
- (4) Cuban

47 One way in which José de San Martín, Camillo Cavour, and Jomo Kenyatta are similar is that each leader

- (1) made significant scientific discoveries
- (2) led nationalist movements
- (3) fought against British imperialism
- (4) became a communist revolutionary

48 One way in which Vladimir Lenin's New Economic Policy and Mikhail Gorbachev's policy of perestroika are similar is that both

- (1) allowed elements of capitalism within a communist economic system
- (2) strengthened their country's military defenses
- (3) supported censorship of news and of personal correspondence
- (4) increased tensions during the Cold War

49 Which set of events in 19th- and 20th-century Chinese history is in the correct chronological order?

- (1) Great Leap Forward → Opium Wars → Long March → Four Modernizations
- (2) Four Modernizations → Long March → Opium Wars → Great Leap Forward
- (3) Opium Wars → Long March → Great Leap Forward → Four Modernizations
- (4) Long March → Four Modernizations → Great Leap Forward → Opium Wars

50 A study of Spain during the late 1400s, the Balkan States during the early 1900s, Rwanda during the 1990s, and Central Asia today shows that

- (1) civil disobedience is an effective way to bring about change
- (2) people have been encouraged to question tradition
- (3) colonial rule has a lasting legacy
- (4) ethnic conflicts have been a recurring issue in history

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) **explain** means “to 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 II

THEMATIC ESSAY QUESTION

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

Theme: Belief Systems

The world has many different belief systems. Each is distinctive, but all greatly influenced the lives of their followers and the society in which the belief system was practiced.

Task:

Choose **two** major belief systems and for **each**

- Explain key beliefs **and/or** practices
- Discuss an influence the belief system had on the lives of its followers or the society in which it was practiced

You may use any example from your study of global history. Some suggestions you might wish to consider include animism, Buddhism, Christianity, Confucianism, Daoism, Islam, Judaism, legalism, and Shinto.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of 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

NAME _____ SCHOOL _____

In developing your answers to Part III, 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 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:

Genocide, threats to the environment, and weapons of mass destruction are problems that the world has had to face. Various attempts have been made by the international community and its members to address and resolve these problems.

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** problems mentioned in the historical context and for **each**

- Describe the problem
- Discuss attempts made to address **and/or** resolve the problem

Part A

Short-Answer Questions

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

Document 1

Raphael Lemkin created the term genocide. He sent a letter to the *New York Times* editor explaining the importance of the concept of genocide.

Genocide Before the United Nations

TO THE EDITOR OF THE NEW YORK TIMES:

The representatives of Cuba, India and Panama to the United Nations Assembly have brought forth a resolution which calls upon the United Nations to study the problem of genocide and to prepare a report on the possibilities of declaring genocide an international crime and assuring international cooperation for its prevention and punishment and also recommending, among others, that genocide should be dealt with by national legislation in the same way as other international crimes. . . .

International Concept

The concept of genocide thus is based upon existing and deeply felt moral concepts. Moreover, it uses as its elements well defined and already existing legal notions and institutions. What we have to do is to protect great values of our civilization through such accepted institutions adjusted to a formula of international law which is ever progressing. Because of lack of adequate provisions and previous formulation of international law, the Nuremberg Tribunal had to dismiss the Nazi crimes committed in the period between the advent of Nazism to power and the beginning of the war, as “revolting and horrible as many of these crimes were,” to use the expression of the Nuremberg judgment.

It is now the task of the United Nations to see to it that the generous action of the three member states should be transferred into international law in order to prevent further onslaughts [attacks] on civilization, which are able to frustrate the purposes of the Charter of the United Nations. . . .

Source: Raphael Lemkin, *New York Times*, Nov. 8, 1946 (adapted)

- 1 According to Raphael Lemkin, what is **one** way the world community can address the problem of genocide? [1]

Score

Document 2a

. . . In 1948, the fledgling UN General Assembly adopted an international Convention on the Prevention and Punishment of the Crime of Genocide, which came into force in 1951. That convention defines genocide as “acts committed with intent to destroy, in whole or in part, a national ethnic, racial or religious group,” including inflicting conditions calculated to lead to a group’s destruction. . . .

After the horrors of the Holocaust were revealed, the mantra [slogan] of the time became “never again.” But it would take four decades, with the creation of the International Criminal Tribunal for the former Yugoslavia in 1994, before the international community would finally come together to prosecute the crime of genocide again.

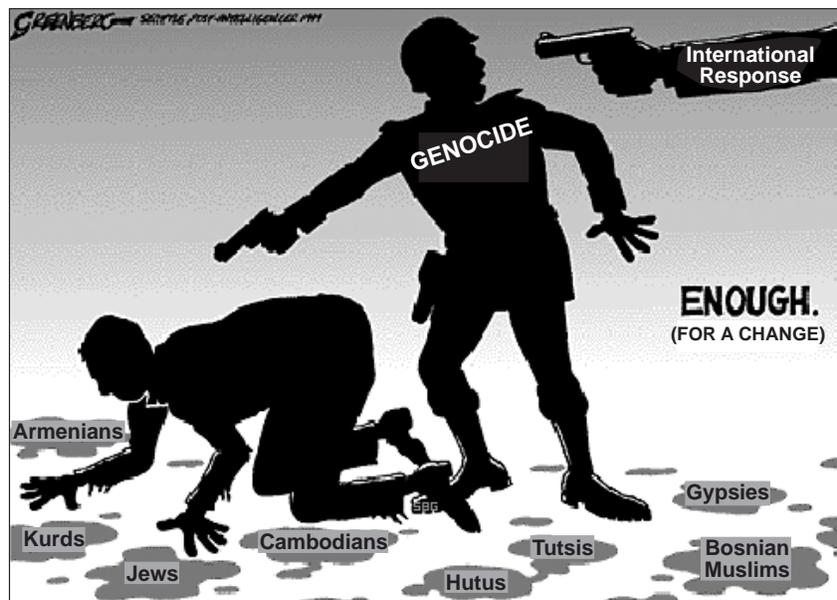
Why did it take so long, despite atrocities and mass killings in Cambodia, East Timor, and elsewhere? . . .

Source: Irina Lagunina, “World: What Constitutes Genocide Under International Law, and How Are Prosecutions Evolving?,” Radio Free Europe/Radio Liberty, 9/10/2004

2a According to Irina Lagunina, what was **one** criticism of the international community’s response to genocide? [1]

Score

Document 2b



Source: Steve Greenberg, *Seattle Post-Intelligencer*, March 29, 1999 (adapted)

2b Based on this 1999 cartoon, identify **two** specific groups that have been victims of genocide. [1]

(1) _____

(2) _____

Score

Document 3

. . . Undeniably, there have been terrible human rights failures—in Cambodia, Bosnia, Rwanda. There, and elsewhere, national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately. (The expectation that they would fail to respond no doubt contributed to their failure to deter.) But international human rights may be credited with whatever responses there have been, however inadequate, however delayed; and international human rights inspired all subsequent and continuing efforts to address the terrible violations. The major powers have sometimes declared gross violations of human rights to be “threats to international peace and security” and made them the responsibility of the UN Security Council, leading to international sanctions (and even to military intervention, as in Kosovo in 1999). International tribunals are sitting to bring gross violators to trial; a permanent international criminal tribunal to adjudicate [judge] crimes of genocide, war crimes, and crimes against humanity is being created. Various governments have moved to support international human rights and made their bilateral and multilateral influence an established force in international relations. . . .

Source: Louis Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” *Realizing Human Rights*, St. Martin's Press, 2000

3 Based on this document, state **one** attempt made to address the problem of genocide. [1]

Score

Document 4

At the dawn of the twenty-first century, the Earth's physical and biological systems are under unprecedented strain. The human population reached 6.3 billion in 2003 and is projected to increase to about 9 billion in the next half century. The United Nations estimates that one-third of the world's people live in countries with moderate to high shortages of fresh water and that this percentage could double by 2025. Many of the world's largest cities are increasingly choked by pollution. As carbon dioxide and other greenhouse gases build in the atmosphere, the average surface temperature of the Earth has reached the highest level ever measured on an annual basis. The biological diversity of the planet is also under heavy stress. Scientists believe that a mass extinction of plants and animals is under way and predict that a quarter of all species could be pushed to extinction by 2050 as a consequence of global warming alone. Without question, the human impact on the biosphere will be one of the most critical issues of the century. . . .

Source: Norman J. Vig, "Introduction: Governing the International Environment," *The Global Environment: Institutions, Law, and Policy*, CQ Press, 2005 (adapted)

4 According to Norman J. Vig, what are **two** environmental problems that pose a threat to the world? [2]

(1) _____

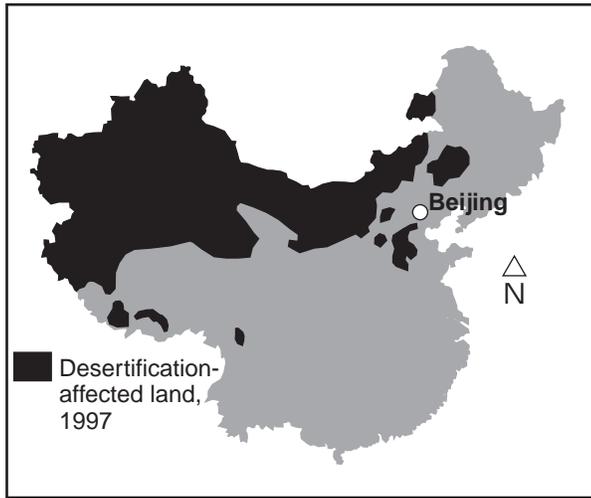
Score

(2) _____

Score

Document 5

Desertification is a major environmental problem. Nearly one-quarter of the Earth's land is threatened by this problem. China is one of those areas.



Source: China National Committee for the Implementation of the U.N. Convention to Combat Desertification (adapted)

Whipped by the wind, sand from Sky Desert swept through this village [Longbaoshan] last month like sheets of stinging rain, clattering against dried corn husks and piling up in small dunes against buildings.

Longbaoshan, a farming community about 40 miles northwest of Beijing, stands on the front line of China's losing war against the country's advancing deserts. Driven by overgrazing, overpopulation, drought and poor land management, they are slowly consuming vast areas of the country in a looming ecological disaster.

Official figures tell a frightening story.

Between 1994 and 1999, desertified land grew by 20,280 square miles. Desert blankets more than a quarter of China's territory. Shifting sands threaten herders and farmers in a nation with one-fifth of the world's population and one-fifteenth of its arable land. Scientists warn of calamity if the government fails to stop the sands.

"Pastures, farmland, railroads and other means of transportation will be buried under sand," said Dong Guangrong, a research fellow in environmental engineering at the Chinese Academy of Sciences. "People will be forced to move." . . .

In March, the worst sandstorm in a decade blinded the capital, painting the sky yellow and engulfing 40-story buildings as visibility dropped to less than a football field. Beijingers gritted their teeth as a seasonal storm known as the Yellow Dragon dumped 30,000 tons of sand on the city. People on the street covered their mouths with surgical masks or their faces with scarves in a futile attempt to keep the sand out. . . .

Officials here are trying to stop the sands by building green buffers. A project intended to protect Beijing in advance of the 2008 summer Olympic Games involves reclaiming desertified land in 75 counties. . . .

Source: Frank Langfitt, "Desertification," *The Post-Standard*, May 13, 2002 (adapted)

5a Based on this document, state **one** problem desertification poses in China. [1]

Score

b Based on this document, state **one** attempt the Chinese officials have made to address the problem of desertification. [1]

Score

Document 6

Selected Efforts to Preserve the Environment

1972	Stockholm—United Nations Conference on Human Environment—beginning of organized international effort to safeguard the environment
1973	The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)—restricts trade in 5,000 animal and 25,000 plant species
1987	Montreal Protocol—binding agreement on protection of the ozone layer
1992	Rio de Janeiro “Earth Summit”—produced treaties on climate change and biodiversity
1994	The World Conservation Union (IUCN)—published a revised Red List of endangered and threatened species, creating a world standard for gauging threats to biodiversity
1997	Kyoto Protocol—negotiated an agreement on obligations to reduce greenhouse gases in the atmosphere
2004	European Union—issued its first-ever pollution register containing data on industrial emissions and representing a “landmark event” in public provision of environmental information
2006	United Nations General Assembly—declared the International Year of Deserts which led to the United Nations Convention to Combat Desertification

Source: “Environmental Milestones,” World Watch Institute (adapted)

6 Based on this document, identify **two** ways the international community has attempted to address environmental problems. [2]

(1) _____

Score

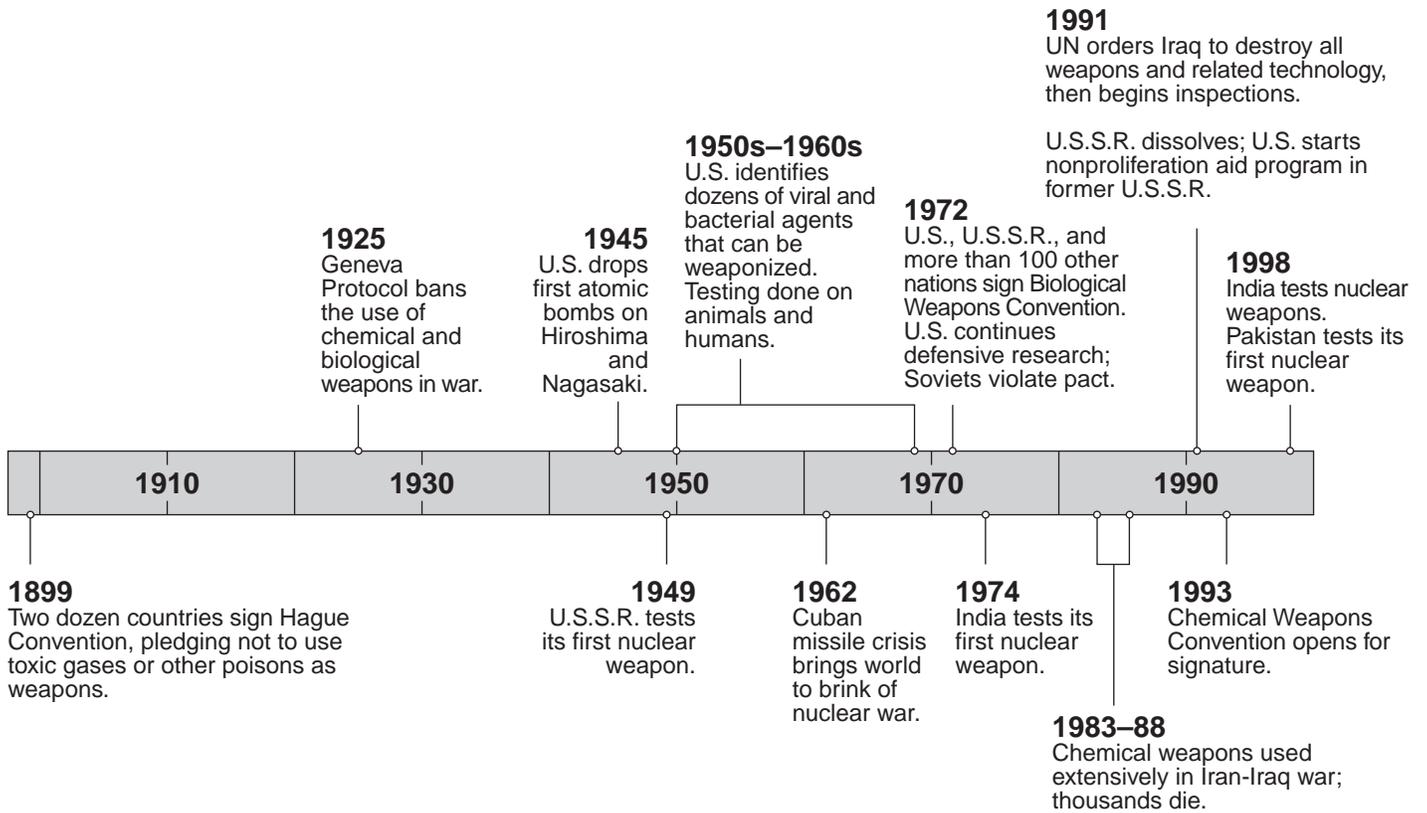
(2) _____

Score

Document 7

The Twentieth Century's Deadly Yield

Weapons of mass destruction generally refer to biological, chemical, and nuclear weapons.



Source: "Weapons of Mass Destruction," *National Geographic*, November 2002 (adapted)

7a Using the information on this time line, identify **one** way a weapon of mass destruction was used. [1]

Score

b Using the information on this time line, identify **one** attempt made to address a problem related to weapons of mass destruction. [1]

Score

Document 8



Source: Jeff Danziger, Tribune Media Services, January 4, 2002 (adapted)

8 Based on this cartoon, state **one** reason nuclear weapons pose a threat to the world community. [1]

Score

Document 9

Civilian uranium is found at nonmilitary sites. It is used to conduct scientific and industrial research or to produce radioisotopes for medical purposes. This uranium can also be used to make highly enriched uranium (HEU), which is used in nuclear weapons.

Overview/Securing Civilian Uranium 235

- Terrorists who acquired less than 100 kilograms of highly enriched uranium (HEU) could build and detonate a rudimentary but effective atomic bomb relatively easily. HEU is also attractive for states that seek to develop nuclear weapons secretly, without having to test them.
- Unfortunately, large quantities of HEU are stored in nuclear research facilities worldwide—especially in Russia, often under minimal security.
- The U.S. and its allies have established programs to bolster security measures, convert reactors to use low-enriched uranium (which is useless for weapons) and retrieve HEU from research-reactor sites around the world. Dangerous gaps remain, however.
- High-level governmental attention plus a comparatively small additional monetary investment could go a long way toward solving the problem for good.

Source: Glaser and von Hippel, "Thwarting Nuclear Terrorism," *Scientific American*, February 2006

9 Based on this article by Glaser and von Hippel, state an attempt being made by the United States and its allies to improve the security of highly enriched uranium (HEU). [1]

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:

Genocide, threats to the environment, and weapons of mass destruction are problems that the world has had to face. Various attempts have been made by the international community and its members to address and resolve these problems.

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

Select *two* problems mentioned in the historical context and for *each*

- Describe the problem
- Discuss attempts made to address *and/or* resolve the problem

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2008 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student ... Sex: Male Female
Teacher ...
School ...

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26
2..... 27
3..... 28
4..... 29
5..... 30
6..... 31
7..... 32
8..... 33
9..... 34
10..... 35
11..... 36
12..... 37
13..... 38
14..... 39
15..... 40
16..... 41
17..... 42
18..... 43
19..... 44
20..... 45
21..... 46
22..... 47
23..... 48
24..... 49
25..... 50

FOR TEACHER USE ONLY

Part I Score _____
Part III A Score _____
Total Part I and III A Score []
Part II Essay Score _____
Part III B Essay Score _____
Total Essay Score []
Final Score (obtained from conversion chart) []

No. Right []

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2008 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

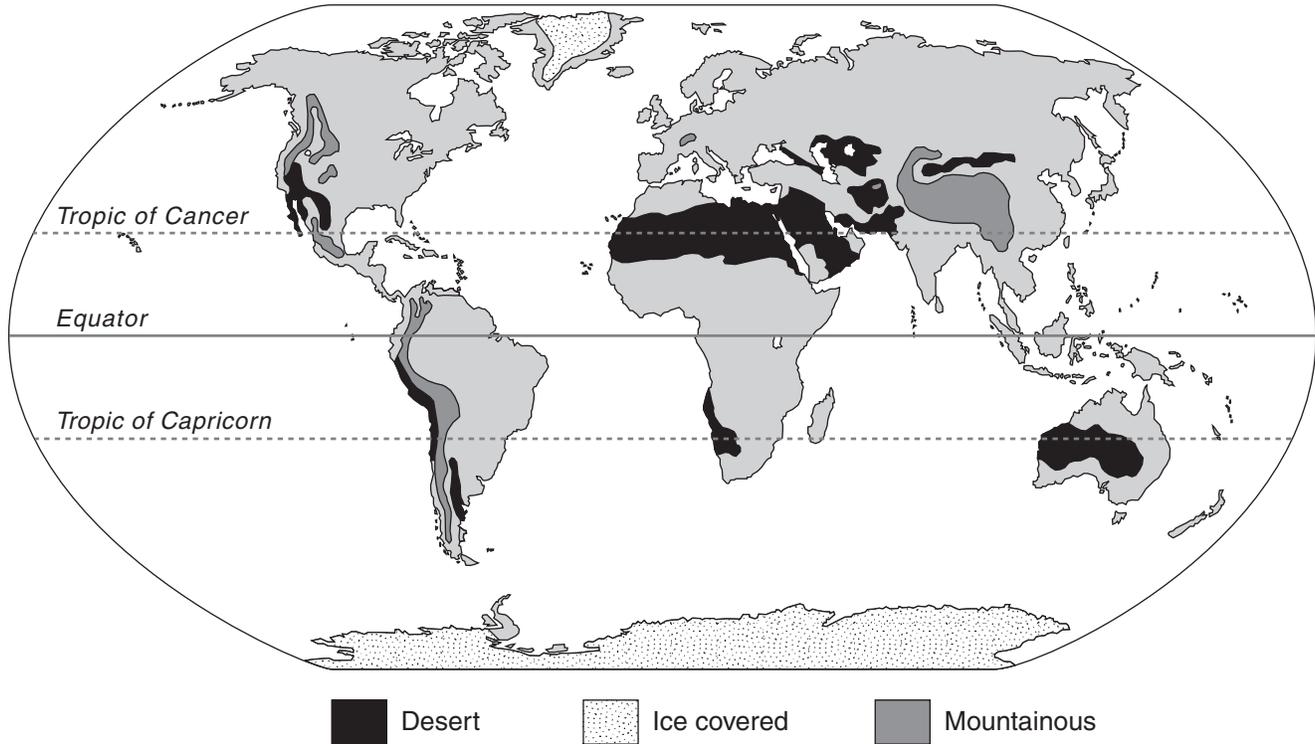
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the 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 map below and on your knowledge of social studies.

Selected World Climate Zones



Source: *Geography on File, Facts on File, 1994* (adapted)

1 Based on the information provided in this map, which statement is accurate?

- (1) The world's largest icecap is located in northern Europe.
- (2) Most mountainous climates are located on the eastern borders of the continents.
- (3) The largest desert area stretches from western Africa through much of southwestern Asia.
- (4) South America is connected to Antarctica by a narrow land bridge.

2 Slash-and-burn techniques are typically practiced by

- (1) people who live along rivers that deposit rich soil during floods
- (2) subsistence farmers who plant an area until the soil loses its fertility
- (3) farmers who rely on chemical fertilization and pesticides
- (4) nomads who use pastures for their livestock

3 Which feature would most likely be included in an economic system based on traditional agriculture and self-sufficiency?

- (1) banks
- (2) barter
- (3) gold standard
- (4) tariffs

- 4 Which geographic factor had a major influence on the development of both Egyptian and Babylonian civilizations?
- (1) river valleys
 - (2) cool temperatures
 - (3) locations near a strait
 - (4) mountains
- 5 Which description accurately identifies Socrates, Plato, and Aristotle?
- (1) rulers of the Roman Republic
 - (2) artists of the Italian Renaissance
 - (3) religious leaders of the Protestant Reformation
 - (4) philosophers of ancient Greece

Base your answer to question 6 on the passage below and on your knowledge of social studies.

... The actual journey to Mecca [Makkah] began on the fifth of *Dhu al-Hijjah*, 1393 (the 29th of December, 1973, according to the Gregorian calendar), at Beirut International Airport, but it was not until the afternoon of the seventh that I donned [put on] the *Ihram* [robe] and drove along on the road from Jiddah to Mecca. The road was crowded with cars, buses and trucks all packed with pilgrims chanting the Hajj refrain, the *Talbiyah*: . . .

— Michael E. Jansen, *An American Girl on the Hajj*

- 6 This passage describes the experience of a follower of
- | | |
|------------------|--------------|
| (1) Christianity | (3) Hinduism |
| (2) Islam | (4) Judaism |
-
- 7 In China, the development of civil service examinations and a belief in filial piety reflect the influence of
- | | |
|-------------|------------------|
| (1) Shinto | (3) Confucianism |
| (2) Jainism | (4) Buddhism |
- 8 One way in which the Code of Hammurabi, the Twelve Tables, and the Justinian Code are similar is that each
- (1) legalized monotheistic beliefs
 - (2) established legal standards
 - (3) provided records of economic activity
 - (4) supported republican governments

- 9 Which heading best fits the partial outline below?

I. _____

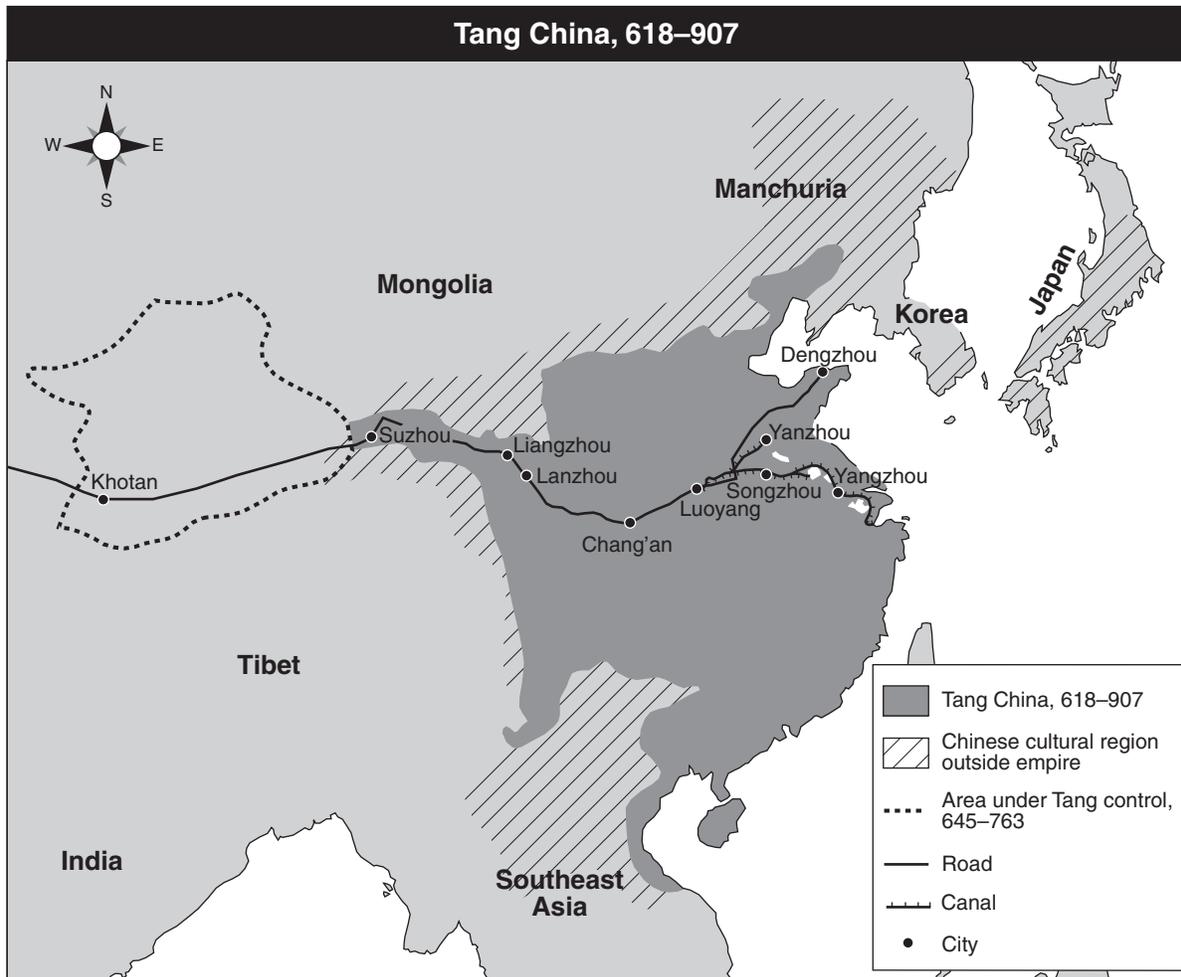
- A. People become more aware of the outside world.
- B. Merchant and craft guilds help commercial centers grow into cities.
- C. Trade routes develop to supply the growing demand for new products.
- D. Monarchs centralize control and increase their power.

- (1) Seljuk Turks Dominate Europe
 - (2) Democracy Ends in Eastern Europe
 - (3) Feudalism Declines in Western Europe
 - (4) Religion Becomes Powerful Force in Europe
- 10 One way in which the African kingdoms of Ghana and Mali are similar is that they
- (1) established their wealth through trade
 - (2) improved their military strength with the use of gunpowder
 - (3) opened trade routes to the Americas
 - (4) adopted Christianity as their major religion
- 11 One way in which the travels of Marco Polo and Ibn Battuta are similar is that they resulted in
- (1) an increased interest in different cultures
 - (2) the development of slavery
 - (3) a reduction in trade
 - (4) the discovery of East Asia
- 12
- Classical Greco-Roman ideas were revived.
 - Wealthy patrons supported the arts and education.
 - Humanism spread throughout western Europe.

Which period in European history is most closely associated with these statements?

- | | |
|---------------------------|------------------------|
| (1) Early Middle Ages | (3) Renaissance |
| (2) Industrial Revolution | (4) Hellenistic Period |

Base your answer to question 13 on the map below and on your knowledge of social studies.



Source: Patrick K. O'Brien, general editor, *Oxford Atlas of World History*, Oxford University Press (adapted)

13 Which statement about the Tang dynasty is best supported by the information on this map?

- (1) It experienced conflict in coastal areas.
- (2) Its boundaries extended to India.
- (3) It gained territory in Tibet and Korea.
- (4) It exchanged goods using overland routes.

14 One similarity between Martin Luther and Henry VIII is that they

- (1) argued against the establishment of a theocratic state
- (2) protested against the ideas of the Enlightenment
- (3) died during the Reign of Terror
- (4) challenged the teachings of the Catholic Church

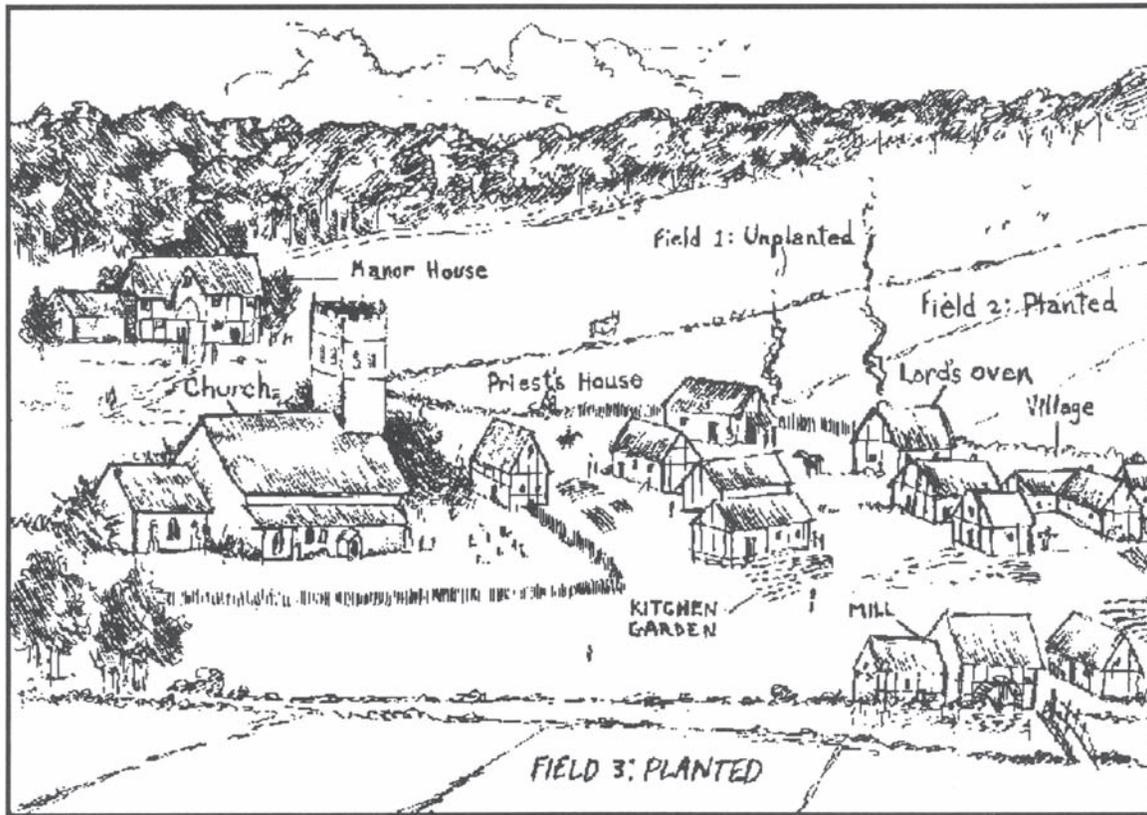
- 15
- Literacy rates rise.
 - Shakespeare's sonnets circulated.
 - Secular ideas spread.

Which innovation led directly to these developments?

- (1) printing press
- (2) astrolabe
- (3) paper currency
- (4) caravel

Base your answer to question 16 on the drawing below and on your knowledge of social studies.

A Typical Medieval Manor



Source: James Killoran et al., *The Key to Understanding Global Studies*, 5th edition, Jarrett Publishing Company (adapted)

16 What inference can be drawn from the location of the church in this drawing?

- (1) The mill was managed by the church.
- (2) Religion played a significant role in the lives of the residents.
- (3) The church controlled trade within the manor.
- (4) The church played a limited role in education.

17 Which geographic feature had the greatest influence on the development of the Inca Empire?

- (1) deserts
- (2) irregular coastline
- (3) river valleys
- (4) mountains

18 What was one reason the Spanish conquistadors were able to conquer the Aztec Empire?

- (1) The Spanish soldiers made effective use of their military technology against the Aztecs.
- (2) Aztec religious beliefs promoted nonviolence.
- (3) Spain joined the Incas in their fight against the Aztecs.
- (4) The Spanish cavalry outnumbered the Aztec warriors.

19 Which statement describes an impact of the Columbian exchange on the lives of Europeans?

- (1) The combination of new products and ideas promoted economic growth.
- (2) Native Americans immigrated to Europe and competed with Europeans for jobs.
- (3) Millions of Europeans were killed by new American diseases.
- (4) Introduction of the Native American religions resulted in the decline of the Roman Catholic Church.

- 20 A common goal of Philip II of Spain and Louis XIV of France was to
- (1) spread Calvinism
 - (2) promote political revolutions
 - (3) maintain absolute power
 - (4) isolate their nations

Base your answer to question 21 on the speakers' statements below and on your knowledge of social studies.

Speaker A: My king has brought together the best mapmakers and scientists to study navigation. The expeditions he has sponsored will increase Portugal's trade with the East and make us wealthy.

Speaker B: My people lost their land and were forced to work in the mines and fields. They received little economic benefit.

Speaker C: My queen has chartered joint-stock companies to control trade with our colonies.

Speaker D: My people were enslaved and have endured unspeakable hardships. Many died during the Middle Passage.

- 21 Which two speakers would most likely support mercantilism?

- | | |
|-------------|-------------|
| (1) A and B | (3) B and D |
| (2) A and C | (4) C and D |
-

- 22 • Parliament offered the throne to King William and Queen Mary.
• Catholic King James II fled England for France.
• Parliament agreed to joint rule with the monarch.

These events are most closely associated with the

- (1) Crusades
- (2) French Revolution
- (3) Glorious Revolution
- (4) Reconquista

- 23 At the Congress of Vienna (1815), the governments of Europe reacted to the French Revolution and the rule of Napoleon by attempting to
- (1) restore old regimes to power
 - (2) spread the idea of democracy
 - (3) encourage nationalist movements
 - (4) promote the European free-trade zone

- 24 One political objective of both Otto von Bismarck and Giuseppe Garibaldi was to
- (1) overthrow divine right monarchies
 - (2) unify their nations
 - (3) establish communist systems
 - (4) form an alliance with Great Britain

- 25 Karl Marx predicted that laissez-faire capitalism would result in
- (1) a return to manorialism
 - (2) a revolution led by the proletariat
 - (3) fewer government regulations
 - (4) an equal distribution of wealth and income

- 26 The Portuguese control of Macao and the British control of Hong Kong in China are examples of
- | | |
|----------------------|------------------------|
| (1) collectivization | (3) self-determination |
| (2) imperialism | (4) containment |

- 27 Commodore Matthew Perry's visits to Japan in 1853 and 1854 resulted in the
- (1) colonization of Japan by the United States
 - (2) transfer of spheres of influence to China
 - (3) introduction of Christianity to Japanese society
 - (4) opening of trade and diplomatic relations with Japan

- 28 The term *militarism* can best be defined as
- (1) loyalty to a nation or ethnic group
 - (2) buildup of armaments in preparation for war
 - (3) avoidance of military involvement in civil wars
 - (4) control of territories for economic and political gain

- 29 A primary reason for Japan's involvement in the Sino-Japanese War and the Russo-Japanese War was to
- (1) acquire natural resources in Manchuria and Korea
 - (2) control trade and markets in Southeast Asia
 - (3) end Japan's policy of isolationism
 - (4) remove foreign invaders from Japanese soil

Base your answer to question 30 on the passage below and on your knowledge of social studies.

. . . His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country. . . .

- 30 This 1917 passage is taken from a document known as the
- (1) Truman Doctrine
 - (2) Marshall Plan
 - (3) Fourteen Points
 - (4) Balfour Declaration
-
- 31 Which slogan is associated with the Bolshevik (Russian) Revolution?
- (1) "An Eye for an Eye"
 - (2) "Peace, Land, and Bread"
 - (3) "Liberty, Equality, Fraternity"
 - (4) "Take up the White Man's Burden"
- 32 Which action is most closely associated with Atatürk (Mustafa Kemal)?
- (1) beginning the Zionist movement
 - (2) starting the Palestine Liberation Organization
 - (3) using Western practices to modernize Turkey
 - (4) enforcing Islamic law

- 33 Which aspect of the economy was emphasized in Joseph Stalin's five-year plans?
- (1) heavy industry
 - (2) consumer goods
 - (3) famine relief
 - (4) private landownership

- 34 Mohandas Gandhi is most closely associated with the
- (1) support of violence and terrorism to end British rule
 - (2) desire to strengthen the caste system
 - (3) use of civil disobedience to gain political freedom
 - (4) establishment of a national religion in India

- 35 ". . . Seventy thousand people were killed instantly, and many more would die — 60,000 by November and another 70,000 by 1950. Most of them would be victims of a new method of killing — radiation. . . ."

— Ronald Takai

The situation described in this passage was the direct result of which World War II event?

- (1) blitz of London
 - (2) attack on Pearl Harbor
 - (3) D-Day invasion of Normandy
 - (4) bombing of Hiroshima
- 36 Between 1945 and 1947, the differences between the Hindus and the Muslims in India led to the
- (1) Sepoy Mutiny
 - (2) Salt March
 - (3) policy of nonalignment
 - (4) partitioning of the subcontinent
- 37 What was a major reason for the formation of the North Atlantic Treaty Organization (NATO) in 1949?
- (1) to control European trade
 - (2) to resist Soviet aggression
 - (3) to support the blockade of Berlin
 - (4) to strengthen communist governments

- 38 In Egypt, Gamal Abdel Nasser's seizure of the Suez Canal continued his policy of
- (1) attracting investments from Western banks
 - (2) supporting the rights of British workers
 - (3) eliminating criticism of political opponents
 - (4) establishing national control of vital resources

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



Source: Arcadio Esquivel, Costa Rica, *La Nacion*; Panama, *La Prensa*

- 39 Which concept is illustrated in this cartoon?
- (1) nonalignment
 - (2) interdependence
 - (3) nationalism
 - (4) socialism
-
- 40 The histories of Latvia, Estonia, Lithuania, and Finland have been greatly affected by their
- (1) proximity to Russia
 - (2) abundant oil reserves
 - (3) aggressive foreign policies
 - (4) alliances with Israel
- 41 In 1989, the government of China responded to the challenge of protests in Tiananmen Square by
- (1) halting trade with the West
 - (2) allowing democratic elections
 - (3) sending in tanks and troops to end the demonstrations
 - (4) calling for a special session of the United Nations Security Council

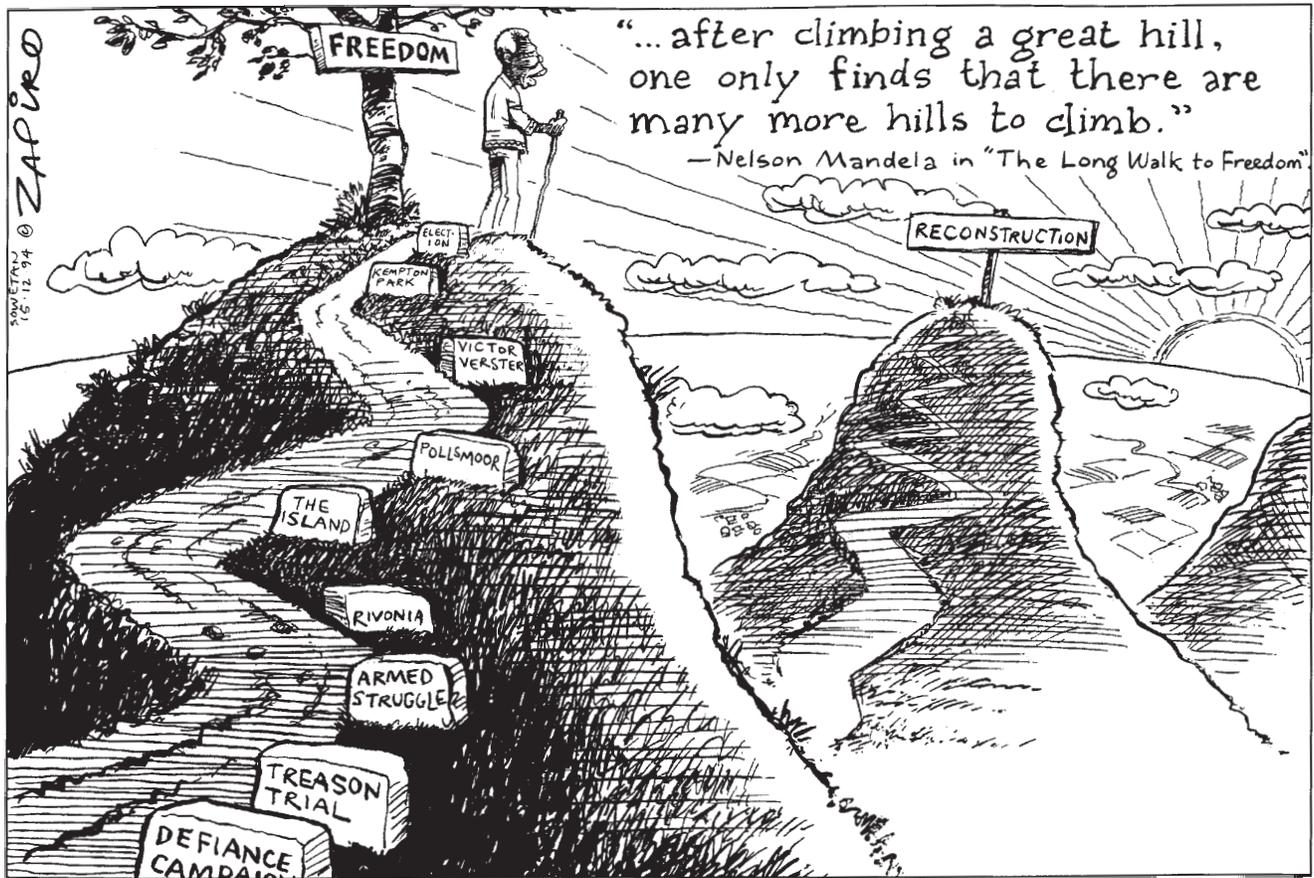
- 42 Which heading best completes the partial outline below?

I. _____

- A. Korea remains divided at the 38th parallel.
- B. East and West Berlin are split by a wall.
- C. Strategic arms limitation talks begin.

- (1) Emerging Nations of the World
 - (2) Results of the Cold War
 - (3) Economic Benefits of World War II
 - (4) Ethnic Conflicts in the World
- 43 Which action occurred in the Soviet Union under Mikhail Gorbachev?
- (1) Peasants were forced onto collective farms.
 - (2) Citizens experienced more personal freedoms under glasnost.
 - (3) The United States and the Soviet Union ended diplomatic relations.
 - (4) The Soviet government increased its control over the Orthodox Church.
- 44 Which statement is a fact rather than an opinion?
- (1) The growing economy of Brazil threatens the economic power of the United States.
 - (2) Free trade will lower the standard of living for workers in developed nations.
 - (3) The European Union (EU) has issued a common currency called the euro.
 - (4) Developing nations will never be able to compete with developed nations.

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Jonathan Shapiro (Zapiro), *Sowetan*, 1994

45 What is the main idea of this cartoon?

- (1) Nelson Mandela has completed South Africa's reconstruction.
- (2) Although black South Africans have overcome many obstacles to achieve freedom, many struggles lie ahead.
- (3) The mountains of South Africa have hindered black South African participation in national elections.
- (4) The reconstruction of South Africa can only be achieved through violence, treason, and defiance.

46 A study of the fall of the Roman Empire (476) and of the collapse of the Soviet Union (1991) shows that powerful empires can

- (1) lose strength when mercenaries enforce reforms
- (2) be threatened only when directly attacked by outsiders
- (3) conquer more than one continent and remain stable
- (4) be weakened by both internal and external pressures

47 A comparison of the feudal system in Europe and the encomienda system in Latin America shows that both systems

- (1) awarded land to the elite
- (2) promoted religious tolerance
- (3) relied on global trade for goods
- (4) used a parliamentary system of government

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.

Russian Economy



Source: Brian Gable, *The Globe and Mail*, Toronto, Canada (adapted)

- 48 The main idea of this 1990s cartoon is that Russia is
- (1) deciding between a capitalist or a communist system
 - (2) attempting to restore military power
 - (3) expressing concern about how the rest of the world views its government
 - (4) maintaining a balance between a civilian and a military government
-

- 49 • Location — included lands surrounding the eastern Mediterranean Sea
• People — Turks, Arabs, Greeks, Muslims, Christians, and Jews
• Nickname during the 19th and early 20th centuries — “Sick Man of Europe”

Which empire is described by these characteristics?

- | | |
|------------|-------------|
| (1) Gupta | (3) Roman |
| (2) Mongol | (4) Ottoman |

- 50 Which sequence of Russian events is in the correct chronological order?

- A. Catherine the Great westernizes Russia.
- B. Ivan III defeats the Mongols.
- C. Khrushchev places missiles in Cuba.
- D. Czar Nicholas II abdicates the throne.

- | | |
|-------------------|-------------------|
| (1) A → B → C → D | (3) B → C → A → D |
| (2) B → A → D → C | (4) D → A → C → B |
-

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

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

Task:

Identify **two** nonpolitical revolutions that brought important intellectual, economic, and/or social changes to societies and for **each**

- Describe **one** change brought about by this nonpolitical revolution
- Discuss an impact this nonpolitical revolution had on a specific society or societies

You may use any nonpolitical revolution that brought important intellectual, economic, and/or social changes from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution (10,000–6,000 B.C.), the Commercial Revolution (11th–18th centuries), the Scientific Revolution (16th–18th centuries), the Enlightenment (17th–18th centuries), the Agricultural Revolution (18th–19th centuries), the Industrial Revolution in Europe (18th–19th centuries), and the Green Revolution (late 20th century).

You are *not* limited to these suggestions. However, do *not* choose a *political* revolution as one of your two revolutions.

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

NAME _____ SCHOOL _____

In developing your answer to Part III, 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 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:

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great**, **Germany under the rule of Adolf Hitler**, and **China under the rule of Mao Zedong**. The efforts of these governments greatly affected their societies.

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

- Choose **two** governments mentioned in the historical context and for **each**
- Describe the efforts of the government to control the thoughts **and/or** actions of its people
 - Discuss an impact of this government’s efforts on its society

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

Peter the Great



Source: Chris Hinton, *What is Evidence?* John Murray, Ltd.

Document 1b

. . . A year later, in January 1700, Peter transformed persuasion into decree [law]. With rolling drums in the streets and squares, it was proclaimed that all boyars [Russian nobles], government officials and men of property, both in Moscow and in the provinces, were to abandon their long robes and provide themselves with Hungarian or German-style caftans. The following year, a new decree commanded men to wear a waistcoat, breeches, gaiters, boots and a hat in the French or German style, and women to put on petticoats, skirts, bonnets and Western shoes. Later decrees prohibited the wearing of high Russian boots and long Russian knives. Models of the new approved costumes were hung at Moscow's gates and in public places in the city for people to observe and copy. All who arrived at the gates in traditional dress except peasants were permitted to enter only after paying a fine. Subsequently, Peter instructed the guards at the city gates to force to their knees all visitors arriving in long, traditional coats and then to cut off the coats at the point where the lowered garment touched the ground. "Many hundreds of coats were cut accordingly," says Perry, "and being done with good humor it occasioned mirth [humor] among the people and soon broke the custom of wearing long coats, especially in places near Moscow and those towns wherever the Tsar came." . . .

Source: Robert K. Massie, *Peter the Great: His Life and World*, Alfred A. Knopf

1 Based on these documents, state **two** ways Peter the Great tried to control the actions of his people. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . Peter's military reform would have remained an isolated incident in Russian military history had it not left a distinct and deep impression on the social and intellectual composition of all Russian society, and even influenced future political developments. The military reform itself made necessary other innovations, first to maintain the reorganised and expensive military forces, and then to ensure their permanency. The new recruiting methods, by spreading military obligations to classes hitherto [up to this time] exempt, and thus affecting all social classes, gave the new army a more varied composition, and completely altered existing social relationships. From the time that noblemens' serfs and servants joined the new army as ordinary recruits instead of only as menials or valets [servants], the position of the nobility, which had been preponderant [dominant] in the old army, was completely changed. . . .

Source: Vasili Klyuchevsky, translated by Liliana Archibald, *Peter the Great*, St. Martin's Press

2a According to Vasili Klyuchevsky, what was **one** way Peter the Great attempted to control the Russian people? [1]

Score

b According to Vasili Klyuchevsky, what was **one** effect Peter the Great's reform had on the Russian nobles? [1]

Score

Document 3

Emergence of “Dual Russia”

The Petrine [Peter’s] Reform is often seen as the main cause and the starting point of the irrevocable [unalterable] split of Russian society into two parts. Peter’s reforms transformed the upper levels of Russian society while the masses remained largely unaffected by them. Peter had forced the nobility to acquire technical knowledge of Western Europe and to adopt European styles of dress and manners. An increasingly Europeanized education of the upper classes brought with it a familiarity with the philosophies and theories of the Enlightenment. Soon many Russian nobles even preferred to speak the languages of Western Europe (particularly French and German) to Russian. By the nineteenth century their world was European in dress, manners, food, education, attitudes, and language, and was completely alien to the way of life of the Russian popular masses. . . .

Source: Alexander Chubarov, *The Fragile Empire: A History of Imperial Russia*, Continuum

- 3 According to Alexander Chubarov, what was **one** long-term effect Peter the Great’s reform had on the upper classes of Russian society? [1]

Score

Document 4a

. . . On the night of May 10, 1933, thousands of Nazi students, along with many professors, stormed universities, libraries, and bookstores in thirty cities throughout Germany. They removed hundreds of thousands of books and cast them onto bonfires. In Berlin alone, more than twenty thousand books were burned. The book burnings were part of a calculated effort to “purify” German culture. Since April 12, the Nazi German Student Association had been purging libraries, working from lists of books deemed “un-German.” The authors of some of the books were Jews, but most were not. . . .

Source: Michael Berenbaum, *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, Little, Brown and Co.

4a According to Michael Berenbaum, what was **one** way the Nazi Party attempted to control the thoughts of the German people? [1]

Score

Document 4b

. . . The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer eds., *Can It Happen Again?*, Black Dog & Leventhal

4b According to the editors of *Can It Happen Again?*, what was **one** method used by the Nazi Party to influence the thinking of the young people of Germany? [1]

Score

Document 5

In this excerpt Horst Krüger, a German author and prisoner of war, describes his reaction to reading a newspaper account of Hitler's death. He is reflecting on the state of the press while Hitler was in power.

. . . When I first began to read the newspapers, he was already in power. I knew nothing but a subservient [obedient], bellicose [hostile], boastful press. I always felt it was a proven fact that Hitler had also conquered and occupied the German language, and my parents had always told me, "What you read in the papers isn't true, but you musn't say so. Outside, you must always act as if you believe everything." The German language and lies had become one and the same thing to me. Home was the only place where you could speak the truth. What you read in the papers was always a lie, but you weren't allowed to say so. And now I was holding a newspaper that was in German and that did not lie. How was it possible? How could language and truth coincide? How did it happen that you could believe something you saw in print? It was the first free German paper of my life. . . .

Source: Horst Krüger, *A Crack in The Wall: Growing Up Under Hitler*, Ruth Hein, tr.,
Fromm International Publishing Corporation

5 According to Horst Krüger, what was **one** impact of the Nazi government on German society? [1]

Score

Document 6

This is an excerpt from the opening statement of Chief Prosecutor Robert H. Jackson at the trial of the major war criminals before the International Military Tribunal given on November 21, 1945.

. . . Germany became one vast torture chamber. Cries of its victims were heard round the world and brought shudders to civilized people everywhere. I am one who received during this war most atrocity tales with suspicion and scepticism [doubt]. But the proof here will be so overwhelming that I venture to predict not one word I have spoken will be denied. These defendants will only deny personal responsibility or knowledge.

Under the clutch of the most intricate web of espionage and intrigue that any modern state has endured, and persecution and torture of a kind that has not been visited upon the world in many centuries, the elements of the German population which were both decent and courageous were annihilated [reduced to nothing]. Those which were decent but weak were intimidated. Open resistance, which had never been more than feeble and irresolute, disappeared. But resistance, I am happy to say, always remained, although it was manifest in only such events as the abortive effort to assassinate Hitler on July 20, 1944. With resistance driven underground, the Nazi had the German State in his own hands.

But the Nazis not only silenced discordant voices. They created positive controls as effective as their negative ones. Propaganda organs, on a scale never before known, stimulated the Party and Party formations with a permanent enthusiasm and abandon such as we, democratic people, can work up only for a few days before a general election. They inculcated [impressed upon] and practiced the Führerprinzip [leadership principle] which centralized control of the Party and of the Party-controlled State over the lives and thought of the German people, who are accustomed to look upon the German State, by whomever controlled, with a mysticism [a power to believe] that is incomprehensible to my people [the United States public]. . . .

Source: *Trial of the Major War Criminals Before the International Military Tribunal, Nuremberg, 14 November 1945–1 October 1946*

6 According to Chief Prosecutor Jackson, what was **one** effect the Nazi government's actions had on the people of Germany? [1]

Score

Document 7

This is an account of Nien Cheng's experiences during the Cultural Revolution. This excerpt describes what was happening the day she was sent to the Detention House.

. . . The streets of Shanghai, normally deserted at nine o'clock in the evening, were a sea of humanity. Under the clear autumn sky in the cool breeze of September, people were out in thousands to watch the intensified activities of the Red Guards. On temporary platforms erected everywhere, the young Revolutionaries were calling upon the people in shrill and fiery rhetoric to join in the Revolution, and conducting small-scale struggle meetings against men and women they seized at random on the street and accused of failing to carry Mao's Little Red Book of quotations or simply wearing the sort of clothes the Red Guards disapproved of. Outside private houses and apartment buildings, smoke rose over the garden walls, permeating the air as the Red Guards continued to burn books indiscriminately. . . .

Source: Nien Cheng, *Life and Death in Shanghai*, Penguin Books

7 According to Nien Cheng, what were **two** actions taken by the Red Guards in an attempt to control the thoughts of the people during Mao's rule in China? [2]

(1) _____

Score

(2) _____

Score

Document 8



In Following the Revolutionary Road, Strive for an Even Greater Victory

Mao as the Reddest Red Sun in people's hearts, floating above Tiananmen Square. At the front of the huge, Little Red Book-waving crowd are the figures of a worker, peasant, and soldier, while representatives from other occupations stand just behind. The Book was compiled from Mao's Selected Works by Lin Biao in the early 1960s to be used for propaganda work in the People's Liberation Army. After the Cultural Revolution began, it became an integral part of the ritual of Mao worship. By 1970, this kind of orchestrated adulation [staged praise] and the power of Lin Biao were both at their zenith [height].

Source: *Picturing Power: Posters from the Chinese Cultural Revolution Exhibit*, Indiana University

- 8 According to this document, what was **one** way that Mao's government attempted to influence the people of China? [1]

Score

Document 9

. . . Between 1966 and 1976, a whole generation of teenagers failed to receive a real education; other Chinese came to call them “the lost generation.” At least twenty thousand people lost their lives because of the Cultural Revolution.

. . . Because of the Cultural Revolution, many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs. Needing to fill that gap, some of them began looking to the West — especially to the Western ideals of democracy, freedom, capitalism, and individualism. . . .

Source: *Great Events: The Twentieth Century 1960–1968*, Salem Press

9 Based on this excerpt from *Great Events*, state **one** impact the Cultural Revolution had on Chinese society. [1]

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:

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great**, **Germany under the rule of Adolf Hitler**, and **China under the rule of Mao Zedong**. The efforts of these governments greatly affected their societies.

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

- Choose *two* governments mentioned in the historical context and for *each*
- Describe the efforts of the government to control the thoughts *and/or* actions of its people
 - Discuss an impact of this government's efforts on its society

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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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2008 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student ... Sex: Male Female
Teacher ...
School ...

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26
2..... 27
3..... 28
4..... 29
5..... 30
6..... 31
7..... 32
8..... 33
9..... 34
10..... 35
11 36
12..... 37
13..... 38
14..... 39
15..... 40
16..... 41
17..... 42
18..... 43
19..... 44
20..... 45
21..... 46
22..... 47
23..... 48
24..... 49
25..... 50

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score []

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score []

Final Score (obtained from conversion chart) []

No. Right []

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2007 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which source of information is considered a primary source?
- (1) travel diary of Ibn Battuta
 - (2) modern novel about the Golden Age of Islam
 - (3) textbook on the history of North Africa
 - (4) dictionary of English words adapted from Arabic
- 2 Which continent's economic and political development has been influenced by the Andes Mountains and the Amazon River?
- (1) Asia
 - (2) Africa
 - (3) Europe
 - (4) South America
- 3
- Planting wheat and barley
 - Domesticating animals
 - Establishing permanent homes and villages
- At the beginning of the Neolithic Revolution, the most direct impact of these developments was on
- (1) religion and government
 - (2) transportation and trade
 - (3) diet and shelter
 - (4) climate and topography
- 4
- Kushites adapted Egyptian art and architecture.
 - Greeks adopted Phoenician characters for an alphabet.
 - Arabs used the Indian mathematical concept of zero.
- These actions are examples of
- (1) filial piety
 - (2) cultural diffusion
 - (3) scientific research
 - (4) ethnocentrism
- 5 Which belief system is most closely associated with the terms *Eightfold Path*, *Four Noble Truths*, and *nirvana*?
- (1) Buddhism
 - (2) Christianity
 - (3) Judaism
 - (4) Shinto
- 6 . . . “If a man has knocked out the teeth of a man of the same rank, his own teeth shall be knocked out. If he has knocked out the teeth of a plebeian (commoner), he shall pay one-third of a mina of silver.” . . .
- Code of Hammurabi
- Which statement is supported by this excerpt from Hammurabi's code of laws?
- (1) All men are equal under the law.
 - (2) Fines are preferable to physical punishment.
 - (3) Law sometimes distinguishes between social classes.
 - (4) Violence must always be punished with violence.
- 7 Confucianism had a strong impact on the development of China mainly because this philosophy
- (1) established a basic structure for military rule
 - (2) provided a basis for social order
 - (3) contained the framework for a communist government
 - (4) stressed the importance of the individual
- 8 The terms *masters*, *apprentices*, and *journeymen* are most closely associated with the
- (1) encomienda system of Latin America
 - (2) guild system of Europe in the Middle Ages
 - (3) civil service system of China during the Tang dynasty
 - (4) caste system of India

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.



Source: Mazour and Peoples, *World History: People and Nations*, Harcourt Brace Jovanovich (adapted)

9 Which statement is best supported by the information on this map?

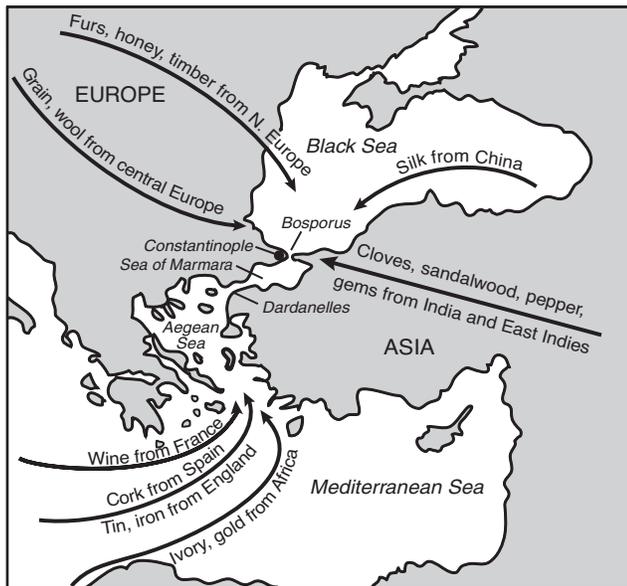
- (1) The Roman Empire extended over three continents.
- (2) Rivers kept invaders out of the Roman Empire.
- (3) Alexandria served as the eastern capital of the Roman Empire.
- (4) Carthage was eventually destroyed by the Romans.

10 Based on the information provided by this map, which body of water was most likely the center of Roman trade?

- (1) Red Sea
- (2) Black Sea
- (3) Atlantic Ocean
- (4) Mediterranean Sea

Base your answer to question 11 on the map below and on your knowledge of social studies.

Trade about A.D. 1000



Source: Farah and Karls, *World History, The Human Experience*, Glencoe/McGraw-Hill (adapted)

11 Based on the information provided by this map, which statement about Constantinople is accurate?

- (1) Africans traded more goods in Constantinople than in any other area.
- (2) Constantinople was a city located on the Mediterranean Sea.
- (3) Gold was the primary commodity that China sent to Constantinople.
- (4) Constantinople was an important trading center.

12 One major characteristic of the Renaissance period is that the

- (1) Catholic Church no longer had any influence in Europe
- (2) manor became the center of economic activity
- (3) classical cultures of Greece and Rome were revived and imitated
- (4) major language of the people became Latin

13 “. . . Therefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved; . . .”

— Martin Luther

Which period in European history is most directly related to this statement?

- (1) Age of Exploration
- (2) Scientific Revolution
- (3) Crusades
- (4) Protestant Reformation

14 The economies of the western African civilizations of Ghana, Mali, and Songhai relied on

- (1) industrial growth
- (2) shipbuilding
- (3) textile production
- (4) trans-Saharan trade routes

15 A major reason for Zheng He’s voyages during the 15th century was to

- (1) promote trade and collect tribute
- (2) establish colonies in Africa and India
- (3) seal off China’s borders from foreign influence
- (4) prove the world was round

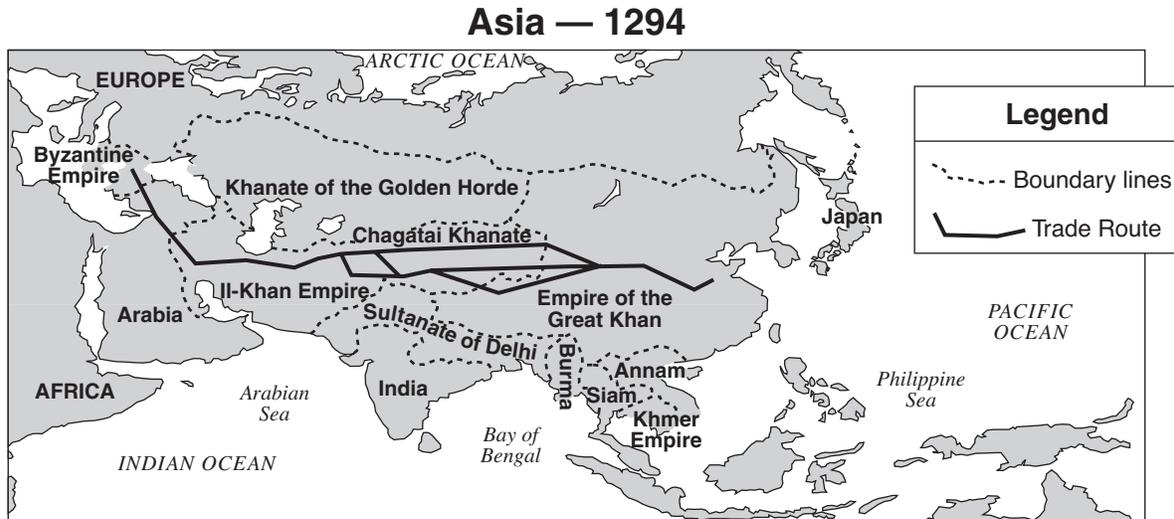
16 What was one effect of the Columbian exchange?

- (1) rapid decline in European population
- (2) economic instability in China and Japan
- (3) introduction of new foods to both Europe and the Americas
- (4) spread of Hinduism into Latin America

17 From the 15th to the 18th centuries, absolute monarchs of Europe and Asia sought to

- (1) increase the power of the Catholic Church
- (2) centralize their political power
- (3) redistribute land to the peasants
- (4) strengthen feudalism

Base your answer to question 18 on the map below and on your knowledge of social studies.



Source: GeoSystems Global Corporation (adapted)

18 Which group of people ruled much of Asia during the period shown on this map?

- (1) Mongol
- (2) Indian
- (3) Japanese
- (4) European

19 Which person is credited with saying “L’état, c’est moi” (I am the state)?

- (1) Louis XIV
- (2) John Locke
- (3) Karl Marx
- (4) Queen Isabella

20 Seventeenth-century scholars Galileo Galilei and René Descartes faced serious challenges to their scientific theories because their ideas

- (1) were based on the Bible
- (2) contradicted traditional medieval European beliefs
- (3) relied only on teachings from non-Christian cultures
- (4) were not supported by scientific investigations

21 Which statement expresses an idea of the Enlightenment?

- (1) The king is sacred and answers only to God.
- (2) History is a continuous struggle between social classes.
- (3) Those who are the most fit will survive and succeed.
- (4) All individuals have natural rights.

22 The breakdown of traditions, increased levels of pollution, and the expansion of slums are negative aspects of

- (1) militarism
- (2) collectivization
- (3) pogroms
- (4) urbanization

23 Which heading best completes this partial outline?

<p>I. _____</p> <ul style="list-style-type: none"> A. Rivalries between powerful countries over colonies B. Breakup of large empires C. Demand for self-determination by ethnic groups

- (1) Reasons For Communist Revolutions
- (2) Effects of Nationalism
- (3) Methods of Propaganda
- (4) Formation of Democratic Governments

Base your answer to question 24 on the passage below and on your knowledge of social studies.

... The factory owners did not have the power to compel anybody to take a factory job. They could only hire people who were ready to work for the wages offered to them. Low as these wage rates were, they were nonetheless much more than these paupers could earn in any other field open to them. It is a distortion of facts to say that the factories carried off the housewives from the nurseries and the kitchens and the children from their play. These women had nothing to cook with and [nothing] to feed their children. These children were destitute [poor] and starving. Their only refuge was the factory. It saved them, in the strict sense of the term, from death by starvation. . . .

— Ludwig von Mises, *Human Action, A Treatise on Economics*, Yale University Press

24 Which statement summarizes the theme of this passage?

- (1) Factory owners created increased hardships.
- (2) Factory owners preferred to use child laborers.
- (3) The factory system allowed people to earn money.
- (4) The factory system created new social classes.

25 What was one impact of industrialization on Japan during the Meiji Restoration?

- (1) Japan became more isolated from world affairs.
- (2) Demand for natural resources increased.
- (3) Japan became a colonial possession of China.
- (4) Traditional practices of Bushido were reintroduced.

Base your answer to question 26 on the map below and on your knowledge of social studies.



Source: Robert Feeney et al., *Brief Review in Global Studies*, Prentice Hall (adapted)

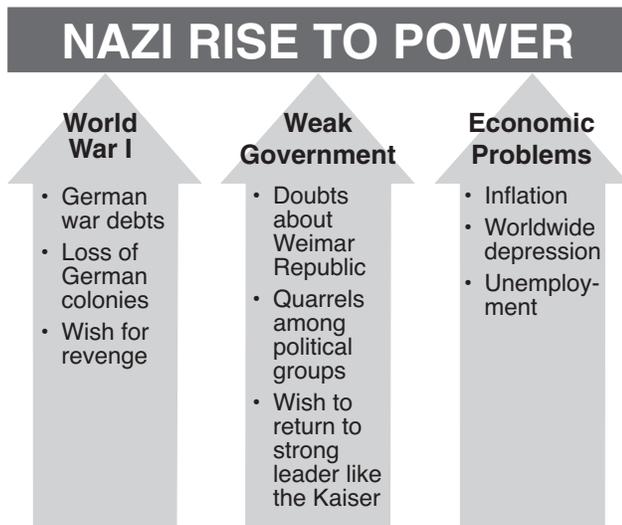
26 This map illustrates the concept of

- (1) ethnocentrism
- (2) socialism
- (3) containment
- (4) imperialism

27 Which region was described as “the powder keg of Europe” prior to World War I?

- (1) Iberian Peninsula
- (2) British Isles
- (3) Balkan Peninsula
- (4) Scandinavia

Base your answer to question 32 on the chart below and on your knowledge of social studies.



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

- 32 Based on the information in this chart, which situation gave rise to Nazi power in Germany?
- (1) global prosperity and trade
 - (2) success of the Weimar Republic
 - (3) political and economic instability
 - (4) expansion of Germany's colonial empire

Base your answer to question 33 on the passage below and on your knowledge of social studies.

... "We may anticipate a state of affairs in which two Great Powers will each be in a position to put an end to the civilization and life of the other, though not without risking its own. We may be likened to two scorpions in a bottle, each capable of killing the other, but only at the risk of his own life." . . .

— J. Robert Oppenheimer, July 1953

- 33 This statement expresses concern about the
- (1) threats to the environment by developed and developing economies
 - (2) differences between command and market economies
 - (3) economic costs of World War II
 - (4) dangers of the Cold War

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.

Sending Forth Another Dove



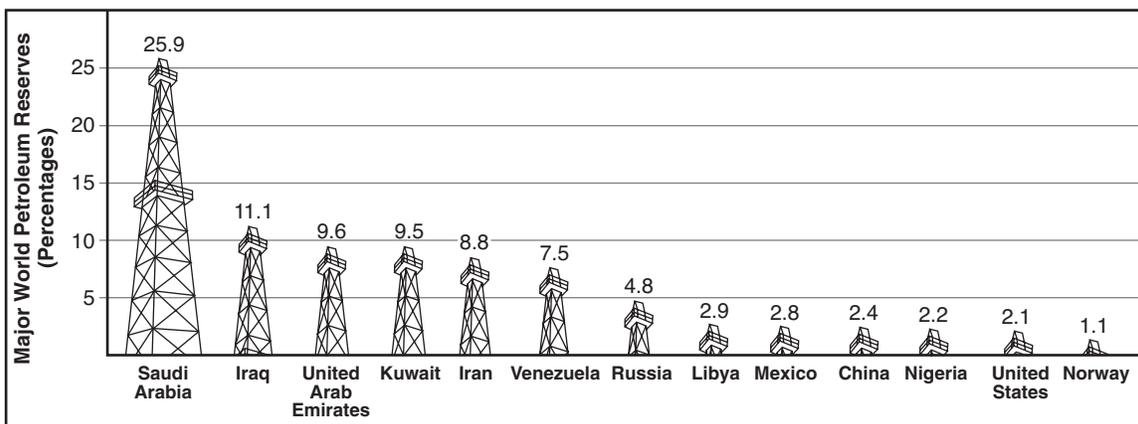
Source: Herblock, May 13, 1941 (adapted)

- 34 The main idea of this 1941 cartoon is that Japan, Italy, and Germany
- (1) had formed an alliance for peace
 - (2) were determined to defeat communism
 - (3) had supported a peaceful international solution
 - (4) were committed to aggression

- 35 At the end of World War II, the British decided to partition the Indian subcontinent into the nations of India and Pakistan. What was a primary reason for this division?
- (1) India had adopted a policy of nonalignment.
 - (2) Religious differences had led to conflicts between Hindus and Muslims.
 - (3) Most of India's valuable resources were located in the south.
 - (4) British India's Muslim minority controlled most of India's banking industry.

Base your answer to question 36 on the graph below and on your knowledge of social studies.

World Petroleum Reserves



Source: John T. Rourke, *International Politics on the World Stage*, McGraw-Hill, 2003 (adapted)

- 36 Which conclusion is best supported by the information provided on this graph?
- (1) The United States has adequate petroleum reserves to meet future needs.
 - (2) Nations lacking major petroleum reserves cannot industrialize.
 - (3) Overproduction of petroleum products has caused inflation in the Middle East.
 - (4) Most of the world's largest petroleum reserves are located in the Middle East.

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Clay Bennett, *Christian Science Monitor*, 2002

- 37 What does this cartoon suggest about the introduction of the EURO in Europe?
- (1) Additional countries were created.
 - (2) Isolation among nations increased.
 - (3) Communist economic policies were adopted.
 - (4) Economic barriers between nations decreased.

38 The Four Modernizations of Deng Xiaoping in the 1970s and 1980s resulted in

- (1) an emphasis on the Five Relationships
- (2) a return to Maoist revolutionary principles
- (3) a move toward increased capitalism
- (4) the end of the communist system of government

39 One way in which Ho Chi Minh, Fidel Castro, and Kim Jong Il are similar is that each

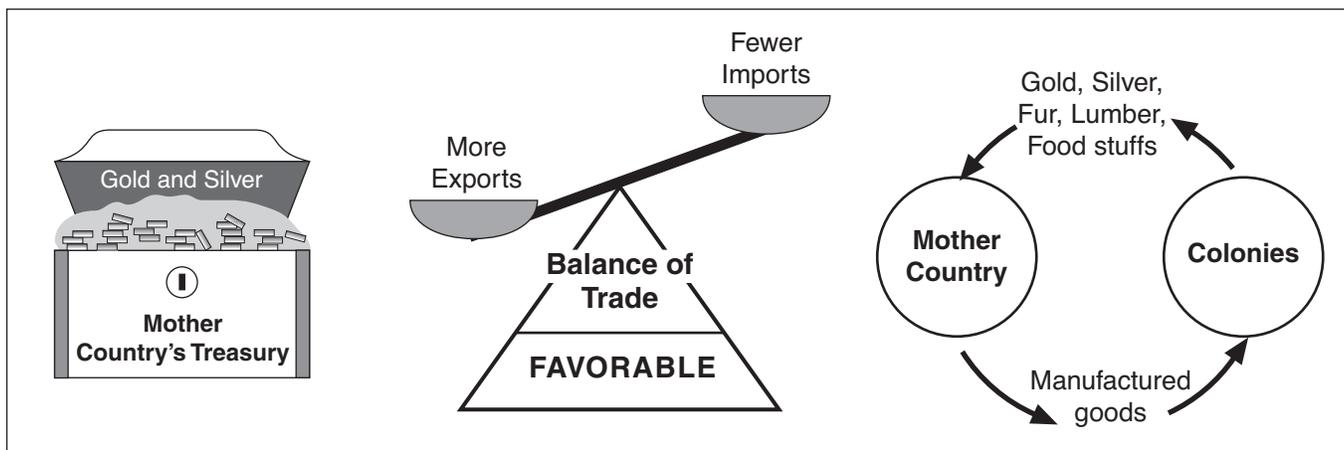
- (1) set up democratic governments
- (2) used Marxist political principles
- (3) overthrew a ruling monarch
- (4) promoted Confucian principles

40 In the late 20th century, the Green Revolution had the greatest impact on

- (1) grain production in India
- (2) political freedom in Russia
- (3) economic reforms in Cuba
- (4) traditional customs in Japan

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

A European View



41 Which policy is portrayed in this illustration?

- (1) nonalignment
- (2) laissez-faire capitalism
- (3) perestroika
- (4) mercantilism

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *The Orlando Sentinel* (adapted)

42 What is the main idea of this cartoon?

- (1) The original causes of apartheid have not been eliminated.
- (2) Apartheid improved race relations in South Africa.
- (3) Peace can be achieved by nonviolence.
- (4) Hate is caused by poverty.

43 Ethnic cleansing in Bosnia, the killing fields of Cambodia (Kampuchea), and the dirty war in Argentina are all examples of

- (1) nationalist revolts
- (2) human rights violations
- (3) international terrorism
- (4) religious conflicts

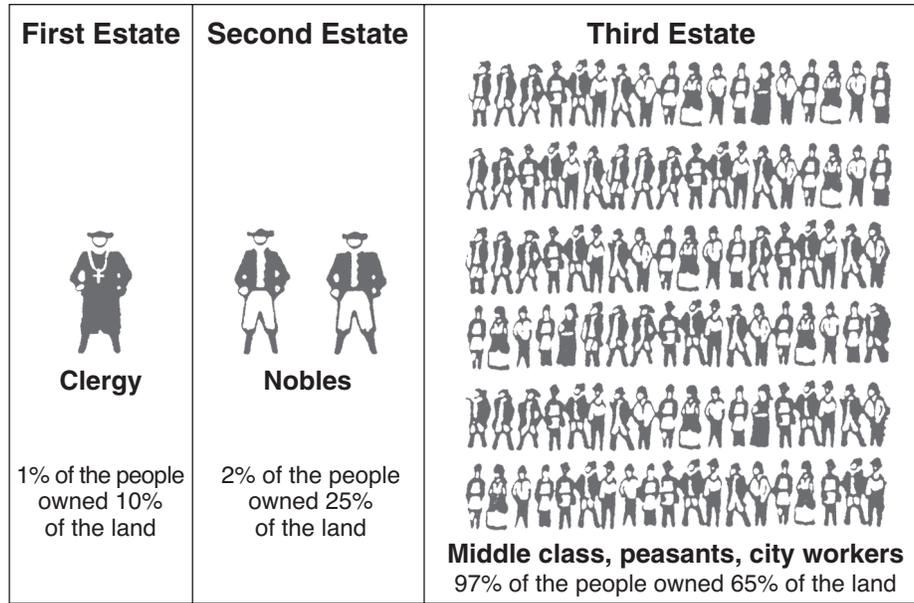
44 Studying the architectural features of the Parthenon, Notre Dame Cathedral, and the Taj Mahal provides information about the

- (1) beliefs and values of a given culture
- (2) climatic changes in an area
- (3) 19th-century use of technology
- (4) influence of Chinese design

45 Which geographic factor had the most influence on the development of Inca society and Japanese society?

- (1) frequent monsoons
- (2) large deserts
- (3) mountainous topography
- (4) tropical climate

Base your answer to question 46 on the diagram below and on your knowledge of social studies.



Source: Schwartz and O'Connor, *Democracy and Nationalism*, Globe Book Company (adapted)

46 Which revolution resulted from the division of society shown in this diagram?

- | | |
|--------------------|--------------------|
| (1) Puritan (1642) | (3) Mexican (1910) |
| (2) French (1789) | (4) Russian (1917) |

47 The golden ages of the Roman, Byzantine, and Ottoman Empires can be attributed in part to

- (1) cultural isolation
- (2) stable governments
- (3) command economies
- (4) distinct social classes

48 One way in which Simón Bolívar, Jomo Kenyatta, and Mohandas Gandhi are similar is that each

- (1) led a nationalist movement
- (2) used nonviolent tactics
- (3) supported imperialism
- (4) opposed communism

49 Which factor most hindered the efforts of both Napoleon and Hitler to conquer Russia?

- (1) climate
- (2) fortifications
- (3) advanced technology
- (4) lack of ports

50 One way in which the Sepoy Mutiny in India, the Zulu resistance in southern Africa, and the Boxer Rebellion in China are similar is that each resulted from

- (1) government policies of ethnic cleansing
- (2) attempts by democratic forces to overthrow the monarchy
- (3) native reaction to foreign interference in the region
- (4) government denial of access to fertile farmland

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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: Political Systems

Political systems have affected the history and culture of nations and societies.

Task:

Choose **two** different political systems and for **each**

- Describe the characteristics of the political system
- Discuss how the political system has affected the history **or** culture of a specific nation or society

You may use any political systems from your study of global history. Some suggestions you might wish to consider include absolute monarchy, constitutional monarchy, parliamentary democracy, direct democracy, theocracy, communism, and fascism.

You are *not* limited to these suggestions.

Do *not* use the United States as an example of a nation or society.

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

NAME _____ SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of nations and regions.

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

- Discuss how natural resources have helped *and/or* hindered the development of specific nations *or* regions

Do not use the United States as the specific nation or region.

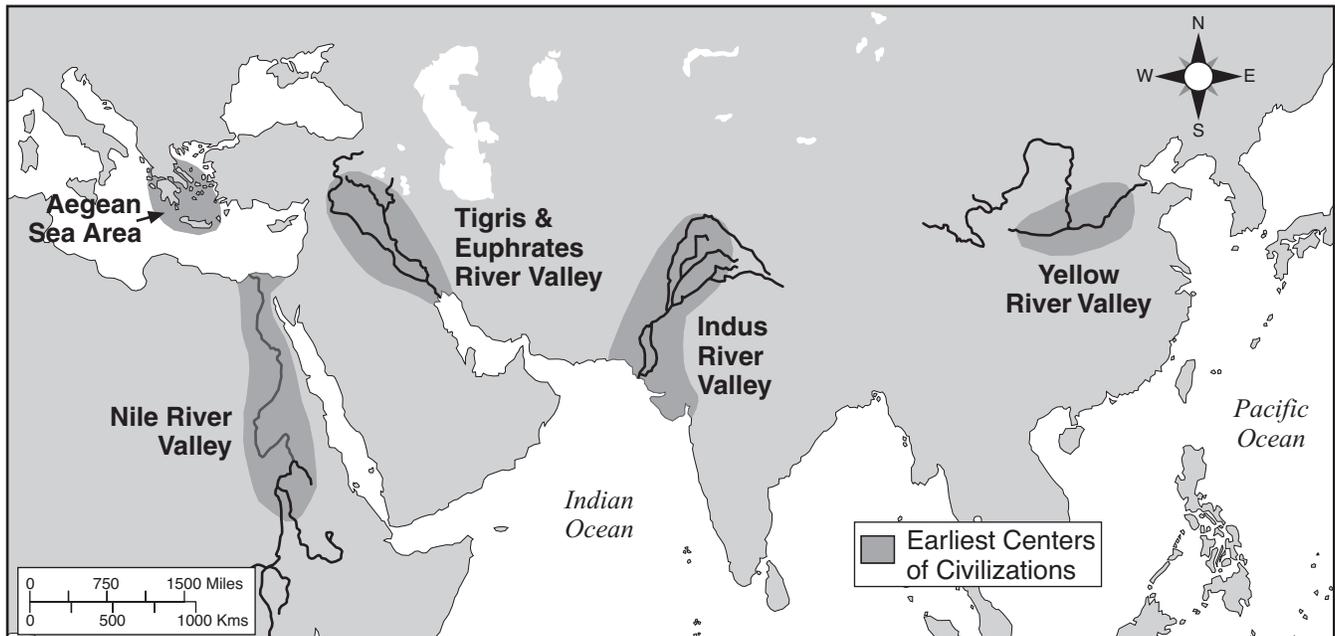
Part A

Short-Answer Questions

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

Document 1

Earliest Civilizations, 3500 – 1500 BC



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

- 1 Based on this map, identify **one** geographic feature that influenced the location of early centers of civilization. [1]

Score

Document 2a

“Farmers in India Await the Rains, and Despair”

REWARI, India—When the monsoon rains that sweep across India every year failed to arrive in late June, the farmers here began to worry. Now, as they scan the empty blue skies for signs of clouds, their worry is turning to despair.

Broad swaths [wide areas] of India are seeing the country’s worst drought in 15 years. Here in the northern state of Haryana, the level of rainfall until July 24 was 70% below average; for the country as a whole, it was 24% below normal. Since July 24, there has been little relief for the hardest-hit areas.

Under these parched [very dry] conditions, economists say, India’s growth could wilt, since agriculture accounts for a quarter of gross domestic product [GDP] and sustains [supports] two-thirds of the nation’s billion-strong population. Before the drought, economists were expecting agricultural expansion of around 2% and GDP growth of 4.5% to 6% in the current fiscal year, which began April 1. Now they are predicting that agricultural production will remain stagnant or even turn negative, shaving something like half a percentage point off overall economic growth. . . .

Source: Joanna Slater, *The Wall Street Journal*, August 6, 2002

2a Based on this excerpt by Joanna Slater, state **one** negative impact the lack of rain has had on the economy in India. [1]

Score

Document 2b

“Indian Monsoon Drenches the Land; Marketers Drench the Consumer”

BOMBAY, India—One year after a crippling drought, plentiful rains are sweeping across India—and delivering a flood of good news for its economy.

Agriculture’s contribution to India’s gross domestic product [GDP], its total output of goods and services, has declined over the past decade as the service and industrial sectors have grown. Nevertheless, the showers are a relief for farmers, who depend on the monsoon to irrigate their crops. They are also a boon [benefit] to sales of everything from tractors to shampoo; a good harvest puts more money in the pockets of rural consumers, improving the fortunes of companies ranging from Anglo-Dutch Unilever to Honda Motor Co. of Japan to South Korea’s Samsung Electronics Co.

Agriculture still sustains two-thirds of India’s billion-strong population and contributes a quarter of its GDP, which economists predict will expand by as much as 6.5% in the fiscal year ending next March, partly because of the abundant rains and the resurgent [recovered] farm sector. . . .

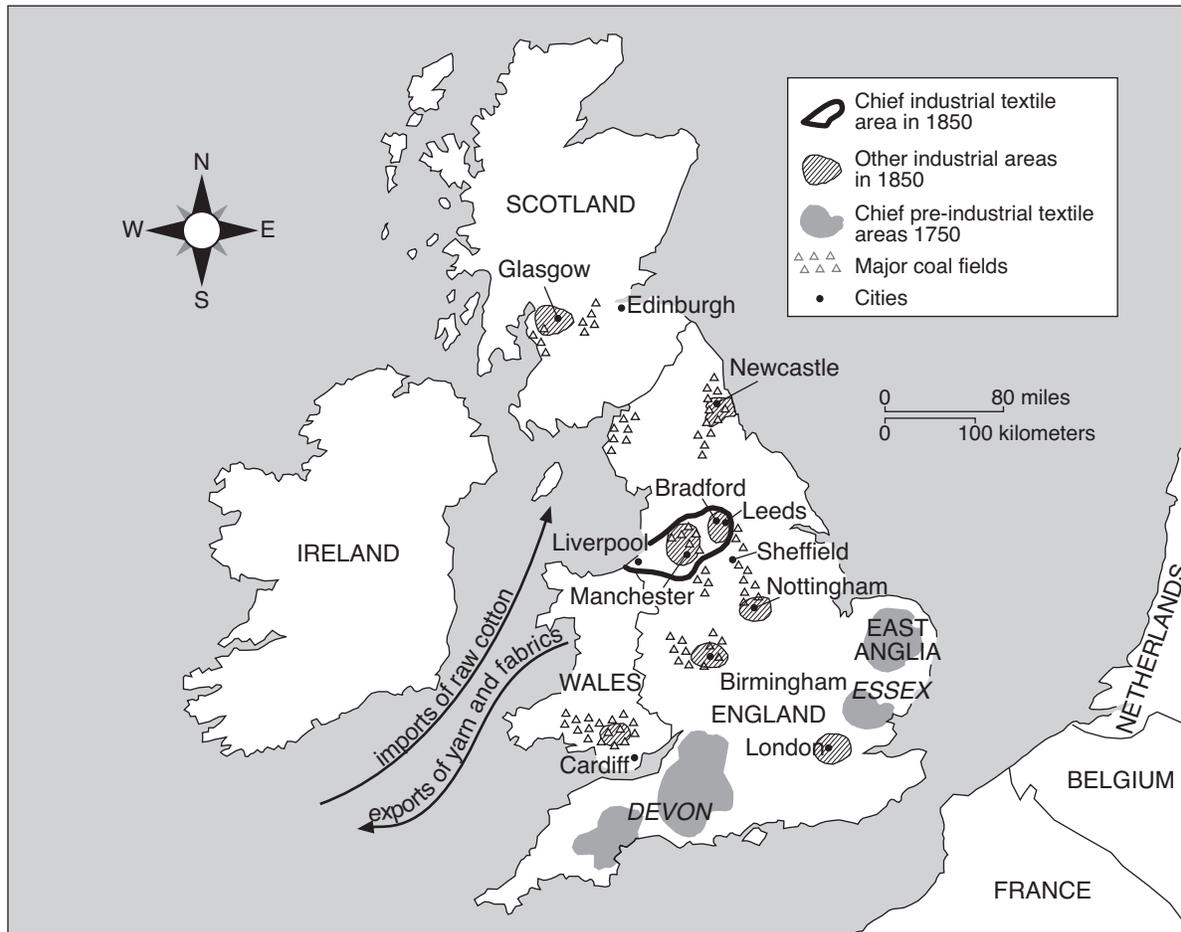
Source: Joanna Slater, *The Wall Street Journal*, July 24, 2003

2b Based on this excerpt by Joanna Slater, state **one** positive impact that abundant levels of rain have had on the economy in India. [1]

Score

Document 3

Great Britain, 1750–1850



Source: Holt and O'Connor, *Exploring World History Workbook*, Globe Book Company (adapted)

3 Based on this map, state **one** way that coal affected the development of Great Britain between 1750 and 1850. [1]

Score

Document 4

. . . The lives of factory workers in Manchester, and in the other new industrial cities rising up around Britain, were shaped by the burning of coal just as the coal miners' lives were shaped by the digging of it. Coal made the iron that built the machines the workers operated as well as the factories they worked in, and then it provided the power that made the machines and factories run. Coal gas provided the lights the workers toiled [worked] under, letting their work day start before dawn and end after dusk. When they left the factory doors, they would walk through a city made of coal-fired bricks, now stained black with the same coal soot that was soiling their skin and clothes. Looking up, they would see a sky darkened by coal smoke; looking down, a ground blackened by coal dust. When they went home, they would eat food cooked over a coal fire and often tainted with a coal flavor, and with each breath, they would inhale some of the densest coal smoke on the planet. In short, their world was constructed, animated, illuminated, colored, scented, flavored, and generally saturated by coal and the fruits [results] of its combustion. . . .

Source: Barbara Freese, *Coal: A Human History*, Perseus Publishing

4 According to Barbara Freese, what are **two** effects that coal had on factory workers in the industrial cities of Great Britain during the Industrial Revolution? [2]

(1) _____

Score

(2) _____

Score

Document 5

Kuwait became a major supplier of oil during the late 1940s and the 1950s. Kuwait made a deal with foreign oil companies in return for payments. This money changed the way many people earned a living in Kuwait and led to a change in Kuwait's economic infrastructure.

. . .The government's efforts to modernize the City of Kuwait resulted in a construction boom, particularly in the period 1952 to 1965. Foreign planning consultants, architects, engineers, construction firms, and labor planned and created a city with the best material and technologies the industrial world could supply. In contrast to the land acquisition program, however, government outlays in this period to create social overhead capital did generate considerable economic activity. In addition to a great many public buildings, commercial centers, apartment blocks, and suburban community projects built in the period, the following were also constructed:

1. 176 government schools and 32 private schools.
2. 8 hospitals, 2 sanatoria [treatment centers], 37 dispensaries and health centers, 148 school dispensaries and 9 centers for preventive medicine.
3. 1,100 kilometers of paved roads.
4. A number of electric power stations and an expansive network for distribution and street lighting laid; between 1956 and 1965, installed capacity increased from 30,000 kwh to 370,000 kwh. . . .

Source: Jacqueline S. Ismael, "The Economic Transformation of Kuwait," *The Politics of Middle Eastern Oil*, Middle East Institute

5 According to Jacqueline S. Ismael, what are **two** ways Kuwait used its oil resources to improve the city of Kuwait? [2]

(1) _____

Score

(2) _____

Score

Document 6



“I can’t see a reason to go to war with Iraq....”

Source: Michael Ramirez, *Los Angeles Times*, January, 2003 (adapted)

6 Based on Michael Ramirez’s cartoon, in what way did Iraqi oil contracts influence the French government in 2003? [1]

Score

Document 7

. . . When De Beers discovered diamonds in Botswana in 1969, the government had been independent for three years, and the men running it were traditional chiefs who owned cattle. They came from a desert culture where people have to scrimp and save to survive the long, dry season.

During three decades, Botswana’s leaders have carefully guided what became the world’s fastest-growing economy. They invested in roads, schools and clinics. In stark contrast to the rulers of Angola and Congo, they created an African nation devoted to improving the lives of its people. In 1965, only about half of primary school-aged children attended school. Today, 90 percent of that group is enrolled. Life expectancy, which was less than 50 at independence, is now near 70.*

Phones work in Botswana, potholes get repaired, garbage gets picked up, and a lively press pokes fun at the government without fear. At \$3,600 per year, the gross national product per capita is seven times higher than the average for sub-Saharan Africa. The standard of living is higher than in South Africa, Turkey or Thailand.

“Diamonds are not devils,” said Terry Lynn Karl, professor of political science at Stanford and author of “The Paradox of Plenty,” (University of California Press, 1997), a book about the poisonous mix of natural resources, big money and thieving elites in developing countries. “What matters is that there be a tradition of good government and compromise in place prior to the exploitation of these resources.”. . .

* Correction: The United Nations says that because of AIDS, the figure has fallen sharply and is 41, no longer close to 70.

Source: Blaine Harden, “Africa’s Gems: Warfare’s Best Friend,” *New York Times*, April 6, 2000
Correction published April 17, 2000

7 According to Blaine Harden, what are **two** ways the sale of diamonds affected Botswana? [2]

(1) _____

Score

(2) _____

Score

Document 8

In 1980, diamonds were discovered at Gope in the Central Kalahari Game Reserve (CKGR). Since 1997, the government of Botswana has been removing the Bushmen from this area. Many wish to return to their traditional homelands.

. . . In a recent court case concerning the Bushmen's right to return to their ancestral lands, Tombale assured the court that the evictions had nothing to do with diamonds. This was strange, because the bushmen's lawyers had never mentioned diamonds. They were just defending the Gana and Gwi Bushmen's right to live on lands they had occupied for thousands of years.

And yet when Margaret Nasha said in February 2002 that the relocation of the Gana and Gwi was not unprecedented she cited an example of people being relocated 'to give way for projects of national interest' in Jwaneng. They were, in fact, relocated to make way for a diamond mine.

As Botswana's foreign minister Mompoti Merafhe has explained: 'Many Bushmen have been removed because of economic interests. In Orapa, my area, a great chunk of people were removed because of the mine. Botswana is where it is today because of this facilitation. These people are no exception.' . . .

Meanwhile, back in the Kalahari the Botswana government has been parcelling up the CKGR into diamond concessions and sharing them out between De Beers, the Australian-based company BHP Billiton and the Canadian outfit Motapa Diamond Inc. And by November last year virtually the entire game reserve, bar [except for] a small bite-sized chunk in the northwest, had been dished out.

So either the government has pulled off a fat scam by selling dud concessions to three unsuspecting multinationals — or it's lying. . . .

Source: "Why are the Bushmen being evicted?" *The Ecologist*, September 2003

8 Based on this excerpt from *The Ecologist*, state **one** impact the 1980 discovery of more diamonds has had on the people of Botswana. [1]

Score

Part B

Essay

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

Historical Context:

Throughout history, natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of nations and regions.

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

- Discuss how natural resources have helped **and/or** hindered the development of specific nations **or** regions

Do not use the United States as the specific nation or region.

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2007 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
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15..... 40.....
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17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2007 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

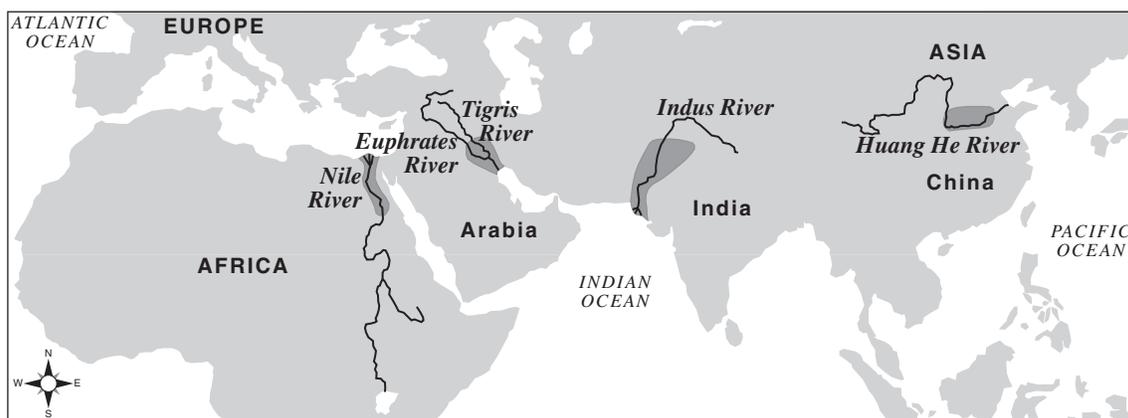
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the 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 map below and on your knowledge of social studies.



Source: Charles F. Gritzner, *Exploring Our World, Past and Present*, D. C. Heath and Company (adapted)

1 The main purpose of this map is to illustrate the location of

- (1) overseas trade routes
- (2) early belief systems
- (3) river valley civilizations
- (4) burial sites of ancient rulers

2 Which social scientist specializes in studying issues such as the scarcity of resources and availability of goods?

- (1) anthropologist
- (2) sociologist
- (3) economist
- (4) archaeologist

3 Which feature would most likely be shown on a physical map?

- (1) population density
- (2) vegetation zones
- (3) climate
- (4) mountain ranges

4 Which society practiced direct democracy?

- (1) ancient Athens
- (2) dynastic China
- (3) Gupta Empire
- (4) early Egypt

5 The caste system in India was characterized by

- (1) toleration for various religious beliefs
- (2) equality between men and women
- (3) a lack of social mobility
- (4) the right of people to choose their occupations

6 Which belief is most closely associated with the philosophy of Confucianism?

- (1) nirvana
- (2) reincarnation
- (3) prayer
- (4) filial piety

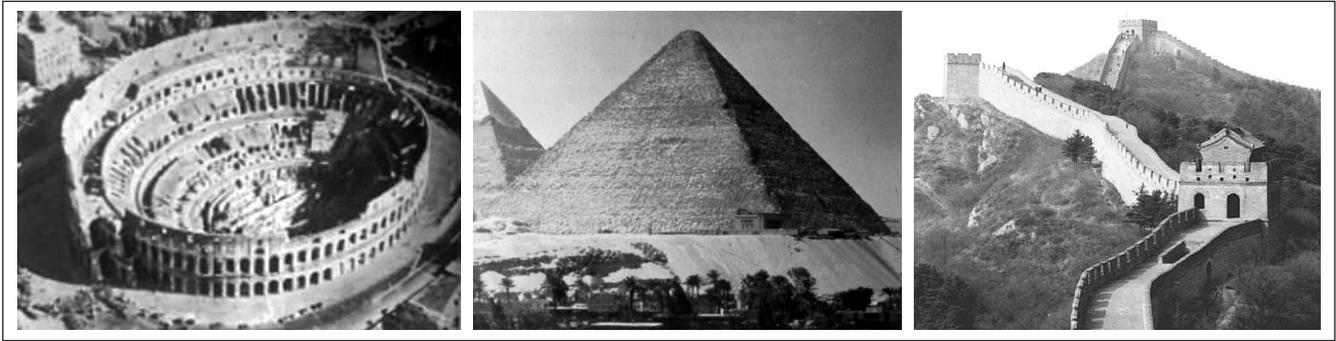
7 What was one result of large armies traveling great distances during the Crusades?

- (1) Europe's population severely declined.
- (2) Democracy in the Middle East grew.
- (3) Cultural diffusion increased.
- (4) Slavery was eliminated.

8 Constantinople was a thriving city in the 1200s mainly because of its location on a major trade route between

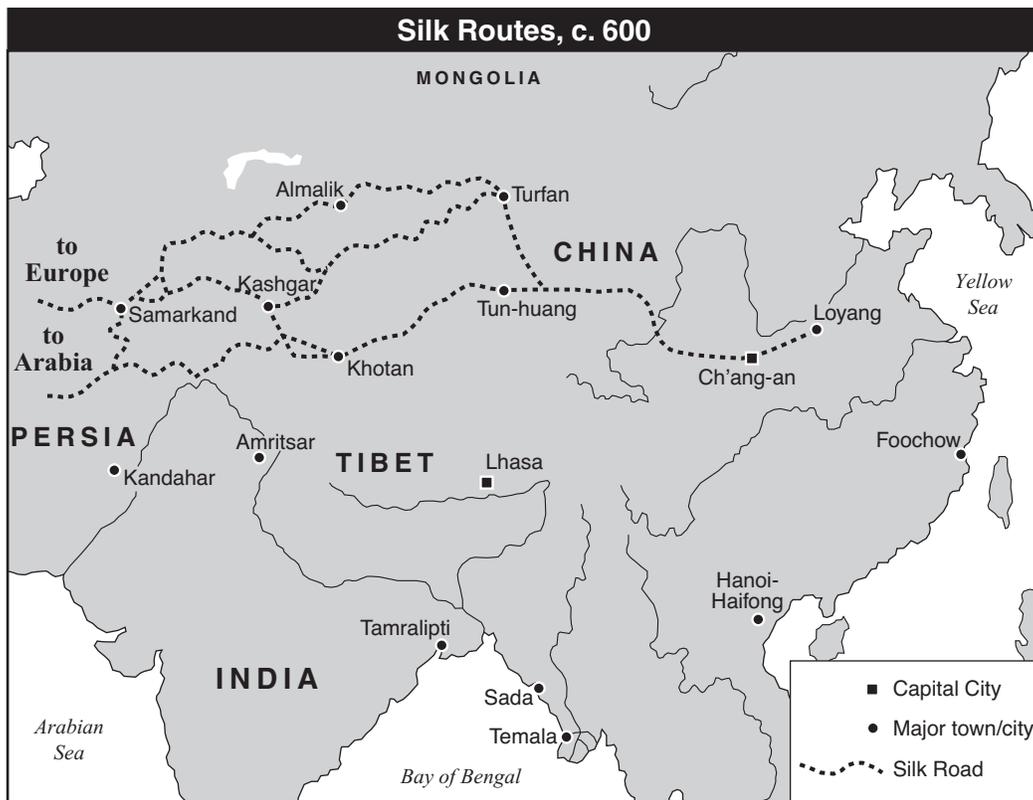
- (1) China and southern Africa
- (2) the Atlantic Ocean and the Baltic Sea
- (3) the Inca Empire and the Aztec Empire
- (4) Asia and eastern Europe

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



- 9 These architectural achievements best indicate that
- (1) advanced technology existed in early civilizations
 - (2) religion was of little importance
 - (3) entertainment was important to these ancient societies
 - (4) trade routes existed between China and the Americas
-

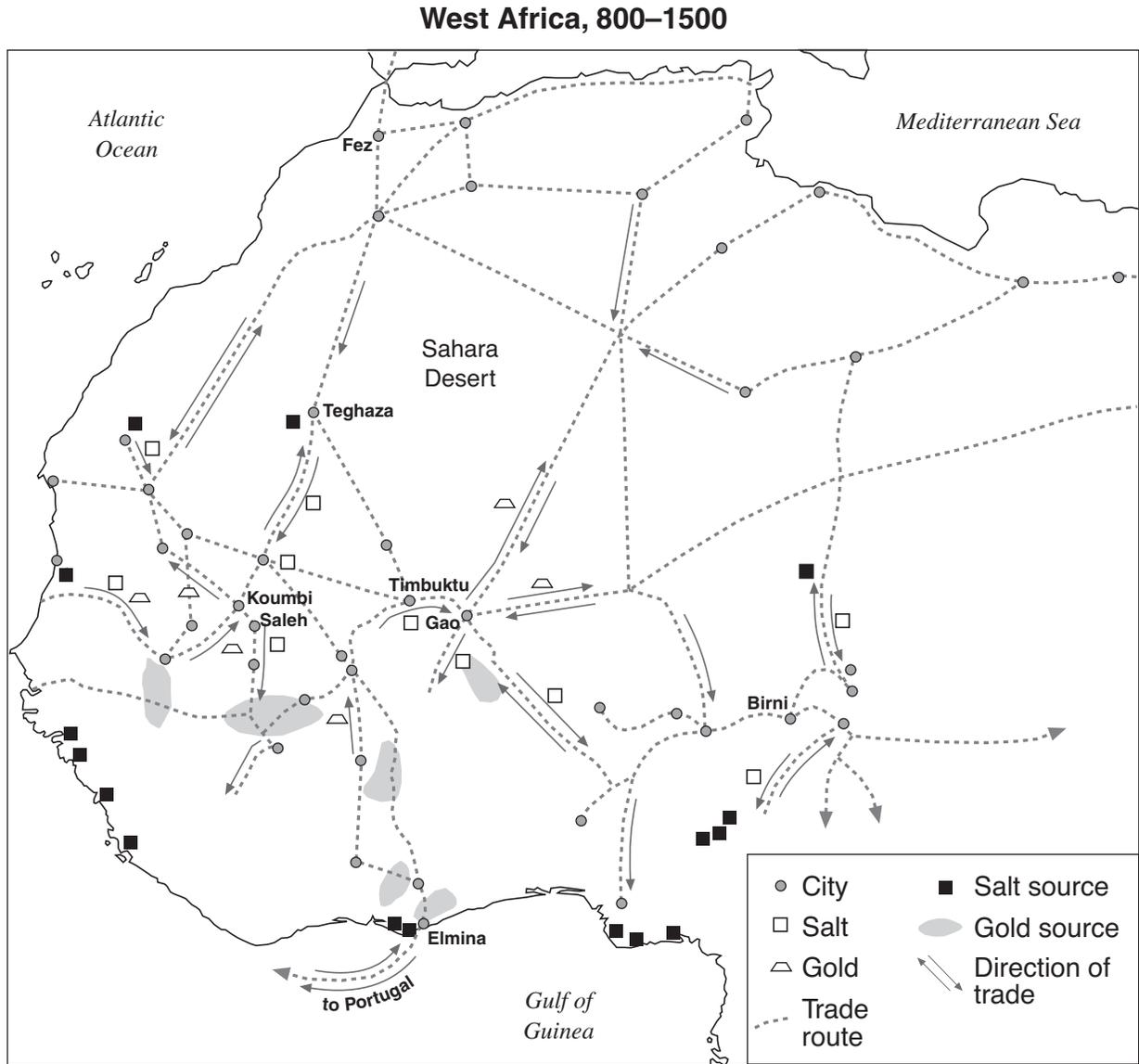
Base your answer to question 10 on the map below and on your knowledge of social studies.



Source: *Asian History on File*, Facts on File, The Diagram Group (adapted)

- 10 This map shows that the Silk Road
- (1) crossed both Africa and Asia
 - (2) was located primarily in Asia
 - (3) followed a single route
 - (4) started in Khotan

Base your answer to question 11 on the map below and on your knowledge of social studies.



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

11 Based on the map, which conclusion can best be drawn about this region?

- (1) The Sahara Desert acted as a barrier to trade.
- (2) Rivers served as the primary trade routes for the entire region.
- (3) The economy of the region was influenced by extensive trade connections.
- (4) Goods from the Gulf of Guinea were exchanged directly with English cities.

12 The terms *Bushido*, *samurai*, and *daimyo* are most closely associated with which group in Japanese history?

- | | |
|--------------|---------------|
| (1) emperors | (3) peasants |
| (2) warriors | (4) merchants |

13 In 1453, the Ottoman Empire rose to power by defeating the

- | | |
|------------------------|----------------------|
| (1) Holy Roman Empire | (3) Byzantine Empire |
| (2) European crusaders | (4) Mongol invaders |

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.



Source: *American History, Historical Outline Map Book*, Prentice Hall (adapted)

14 Which letter identifies the region in the Andes Mountains where many Inca settlements were located?

- (1) A (3) C
(2) B (4) D

15 The letter C indicates an area of Latin America that was colonized mostly by the

- (1) Dutch (3) English
(2) Portuguese (4) French

16 • Pope Leo authorizes the sale of indulgences, 1515
• Martin Luther posts the Ninety-five Theses, 1517

These events are most closely associated with the

- (1) Protestant Reformation
(2) Crusades
(3) Age of Reason
(4) Puritan Revolution

17 One contribution that John Locke made to Enlightenment philosophy was the idea that

- (1) absolute monarchies should continue
(2) the punishment should fit the crime
(3) individual rights should be denied
(4) governments should be based on the consent of the people

18 What was a major result of the Glorious Revolution?

- (1) Napoleon was restored to power.
(2) England further limited its monarchy.
(3) Oliver Cromwell became the leader of England.
(4) The Spanish Armada was defeated.

19 A study of the revolutions in Latin America in the 19th century would show that

- (1) religion was a major cause of the conflicts
(2) Spanish-born peninsulares led most of the Latin American uprisings
(3) nationalism had little influence on the outcome
(4) events in North America and Europe influenced Latin Americans

20 A major reason the Industrial Revolution began in England was that England possessed

- (1) a smooth coastline
(2) abundant coal and iron resources
(3) many waterfalls
(4) numerous mountain ranges

21 What was an immediate result of the mass starvation in Ireland in the late 1840s?

- (1) expansion of the Green Revolution to Ireland
(2) acceptance of British rule by the Irish
(3) migration of many Irish to other countries
(4) creation of a mixed economy in Ireland

22 Which individual is associated with the phrase *blood and iron* as related to the unification of Germany?

- (1) Otto von Bismarck
(2) Giuseppe Garibaldi
(3) Kaiser Wilhelm II
(4) Count Camillo di Cavour

23 Which statement would Social Darwinists most likely support?

- (1) Universal suffrage is a basic human right.
- (2) Political equality strengthens the effectiveness of government.
- (3) Stronger groups have the right to rule and control weaker groups.
- (4) Public education should be guaranteed to all members of a society.

24 One similarity between the Sepoy Mutiny and the Boxer Rebellion is that they

- (1) opposed European imperialism
- (2) ended an established dynasty
- (3) resulted in the redistribution of land
- (4) instituted communist governments

25 What was a direct result of World War I?

- (1) Nicholas II was named czar of Russia.
- (2) Germany lost its colonies in Africa and Asia.
- (3) Archduke Franz Ferdinand was assassinated by a terrorist.
- (4) The Ottoman Empire expanded.

26 Which statement about both the Bolshevik Revolution in Russia and the rise of fascism in Germany and Italy is accurate?

- (1) Economic conditions led to political change.
- (2) Industrialization hindered national development.
- (3) Goals were achieved by peaceful means.
- (4) Communist ideals fueled both movements.

27 The term *appeasement* is best defined as

- (1) an attempt to avoid conflict by meeting the demands of an aggressor
- (2) a period of peace and prosperity, resulting in cultural achievement
- (3) a declaration of war between two or more nations
- (4) an agreement removing economic barriers between nations

Base your answer to question 28 on the map below and on your knowledge of social studies.



Source: Peter Stearns et al.,
World Civilizations: The Global Experience,
Pearson Longman (adapted)

28 What is the best title for this map?

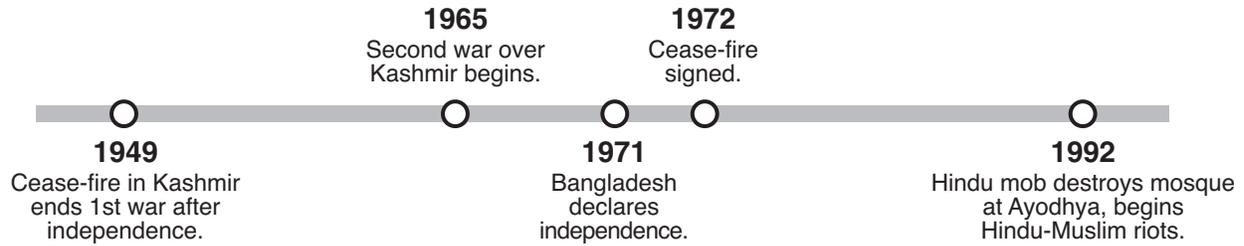
- (1) Dominance of Manchukuo
- (2) Japanese Imperial Expansion
- (3) East Asian Trade Routes
- (4) Natural Resources of China and Japan

29 **“Mussolini Attacks Ethiopia” (1935)**
“Germany Takes the Rhineland Back” (1936)
“Germany and Russia Divide Poland” (1939)

These headlines might be used to illustrate the weakness of the

- (1) United Nations
- (2) Congress of Vienna
- (3) Warsaw Pact
- (4) League of Nations

Base your answer to question 30 on the time line below and on your knowledge of social studies.



30 Which nations have been most directly involved in the events illustrated in this time line?

- (1) Mongolia and China
- (2) India and Pakistan
- (3) Burma and Thailand
- (4) Cambodia and Laos

31 Which communist nation is most closely associated with the leadership of Ho Chi Minh and the surrender of Saigon?

- (1) North Korea
- (2) Soviet Union
- (3) Vietnam
- (4) People's Republic of China

32 A similarity between the Polish group Solidarity in 1980 and the Chinese protesters in Tiananmen Square in 1989 is that both groups

- (1) supported movements for democracy
- (2) succeeded in ending communism
- (3) encouraged military occupation by the Soviet Union
- (4) favored increases in military spending

33 The status of Hong Kong changed in July 1997 when the city

- (1) was returned to China
- (2) was closed to international trade
- (3) became an independent nation
- (4) adopted a capitalist economy

34 Mikhail Gorbachev's reforms of perestroika and glasnost resulted in

- (1) an era of world peace and Soviet prosperity
- (2) conditions that helped lead to the breakup of the Soviet Union
- (3) a successful transition to a command economy in Russia
- (4) censorship of the news media in Russia

35 The governments of Augusto Pinochet, Saddam Hussein, and Slobodan Milosevic are examples of

- (1) absolute monarchies
- (2) oppressive regimes
- (3) democratic republics
- (4) Islamic theocracies

36 One way in which wars, religious conflict, and natural disasters are similar is that these situations may result in

- (1) the mass migration of people
- (2) economic stability
- (3) an increase in life expectancy
- (4) global warming

Base your answers to questions 37 and 38 on the passage below and on your knowledge of social studies.

. . . Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the Whites in this country, because the majority of voters will be Africans. This makes the White man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement [right to vote] of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The ANC [African National Congress] has spent half a century fighting against racialism. When it triumphs it will not change that policy. . . .

— Nelson Mandela, Speech at Rivonia Trial, 1964

37 This passage describes the opposition of the African National Congress to the

- (1) revival of colonialism
- (2) rivalries between tribes
- (3) practice of apartheid
- (4) introduction of a coalition government

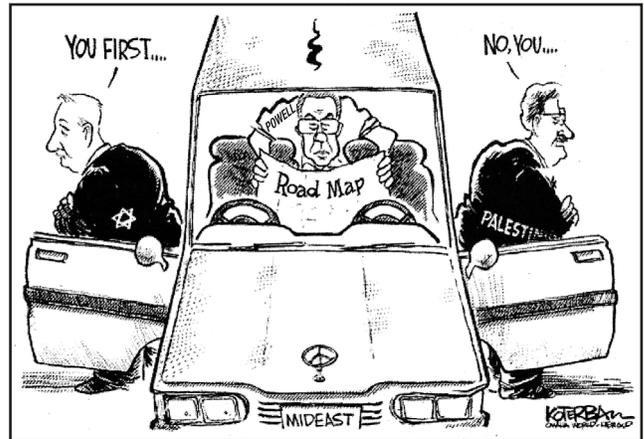
38 Which generalization can be supported by this passage?

- (1) Racism has disappeared in South Africa.
- (2) The African National Congress has changed its social goals.
- (3) Giving the vote to black Africans will result in racial domination.
- (4) Nelson Mandela opposed political division based on color.

39 Kim Jong Il and Fidel Castro are 21st-century leaders who believe in the ideas of

- (1) Karl Marx
- (2) Adam Smith
- (3) Siddhartha Gautama
- (4) Jean-Jacques Rousseau

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.



Source: Jeff Koterba, *Omaha World Herald*, 2003 (adapted)

40 What is the main idea of this 2003 cartoon?

- (1) There are problems to resolve on the road to peace.
- (2) Colin Powell has removed the stumbling blocks to peace.
- (3) Both groups have reached agreement on the road map for peace.
- (4) The road to peace has been carefully mapped.

41 This 2003 cartoon illustrates the struggle between Palestinians and

- (1) Iraqis
- (2) Hamas
- (3) Egyptians
- (4) Israelis

42 Which heading best completes the partial outline below?

- I. _____
- A. Unification of Italy
 - B. Formation of the Indian National Congress
 - C. Founding of the Muslim League
 - D. Breakup of Austria-Hungary

- (1) Tensions of the Cold War
- (2) Effects of Nationalism
- (3) Causes of World War II
- (4) Results of Economic Revolutions

- 43 A. Crusades
 B. Fall of the Roman Empire
 C. Golden Age of Greece
 D. Renaissance

Which sequence of letters places these events in the correct chronological order?

- (1) $A \rightarrow B \rightarrow C \rightarrow D$
 (2) $D \rightarrow C \rightarrow B \rightarrow A$
 (3) $C \rightarrow B \rightarrow A \rightarrow D$
 (4) $C \rightarrow D \rightarrow B \rightarrow A$
- 44 One way in which Asoka, Mansa Musa, and Suleiman the Magnificent are similar is that they
- (1) established republics
 (2) led nationalist movements
 (3) ruled during times of prosperity
 (4) discouraged scientific advancements

Base your answers to questions 45 and 46 on the passage below and on your knowledge of social studies.

. . . The power of God can be felt in a moment from one end of the world to the other: the royal power acts simultaneously throughout the kingdom. It holds the whole kingdom in position just as God holds the whole world.

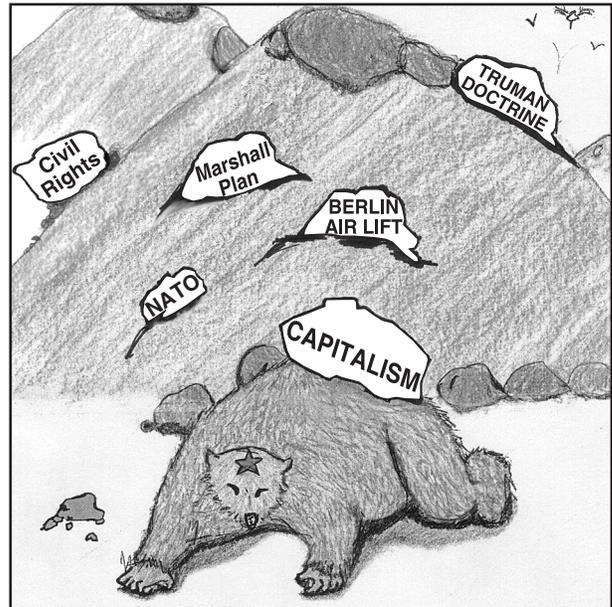
If God were to withdraw his hand, the entire world would return to nothing: if authority ceases in the kingdom, all lapses into confusion. . . .

— Bishop Jacques-Benigne Bossuet

- 45 This passage describes the idea of
- (1) divine right rule
 (2) parliamentary democracy
 (3) Marxism
 (4) totalitarianism
- 46 Which historical era is most closely associated with this passage?
- (1) Industrial Revolution
 (2) Agricultural Revolution
 (3) Age of Imperialism
 (4) Age of Absolutism

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.

Capitalism Will Crush Russia!



Source: Student Artwork, Shaneekwa Miller, Fashion Industries High School (adapted)

- 47 Which period of history is depicted in this cartoon?
- (1) Industrial Revolution
 (2) Age of Enlightenment
 (3) Age of Imperialism
 (4) Cold War
-
- 48 Which situation best illustrates the concept of isolationism?
- (1) The Spanish government required that gold found in its colonies be brought directly to Spain.
 (2) Japan closed its ports to trade with other nations.
 (3) France, Germany, Belgium, and Great Britain negotiated to divide various areas of Africa into colonies.
 (4) The British ruled much of India through the control of local rulers.

49 “Bombardment, barrage, curtain-fire, mines, gas, tanks, machine-guns, hand-grenades — words, words, but they hold the horror of the world.”

— Erich Maria Remarque,
All Quiet on the Western Front

This quotation best describes the effects of the

- (1) technological developments used during World War I
- (2) formation of alliances in World War II
- (3) tension between the superpowers during the Cold War
- (4) protests against reforms during the Indian independence movement

50 One similarity in the leadership of Simón Bolívar and Jomo Kenyatta is that both leaders

- (1) promoted European control over the Americas
- (2) became religious leaders of their countries
- (3) controlled large areas of land in the Americas
- (4) fought for independence from European control

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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: Political Change

Often, governments implement policies in an attempt to change society.

Task:

Choose **one** example from global history where a government attempted to change society and

- Describe the change the government wanted to bring about
- Explain why the government wanted to make this change
- Describe **one** specific policy the government used to try to bring about this change
- Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. **Although you are not limited to these suggestions, you may not use communism under Mao Zedong or Deng Xiaoping as your example of governmental change.**

Do not use an example of governmental change in the United States as 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

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In developing your answers to Part III, 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 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:

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include **manorialism** during the Middle Ages in Western Europe, **mercantilism** during the Age of Exploration, and **communism** in post–World War II China.

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

Choose **two** of the economic systems mentioned in the historical context and for **each**

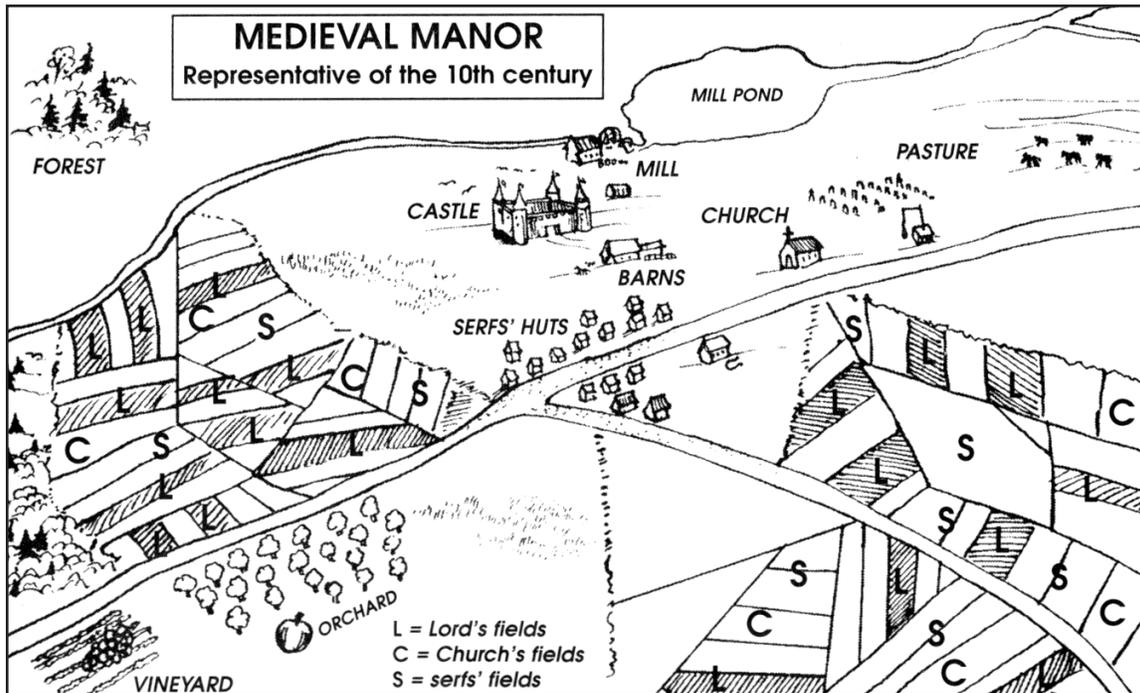
- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation **or** region **or** on a group of people

Part A

Short-Answer Questions

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

Document 1



Source: Kime and Stich, *Global History and Geography*, STARReview, N & N Publishing Company

1 Based on this diagram, state **one** economic characteristic of the medieval manor. [1]

Score

Document 2

Tenants on a manor owed services to their lord. Some of these services are listed below.

. . . To carry manure for two days, with a cart and two oxen, receiving food as before [3 meals each day];

To find a man to mow for two days receiving food as above; it is estimated that he can mow 1 1/2 acres in the two days;

To gather and lift the hay so mown, receiving 2 meals for one man;

To carry the lord's hay for one day with a cart and three of the tenant's own beasts, receiving 3 meals as before;

To carry beans or oats for two days in the autumn, and wood for two days in the summer, in the same manner and with the same food as before; . . .

Source: S. R. Scargill-Bird, ed., *Custumals of Battle Abbey in the Reigns of Edward I and Edward II (1283–1312)*, The Camden Society (adapted)

2a Based on the *Custumals of Battle Abbey*, state **one** benefit the lord received under manorialism. [1]

Score

b Based on the *Custumals of Battle Abbey*, state **one** benefit that tenants received under manorialism. [1]

Score

Document 3

. . . Of necessity, the manor was a self-sufficient economic unit in view of the overwhelming difficulties of transportation in the period. International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens [different peoples]—Greeks, Jews, Moslems. Local society made almost no use of money. To the extent that local exchange was carried on, it was conducted by barter. The small amount of international trade precluded [ruled out] the need for gold coinage. The Carolingians minted only silver coins, which were all that was usually necessary when the smallest silver coin could buy a cow. When gold coins were needed, Byzantine and Moslem currency was used. . . .

Source: Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial

3 According to Norman Cantor, what are **two** ways manorialism influenced the economy of Europe? [2]

(1) _____

Score

(2) _____

Score

Document 4

The Mercantilist Argument for Colonial Expansion

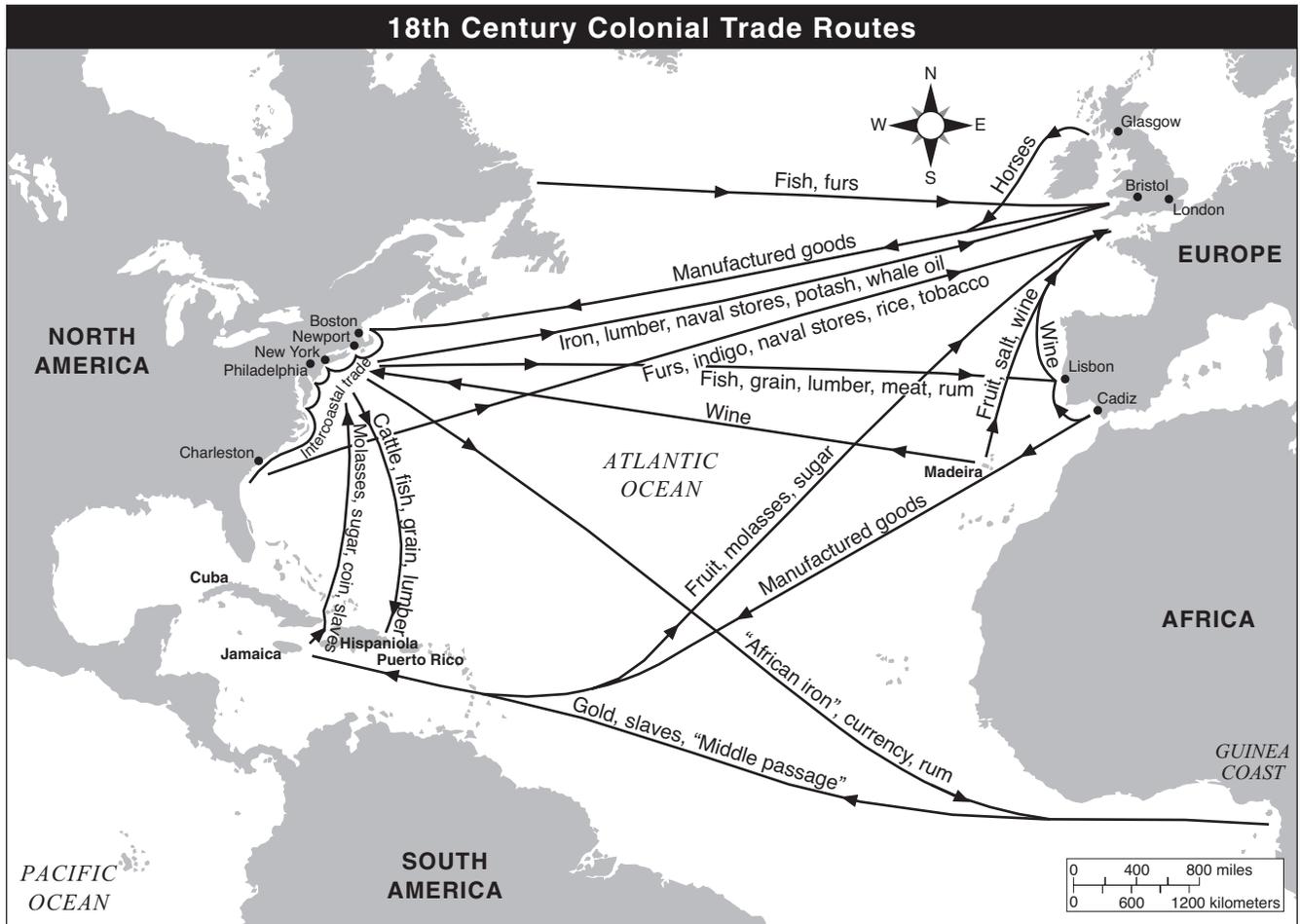


Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

4 According to this cartoon by Philip Dorf, what is **one** characteristic of mercantilism from the perspective of the mother country? [1]

Score

Document 5



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

5 Based on this map, state **one** effect of the Atlantic trade. [1]

Score

Document 6

This is an excerpt from a letter written in 1559 by Michele Soriano about Spain's interactions with its colonies in the Americas.

. . . From New Spain are obtained gold and silver, cochineal, (little insects like flies,) from which crimson dye is made, leather, cotton, sugar and other things; but from Peru nothing is obtained except minerals. The fifth part of all that is produced goes to the king, but since the gold and silver is brought to Spain and he has a tenth part of that which goes to the mint and is refined and coined, he eventually gets one-fourth of the whole sum, which fourth does not exceed in all four or five hundred thousand ducats, although it is reckoned not alone at millions, but at millions of pounds. Nor is it likely that it will long remain at this figure, because great quantities of gold and silver are no longer found upon the surface of the earth, as they have been in past years; and to penetrate into the bowels of the earth requires greater effort, skill and outlay, and the Spaniards are not willing to do the work themselves, and the natives cannot be forced to do so, because the Emperor has freed them from all obligation of service as soon as they accept the Christian religion. Wherefore it is necessary to acquire negro slaves [enslaved Africans], who are brought from the coasts of Africa, both within and without the Straits, and these are selling dearer [more expensive] every day, because on account of their [enslaved Africans'] natural lack of strength and the change of climate, added to the lack of discretion [care] upon the part of their masters in making them work too hard and giving them too little to eat, they fall sick and the greater part of them die. . . .

Source: Merrick Whitcomb, ed., "The Gold of the Indies — 1559," *Translations and Reprints from the Original Sources of European History*, The Department of History of the University of Pennsylvania

6 According to Michele Soriano, what is **one** influence that gold and silver had on Spain? [1]

Score

Document 7

This is an excerpt from Chapter 1, General Principles, of the 1954 “Constitution of the People’s Republic of China.”

Article 1 The People’s Republic of China is a people’s democratic state led by the working class and based on the alliance of workers and peasants. . . .

Article 6 The state sector of the economy is the socialist sector owned by the whole people. It is the leading force in the national economy and the material basis on which the state carries out socialist transformation. The state ensures priority for the development of the state sector of the economy.

All mineral resources and waters, as well as forests, undeveloped land and other resources which the state owns by law, are the property of the whole people.

Article 7 The co-operative sector of the economy is either socialist, when collectively owned by the masses of working people, or semi-socialist, when in part collectively owned by the masses of working people. Partial collective ownership by the masses of working people is a transitional form by means of which individual peasants, individual handicraftsmen and other individual working people organize themselves in their advance towards collective ownership by the masses of working people. . . .

Source: *Constitutions of Asian Countries*, N. M. Tripathi Private

- 7 Based on these articles from the “Constitution of the People’s Republic of China,” state **two** characteristics of the communist economic system in China. [2]

(1) _____

Score

(2) _____

Score

Document 8

In an attempt to break with the Russian model of Communism and to catch up with more advanced nations, Mao proposed that China should make a “great leap forward” into modernisation. He began a militant Five Year Plan to promote technology and agricultural self-sufficiency. Overnight, fertile rice fields were ploughed over, and factory construction work began. Labour-intensive methods were introduced and farming collectivised on a massive scale. The campaign created about 23,500 communes, each controlling its own means of production. But former farmers had no idea how to actually use the new factories and what was once fertile crop land went to waste on a disastrous scale. The Great Leap Forward was held responsible for famine in 1960 and 1961. Twenty million people starved, and Mao Zedong withdrew temporarily from public view.

Source: BBC News, Special Reports, China's Communist Revolution

8 Based on this BBC News article, what is **one** effect the Great Leap Forward had on China's economy? [1]

Score

Document 9

This is an excerpt from the speech “We Shall Speed Up Reform” given by Deng Xiaoping on June 12, 1987.

. . . China is now carrying out a reform. I am all in favour of that. There is no other solution for us. After years of practice it turned out that the old stuff didn't work. In the past we copied foreign models mechanically, which only hampered [blocked] the development of our productive forces, induced [caused] ideological rigidity and kept people and grass-roots units from taking any initiative. We made some mistakes of our own as well, such as the Great Leap Forward and the “cultural revolution” [Mao's policies], which were our own inventions. I would say that since 1957 our major mistakes have been “Left” ones. The “cultural revolution” was an ultra-Left mistake. In fact, during the two decades from 1958 through 1978, China remained at a standstill. There was little economic growth and not much of a rise in the people's standard of living. How could we go on like that without introducing reforms? So in 1978, at the Third Plenary Session of the Eleventh Central Committee, we formulated a new basic political line: to give first priority to the drive for modernization and strive to develop the productive forces. In accordance with that line we drew up a series of new principles and policies, the major ones being reform and the open policy. By reform we mean something comprehensive, including reform of both the economic structure and the political structure and corresponding changes in all other areas. By the open policy we mean both opening to all other countries, irrespective [regardless] of their social systems, and opening at home, which means invigorating [quicken] the domestic economy. . . .

Source: Deng Xiaoping, *Fundamental Issues in Present-Day China*, Foreign Languages Press, 1987

9 According to Deng Xiaoping, what were **two** ways Mao Zedong's economic policies influenced China? [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:

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include **manorialism** during the Middle Ages in Western Europe, **mercantilism** during the Age of Exploration, and **communism** in post–World War II China.

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

Choose **two** of the economic systems mentioned in the historical context and for **each**

- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation **or** region **or** on a group of people

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents in the body of the essay
- 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 conclusion that are beyond a restatement of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2007 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
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14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

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REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2007 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

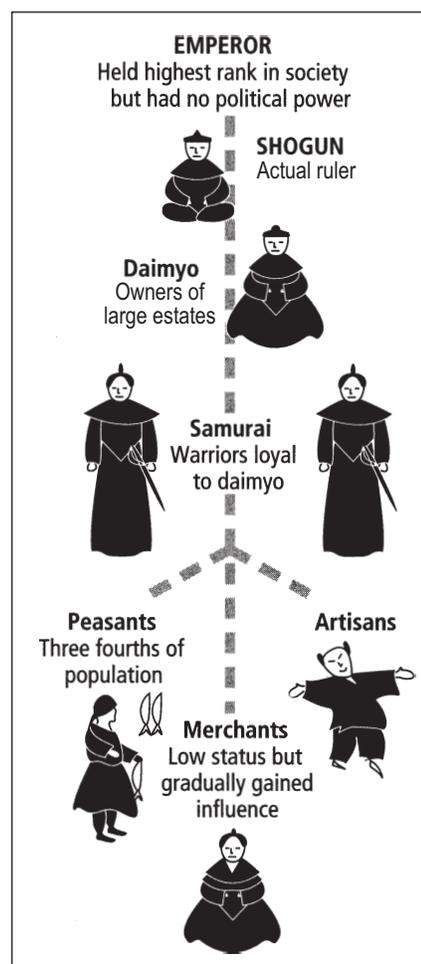
Part I

Answer all questions in this part.

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

- 1 Which aspect of social science would a geographer most likely study in depth?
 - (1) how beliefs influence the behavior of a group of people
 - (2) how economic events influence history
 - (3) how location influences the way people live
 - (4) how people influence governmental decisions
- 2 One similarity between the ancient civilizations in Egypt and in China is that they developed
 - (1) nomadic lifestyles
 - (2) monotheistic belief systems
 - (3) democratic governments
 - (4) written forms of communication
- 3 What effect did the geography of ancient Greece have on its early development?
 - (1) The mountainous terrain led to the creation of independent city-states.
 - (2) A lack of natural seaports limited communication.
 - (3) An inland location hindered trade and colonization.
 - (4) Abundant natural resources encouraged self-sufficiency.
- 4 One contribution of ancient Roman culture was the development of
 - (1) the concept of zero
 - (2) the process of making silk
 - (3) a republican form of government
 - (4) the printing press
- 5 What is considered one of the Byzantine Empire's greatest contributions to western European society?
 - (1) spreading Hinduism throughout the region
 - (2) supporting the Catholic Church
 - (3) defeating the Mongols at Kiev
 - (4) preserving Greek and Roman culture

Base your answer to question 6 on the diagram below and on your knowledge of social studies.

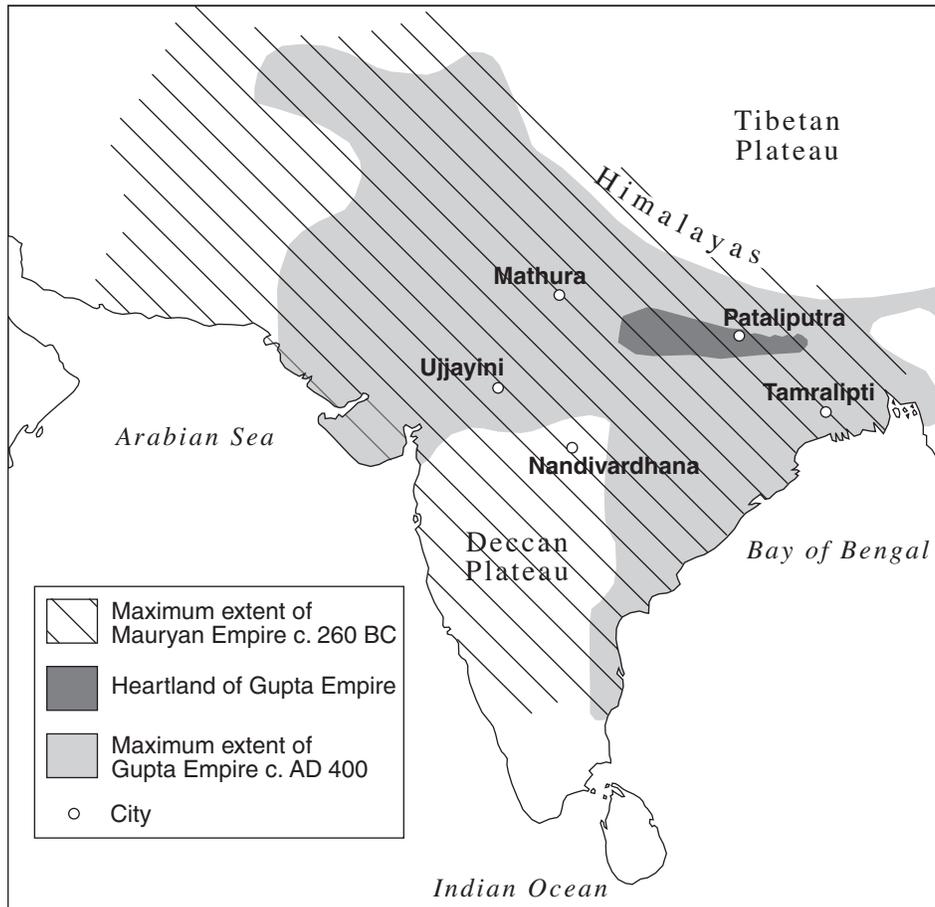


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999
(adapted)

- 6 Which type of political and social order is shown in this diagram?
 - (1) theocratic
 - (2) tribal
 - (3) fascist
 - (4) feudal

Base your answer to question 7 on the map below and on your knowledge of social studies.

First Empires in India, 600 BC–AD 500



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press, 1999 (adapted)

7 Which statement can best be supported by the information shown on this map?

- (1) By 260 B.C., the Mauryan Empire extended north into Central China.
- (2) The Mauryan Empire controlled more of the Indian subcontinent than the Gupta Empire did.
- (3) Most of the Gupta Empire was located on the Deccan Plateau.
- (4) The economies of India's early empires were based on trade.

8 Which circumstance best describes a long-term result of the Crusades?

- (1) Muslim control of Jerusalem ended.
- (2) Feudalism began in western Europe.
- (3) Cultural exchanges between the Middle East and Europe grew.
- (4) Christians and Muslims achieved a lasting peace.

9 Which statement about the geography of Japan is most accurate?

- (1) Location has made it easy to invade.
- (2) The irregular coastline has many natural harbors.
- (3) Large plains are its primary physical feature.
- (4) Earthquakes do not threaten the islands.

Base your answer to question 10 on the passage below and on your knowledge of social studies.

. . . He who, being of weak faculties [abilities], develops the wisdom of the first path with a dull insight is reborn seven times at most; after seven rebirths in states of bliss he will make an end of misery: he who develops it with medium faculties and insight is a roamer; after two or three rebirths he will make an end of misery: he who develops it with keen faculties and insight takes root but once, only one human birth will he pass through and make an end of misery. . . .

— Charles W. Eliot, ed., *Sacred Writings*, Vol II, P.F. Collier & Son, 1910

10 Which belief system is described in this passage?

- (1) Buddhism
- (2) Christianity
- (3) Islam
- (4) Confucianism

11 Which description best characterizes the city of Timbuktu?

- (1) port on the water route to East Asia
- (2) major urban and industrial center on the Silk Road
- (3) commercial and cultural center of West Africa
- (4) inland city of the Hanseatic League

12 What was one long-term impact of Marco Polo's visit to China?

- (1) The Chinese began construction of the Great Wall.
- (2) The principle of divine right was introduced to China.
- (3) Christianity rapidly spread throughout the Yuan Empire.
- (4) Europeans increased trade with China.

13 Which statement best expresses an idea held by many Renaissance humanist philosophers?

- (1) People should study worldly subjects as well as sacred matters.
- (2) Governments should establish overseas empires.
- (3) Individuals should withdraw from the world and study religion.
- (4) Scholars should dedicate themselves to the study of life after death.

14 Which document limited the power of the English monarchy during the Middle Ages?

- (1) Magna Carta
- (2) Twelve Tables
- (3) Justinian Code
- (4) Rig Veda

15 • Martin Luther stresses the central role of faith.
• The belief of predestination spreads throughout Switzerland.
• The Council of Trent clarifies the teachings of the Roman Catholic Church.

These statements describe ideas and events that

- (1) brought religious unity to Europe
- (2) shaped the Reformation and the Counter Reformation
- (3) ended the Glorious Revolution
- (4) expanded the importance of the Orthodox Church

16 Which nation had the most influence on the colonization of Latin America in the 1500s?

- (1) Spain
- (2) France
- (3) England
- (4) Netherlands

17 What was one goal of mercantilism?

- (1) removal of trade barriers
- (2) elimination of private property
- (3) establishment of subsistence agriculture
- (4) creation of a favorable balance of trade

18 According to John Locke, the chief role of government was to

- (1) protect natural rights
- (2) fight territorial wars
- (3) ensure the wealth of citizens
- (4) redistribute land

19 In England, which circumstance was a result of the other three?

- (1) availability of labor
- (2) abundance of coal and iron
- (3) waterpower from many rivers
- (4) start of the Industrial Revolution

Base your answer to question 20 on the cartoon below and on your knowledge of social studies.



The Rhodes Colossus

Source: *Punch*, 1892 (adapted)

- 20 Which slogan best reflects the point of view of Cecil Rhodes as shown in this cartoon?
- (1) "Imperialism is a Glorious Pursuit."
 - (2) "Embrace African Diversity."
 - (3) "Unite All Africans."
 - (4) "Connecting Constantinople to Cairo."
-
- 21 What was the primary reason that large numbers of people left Ireland in the 1840s and 1850s?
- (1) The people faced mass starvation.
 - (2) A political revolution had started.
 - (3) A smallpox epidemic broke out in the country.
 - (4) The people sought better educational opportunities.

- 22 During the 19th century, European nations established spheres of influence in China mainly to
- (1) profit from the ivory trade
 - (2) introduce Islam to the Chinese people
 - (3) gain commercial advantages in China
 - (4) obtain human rights for Chinese citizens
- 23 Porfirio Díaz, Francisco "Pancho" Villa, and Emiliano Zapata are all associated with the revolution in
- (1) Haiti
 - (2) Mexico
 - (3) Bolivia
 - (4) Nicaragua
- 24 One effect of industrialization on Meiji Japan was that it
- (1) strengthened the power of the Shogunate
 - (2) decreased the level of pollution
 - (3) modernized transportation
 - (4) increased the number of small farms
- 25 What was a major cause of World War I?
- (1) rebellions in colonial lands in Africa and Asia
 - (2) expansion of communism into western Europe
 - (3) militarism in the nations of Europe
 - (4) inability of the League of Nations to keep the peace
- 26 What was one reason that totalitarian dictatorships gained power in Europe between World War I and World War II?
- (1) Famine and AIDS spread throughout Europe.
 - (2) Trade was banned between western and eastern Europe.
 - (3) Governments failed to meet the needs of the people.
 - (4) Monarchies were reinstated in many nations.

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



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

27 The countries shown in dark gray on this map can best be described as

- (1) Triple Alliance members before World War I
- (2) European countries formed immediately after World War I
- (3) Axis powers during World War II
- (4) Common Market members after World War II

28 The policy of appeasement helped cause World War II because this policy

- (1) reduced the armaments of major European powers
- (2) gave too much power to the United Nations
- (3) increased sea trade between England and the United States
- (4) allowed the aggressive actions of Germany to go unchecked

29 One reason for the construction of the Berlin Wall in 1961 was to

- (1) promote reunification of East Germany and West Germany
- (2) keep East Germans from fleeing to the Western sector of Berlin
- (3) complete the post-World War II rebuilding of Berlin
- (4) meet the requirements of the North Atlantic Treaty Organization (NATO)

Base your answers to questions 30 and 31 on the chart below and on your knowledge of social studies.

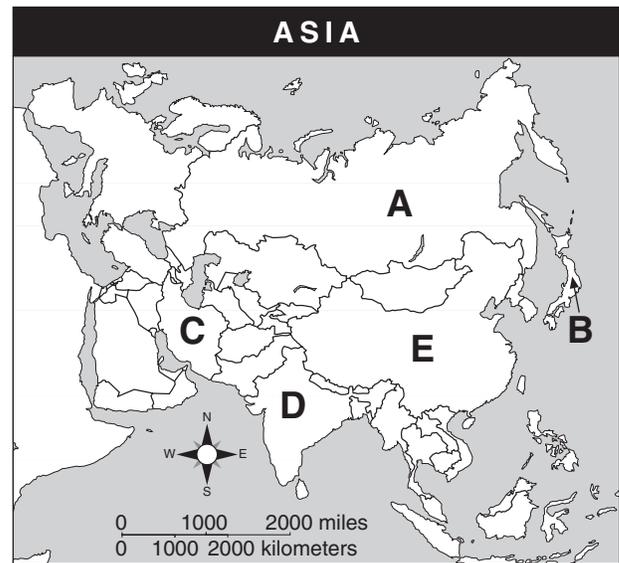
**Production Levels in the Soviet Union
(1932–1937)**

Industry	1932	1937
Electricity (billion kw)	13.5	36.2
Coal (million tons)	64.4	128.0
Crude Oil (million tons)	21.4	28.5
Rolled Steel (million tons)	4.4	13.0

Source: R.W. Davies, ed., et al., *The Economic Transformation of the Soviet Union, 1913–1945*, Cambridge University Press, 1994 (adapted)

- 30 Which policy is illustrated in this chart?
- (1) pogroms (3) Russification
(2) five-year plans (4) nuclear arms
- 31 The data in this chart illustrate the
- (1) benefits of foreign trade
(2) successful development of heavy industry
(3) availability of consumer goods
(4) effects of inflation on the economy
-
- 32 In China, Deng Xiaoping's Four Modernizations led to
- (1) a decrease in industrialization
(2) a decreased interest in investments by foreign businesses
(3) an increase in the emphasis on collective farming
(4) an increased use of free-market practices
- 33 Border conflicts between India and Pakistan have most often occurred in
- (1) Kashmir (3) Tibet
(2) East Timor (4) Afghanistan

Base your answer to question 34 on the map below and on your knowledge of social studies.



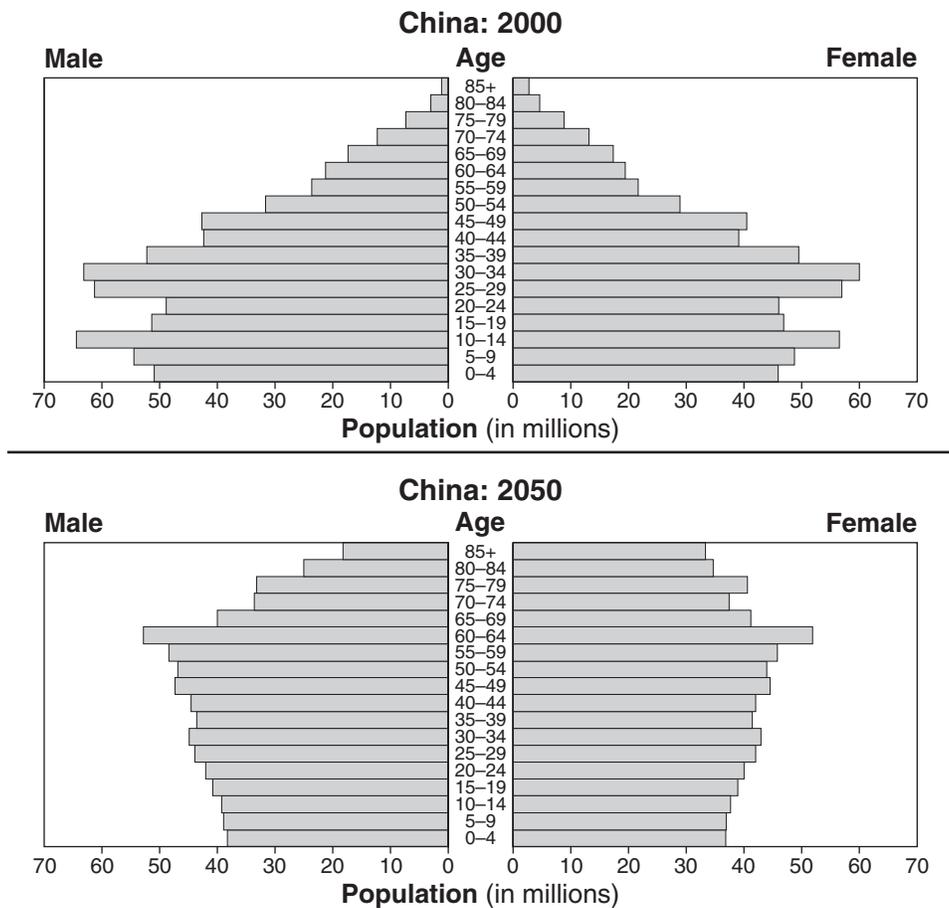
Source: *American History: Historical Outline Map Book With Lesson Ideas*, Prentice Hall, 1998 (adapted)

- 34 Which letter identifies the nation most closely associated with Mohandas Gandhi?
- (1) A (3) C
(2) B (4) D
-
- 35 One reason Mikhail Gorbachev implemented the policies of glasnost and perestroika in the Soviet Union was to
- (1) eliminate freedom of speech and press
(2) destroy the power of the opposition party
(3) dominate the governments of Eastern Europe
(4) encourage political discussion and economic reform

36 In 2003, the United States and Great Britain invaded Iraq. At the time, which two reasons did these allies give for this invasion?

- (1) Iraq was threatening war with Saudi Arabia.
Iraq had not had free elections for a number of years.
- (2) Iraq had oil needed by the United States and Great Britain.
Iraq was threatening to cut off oil supplies to both countries.
- (3) Iraq had weapons of mass destruction that threatened nations around the world.
Iraq sponsored world terrorism.
- (4) Iraq's leader was responsible for the deaths of hundreds of thousands of Americans.
Iraq's army held Americans hostage for almost a year.

Base your answer to question 37 on the graphs below and on your knowledge of social studies.



Source: U.S. Bureau of the Census, *International Data Base* (adapted)

37 In 2050, which concern will the Chinese government have to address as a result of the shift in the makeup of its population?

- (1) military defense spending
- (2) production of consumer goods
- (3) needs of an aging population
- (4) education of young people

- 38 **“We Blew It’: Nike Admits to Mistakes Over Child Labor”**
“UN Envoy Makes Plea for War on Global Poverty”
“International Literacy Decade Targets Women”

Which concern do these 21st-century headlines address?

- (1) higher education issues
 - (2) social and economic issues
 - (3) cultural literacy
 - (4) individual responsibility
- 39 Which problem faces many of the least developed nations today?
- (1) Too many varieties of crops are being grown.
 - (2) An excess of investment capital is available.
 - (3) High rates of illiteracy are limiting economic development.
 - (4) A high-calorie diet is causing obesity.
- 40 Which heading best completes the partial outline below?
- I. _____

 - A. Surplus of food
 - B. Rise of cities
 - C. Job specialization
 - D. Development of new technology
- (1) Results of the Fall of Rome
 - (2) Effects of the Neolithic Revolution
 - (3) Reasons for the Puritan Revolution
 - (4) Causes of the Bantu Migration
- 41 The ancient cultures of both the Incas and the Chinese adapted to the physical geography of their region by
- (1) developing terrace farming on hillsides
 - (2) building chariots to protect their open plains against invaders
 - (3) becoming maritime traders
 - (4) constructing harbors to encourage exploration

- 42 Which factor best characterizes the art of both ancient Greece and the Renaissance?
- (1) emphasis on the human form
 - (2) focus on biblical themes
 - (3) dominance of landscape paintings
 - (4) influence of the West African tradition
- 43 Which geographic factor played the greatest role in preventing Russia from being conquered by both Napoleon and Adolf Hitler?
- (1) deserts
 - (2) rivers
 - (3) climate
 - (4) mountains
- 44 The unification of Germany (1870–71) and the breakup of Yugoslavia after 1991 both illustrate the influence of
- (1) imperialism
 - (2) industrialization
 - (3) westernization
 - (4) nationalism
- 45 What was a direct result of the Opium War in 19th-century China?
- (1) Japan gained control of Hong Kong.
 - (2) Kublai Khan rose to power in China.
 - (3) Chinese ports were opened for trade with European powers.
 - (4) Jiang Jieshi (Chiang Kai-shek) fled to Taiwan.
- 46 One way in which Peter the Great and Atatürk (Mustafa Kemal) are similar is that they sought to
- (1) gain a warm-water port
 - (2) adopt western-style reforms
 - (3) limit the role of women in society
 - (4) return to traditional values
- 47 Which cause-and-effect relationship is accurate?
- (1) The Russian Revolution led to an absolute monarchy.
 - (2) Enlightenment thoughts led to manorialism.
 - (3) The Black Plague led to labor shortages.
 - (4) The Commercial Revolution led to the creation of traditional economies.

48 A major argument used to support the building of the Suez and Panama Canals was that these waterways would

- (1) shorten trade routes
- (2) strengthen command economies
- (3) increase competition for trade
- (4) promote the local economy

49 Which pair of leaders used political purges, including the killing of opposition groups, as a means of maintaining control of the government?

- (1) Sun Yixian (Sun Yat-sen) and Emperor Hirohito
- (2) Joseph Stalin and Mao Zedong
- (3) Simón Bolívar and Bernardo O'Higgins
- (4) F. W. de Klerk and Indira Gandhi

50 Which heading best completes the partial outline below?

I. _____ A. Market system B. Profit incentive C. Entrepreneurs

- (1) Forms of Government
- (2) Characteristics of Capitalism
- (3) Structure of the Guild System
- (4) Elements of Culture

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: Human Rights Violations

The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Task:

Select **two** groups who have experienced human rights violations in a specific nation or region and for **each**

- Describe **one** historical circumstance that led to a human rights violation in the nation or region
- Describe **one** example of a human rights violation in that nation or region
- Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East.

You are *not* limited to these suggestions.

Do *not* use any human rights violations from the United States 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

NAME _____ SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

The French Revolution (1789–1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

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

- Discuss the political, economic, *and/or* social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss *one* impact the French Revolution had on the world outside France

Part A
Short-Answer Questions

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

Document 1

. . . **Powers of the king.**—The King, Louis XVI, was absolute. He ruled by the *divine right theory* which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people's money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of *lettres de cachet* (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

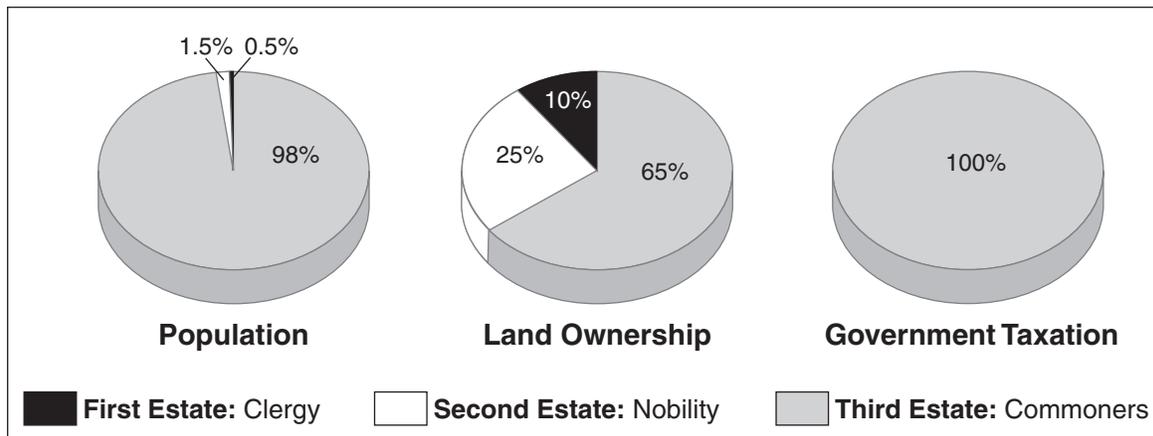
Source: Friedman & Foner, *A Genetic Approach to Modern European History*,
College Entrance Book Co., 1938

1 According to this document by Friedman & Foner, what is **one** cause of the French Revolution? [1]

Score

Document 2

The Three Estates in Pre-Revolutionary France



Source: Jackson J. Spielvogel, *World History*, Glencoe/McGraw-Hill, 2003 (adapted)

2 Based on the information in these graphs, identify **one** cause of the French Revolution. [1]

Score

Document 3

July 12, 1789

. . . The 12th. Walking up a long hill, to ease my mare, I was joined by a poor woman, who complained of the times, and that it was a sad country; demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a *franchar* (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four *franchar* of oats, one chicken and 1 sou [small unit of money] to pay to another, besides very heavy *tailles* [taxes on the land and its produce] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce so well without a horse; and asses are little used in the country. It was said, at present, that *something was to be done by some great folks for such poor ones, but she did not know who nor how*, but God send us better, *car les tailles & les droits nous ecrasent* [because the taxes and laws are crushing us]. —This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so furrowed [wrinkled] and hardened by labour, — but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labour: I am inclined to think, that they work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person [balanced proportions] and every feminine appearance. To what are we to attribute this difference in the manners of the lower people in the two kingdoms? To Government . . .

Source: Miss Betham-Edwards, ed., *Arthur Young's Travels in France During the Years 1787, 1788, 1789*, G. Bell and Sons (adapted)

- 3 Based on this document of Arthur Young's travels, state **one** reason the French peasants were dissatisfied with their life during this period of French history. [1]

Score

Document 4

The French Revolution

Date	Ruling Government	Changes
1789–1791	National Assembly	<ul style="list-style-type: none">• Constitutional monarchy established• Feudalism abolished• <i>Declaration of the Rights of Man and the Citizen</i> adopted
1791–1792	Legislative Assembly	<ul style="list-style-type: none">• Constitutional monarchy undermined• Mob forced king to flee to the safety of the Legislative Assembly• War declared against Austria and Prussia
1792–1795	The First Republic and The Convention	<ul style="list-style-type: none">• France declared a Republic (Sept. 1792)• France ruled by Committee of Public Safety• Radicals (Jacobins) overcame moderates (Girondins)• Terror used to execute “enemies of the regime”• Robespierre executed
1795–1799	The Directory	<ul style="list-style-type: none">• Five directors ruled as executive• Coups d’état attempted by radical and conservative forces• Napoleon overthrew the government in a coup d’état (Nov. 1799)

4 Based on this chart, identify **two** political changes that occurred during the French Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 5

The Declaration of the Rights of Man and the Citizen

Article 1 – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good. . . .

Article 4 – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law. . . .

Article 6 – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents. . . .

Article 11 – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law. . . .

Source: *The Declaration of the Rights of Man and the Citizen*

- 5 Based on this excerpt from *The Declaration of the Rights of Man and the Citizen*, state **two** ways the National Assembly attempted to redefine the relationship between the individual and the government. [2]

(1) _____

Score

(2) _____

Score

Document 6

Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. "Suspicion" was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he "looked" noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. Yet it seemed to me that there was more courage than cowardice to be found, which gave us hope for humanity even in these dark days.

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. I have no words to describe how reluctantly we returned from our walks to Paris, that den of carnage, that slaughterhouse of man. The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood. And just when it seemed that things could get no worse, when you thought it was not possible to increase the stream of people flowing to the scaffold, you were proved wrong, and the pace of the flow quickened even more. . . .

Source: Jane Shuter, ed., *Helen Williams and the French Revolution*, Raintree Steck-Vaughn Publishers (adapted)

6 According to Helen Williams, what is **one** impact the Reign of Terror had on the people of Paris in 1793? [1]

Score

Document 7

. . . By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the “careers open to talents” already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system. . . .

Source: John Hall Stewart, ed., *A Documentary Survey of the French Revolution*, Macmillan

7 According to John Hall Stewart, what is **one** change brought about by the French Revolution by 1799? [1]

Score

Document 8

. . . The lasting quality of Napoleon's reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott Company, 1967

- 8 According to Robert B. Holtman, what is **one** impact the French Revolution and Napoleon's reforms had on a nation or region outside France? [1]

Score

Document 9

The Ambiguous Legacy of the Revolution

... However, the majority of Europeans and non-Europeans came to see the Revolution as much more than a bloody tragedy. These people were more impressed by what the Revolution accomplished than by what it failed to do. They recalled the Revolution's abolition of serfdom, slavery, inherited privilege, and judicial torture; its experiments with democracy; and its opening of opportunities to those who, for reasons of social status or religion, had been traditionally excluded.

One of the most important contributions of the French Revolution was to make revolution part of the world's political tradition. The French Revolution continued to provide instruction for revolutionaries in the 19th and 20th centuries, as peoples in Europe and around the world sought to realize their different versions of freedom. Karl Marx would, at least at the outset, pattern his notion of a proletarian revolution on the French Revolution of 1789. And 200 years later Chinese students, who weeks before had fought their government in Tiananmen Square, confirmed the contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989. . . .

Source: Thomas E. Kaiser, University of Arkansas, encarta.msn.com/encyclopedia

9a According to Thomas E. Kaiser, what is **one** change that resulted within France from the French Revolution? [1]

Score

b According to Thomas E. Kaiser, what are **two** effects the French Revolution had outside France? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents to support your response.

Historical Context:

The French Revolution (1789–1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

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

- Discuss the political, economic, *and/or* social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss *one* impact the French Revolution had on the world outside France

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2007 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 • Height above sea level
• Distance from the equator
• Amount of rainfall
• Average daily temperature

Which aspect of geography is most influenced by these factors?

- (1) natural boundaries
(2) climate
(3) topography
(4) mineral resources

- 2 Which activity would be most characteristic of people in a traditional society?

- (1) serving in government assemblies
(2) working in an industrialized city
(3) having the same occupation as their parents
(4) establishing a mercantile system of trade

- 3 • Large areas in the north and south received less than ten inches of rainfall annually.
• The presence of waterfalls and rapids slowed river travel.
• Highlands and steep cliffs limited exploration.

In which region did these geographic factors have an impact on European exploration and colonization?

- (1) South America
(2) Southeast Asia
(3) subcontinent of India
(4) Africa

- 4 What is the main reason the Neolithic Revolution is considered a turning point in world history?

- (1) Fire was used as a source of energy for the first time.
(2) Spoken language was used to improve communication.
(3) Domestication of animals and cultivation of crops led to settled communities.
(4) Stone tools and weapons were first developed.

- 5 Which heading best completes the partial outline below?

- | |
|---------------------------------------------------------------------------------------------------------------------|
| I. _____
A. Centralized governments
B. Organized religions
C. Social classes
D. Specialization of labor |
|---------------------------------------------------------------------------------------------------------------------|

- (1) Economic Development in Ancient Egypt
(2) Cultural Diffusion in Mohenjo-Daro
(3) Features of the Old Stone Age
(4) Characteristics of Civilizations

- 6 The Pillars of Emperor Asoka of the Mauryan Empire and the Code of Hammurabi of Babylon are most similar to the

- (1) ziggurats of Sumeria
(2) map projections of Mercator
(3) Great Sphinx of the Egyptians
(4) Twelve Tables of the Romans

- 7 A similarity between Bantu migrations in Africa and migrations of the ancient Aryans into South Asia is that both moved

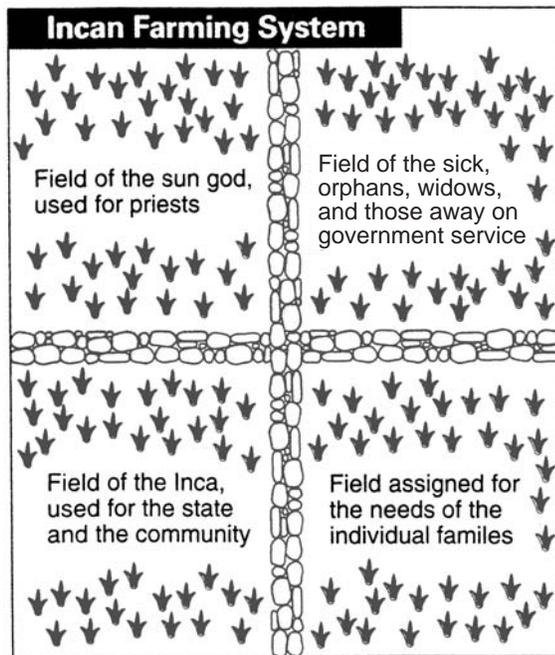
- (1) across the Atlantic Ocean
(2) from rural lands to urban areas
(3) in search of additional food sources
(4) for religious freedom

- 8 Which factor led to the development of civilizations in ancient Mesopotamia?

- (1) political harmony
(2) favorable geography
(3) religious differences
(4) universal education

- 9 Which statement most likely represents the view of a citizen of ancient Athens visiting Sparta?
- (1) "The government and society in Sparta are so strict. The people have little voice in government."
 - (2) "I feel as though I have never left home. Everything here is the same as it is in Athens."
 - (3) "This society allows for more freedom of expression than I have ever experienced in Athens."
 - (4) "I have never heard of a society like Sparta that believes in only one God."
- 10 One similarity between animism and Shinto is that people who follow these belief systems
- (1) practice filial piety
 - (2) worship spirits in nature
 - (3) are monotheistic
 - (4) are required to make pilgrimages
- 11 • Buddhist temples are found in Japan.
• Most Indonesians study the Koran.
• Catholicism is the dominant religion in Latin America.
- These statements illustrate a result of
- (1) westernization
 - (2) cultural diffusion
 - (3) economic nationalism
 - (4) fundamentalism
- 12 Which group introduced the Cyrillic alphabet, Orthodox Christianity, and domed architecture to Russian culture?
- | | |
|-------------|----------------|
| (1) Mongols | (3) Jews |
| (2) Vikings | (4) Byzantines |
- 13 The topography and climate of Russia have caused Russia to
- (1) depend on rice as its main source of food
 - (2) seek access to warm-water ports
 - (3) adopt policies of neutrality and isolation
 - (4) acquire mineral-rich colonies on other continents
- 14 One of the major achievements of Byzantine Emperor Justinian was that he
- (1) established a direct trade route with Ghana
 - (2) defended the empire against the spread of Islam
 - (3) brought Roman Catholicism to his empire
 - (4) preserved and transmitted Greek and Roman culture
- 15 Both European medieval knights and Japanese samurai warriors pledged oaths of
- (1) loyalty to their military leader
 - (2) devotion to their nation-state
 - (3) service to their church
 - (4) allegiance to their families
- 16 What was a significant effect of Mansa Musa's pilgrimage to Mecca?
- (1) The African written language spread to southwest Asia.
 - (2) Military leaders eventually controlled Mali.
 - (3) Islamic learning and culture expanded in Mali.
 - (4) The trading of gold for salt ended.
- 17 A direct impact that the printing press had on 16th-century Europe was that it encouraged the
- (1) spread of ideas
 - (2) beginnings of communism
 - (3) establishment of democracy
 - (4) development of industrialization
- 18 Which technological advancement helped unify both the Roman and the Inca Empires?
- | | |
|-----------------|-------------------|
| (1) astrolabe | (3) gunpowder |
| (2) road system | (4) wheeled carts |
- 19 Cervantes' literary classic *Don Quixote*, the rule of Isabella and Ferdinand, and the art of El Greco are associated with the
- (1) Golden Age in Spain
 - (2) Hanseatic League in Germany
 - (3) Glorious Revolution in England
 - (4) Renaissance in Italy

Base your answer to question 20 on the diagram below and on your knowledge of social studies.



All land belonged to the community. Farmers grew crops in different fields.

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall (adapted)

- 20 This diagram shows the Incas had a farming system that
- (1) provided crops for the entire society
 - (2) left much of the land unfarmed
 - (3) set aside fifty percent of the crops for those who farmed the fields
 - (4) grew crops only for priests and government officials
-
- 21 Which statement best describes a result of the encounter between Europeans and native populations of Latin America?
- (1) Native societies experienced rapid population growth.
 - (2) European nations lost power and prestige in the New World.
 - (3) Large numbers of natives migrated to Europe for a better life.
 - (4) Plantations in the New World used enslaved Africans to replace native populations.

Base your answers to questions 22 through 24 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Although I spread serfdom in my country, I tried to modernize our society by incorporating western technology.

Speaker B: I promoted culture with my support of the arts. Unfortunately, I drained my country's treasury by building my palace at Versailles and involving my country in costly wars.

Speaker C: I gained much wealth from my overseas empire in the Americas. I waged war against the Protestants and lost.

Speaker D: I inherited the throne and imprisoned my foes without a trial. I dissolved Parliament because I did not want to consult with them when I increased taxes.

- 22 Which speaker represents the view of King Louis XIV of France?
- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |
- 23 Which nation was most likely governed by *Speaker D*?
- | | |
|------------|-------------|
| (1) Russia | (3) Spain |
| (2) France | (4) England |
- 24 Which type of government is most closely associated with all these speakers?
- (1) limited monarchy
 - (2) absolute monarchy
 - (3) direct democracy
 - (4) constitutional democracy
-

Base your answer to question 25 on the statements below and on your knowledge of social studies.

... The Laws ought to be so framed, as to secure the Safety of every Citizen as much as possible.

... The Equality of the Citizens consists in this; that they should all be subject to the same Laws. . . .

— *Documents of Catherine the Great*,
W. F. Reddaway, ed., Cambridge University Press (adapted)

25 These ideas of Catherine the Great of Russia originated during the

- (1) Age of Exploration
- (2) Age of Enlightenment
- (3) Protestant Reformation
- (4) French Revolution

Base your answers to questions 26 and 27 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Government should not interfere in relations between workers and business owners.

Speaker B: The workers will rise up and overthrow the privileged class.

Speaker C: Private property will cease to exist. The people will own the means of production.

Speaker D: A favorable balance of trade should be maintained by the use of tariffs.

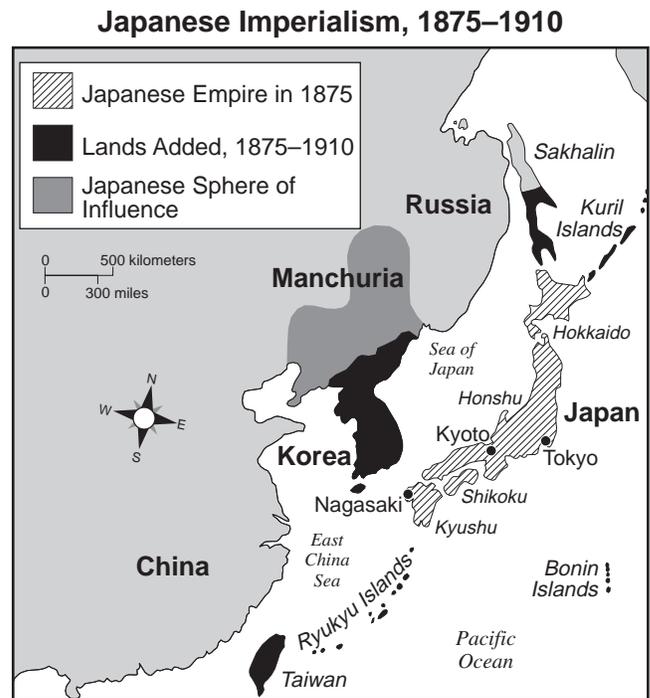
26 Which two speakers represent Karl Marx's ideas of communism?

- (1) A and B
- (2) B and C
- (3) B and D
- (4) C and D

27 Which speaker is referring to laissez-faire capitalism?

- (1) A
- (2) B
- (3) C
- (4) D

Base your answers to questions 28 and 29 on the map below and on your knowledge of social studies.



28 What was a basic cause of the political changes shown on this map?

- (1) Russia and Japan formed an alliance.
- (2) Korea defeated Japan in the Sino-Japanese War.
- (3) The Japanese people wanted to spread the beliefs of Shinto.
- (4) Japan needed raw materials for industrialization.

29 Which event is associated with the changes shown on this map?

- (1) Opium War
- (2) Meiji Restoration
- (3) Chinese Nationalist Revolution
- (4) rise of the Soviet Union

- 30 The Bolshevik Party in 1917 gained the support of the peasant class because they promised them
- (1) "Peace, Land, and Bread"
 - (2) "Liberty, Equality, Fraternity"
 - (3) abolition of the secret police
 - (4) democratic reforms in all levels of government

Base your answer to question 31 on the map below and on your knowledge of social studies.



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

- 31 Which time period in German history is most accurately represented in this map?
- (1) between World War I and World War II
 - (2) just after the Berlin Conference
 - (3) immediately after the Congress of Vienna
 - (4) during unification under Bismarck
-
- 32 Which statement describes one major aspect of a command economy?
- (1) Supply and demand determines what will be produced.
 - (2) Most economic decisions are made by the government.
 - (3) The means of production are controlled by labor unions.
 - (4) The economy is mainly agricultural.

- 33 Which area was once controlled by Britain, suffered a mass starvation in the 1840s, and became an independent Catholic nation in 1922?
- (1) Scotland
 - (2) India
 - (3) Ghana
 - (4) Ireland
- 34 Totalitarian countries are characterized by
- (1) free and open discussions of ideas
 - (2) a multiparty system with several candidates for each office
 - (3) government control of newspapers, radio, and television
 - (4) government protection of people's civil liberties

- 35 Which name would best complete this partial outline?

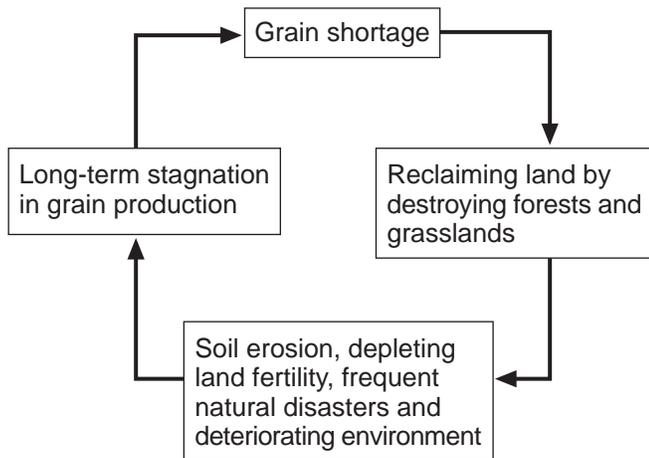
I. African Nationalists of the 20th Century

- A. Leopold Senghor
- B. Jomo Kenyatta
- C. Julius Nyerere
- D. _____

- (1) Atatürk [Mustafa Kemal]
 - (2) Ho Chi Minh
 - (3) José de San Martín
 - (4) Kwame Nkrumah
- 36 Since 1948, a major reason for the conflict between Arabs and Israelis is that each side
- (1) wants the huge oil reserves that lie under the disputed land
 - (2) believes that the United States favors the other side in the conflict
 - (3) claims sovereignty over the same land
 - (4) seeks to control trade on the eastern end of the Mediterranean Sea
- 37 In the 1980s, Mikhail Gorbachev's attempts to change the Soviet Union resulted in
- (1) an increase in tensions between India and the Soviet Union
 - (2) a strengthening of the Communist Party
 - (3) a shift from producing consumer goods to producing heavy machinery
 - (4) a series of economic and political reforms

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

Cycle of the Ecological Environment



Source: Yan Ruizhen and Wang Yuan, *Poverty and Development*, New World Press, 1992 (adapted)

38 Which conclusion based on the ecological cycle shown in this diagram is most valid?

- (1) Grain yields increase as the amount of land reclaimed increases.
- (2) The destruction of forests leads to soil erosion.
- (3) Grain production has no impact on the environment.
- (4) Natural disasters have little effect on grain production.

- 39 • Egypt builds the Aswan Dam to control flooding and produce hydroelectric power.
 • China builds the Three Gorges Dam to control flooding and improve trade.
 • Brazil builds the Tucuruí Dam in the tropical rain forest to produce hydroelectric power.

Which conclusion can be drawn from these statements?

- (1) Societies often modify their environment to meet their needs.
- (2) Monsoons are needed for the development of societies.
- (3) Topography creates challenges that societies are unable to overcome.
- (4) Land features influence the development of diverse belief systems.

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Ziraldo/Rio de Janeiro, Brazil
 Cartoonists & Writers Syndicate

Source: Ziraldo Alves Pinto

40 What is the main idea of this Brazilian cartoon?

- (1) Relations between Latin America and the United States are mutually beneficial.
- (2) The United States wants to cut off political and economic relations with Latin America.
- (3) Latin American nations are self-sufficient and need not rely on the United States.
- (4) The United States wants to control its relationships with Latin America.

41 “Tensions Increase Over Kashmir”
 “Hindus and Muslims Clash in Calcutta Riots”
 “Threat of Nuclear Conflict Worries World”

These headlines refer to events in which region?

- (1) Latin America
- (2) sub-Saharan Africa
- (3) subcontinent of India
- (4) East Asia

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Kim Song Heng, *Lianhe Zaobao*, 2002 (adapted)

- 42 The main idea of this 2002 cartoon is that East Timor is
- (1) experiencing massive floods that might destroy the nation
 - (2) struggling with the arrival of large numbers of freedom-seeking refugees
 - (3) facing several dangers that threaten its existence as a new nation
 - (4) celebrating its success as an independent nation

43 One way in which the Tang dynasty, the Gupta Empire, and the European Renaissance are similar is that they all included periods of

- (1) religious unity
- (2) democratic reforms
- (3) economic isolation
- (4) cultural achievements

44 What was one similar goal shared by Simón Bolívar and Mohandas Gandhi?

- (1) ending foreign control
- (2) promoting religious freedom
- (3) establishing a limited monarchy
- (4) creating collective farms

45 The Armenian Massacre, the “killing fields” of the Khmer Rouge, and Saddam Hussein’s attacks against the Kurds are examples of

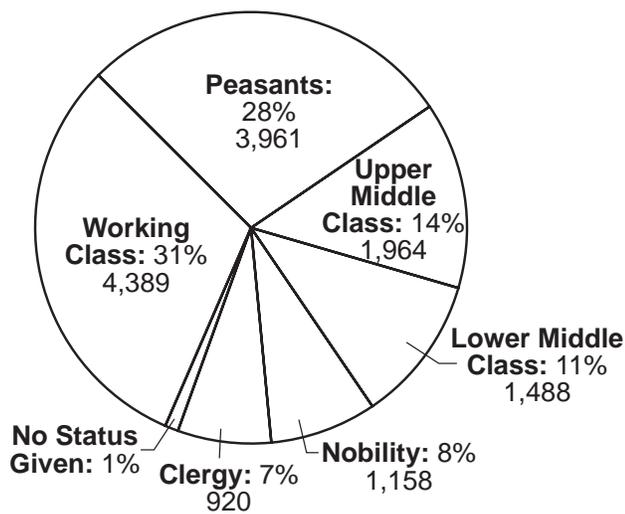
- (1) apartheid
- (2) enslavement
- (3) human rights violations
- (4) forced collectivization

46 In western Europe, the Middle Ages began after the collapse of which empire?

- (1) Mughal
- (2) Roman
- (3) Ottoman
- (4) Byzantine

Base your answers to questions 47 and 48 on the chart below and on your knowledge of social studies.

Executions During the Reign of Terror



Source: Dennis Sherman et al., eds., *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

47 During which revolution did these executions occur?

- (1) French
- (2) Russian
- (3) Chinese
- (4) Cuban

48 Which statement is best supported by information found in this chart?

- (1) Clergy were spared from the Reign of Terror.
- (2) The Reign of Terror affected all classes equally.
- (3) The Reign of Terror crossed social and economic boundaries.
- (4) Peasants were the most frequent victims of the Reign of Terror.

Base your answer to question 49 on the passage below and on your knowledge of social studies.

... Our foundation rests upon trade, because, as you see, we have a large part of our capital invested [in it]. And therefore we shall have little for exchange operations, and we are forced to exert our ingenuity elsewhere. This, however, in my opinion, does not involve greater risk than one incurs in exchanges today, especially when no risks at sea are run [That is, when shipments by sea are insured.]; nor does it bring smaller profits. And [trade operations] are more legal and more honorable. In them we shall so govern ourselves that every day you will have more reason to be content; may God grant us His grace. . . .

Source: Letter to the home office of the Medici from branch office at Bruges, May 14, 1464 (adapted)

49 This passage best illustrates circumstances that characterized the

- (1) Crusades
- (2) Age of Reason
- (3) Commercial Revolution
- (4) Scientific Revolution

50 **“Germany, Austria-Hungary, and Italy Form Triple Alliance”**

“Serbian Nationalism Grows in Balkans”

“Archduke Franz Ferdinand Assassinated in Bosnia”

The events in these headlines contributed most directly to the

- (1) beginning of World War I
- (2) outbreak of the Cold War
- (3) development of communist rule in Europe
- (4) strengthening of European monarchies

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) **explain** means “to 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 II

THEMATIC ESSAY QUESTION

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

Theme: Movement of People and Goods: Trade

Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative.

Task:

Identify **two** trade routes **and/or** trade organizations and for **each**

- Explain **one** reason for the establishment of the trade route or trade organization
- Discuss **one** positive effect **or one** negative effect of the trade route or trade organization on a specific nation or region

You may use any example from your study of global history. Some suggestions you might wish to consider include the Silk Roads, the trans-Saharan trade routes of the African kingdoms, Mediterranean trade routes, the Hanseatic League, the British East India Company, the Organization of Petroleum Exporting Countries (OPEC), and the European Union (EU).

You are *not* limited to these suggestions.

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

NAME _____ SCHOOL _____

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

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

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

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

- Discuss how the Cold War between the United States and the Soviet Union affected other nations *and/or* regions of the world

Part A

Short-Answer Questions

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

Document 1



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

- 1 What does the information shown on this map indicate about the governments of Western Europe and Eastern Europe after World War II? [1]

Score

Document 2a

Imre Nagy, the Hungarian leader, was forced out of office by the Soviet Communist government. The people of Hungary protested his removal from office.

This is Hungary calling! This is Hungary calling! The last free station. Forward to the United Nations. Early this morning Soviet troops launched a general attack on Hungary. We are requesting you to send us immediate aid in the form of parachute troops over the Transdanubian provinces [across the Danube River]. It is possible that our broadcasts will soon come to the same fate as the other Hungarian broadcasting stations . . . For the sake of God and freedom, help Hungary! . . .

— Free Radio Rakoczi

Civilized people of the world, listen and come to our aid. Not with declarations, but with force, with soldiers, with arms. Do not forget that there is no stopping the wild onslaught [attack] of Bolshevism. Your turn will also come, if we perish. Save our souls! Save our souls! . . .

— Free Radio Petofi

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957 (adapted)

2a Based on these broadcasts from Free Radio Rakoczi and Free Radio Petofi, state **two** reasons the Hungarian people were asking for help in 1956. [2]

(1) _____

Score

(2) _____

Score

Document 2b

This morning the forces of the reactionary conspiracy [anti-Soviet plot] against the Hungarian people were crushed. A new Hungarian Revolutionary Worker-Peasant [Communist] Government, headed by the Prime Minister Janos Kadar, has been formed. . . .

— Radio Moscow

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957

2b Based on this broadcast from Radio Moscow, state **one** result of the Hungarian Revolution. [1]

Score

Document 3a

Berlin, Germany After World War II



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

Document 3b

Berlin, 1961



Source: Heiko Burkhardt, dailysoft.com

3 Based on this map and the Burkhardt photograph, state **one** way the Cold War affected the city of Berlin. [1]

Score

Document 4

. . . The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment [nonalignment] in any military or like pact or alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius.

We believe, therefore, in nonaggression and noninterference by one country in the affairs of another and the growth of tolerance between them and the capacity for peaceful coexistence. We think that by the free exchange of ideas and trade and other contacts between nations each will learn from the other and truth will prevail. We therefore endeavor to maintain friendly relations with all countries, even though we may disagree with them in their policies or structure of government. We think that by this approach we can serve not only our country but also the larger causes of peace and good fellowship in the world. . . .

Source: Prime Minister Jawaharlal Nehru, speech in Washington, D.C., December 18, 1956

4 According to Prime Minister Nehru, what was India's foreign policy in 1956? [1]

Score

Document 5

Sook Nyul Choi was born in Pyongyang, Korea and immigrated to the United States during the 1950s. She integrates her autobiographical information into a work of historical fiction set in Korea between the end of World War II and 1950.

. . . Our freedom and happiness did not last long. In June 1950, war broke out. North Korean and Communist soldiers filled the streets of Seoul, and were soon joined by Chinese Communist troops. Russian tanks came barreling through. In the chaos, many more North Korean refugees made their way to Seoul. Theresa and the other nuns finally escaped, and made their way to our house. They told us that the Russians and Town Reds had found out about Kisa's and Aunt Tiger's other activities. They died as all "traitors" did. They were shot with machine guns, and then hanged in the town square to serve as a lesson to others. We never heard any further news about the sock girls, or about my friend Unhi. I still wonder if they are alive in the North.

Source: Sook Nyul Choi, *Year of Impossible Goodbyes*, Houghton Mifflin Company

- 5 Based on Sook Nyul Choi's description, state **two** ways the beginning of the Korean War affected the people of Korea. [2]

(1) _____

Score

(2) _____

Score

Document 6a

War in Korea, 1950–1953



Document 6b

War in Vietnam, 1954–1973

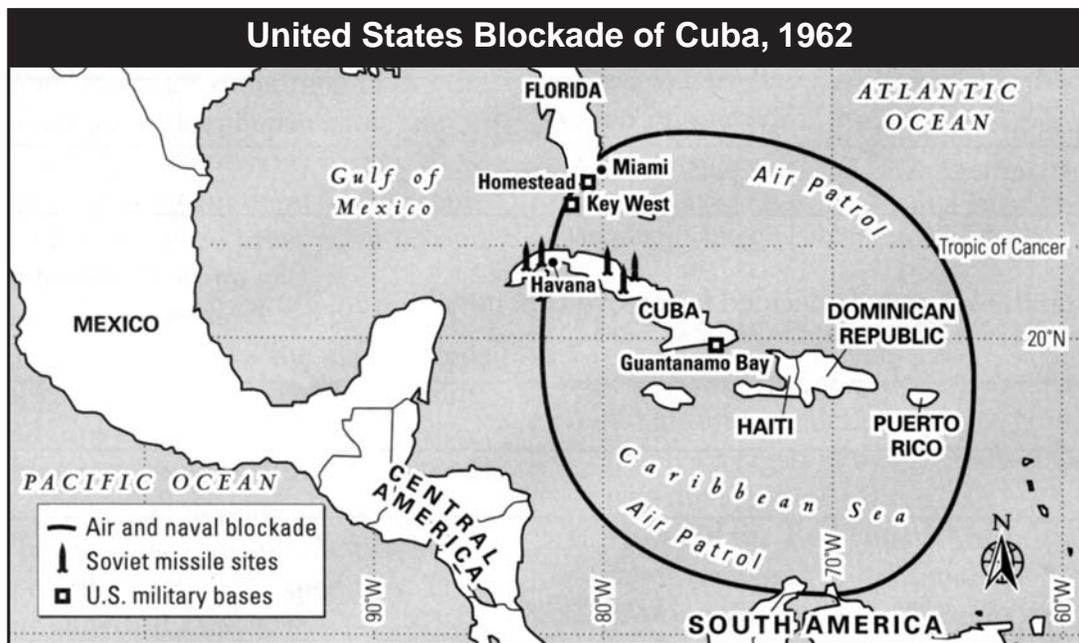


Source: Burton F. Beers, *World History: Patterns of Civilization*, Prentice Hall (adapted)

6 Based on the information shown on these maps, state **one** similarity in the way the Cold War affected Korea and Vietnam. [1]

Score

Document 7a



Source: *World History: Patterns of Interaction*, McDougal Littell (adapted)

Document 7b

This Government as promised has maintained the closest surveillance of the Soviet military build-up on the island of Cuba.

Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island.

The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles.

Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City or any other city in the southeastern part of the United States, in Central America or in the Caribbean area. . . .

Source: President John F. Kennedy, address to the nation on the Soviet arms build-up in Cuba, October 22, 1962

7 Based on this map and President John F. Kennedy's address, state **one** way the Cold War affected Cuba. [1]

Score

Document 8a

. . . Immediately after the revolution, the Sandinistas had the best organized and most experienced military force in the country. To replace the National Guard, the Sandinistas established a new national army, the Sandinista People's Army (Ejército Popular Sandinista—EPS), and a police force, the Sandinista Police (Policía Sandinista-PS). These two groups, contrary to the original Puntarenas Pact [agreement reached by Sandinista government when in exile] were controlled by the Sandinistas and trained by personnel from Cuba, Eastern Europe, and the Soviet Union. Opposition to the overwhelming FSLN [Sandinista National Liberation Front] influence in the security forces did not surface until 1980. Meanwhile, the EPS developed, with support from Cuba and the Soviet Union, into the largest and best equipped military force in Central America. Compulsory military service, introduced during 1983, brought the EPS forces to about 80,000 by the mid-1980s. . . .

Source: Library of Congress, Federal Research Division (adapted)

8a According to this document from the Library of Congress, what effect did the Cold War have on Nicaragua in the 1980s? [1]

Score

Document 8b

Her [Violeta Chamorro] husband's murder sparked a revolution that brought the Sandinistas to power. Now Violeta Chamorro is challenging them in Nicaragua's presidential election.

. . . "Violeta! Violeta! Throw them [Sandinistas] out! Throw them out!"

Surrounded by outstretched hands, Mrs. Chamorro hugs everyone in reach. Then Nicaragua's most famous widow goes straight to her message. This is the town where my husband was born, she tells them. This is where he learned the values of freedom that cost him his life. This is where he would tell us to make a stand against the Sandinista regime.

"I never thought that I would return to Granada as a candidate, raising the banner steeped in the blood of Pedro Joaquín Chamorro, to ask his people once again to put themselves in the front lines," she says. "But Nicaragua must win its freedom once again.

"All across the world," she continues, her voice rising, "people like you are burying Communism and proclaiming democracy. So set your watches! Set them to the same hour as Poland, as Bulgaria, as Czechoslovakia, as Chile! Because this is the hour of democracy and freedom — this is the hour of the people!". . .

Source: Mark A. Uhlig, *New York Times*, February 11, 1990

8b According to Mark A. Uhlig, what political change did Violeta Chamorro hope to bring to Nicaragua? [1]

Score

Part B

Essay

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

Historical Context:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

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

- Discuss how the Cold War between the United States and the Soviet Union affected other nations *and/or* regions of the world

Guidelines:

In your essay, be sure to

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

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 14, 2006 — 1:15 p.m. to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which heading best completes the partial outline below?

I. _____

- A. Seafood makes up a large part of the Filipino diet.
- B. Africans built hydroelectric plants along the Zambezi River.
- C. The majority of Russians live west of the Ural Mountains.
- D. The most densely populated area of India is the Ganges River Valley.

- (1) Rivers Are Barriers to Interdependence
- (2) Economic Issues Influence National Goals
- (3) Geography Affects Human Behavior
- (4) Governments Control the Actions of Citizens

- 2 • Siberian Plain
• Sahara Desert
• Amazon Basin
• Mongolian Steppes

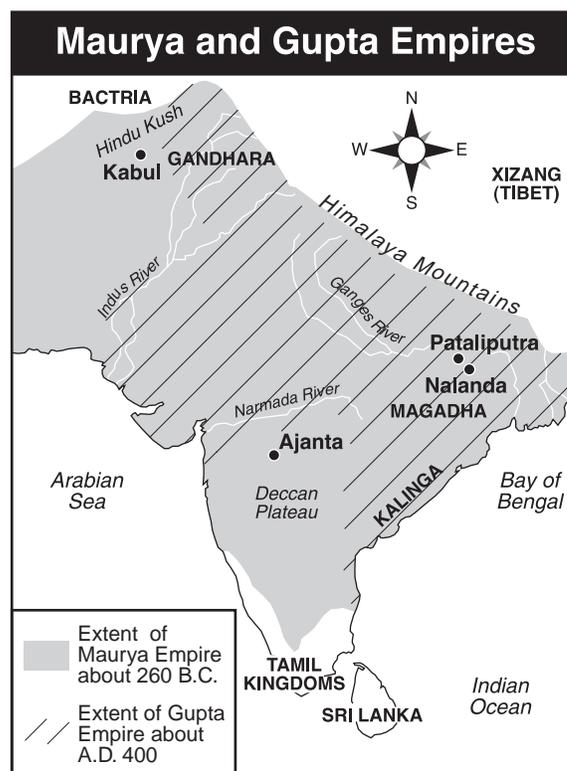
One characteristic common to these areas is that they all

- (1) have a low population density
- (2) are located between major river valleys
- (3) are major religious centers
- (4) have large areas of valuable farmland

- 3 Which pair of belief systems share a belief that spirits reside in natural objects and forms?

- (1) Hinduism and Confucianism
- (2) Islam and Judaism
- (3) Shintoism and animism
- (4) Christianity and Buddhism

Base your answer to question 4 on the map below and on your knowledge of social studies.

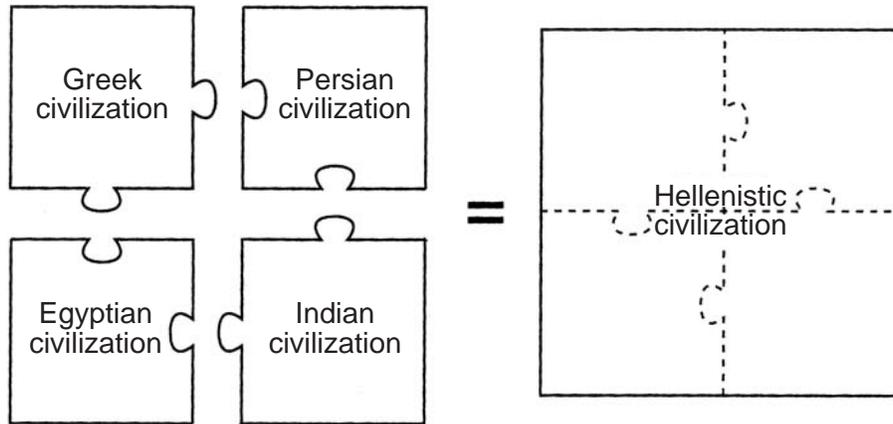


Source: Ellis and Esler,
World History: Connections to Today,
Prentice Hall, 2003 (adapted)

- 4 Which generalization about the Maurya and Gupta Empires is supported by the map?

- (1) Expansion was limited by geographic factors.
- (2) Trade contributed to stable societies.
- (3) Extensive road systems unified India.
- (4) Southern India was isolated from northern India.

Base your answers to questions 5 and 6 on the illustration below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

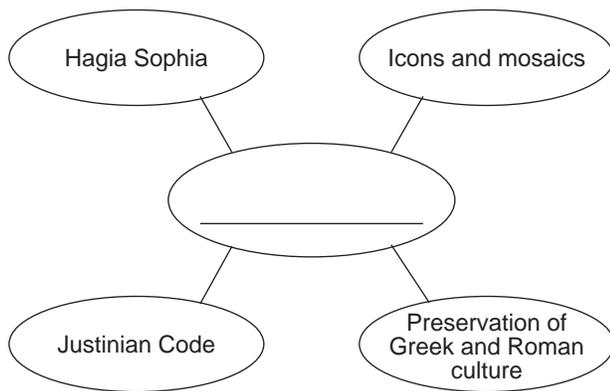
5 Which concept is most closely related to the main idea of the illustration?

- (1) isolation
- (2) cultural diffusion
- (3) armed conflict
- (4) urbanization

6 Which leader is most closely associated with the accomplishment shown by the illustration?

- (1) Charlemagne
- (2) Mansa Musa
- (3) Alexander the Great
- (4) Suleiman the Magnificent

7 Base your answer to this question on the graphic organizer below and on your knowledge of social studies.



Which title best completes this graphic organizer?

- (1) Arab Accomplishments
- (2) Achievements of Meso-American Civilizations
- (3) Russian Law and Architecture
- (4) Byzantine Achievements

8 Which statement about the Tang dynasty is a fact rather than an opinion?

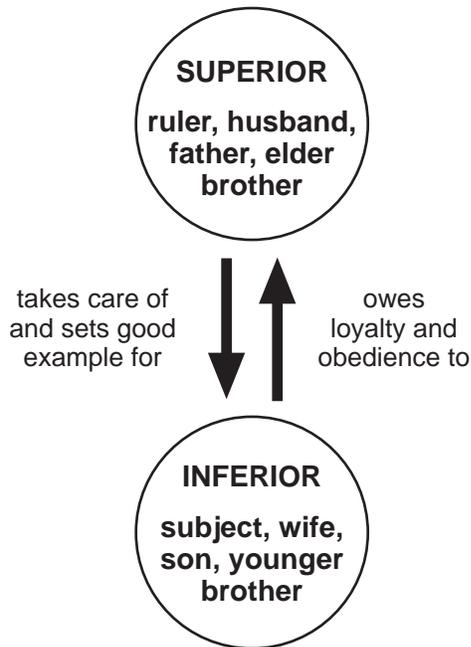
- (1) Technical advances would have been greater if the Tang dynasty had lasted longer.
- (2) China's best emperors came from the Tang dynasty.
- (3) The Tang emperors granted government jobs to scholars who passed examinations.
- (4) The culture of the Tang dynasty was superior to that of the Han dynasty.

9 During the feudal period in Europe, power and position in society were based on the

- (1) amount of money earned
- (2) level of education achieved
- (3) number of slaves owned
- (4) amount of land possessed

Base your answer to question 10 on the illustration below and on your knowledge of social studies.

Everyone had duties and responsibilities, depending on his or her position in a relationship.



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

10 The illustration shows the relationship between individuals in a society according to the ideas of

- (1) Confucius
- (2) Moses
- (3) Mohammad
- (4) Siddhartha Gautama

11 Revival of trade in western Europe, decline of feudalism, revival of interest in learning, and cultural interaction with the Middle East are associated with the

- (1) impact of the Crusades
- (2) effects of the barter system
- (3) growth of the Maya Empire
- (4) rise of Charlemagne

Base your answer to question 12 on the quotation below and on your knowledge of social studies.

... The circumference of the city of Constantinople is eighteen miles; one-half of the city being bounded by the continent, the other by the sea, two arms of which meet here; the one a branch or outlet of the Russian, the other of the Spanish sea. Great stir and bustle prevails [dominates] at Constantinople in consequence of the conflux [meeting] of many merchants, who resort thither [come there], both by land and by sea, from all parts of the world for purposes of trade, including merchants from Babylon and from Mesopotamia, from Media and Persia, from Egypt and Palestine, as well as from Russia, Hungary, Patzinakia, Budia, Lombardy and Spain. In this respect the city is equalled only by Bagdad, the metropolis of the Mahometans. . . .

— Rabbi Benjamin of Tudela,
Manuel Komroff, ed., *Contemporaries of Marco Polo*,
Boni & Liveright

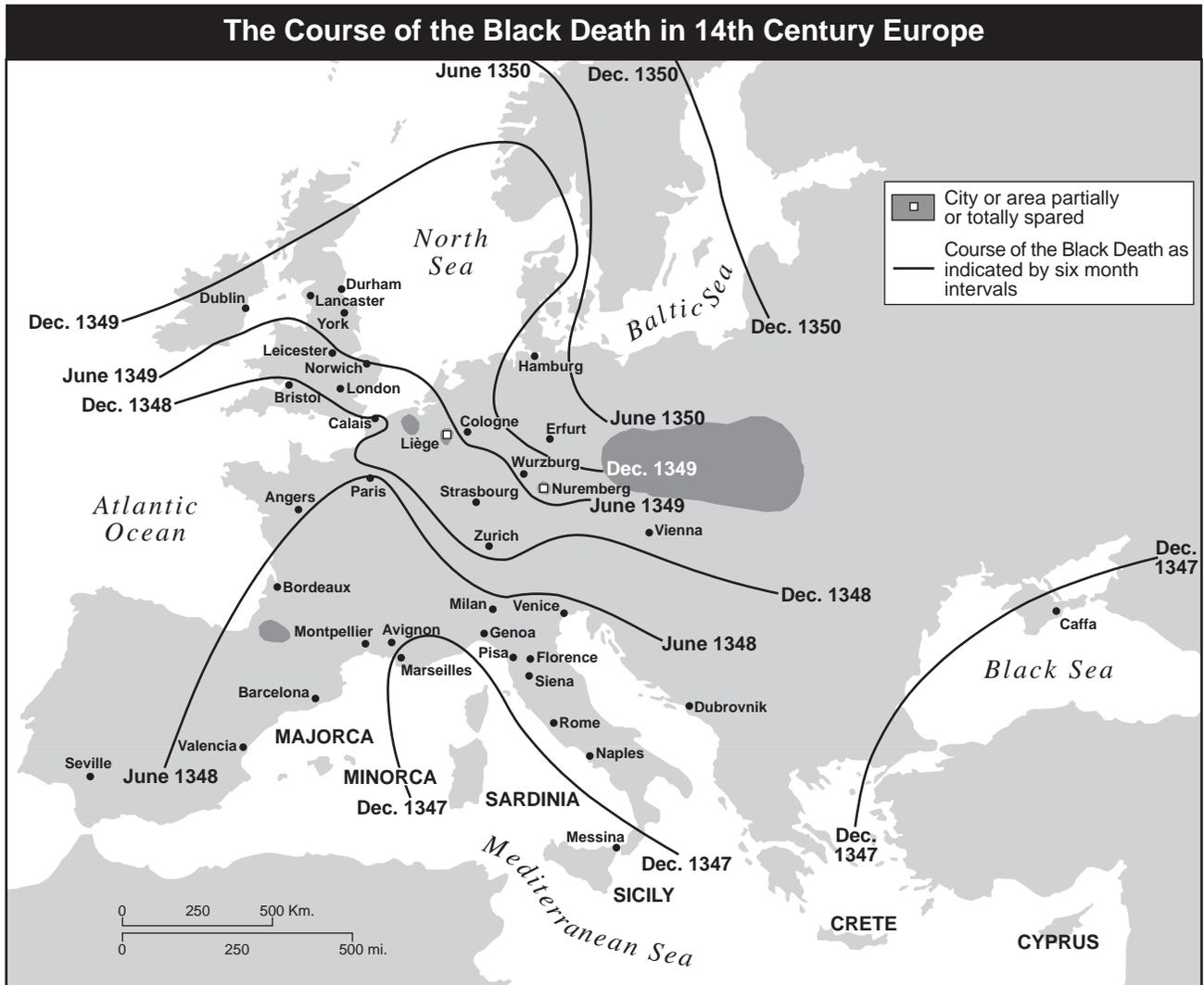
12 This author would most likely agree with the idea that the

- (1) size of Constantinople limited trade
- (2) cities of western Europe were more impressive than Constantinople
- (3) location of Constantinople contributed to its prosperity
- (4) government of Constantinople failed to provide order

13 Much of the wealth of the West African kingdoms of Ghana and Mali was gained from the

- (1) sale of slaves to Europeans
- (2) creation of colonies on the Mediterranean coast
- (3) taxation on goods brought by Indian merchants
- (4) control of the trans-Saharan trade in gold and salt

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.



Source: Robin W. Winks et al., *A History of Civilization: Prehistory to the Present*, Prentice Hall, 1992 (adapted)

14 Which geographic theme is the focus of this map?

- (1) Regions: How They Form and Change
- (2) Movement: Humans Interacting on Earth
- (3) Location: Position on the Earth's Surface
- (4) Place: Physical and Human Characteristics

15 The map shows that the Black Death

- (1) began in England and Ireland and then spread eastward
- (2) spread slowly over several decades
- (3) affected most areas of western Europe
- (4) was most severe in Italy

16 What was a long-term impact of Marco Polo's trips to China?

- (1) The Silk Roads replaced the all-water route to Asia.
- (2) The Chinese forced the Europeans to trade only in Peking.
- (3) China was isolated from other countries.
- (4) Trade increased between China and Europe.

17 In western Europe, Martin Luther's Ninety-five Theses and Henry VIII's Act of Supremacy led to

- (1) an end to Christian unity
- (2) a strengthening of economic unity
- (3) better relations between peasants and merchants
- (4) fewer violent outbreaks between ethnic groups

- 18 • Leonardo DaVinci used movement and perspective in his work.
- Machiavelli's *The Prince* advised rulers on how to gain and maintain power.
 - Humanist scholars examined worldly subjects and classical culture.

Which period is associated with these statements?

- (1) French Revolution (3) Early Middle Ages
 (2) Renaissance (4) Enlightenment
- 19 During the 15th century, which two European countries began sea voyages of exploration?
- (1) Germany and Italy
 (2) Portugal and Spain
 (3) England and France
 (4) Russia and the Netherlands

Base your answer to question 20 on the quotation below and on your knowledge of social studies.

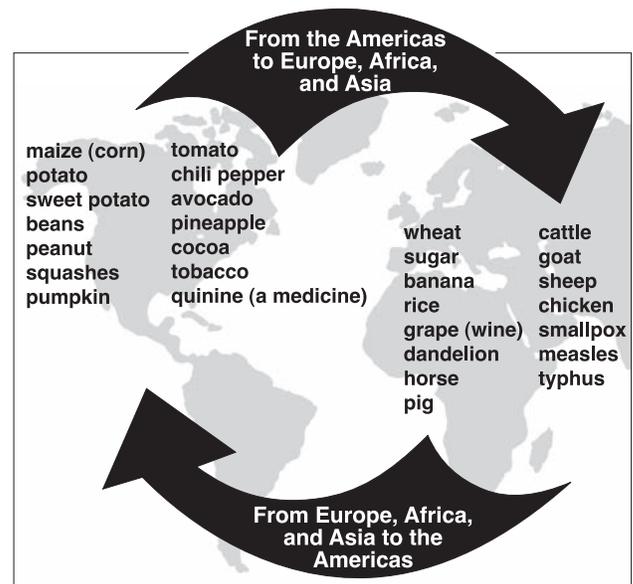
... Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: you have seen the image of God in kings, and you will have the idea of majesty of kingship.

God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince. . . .

— Jacques-Benigne Bossuet

- 20 Which philosophy of government is expressed by this quotation?
- (1) oligarchy (3) democracy
 (2) fascism (4) divine right
-

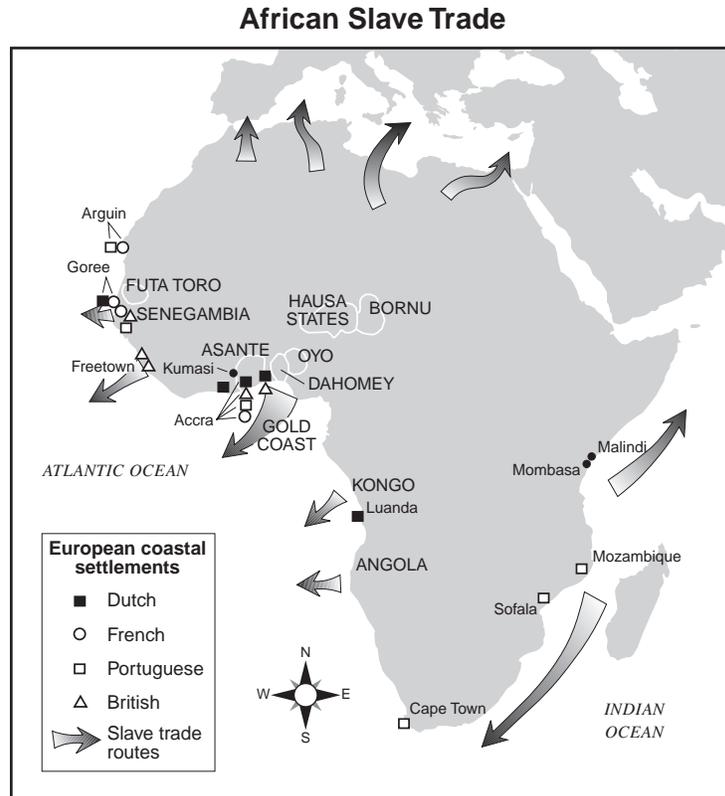
Base your answer to question 21 on the diagram below and on your knowledge of social studies.



Source: Goldberg and Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

- 21 What is the best title for this diagram?
- (1) Encomienda System (3) Silk Road
 (2) Columbian Exchange (4) Open Door policy
-
- 22 The Aztec use of the calendar and the Maya writing system both illustrate that pre-Columbian cultures in the Americas
- (1) traded extensively with Africa
 (2) flourished prior to European contact
 (3) declined because of invasion and disease
 (4) converted others to Islam
- 23 Locke's *Two Treatises of Government*, Rousseau's *The Social Contract*, and Montesquieu's *The Spirit of the Laws* were works written during which time period?
- (1) Middle Ages (3) Enlightenment
 (2) Renaissance (4) Reformation

Base your answer to question 24 on the map below and on your knowledge of social studies.



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, (adapted)

24 Which conclusion about the slave trade in Africa is supported by this map?

- (1) Most of the slaves came from eastern Africa.
- (2) Few people were taken from Africa to other continents.
- (3) Several European countries participated in the slave trade.
- (4) The slave trade began in southern Africa.

25 What was a major cause of the French Revolution?

- (1) inequalities in the tax structure
- (2) economic success of mercantilism
- (3) failure of the Congress of Vienna
- (4) Continental System in Europe

26 The British government took control of the Suez Canal and Singapore during the 19th century in order to

- (1) sell petroleum to these territories
- (2) gain more converts to Christianity
- (3) ensure safe passage on strategic waterways
- (4) transport laborers directly to the Americas

27 The Sepoy Rebellion was to India as the Boxer Rebellion was to

- (1) Russia
- (2) China
- (3) Japan
- (4) Italy

28 One reason for Japan's rapid industrialization during the Meiji Restoration was that Japan had

- (1) rejected Western ideas
- (2) used its access to the sea for fishing
- (3) relied on traditional isolationist policies
- (4) reformed its political and economic systems

29 What was the immediate cause of World War I in Europe?

- (1) start of the civil war in Russia
- (2) sinking of the British liner, *Lusitania*
- (3) assassination of the heir to the throne of the Austro-Hungarian Empire
- (4) attack on Poland by the German army

30 Under communism in the former Soviet Union, people were required to

- (1) reject modern technology
- (2) limit the size of their families
- (3) honor their ancestors and religious traditions
- (4) put the interests of the state before individual gain

31 Many historians believe that the harsh terms found in the Treaty of Versailles helped lead to

- (1) Italy's unification
- (2) Turkey's modernization
- (3) revolutions in Russia
- (4) World War II

32 Which economic program was implemented by Joseph Stalin?

- (1) Four Modernizations
- (2) five-year plans
- (3) Great Leap Forward
- (4) perestroika

33 One reason the Japanese followed a policy of expansionism before World War II was to gain

- (1) warm-water ports
- (2) control of Tibet
- (3) additional natural resources
- (4) control of the Suez Canal

34 **"Korea Divided at 38th Parallel"**
"Hungarian Revolution Crushed"
"Missile Sites Spotted in Cuba"

The events in these headlines contributed to the

- (1) development of peacetime alliances
- (2) collapse of the Soviet Union
- (3) rejection of imperialism by Western nations
- (4) tensions between the superpowers

35 One reason the Chinese Communists were able to gain control of China was primarily due to the support of the

- (1) peasants
- (2) landed elite
- (3) foreigners
- (4) warlords

36 "India made detailed preparations for war with Pakistan yesterday, although senior officers said offensive operations would have to wait for the end of searing summer temperatures and the monsoon rain which follows. . . ."

— *The Daily Telegraph* (London), May 21, 2002

Which conclusion is based on this passage?

- (1) Military offensives often succeed because of monsoons.
- (2) Pakistan will be destroyed by flooding and drought.
- (3) Geographic factors can influence a nation's military decisions.
- (4) Trade has a major impact on political life in India.

Base your answer to question 37 on the photograph below and on your knowledge of social studies.



— Pool Photo by Natalie Behring-Chisholm

Loya jirga opens: Female delegates at the Afghan grand council in Kabul [Afghanistan] read an official statement together during the opening session Tuesday. Women make up about 200 of the 1,551 delegates to the council, which will pick the next Afghan government.

Source: Copeland and Komarow, *USA Today*, June 12, 2002

37 What was a direct cause of the event illustrated in this photograph?

- (1) defeat of the Taliban-controlled government
- (2) rise of the Ayatollah Khomeini
- (3) signing of the Camp David Accords
- (4) withdrawal of Soviet troops from Afghanistan

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



Source: *The Washington Times*, April 15, 2002 (adapted)

38 Which conclusion about the North Atlantic Treaty Organization (NATO) can be drawn from this 2002 map?

- (1) NATO was considering including more former Soviet satellite countries as members.
- (2) NATO had fewer members than the Warsaw Pact.
- (3) NATO does not admit new members.
- (4) NATO has included many Asian members.

39 How do some Latin American governments justify the destruction of the rain forests?

- (1) Cattle raising, farming, and mining in the rain forest will help the economy.
- (2) Manufacturers no longer use the latex produced by the trees of the rain forest.
- (3) People who live in the rain forest are moving to the cities.
- (4) Drug trafficking will decrease when the protection of the rain forests is gone.

40 Which nation had the greatest influence on the recent histories of Taiwan, Hong Kong, and Tibet?

- (1) India
- (2) South Korea
- (3) China
- (4) Russia

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



Source: Ann Telnaes, Tribune Media Services, 2001 (adapted)

- 41 What is the main idea of this cartoon?
- (1) Traditional social and economic patterns are difficult to change.
 - (2) Women have become outspoken supporters of the government in India.
 - (3) The United Nations only holds conferences on problems that are easy to solve.
 - (4) India is the most populated nation in the world.

- 42 “. . . We cannot and must not allow ourselves to have the message of Hiroshima and Nagasaki fade completely from our minds, and we cannot allow our vision or ideals to fade, either. For if we do, we have but one course left for us. And that flash of light will not only rob us of our vision, but it will rob us of our lives, our progeny [descendants], and our very existence.”

— Tadatoshi Akiba, Mayor of Hiroshima

With which issue is Mayor Akiba most concerned?

- (1) depletion of the ozone layer
 - (2) treatment of infectious diseases
 - (3) nuclear proliferation
 - (4) international terrorism
- 43 Which empire became powerful partly because of its location near the Mediterranean Sea?
- (1) German
 - (2) Maya
 - (3) Ming
 - (4) Ottoman

- 44 One similarity in the rule of Julius Caesar, Genghis Khan, and Catherine the Great is that each leader
- (1) required the use of Latin throughout the empire
 - (2) engaged in territorial expansion
 - (3) introduced the use of gunpowder in warfare
 - (4) encouraged the spread of independence movements
- 45 Both Inca farmers and Japanese farmers adapted a geographic feature of their countries by
- (1) engaging in overseas expansion
 - (2) growing crops suited to desert climates
 - (3) building terraces into the mountainsides
 - (4) reclaiming land from the sea by building dikes

Base your answer to question 46 on the passage below and on your knowledge of social studies.

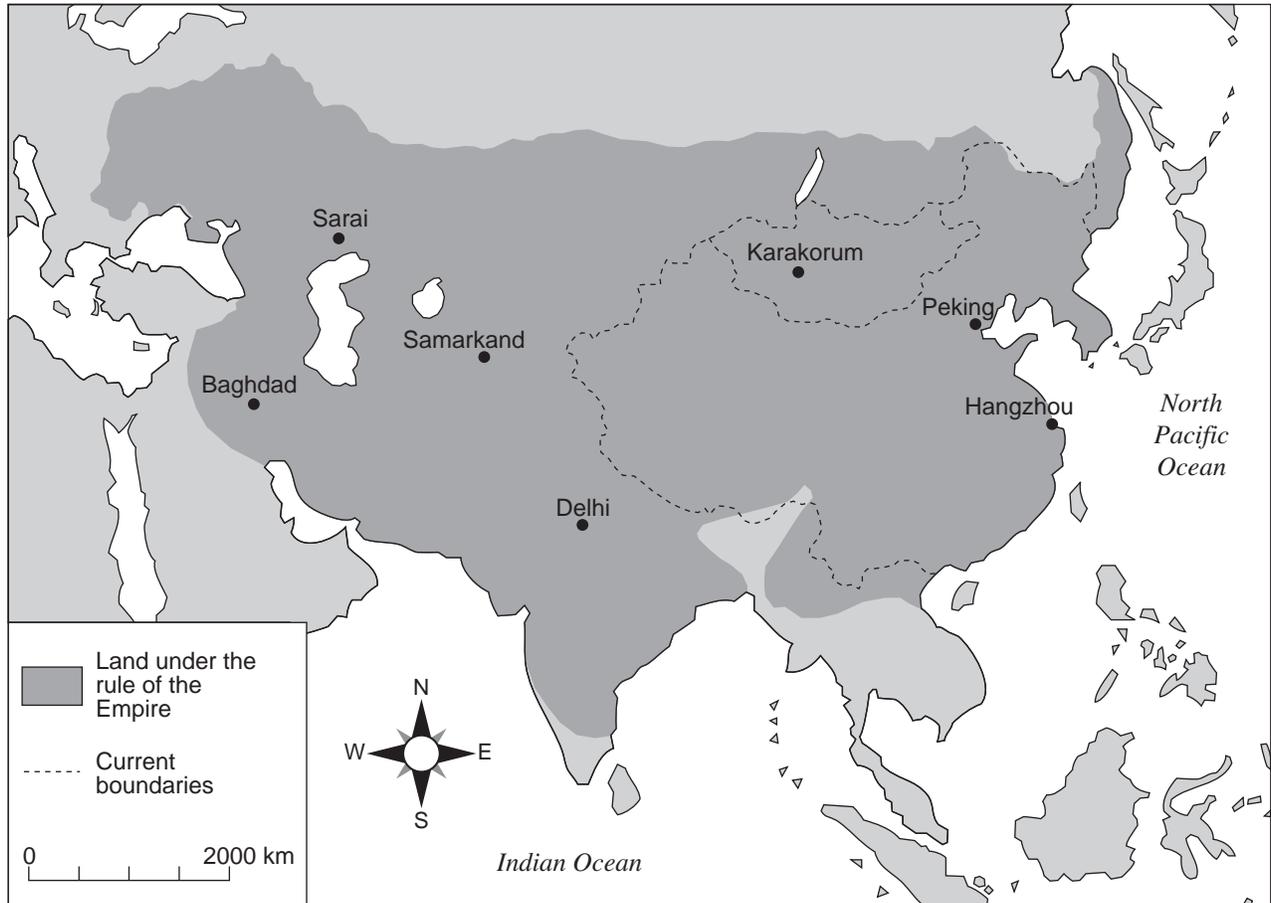
. . . The history of all hitherto existing society is the history of class struggles.

Freeman and slave, patrician [a person of high birth] and plebeian [common person], lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending [competing] classes. . . .

- 46 This passage expresses the ideas of
- (1) Napoleon Bonaparte
 - (2) Karl Marx
 - (3) Adolf Hitler
 - (4) Benito Mussolini

- 47 One similarity in the unification of Italy, the Zionist movement, and the breakup of the Ottoman Empire was that each was influenced by
- (1) humanism
 - (2) polytheism
 - (3) nationalism
 - (4) imperialism

Base your answer to question 48 on the map below and on your knowledge of social studies.



Source: <http://www.artsmia.org/arts-of-asia/china/maps/> (adapted)

48 Which empire is the focus of this map?

- | | |
|-------------|-------------|
| (1) Mongol | (3) Roman |
| (2) Songhai | (4) Persian |

- 49 • The Nazi Party controls Germany.
• Khmer Rouge rules in Cambodia.
• The Sandinistas control Nicaragua.

Which statement describes a similarity in these situations?

- (1) Civil liberties were promoted.
- (2) Voting rights were extended to women.
- (3) Leaders won the support of all groups.
- (4) One group seized power and limited opposition.

50 A comparison of the actions of the Jacobins during the French Revolution and the actions of the Bolsheviks during the Russian Revolution indicates that revolutions sometimes

- (1) occur in a peaceful manner
- (2) gain the support of wealthy landowners
- (3) ignore urban workers
- (4) bring radicals to power

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 this general definition in mind:

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: Conflict

Conflicts between groups of people have threatened peace in many nations and regions.

Task:

Identify **one** conflict that has threatened peace in a nation or region and

- Discuss **one** major cause of that conflict
- Identify **two** opposing groups involved in the conflict and discuss **one** viewpoint of **each** group
- Discuss the extent to which the conflict was *or* was *not* resolved

You may use any major conflict from your study of global history. Some suggestions you might wish to consider include the Crusades, the French Revolution, World War I, the Russian Revolution, the Chinese civil war, the partition of India, the policy of apartheid in South Africa, the Rwandan civil war, and the Bosnian War.

You are *not* limited to these suggestions.

Do *not* use conflicts that *occurred* in the United States 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

NAME _____ SCHOOL _____

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

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

PART III

DOCUMENT-BASED QUESTION

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

Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

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

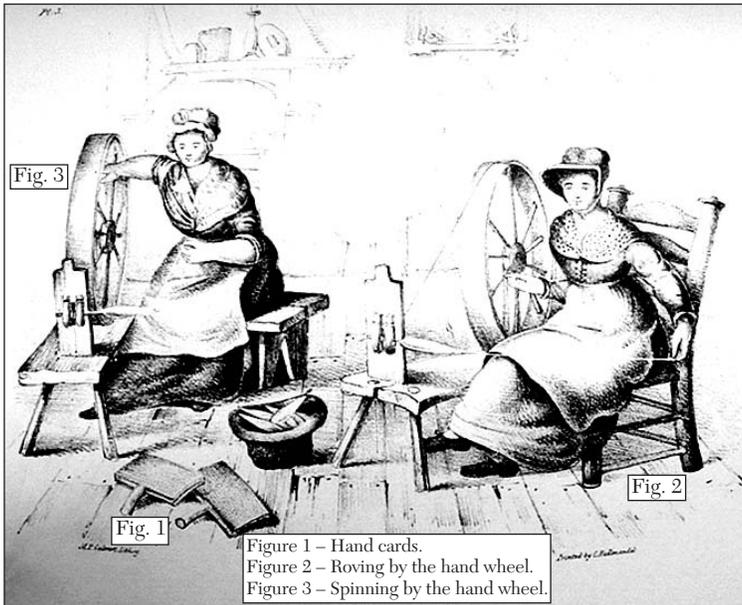
- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society

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: R. Guest, *A Compendious History of the Cotton Manufacture*, A. M. Kelley, first published in 1823 (adapted)

Document 1b

At Work in a Woollen Factory



Source: *The Illustrated London News*, August 25, 1883

1 Based on these pictures, state **two** changes in how cloth was produced. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . Passing to manufactures, we find here the all-prominent fact to be the substitution of the factory for the domestic system, the consequence of the mechanical discoveries of the time. Four great inventions altered [changed] the character of the cotton manufacture; the spinning-jenny, patented by Hargreaves in 1770; the water-frame, invented by Arkwright the year before; Crompton's mule [spinning machine] introduced in 1779, and the self-acting mule, first invented by Kelly in 1792, but not brought into use till Roberts improved it in 1825. None of these by themselves would have revolutionised the industry. But in 1769—the year in which Napoleon and Wellington were born—James Watt took out his patent for the steam-engine. Sixteen years later it was applied to the cotton manufacture. In 1785 Boulton and Watt made an engine for a cotton-mill at Papplewick in Notts, and in the same year Arkwright's patent expired. These two facts taken together mark the introduction of the factory system. But the most famous invention of all, and the most fatal to domestic industry, the power-loom, though also patented by Cartwright in 1785, did not come into use for several years, and till the power-loom was introduced the workman was hardly injured. At first, in fact, machinery raised the wages of spinners and weavers owing to the great prosperity it brought to the trade. In fifteen years the cotton trade trebled [tripled] itself; from 1788 to 1803 has been called "its golden age;" for, before the power-loom but after the introduction of the mule [spinning machine] and other mechanical improvements by which for the first time yarn sufficiently fine for muslin [a fabric] and a variety of other fabrics was spun, the demand became such that "old barns, cart-houses, out-buildings of all descriptions were repaired, windows broke through the old blank walls, and all fitted up for loom-shops; new weavers' cottages with loom-shops arose in every direction, every family bringing home weekly from 40 to 120 shillings per week." At a later date, the condition of the workman was very different. Meanwhile, the iron industry had been equally revolutionised by the invention of smelting by pit-coal brought into use between 1740 and 1750, and by the application in 1788 of the steam-engine to blast furnaces. In the eight years which followed this latter date, the amount of iron manufactured nearly doubled itself. . . .

Source: Arnold Toynbee, *Lectures on the Industrial Revolution of the 18th Century in England*, Humboldt (adapted)

2 According to this document, what were **two** results of the use of machinery? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

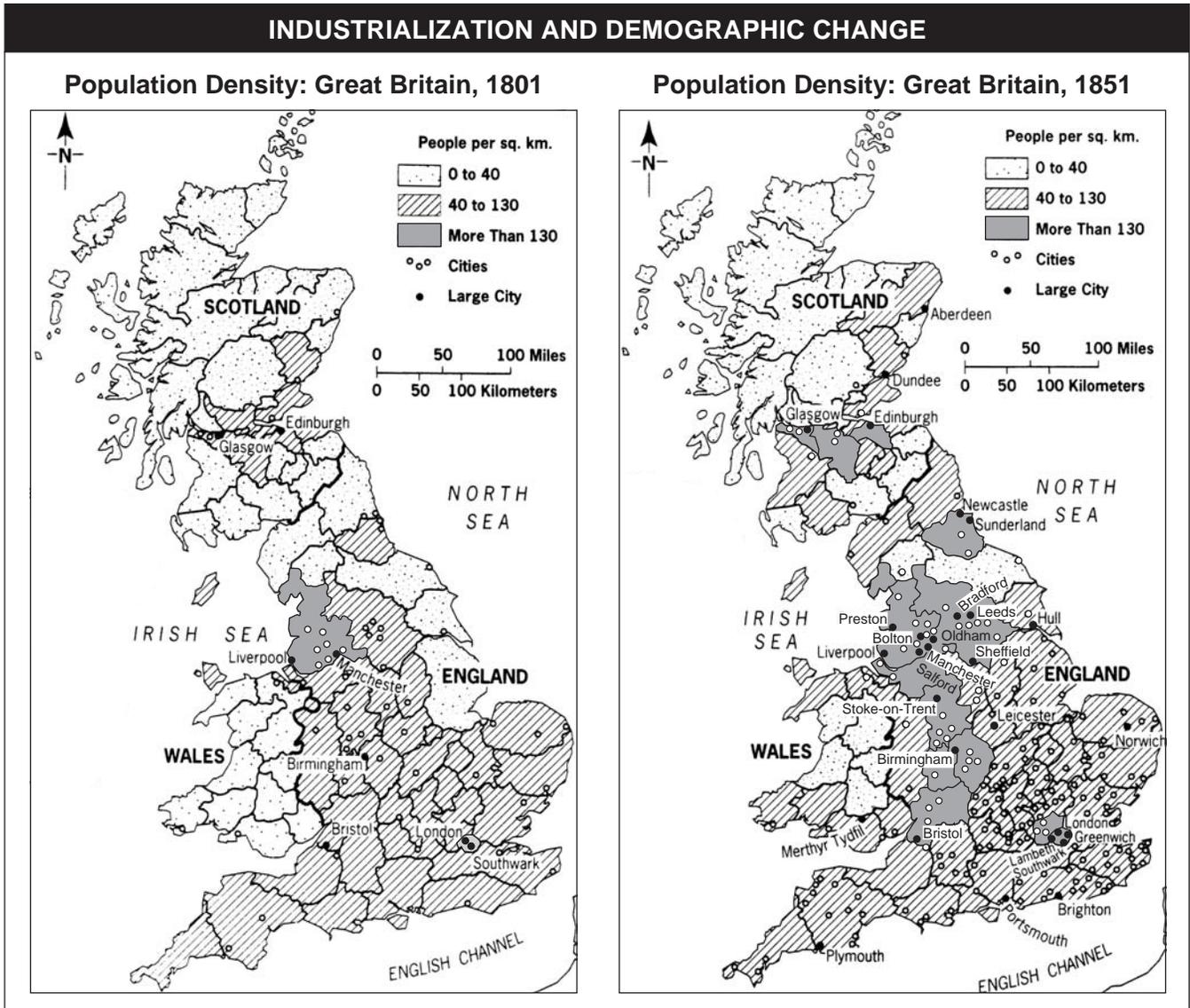
3 According to this document, what are **two** ways that steam engines helped the economy in Great Britain? [2]

(1) _____

Score

(2) _____

Score



Source: *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

4 Based on these maps, state **one** change that occurred in Great Britain during the Industrial Revolution. [1]

Score

Document 5

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*,
W. O. Henderson and W. H. Chaloner, eds., Stanford University Press

5 According to the document, what did Friedrich Engels state were **two** characteristics of working class living conditions in England? [2]

(1) _____

Score

(2) _____

Score

Document 6

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry:* . . .
That the formation of all habits of cleanliness is obstructed by defective supplies of water.
That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.
That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain*, W. Clowes and Sons, 1842

6 Based on this document, state **one** negative effect of industrialization on the workers of Great Britain. [1]

Score

Document 7

Flora Tristan was a 19th-century French activist and a member of the lower working class. In 1843, she wrote *The Workers' Union*.

1. Consolidation of the working class by means of a tight, solid, and indissoluble [indivisible] Union.
2. Representation of the working class before the nation through a defender chosen and paid by the Workers' Union, so that the working class's need to exist and the other classes' need to accept it become evident.
3. Recognition of one's hands as legitimate property. (In France 25,000,000 proletarians have their hands as their only asset.)
4. Recognition of the legitimacy of the right to work for all men and women.
5. Recognition of the legitimacy of the right to moral, intellectual, and vocational education for all boys and girls.
6. Examination of the possibility of labor organizing in the current social state [social conditions].
7. Construction of Workers' Union palaces [buildings] in every department, in which working-class children would receive intellectual and vocational instruction, and to which the infirm and elderly as well as workers injured on the job would be admitted.
8. Recognition of the urgent necessity of giving moral, intellectual, and vocational education to the women of the masses so that they can become the moral agents for the men of the masses.
9. Recognition in principle of equal rights for men and women as the sole [only] means of unifying humankind. . . .

Source: Flora Tristan, *The Workers' Union*, University of Illinois Press (adapted)

7 Based on this document, state **two** changes in society that Flora Tristan believed were needed for the working class. [2]

(1) _____

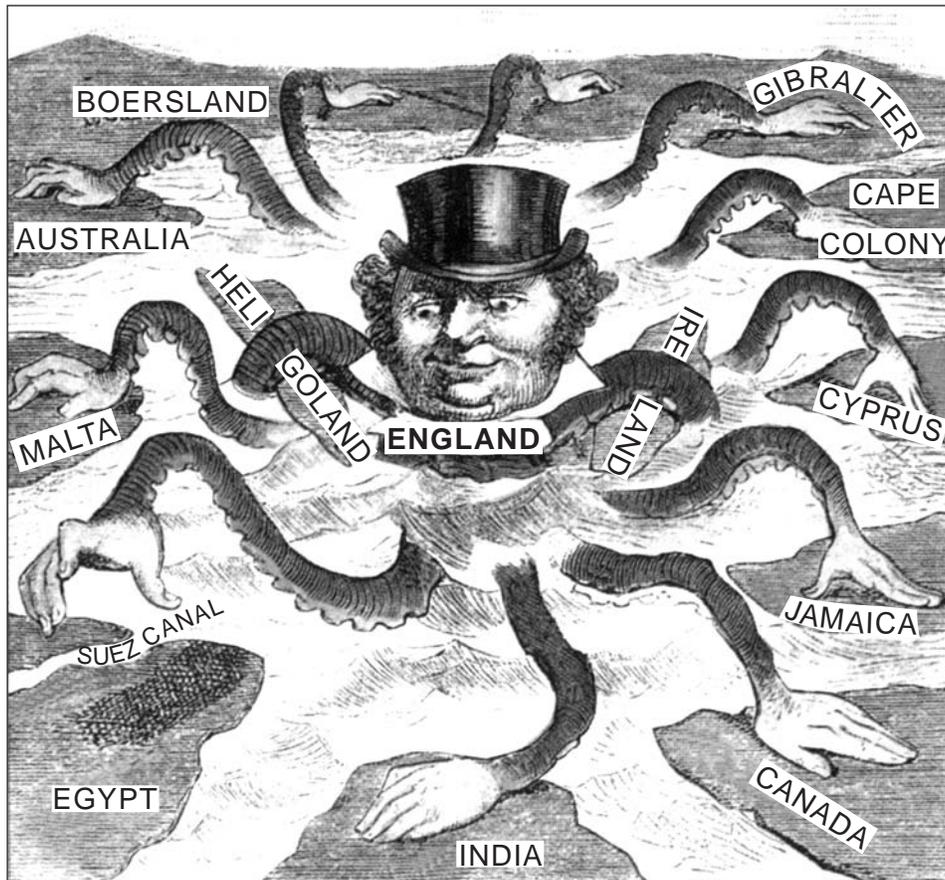
Score

(2) _____

Score

Document 8

The Devilfish in Egyptian Waters



Source: *The British Empire in the Nineteenth Century*, Highsmith, 2000 (adapted)

8 Which effect of the Industrial Revolution is implied by this cartoon? [1]

Score

Part B

Essay

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

Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

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

- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society.

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 14, 2006 — 1:15 p.m. to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

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REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2006 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 The main purpose of a time line is to show the
 - (1) causes and effects of wars
 - (2) location of important places
 - (3) benefits of modern civilizations
 - (4) chronological relationship between events
- 2 Throughout history, people have lived on savannas, in deserts, in mountains, along river valleys, along coastlines, and on islands.

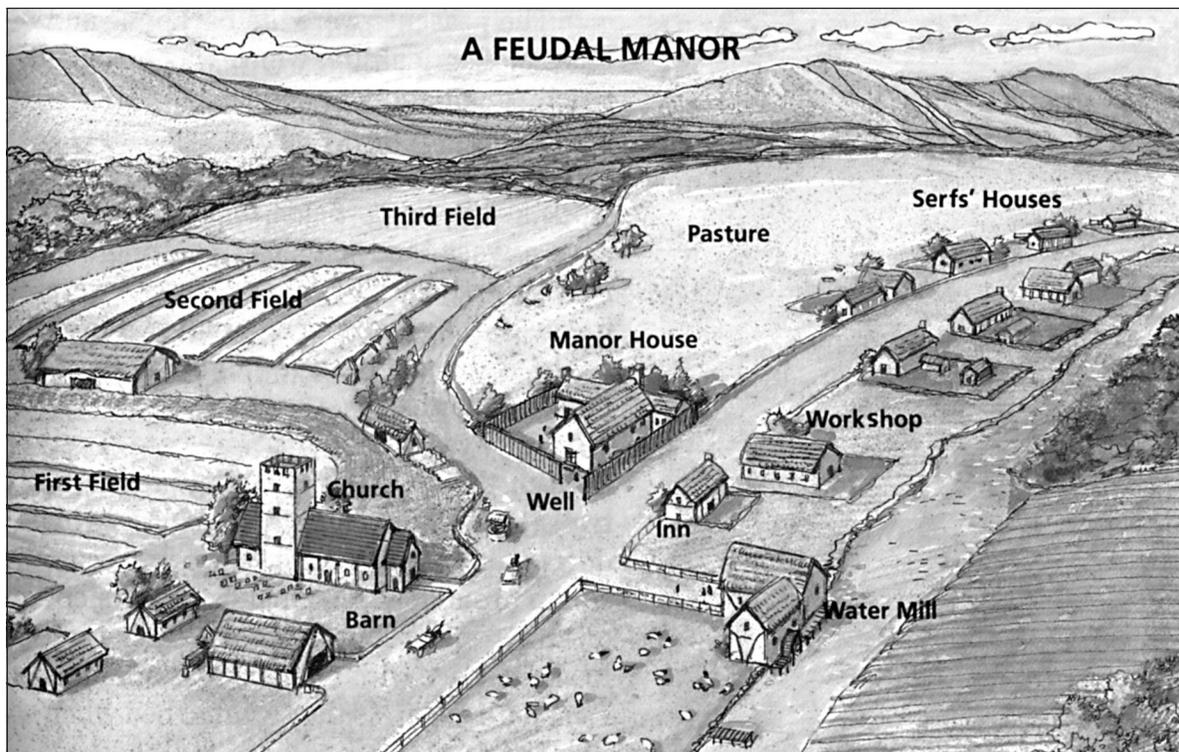
This statement demonstrates that people

 - (1) adapt their surroundings
 - (2) develop a common language
 - (3) organize similar forms of government
 - (4) prefer to live in isolated areas
- 3 In a command economy, economic decisions are mostly influenced by
 - (1) consumer demands
 - (2) government policies
 - (3) private investors
 - (4) banking practices
- 4 How did the introduction of agriculture affect early peoples?
 - (1) Societies became nomadic.
 - (2) Food production declined.
 - (3) Civilizations developed.
 - (4) Birthrates decreased rapidly.
- 5
 - If a man has destroyed the eye of a free man, his own eye shall be destroyed.
 - If a man has knocked out the teeth of a man of the same rank, his own teeth shall be knocked out.

These rules are based on the

 - (1) Analects of Confucius
 - (2) Code of Hammurabi
 - (3) Ten Commandments
 - (4) Koran (Qur'an)
- 6 Which civilization first developed a civil service system, invented gunpowder, and manufactured porcelain?
 - (1) Aztec
 - (2) Chinese
 - (3) Japanese
 - (4) Roman
- 7 What was one effect of Alexander the Great's conquests?
 - (1) expansion of Hellenistic culture
 - (2) formation of the Christian church
 - (3) decreased importance of the Silk Roads
 - (4) increased support of the Mayan leaders
- 8 Which two belief systems teach that there are spirits in nature?
 - (1) Shinto and animism
 - (2) Hinduism and Confucianism
 - (3) Judaism and Christianity
 - (4) Islam and Buddhism
- 9 Constantinople's location on the Bosphorus Strait was one reason that the Byzantine Empire was able to
 - (1) conquer the Russian city of Moscow
 - (2) spread Judaism throughout western Europe
 - (3) control key trade routes between Europe and Asia
 - (4) unite the Eastern Orthodox and Roman Catholic Churches
- 10 The Justinian Code is considered a milestone because it
 - (1) preserved many ancient Chinese legal decrees in writing
 - (2) served as a model for European legal systems
 - (3) became the first democratic constitution
 - (4) united Muslim and Roman thought

Base your answers to questions 11 and 12 on the diagram below and on your knowledge of social studies.



Source: Michael B. Petrovich et al., *People in Time and Place: World Cultures*, Silver, Burdett & Ginn, 1991

11 Most economic activities on this feudal manor were related to

- (1) guilds
- (2) industry
- (3) banking
- (4) agriculture

12 Which economic concept can be inferred from this diagram?

- (1) self-sufficiency
- (2) inflation
- (3) trade embargo
- (4) competition

13 A major contribution of the Golden Age of Islam was the

- (1) development of mercantilism
- (2) creation of the first polytheistic religion
- (3) spread of democratic ideals
- (4) advancement of mathematics and science

14 Which factor most influenced a person's social position in early Indian societies?

- (1) education
- (2) birth
- (3) geographic location
- (4) individual achievement

15 Which civilization best completes the heading of the partial outline below?

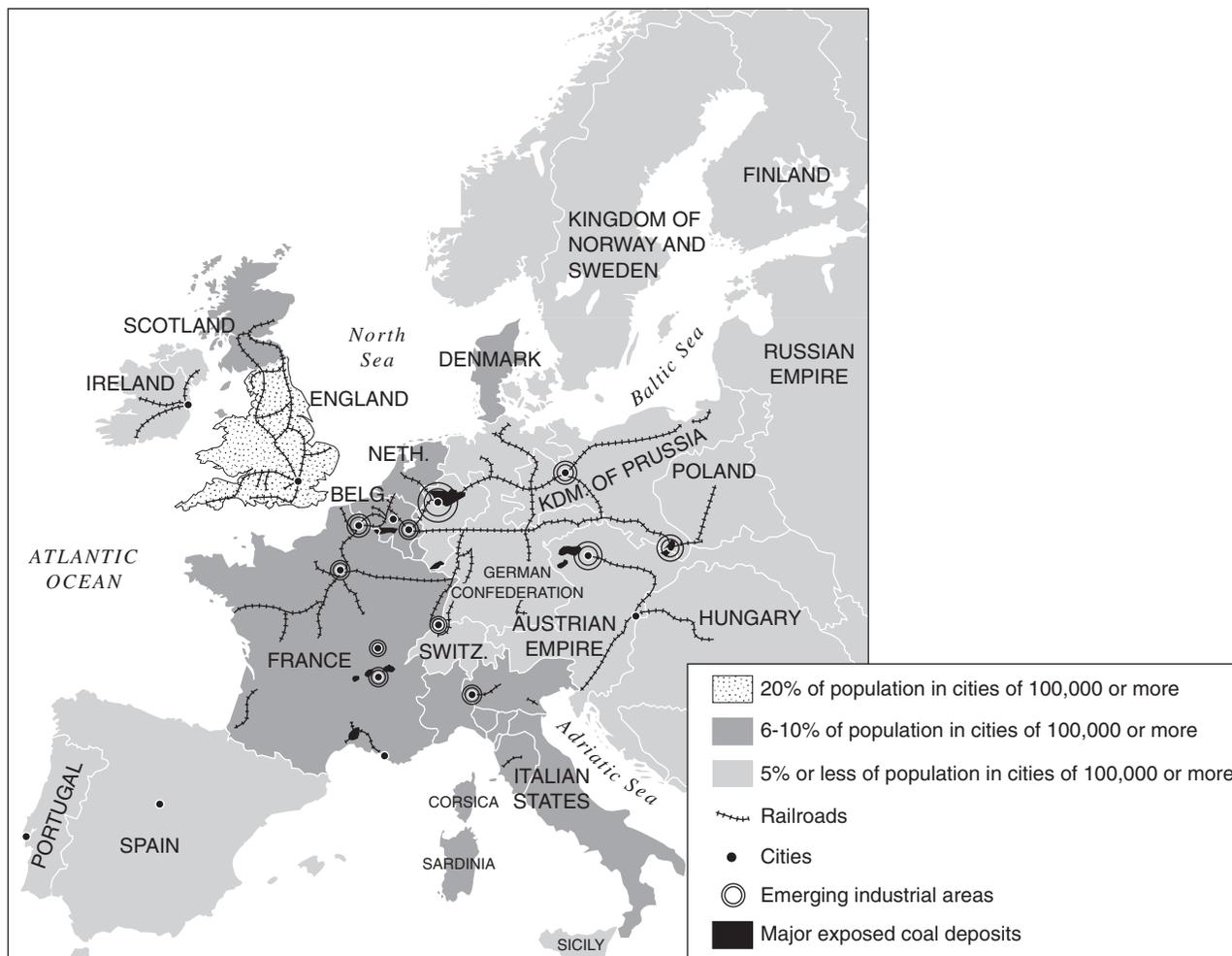
<p>I. _____</p> <p>A. Spread of Islam</p> <p>B. Gold and salt trade</p> <p>C. Growth of Timbuktu</p> <p>D. Pilgrimage of Mansa Musa</p>

- (1) Benin
- (2) Kush
- (3) Mali
- (4) Egyptian

- 16 Historians value the writings of Marco Polo and Ibn Battuta because they
- (1) serve as primary sources about trade and culture
 - (2) provide the basis for European holy books
 - (3) include advice on how to be a democratic ruler
 - (4) present unbiased views of life in Africa and Asia
- 17 Which factor contributed to the beginning of the Renaissance in Italian cities?
- (1) occupation by foreign powers
 - (2) interaction with Latin America
 - (3) surplus of porcelain from Japan
 - (4) access to important trade routes
- 18 • 1340s—Mongols, merchants, and other travelers carried disease along trade routes west of China.
 • 1346—The plague reached the Black Sea ports of Caffa and Tana.
 • 1347—Italian merchants fled plague-infected Black Sea ports.
 • 1348—The plague became an epidemic in most of western Europe.
- Which conclusion can be made based on these statements?
- (1) The plague primarily affected China.
 - (2) The interaction of people spread the plague.
 - (3) Port cities were relatively untouched by the plague.
 - (4) The plague started in western Europe.
- 19 Which innovation had the greatest impact on the Protestant Reformation?
- (1) movable-type printing press
 - (2) Mercator map projection
 - (3) magnetic compass
 - (4) triangular sail
- 20 Which statement best describes the concept of mercantilism?
- (1) Universal suffrage leads to educated citizens.
 - (2) Controlling trade is a key to increasing power.
 - (3) Only the fittest deserve to survive.
 - (4) Strict social control prevents revolutions.
- 21 The Magna Carta, the Petition of Right, and the English Bill of Rights were created to
- (1) limit the power of English monarchs
 - (2) establish laws protecting the rights of Protestants
 - (3) organize England's colonial empire
 - (4) abolish the role of Parliament
- 22 The theory justifying a monarch's rule by God's authority is called
- (1) laissez faire
 - (2) totalitarianism
 - (3) predestination
 - (4) divine right
- 23 One similarity in the rule of Peter the Great, Suleiman I, and Louis XIV is that each leader
- (1) shared power with a legislature
 - (2) practiced religious toleration
 - (3) expanded his territory
 - (4) decreased the amount of taxes collected
- 24 Which factors protected Russia from control by Napoleon's army?
- (1) religious and cultural similarities
 - (2) industrialization and modernization
 - (3) geographic size and location
 - (4) political and economic instability
- 25 "To him who wishes to follow me, I offer hardships, hunger, thirst and all the perils of war."
 — *Garibaldi's Memoirs*
- This quotation from Garibaldi is most closely associated with Italian
- (1) exploration
 - (2) nationalism
 - (3) imperialism
 - (4) neutrality
- 26 During the 1800s, reform legislation passed in Great Britain, France, and Germany led to
- (1) formation of zaibatsu, greater equality for men, and establishment of a banking system
 - (2) legalizing trade unions, setting minimum wages, and limiting child labor
 - (3) government-owned factories, establishment of five-year plans, and limits placed on immigration
 - (4) bans on overseas trade, mandatory military service, and universal suffrage for women

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

Industrial Europe, 1850



Source: Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, McGraw-Hill, 2003 (adapted)

27 Which concept is most closely associated with the pattern of population distribution in England shown on this map?

- (1) urbanization
- (2) colonization
- (3) collectivization
- (4) globalization

28 Karl Marx and Friedrich Engels encouraged workers to improve their lives by

- (1) electing union representatives
- (2) participating in local government
- (3) overthrowing the capitalist system
- (4) demanding pensions and disability insurance

29 Totalitarian governments are characterized by the

- (1) elimination of heavy industry
- (2) use of censorship, secret police, and repression
- (3) lack of a written constitution
- (4) support of the people for parliamentary decisions

Base your answer to question 30 on the quotation below and on your knowledge of social studies.

“. . . I am willing to admit my pride in this accomplishment for Japan. The facts are these: It was not until the sixth year of Kaei (1853) that a steamship was seen for the first time; it was only in the second year of Ansei (1855) that we began to study navigation from the Dutch in Nagasaki; by 1860, the science was sufficiently understood to enable us to sail a ship across the Pacific. This means that about seven years after the first sight of a steamship, after only about five years of practice, the Japanese people made a trans-Pacific crossing without help from foreign experts. I think we can without undue pride boast before the world of this courage and skill. As I have shown, the Japanese officers were to receive no aid from Captain Brooke throughout the voyage. Even in taking observations, our officers and the Americans made them independently of each other. Sometimes they compared their results, but we were never in the least dependent on the Americans. . . .”

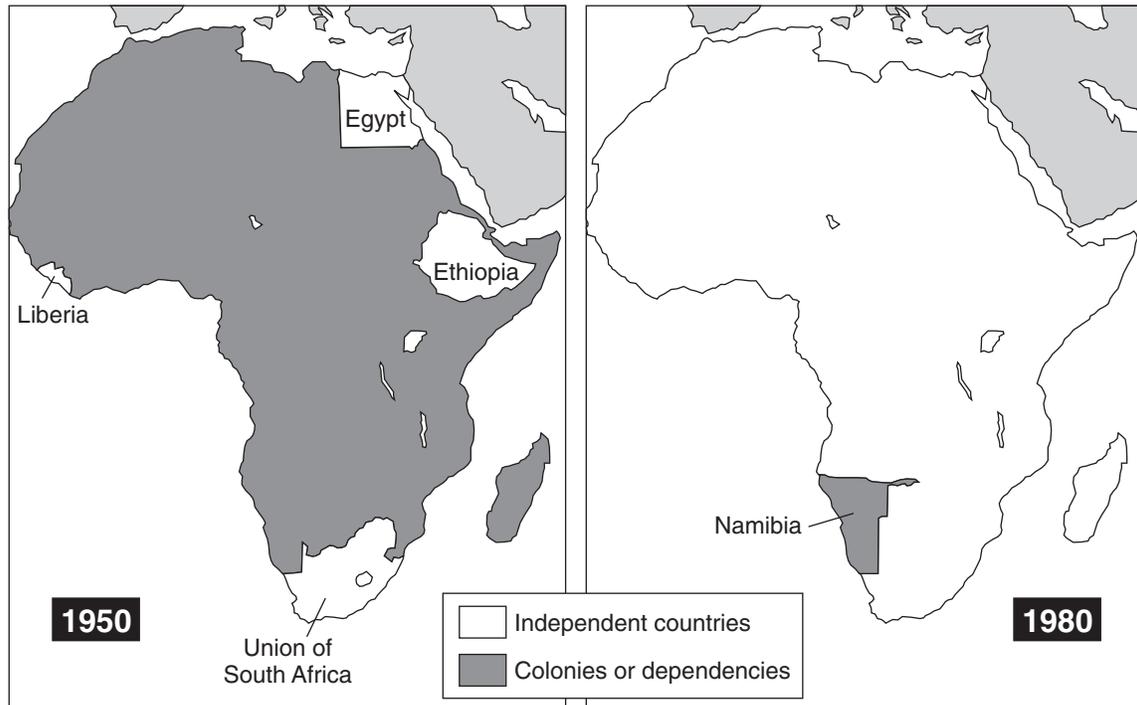
— Eiichi Kiyooka, trans., *The Autobiography of Fukuzawa Yukichi*, The Hokuseido Press, 1934

- 30 Which set of events is most closely associated with the nation described in this passage?
- (1) end of the Opium War → creation of European spheres of influence
 - (2) end of the Tokugawa Shogunate → beginning of the Meiji Restoration
 - (3) fall of the Manchus → rise of Sun Yixian (Sun Yat-sen)
 - (4) imperialism in China → start of World War II
-
- 31 The famine in Ukraine during the 1930s resulted from the Soviet government's attempt to
- (1) end a civil war
 - (2) implement free-market practices
 - (3) collectivize agriculture
 - (4) introduce crop rotation

- 32 When some European leaders agreed to Hitler's demands concerning Czechoslovakia in 1938, they were supporting a policy of
- (1) détente
 - (2) balance of power
 - (3) collective security
 - (4) appeasement
- 33 One reason Germany's invasion of Poland in 1939 was successful is that Poland
- (1) lacked natural barriers
 - (2) was located along the North Sea
 - (3) lacked natural resources
 - (4) was close to the Balkans
- 34 What was one reason that India was divided into two nations in 1947?
- (1) Indian leaders disagreed about India's role in the United Nations.
 - (2) Great Britain feared a unified India would be a military threat.
 - (3) The Soviet Union insisted that India should have a communist government.
 - (4) Differences between the Hindus and the Muslims created religious conflict.
- 35 • Organization of American States (OAS)
• European Union (EU)
• North American Free Trade Agreement (NAFTA)
- These organizations and agreements are examples of
- (1) political isolation
 - (2) military alliances
 - (3) regional cooperation
 - (4) collective security
- 36 Which factor most helped Communist Party forces gain control of China after World War II?
- (1) The United States sent weapons to the Communists.
 - (2) The Japanese gave economic aid to the Nationalists.
 - (3) The Communists gained the support of China's peasant class.
 - (4) The Chinese Nationalists set up their own government in Taiwan.

Base your answer to question 37 on the maps below and on your knowledge of social studies.

Independent Africa, 1950–1980



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman & Co., 1984 (adapted)

37 Based on these maps, which statement is accurate?

- (1) Egypt and Ethiopia are no longer part of Africa.
- (2) By 1980, most African countries had become independent.
- (3) By 1950, most of Africa was controlled by Russia or the United States.
- (4) The Union of South Africa was renamed Namibia.

38 Which event illustrates the policy of containment?

- (1) Nuremberg trials (1945–1946)
- (2) Hungarian revolt (1956)
- (3) launching of Sputnik (1957)
- (4) naval blockade of Cuba (1962)

39 One similarity between Mikhail Gorbachev's perestroika and Deng Xiaoping's Four Modernizations is that each

- (1) allowed elements of capitalism
- (2) maintained the democratic process
- (3) strengthened communism
- (4) increased global tensions

40 One similarity between the Korean War and the Vietnam War is that both wars were

- (1) resolved through the diplomatic efforts of the United Nations
- (2) fought as a result of differing political ideologies during the Cold War
- (3) fought without foreign influence or assistance
- (4) caused by religious conflicts

41 Which practice in medieval Europe was most similar to a Japanese warrior's code of bushido?

- (1) indulgences
- (2) serfdom
- (3) chivalry
- (4) tribute

Base your answer to question 42 on the photograph below and on your knowledge of social studies.

The Berlin Wall



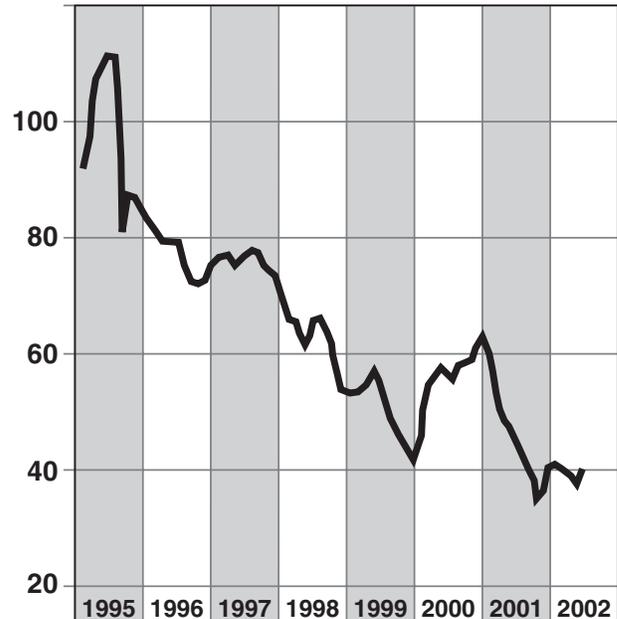
— Reuters/David Brauchli/Archive Photos
Source: <http://imagesrvr.epnet.com/embimages/imh/archivephoto/full/g1952059.jpg>

- 42 This 1989 photograph symbolizes the
- (1) end of the Cold War
 - (2) importance of the Berlin airlift
 - (3) creation of a divided Germany
 - (4) fear of Nazism among Germans
-

- 43 In Iran, both the Revolution of 1979 and the rise of Islamic fundamentalism have caused
- (1) an increase in women's rights
 - (2) tension between traditionalism and modernization to continue
 - (3) foreign control of natural resources to expand
 - (4) the introduction of a communist form of government

Base your answer to question 44 on the graph below and on your knowledge of social studies.

Average Monthly World Cotton Price
(in cents per pound)

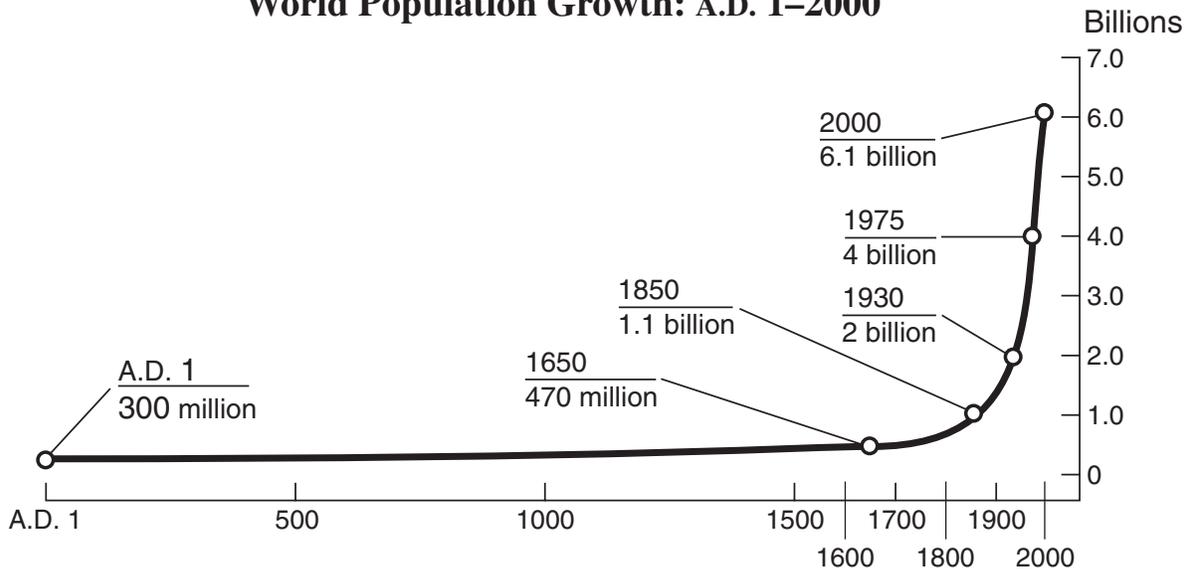


Source: *Wall Street Journal*, June 26, 2002
(adapted)

- 44 This graph suggests a potential problem for nations
- (1) with a favorable balance of trade
 - (2) with both industrial and agricultural exports
 - (3) that rely on a cash crop to support their economy
 - (4) whose economies have been diversified
-
- 45 Which sequence of events is listed in the correct chronological order?
- (1) Crusades → French Revolution → Renaissance
 - (2) French Revolution → Crusades → Renaissance
 - (3) Crusades → Renaissance → French Revolution
 - (4) Renaissance → Crusades → French Revolution

Base your answer to question 46 on the graph below and on your knowledge of social studies.

World Population Growth: A.D. 1–2000



Source: Population Reference Bureau and de Blij and Murphy, *Human Geography: Culture, Society, and Space*, John Wiley & Sons, 1999 (adapted)

46 Which statement can be supported by the information in the graph?

- (1) The population of the world remained the same from A.D. 1 to A.D. 1650.
- (2) Most of the world's population growth took place during the period from 1000 to 1500.
- (3) The population growth rate decreased during the period from 1650 to 1800.
- (4) The world's population tripled between 1930 and 2000.

47 Which period of history had the greatest influence on the Enlightenment ideas of natural law and reason?

- (1) Pax Romana
- (2) Middle Ages
- (3) Age of Exploration
- (4) Scientific Revolution

48 During the 20th century, global attention was drawn to the Armenians of the Ottoman Empire, the Tutsis of Rwanda, and the Muslims of Kosovo because these groups were all victims of

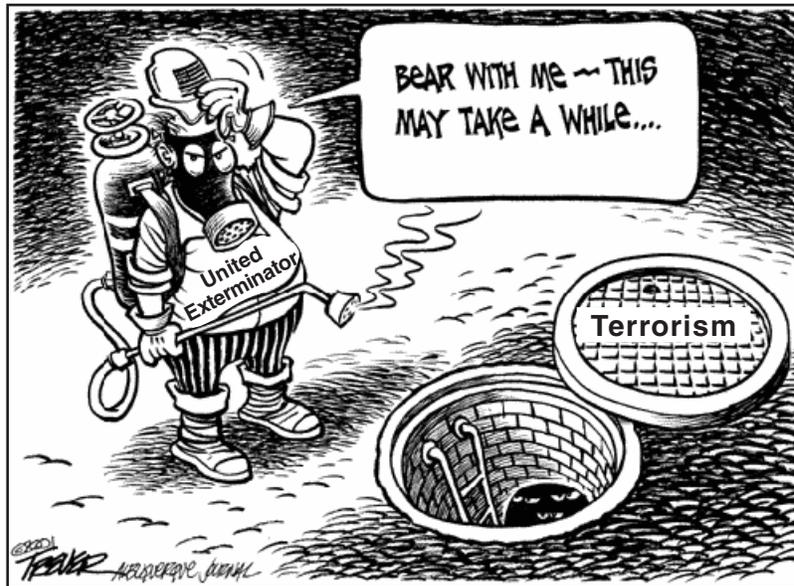
- (1) nuclear power accidents
- (2) human rights violations
- (3) environmental disasters
- (4) the AIDS epidemic

- 49
- Maize and potatoes were grown in Europe.
 - Millions of Africans suffered during the Middle Passage.
 - Smallpox had devastating effects on indigenous peoples.
 - Spanish language is used in much of Latin America.

Which global interaction is illustrated by these statements?

- (1) Silk Road trade
- (2) Crusades
- (3) Columbian Exchange
- (4) Scramble for Africa

Base your answer to question 50 on the cartoon below and on your knowledge of social studies.



Source: John Trever, *Albuquerque Journal*, Sept. 2001 (adapted)

50 What is the main idea of this 2001 cartoon?

- (1) The main task in fighting terrorism is to eliminate nuclear weapons.
 - (2) The battle against terrorism will be long and difficult.
 - (3) New equipment is needed to eliminate terrorism.
 - (4) The methods of dealing with global terrorism have created consensus.
-

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) **explain** means “to 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 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

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task:

- Choose **two** philosophers **and/or** leaders and for **each**
- Explain a major idea or belief of that philosopher or leader
 - Discuss how that idea or belief changed **one** nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

You are *not* limited to these suggestions.

Do *not* use a philosopher or leader from the United States 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

NAME _____ SCHOOL _____

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

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

PART III

DOCUMENT-BASED QUESTION

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

Historical Context:

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

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

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

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

Part A

Short-Answer Questions

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

Document 1

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

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

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

Score

Document 2

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

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

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

(1) _____

Score

(2) _____

Score

Document 3

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

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

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

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

(1) _____

Score

(2) _____

Score

Document 4

The Growth of the Japanese Empire
1872–1918



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

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

Score

Document 5

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

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

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

(1) _____

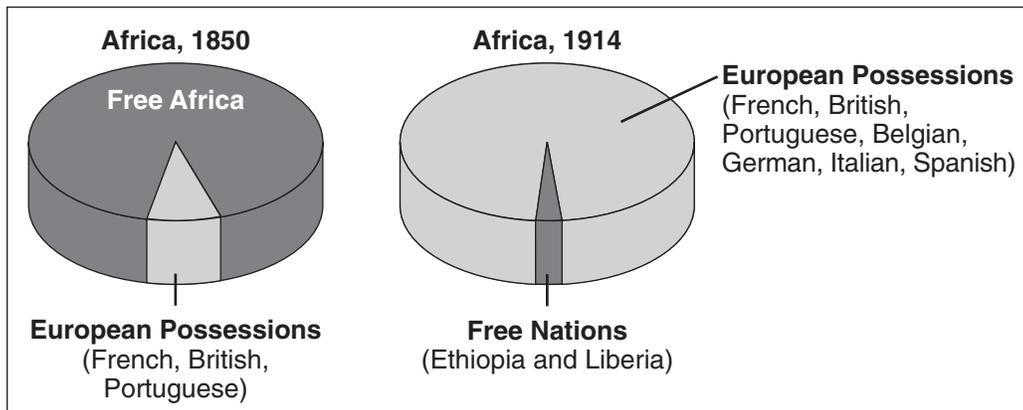
Score

(2) _____

Score

Document 6

Amount of African Land Controlled by Europeans



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

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

Score

Document 7

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

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

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

Score

Document 8

Japanese Treatment of Koreans during World War II

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

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

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

— Radio Korea International, 2003

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

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

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

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

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

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

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

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2006 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 16, 2005 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 • Oceans are an important source of food in Japan.
• Terrace farming is used in many parts of China.
• Irrigation systems are widely used in India.

Which conclusion can best be drawn from these statements?

- (1) Many civilizations use irrigation to improve crop production.
(2) People adapt to meet the challenges of their geography.
(3) Fish provide adequate protein for the Japanese.
(4) Most nations are dependent on the same food source.

- 2 Which social scientists are best known for studying the physical artifacts of a culture?

- (1) geographers (3) economists
(2) archaeologists (4) sociologists

- 3 Which statement most accurately describes how geography affected the growth of the ancient civilizations of Egypt and Mesopotamia?

- (1) River valleys provided rich soil to grow plentiful crops.
(2) Large deserts provided many mineral deposits.
(3) Access to the Atlantic Ocean provided trade routes.
(4) Large savanna areas provided protection from invaders.

- 4 One way in which the Five Relationships, the Ten Commandments, and the Eightfold Path are similar is that they

- (1) promote polytheism
(2) establish gender equality
(3) provide codes of behavior
(4) describe secularism

- 5 The Phoenicians are often referred to as the “carriers of civilization” because they

- (1) introduced Islam and Christianity to Central Africa
(2) established colonies throughout northern Europe
(3) developed the first carts with wheels
(4) traded goods and spread ideas throughout the Mediterranean region

- 6 The exchange of silks and spices and the spread of Buddhism along the Silk Roads are examples of

- (1) cultural diffusion (3) ethnocentrism
(2) self-sufficiency (4) desertification

Base your answer to question 7 on the passage below and on your knowledge of social studies.

1. *In the name of Allah, Most Gracious, Most Merciful.*
2. Praise be to Allah,
The Cherisher and Sustainer of the Worlds;
3. Most Gracious, Most Merciful;
4. Master of the Day of Judgement.
5. Thee do we worship,
And Thine aid we seek.
6. Show us the straight way,
7. The way of those on whom
Thou hast bestowed Thy Grace,
Those whose (portion)
Is not wrath,
And who go not astray.

— ‘Abdullah Yūsuf ‘Alī, ed.,
The Meaning of The Holy Qur’ān,
Amana Publications, 1999

- 7 Which concept is best reflected in this passage?

- (1) baptism (3) monotheism
(2) karma (4) animism
-

- 8 Which accomplishments are associated with the Gupta Empire?
- (1) adoption of democracy and construction of the Pantheon
 - (2) defeat of the Roman Empire and adoption of Christianity
 - (3) establishment of Pax Mongolia and founding of a Chinese dynasty
 - (4) use of Sanskrit language and development of the concept of zero
- 9 Kievan Russia adopted the Eastern Orthodox religion, the Cyrillic alphabet, and different styles of art and architecture through contact with
- (1) traders from South Asia
 - (2) conquering invaders from Mongolia
 - (3) crusaders from western Europe
 - (4) missionaries from the Byzantine Empire
- 10 Which statement about the Golden Age of Islam is a fact rather than an opinion?
- (1) Islamic art was more abstract than Greek art.
 - (2) Muslims were the best early mathematicians.
 - (3) Islamic society preserved Greek and Roman culture.
 - (4) Muslim artists had more talent than European artists.
- 11 Which economic activity was the basis for most of the wealth and power of the West African empires of Ghana and Mali?
- (1) hunting and gathering
 - (2) farming and cattle ranching
 - (3) trading in salt and gold
 - (4) working in bronze and brass
- 12 What was one reason that some Italian cities developed into major commercial and cultural centers during the 13th and 14th centuries?
- (1) unified central government
 - (2) isolationist economic policies
 - (3) geographic location
 - (4) system of social equality

- 13 Which two cultures most influenced the development of early Japan?
- (1) Greek and Roman
 - (2) Chinese and Korean
 - (3) Egyptian and Mesopotamian
 - (4) Indian and Persian

Base your answers to questions 14 and 15 on the quotation below and on your knowledge of social studies.

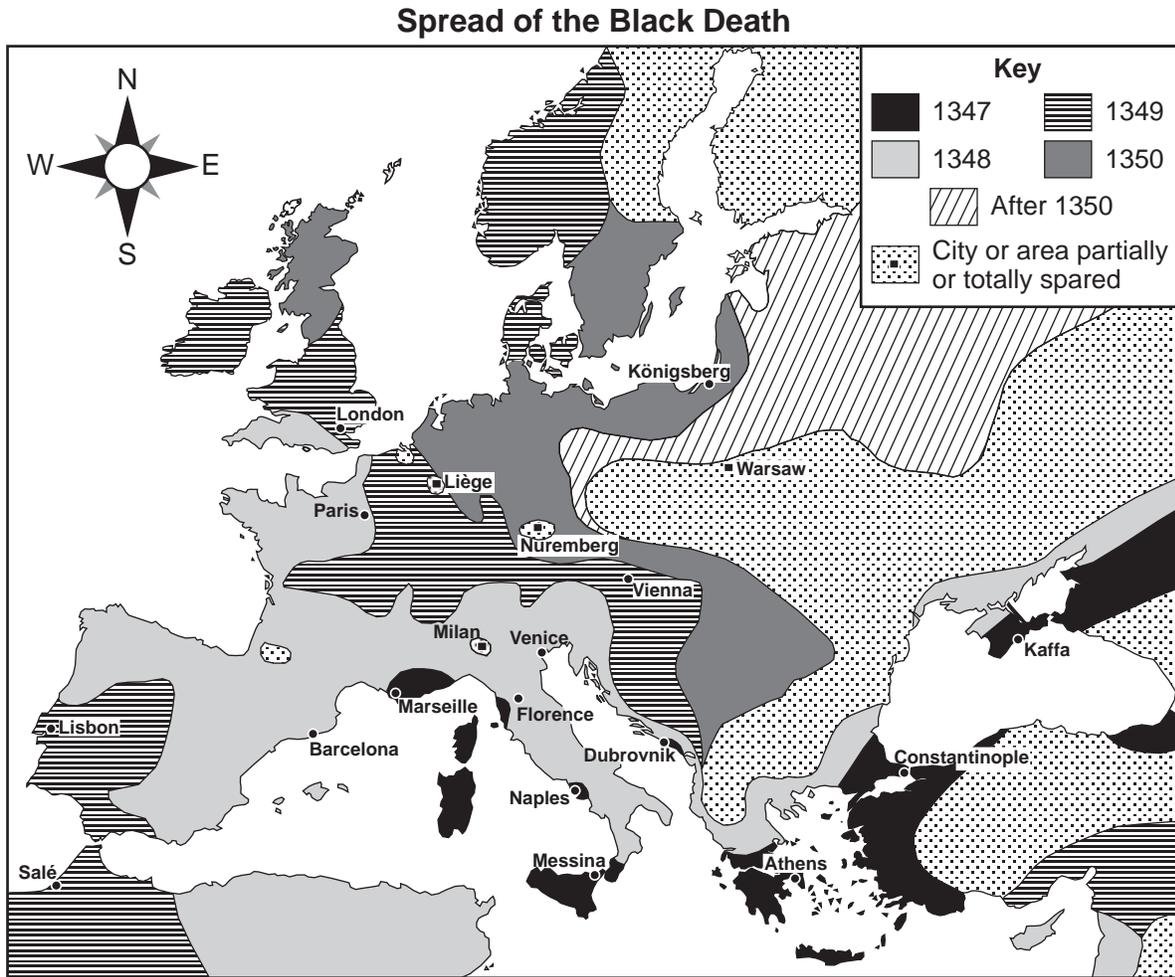
“ . . . Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: you have seen the image of God in kings, and you will have the idea of majesty of kingship.

God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince. . . .”

— Jacques-Benigne Bossuet

- 14 Which concept is associated with this quotation?
- | | |
|----------------------|------------------|
| (1) direct democracy | (3) socialism |
| (2) imperialism | (4) divine right |
- 15 Which individual most likely opposed the form of government described in this quotation?
- | | |
|-----------------------|----------------|
| (1) Ivan the Terrible | (3) John Locke |
| (2) Thomas Hobbes | (4) Louis XIV |
-
- 16 The foreign policy of many Russian rulers supported the country's desire for
- (1) access to inland cities
 - (2) more mineral resources
 - (3) extensive canal systems
 - (4) warm-water ports

Base your answer to question 17 on the map below and on your knowledge of social studies.



Source: Richard Bulliet et al., *The Earth and Its Peoples: A Global History*, Houghton Mifflin, 2001 (adapted)

17 Which area of Europe was *least* affected by the Black Death?

- | | |
|-------------------------|--------------------|
| (1) southwestern Europe | (3) eastern Europe |
| (2) Mediterranean Coast | (4) British Isles |

18 One way in which the Magna Carta, the Petition of Right, and the Glorious Revolution are similar is that each

- (1) strengthened the power of the pope
- (2) led to the exploration of Africa
- (3) limited the power of the English monarchy
- (4) settled religious conflicts

19 The encomienda system in Latin America was a direct result of the

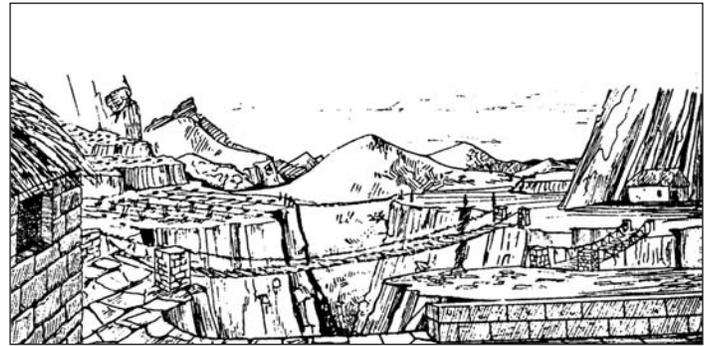
- (1) Crusades
- (2) Age of Exploration
- (3) Reformation
- (4) Age of Reason

Base your answer to question 20 on the illustrations below and on your knowledge of social studies.

Aztec Civilization (A.D. 1200 to 1535)



Inca Civilization (A.D. 1200 to 1535)



Source: Sue A. Kime, *World Studies: Global Issues and Assessments*, N & N Publishing, 1995 (adapted)

20 These illustrations suggest that early Latin American civilizations

- (1) were based on European societies
- (2) used advanced technology to build complex structures
- (3) incorporated early Roman architectural design
- (4) were strongly influenced by Renaissance humanism

21 Sir Isaac Newton, Galileo Galilei, and Johannes Kepler are all directly associated with the

- (1) Industrial Revolution
- (2) Scientific Revolution
- (3) English Revolution
- (4) Agricultural Revolution

22 The Enlightenment and the American Revolution were both major influences on 19th-century uprisings in

- (1) Latin America
- (2) the Middle East
- (3) Vietnam
- (4) Japan

23 Before the French Revolution, the people of France were divided into three estates based mainly on their

- (1) education level
- (2) geographic region
- (3) social class
- (4) religious beliefs

24 One similarity in the leadership of Jomo Kenyatta, José de San Martín, and Sun Yixian (Sun Yat-sen) is that they

- (1) supported nationalistic movements
- (2) organized communist rebellions
- (3) opposed trade with other nations
- (4) established democratic rule in their countries

25 The Opium Wars in China and the expedition of Commodore Matthew Perry to Japan resulted in

- (1) the economic isolation of China and Japan
- (2) an increase in Chinese influence in Asia
- (3) the beginning of democratic governments in China and Japan
- (4) an increase in Western trade and influence in Asia

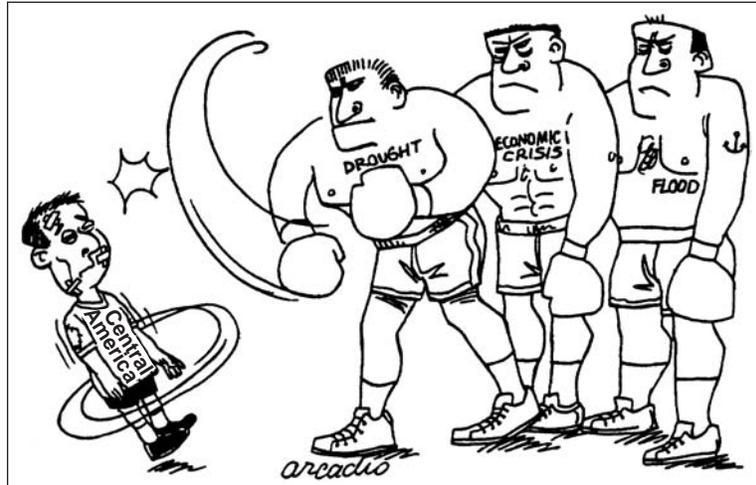
26 What was a direct result of the Meiji Restoration in Japan?

- (1) Japan became a modern industrial nation.
- (2) The Tokugawa Shogunate seized control of the government.
- (3) Russia signed a mutual trade agreement.
- (4) Japan stayed politically isolated.

27 Which statement best describes a mixed economy?

- (1) The government determines the production and distribution of goods and services.
- (2) The products that consumers demand determine what goods are produced.
- (3) Some industries are owned by the state, and others are privately owned.
- (4) People produce the same goods, but in different amounts, every year.

Base your answer to question 28 on the cartoon below and on your knowledge of social studies.



Source: Arcadio Esquivel, *La Nación*,
Cartoonists & Writers Syndicate (adapted)

28 This 2001 cartoon implies that nations in Central America are

- (1) defeating enemies and overcoming all obstacles
- (2) requesting assistance in the battle against drought
- (3) facing several serious problems at the same time
- (4) waiting patiently until the economic crisis is over

29 Which leader based his rule on the ideas of Karl Marx and Friedrich Engels?

- (1) Neville Chamberlain
- (2) Vladimir Lenin
- (3) Adolf Hitler
- (4) Jiang Jieshi (Chiang Kai-shek)

30 One reason for the outbreak of World War II was the

- (1) ineffectiveness of the League of Nations
- (2) growing tension between the United States and the Soviet Union
- (3) conflict between the Hapsburg and the Romanov families
- (4) refusal of the German government to sign the Treaty of Versailles

31 Which United States foreign policy was used to maintain the independence of Greece and Turkey after World War II?

- | | |
|-----------------|------------------|
| (1) containment | (3) nonalignment |
| (2) neutrality | (4) militarism |

32 Which important principle was established as a result of the Nuremberg trials?

- (1) Defeated nations have no rights in international courts of law.
- (2) Individuals can be held accountable for “crimes against humanity.”
- (3) Soldiers must follow the orders of their superiors.
- (4) Aggressor nations must pay war reparations for damages caused during wars.

33 Which statement about the European Union (EU) is most accurate?

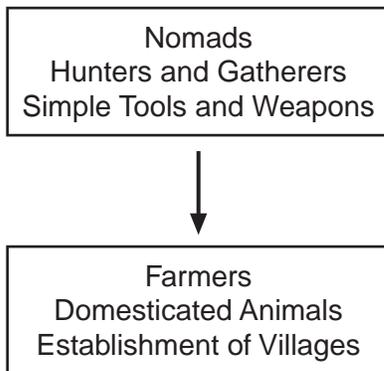
- (1) The European Union dissolved because of disagreements among its members.
- (2) The goal of the European Union is to improve the economic prosperity of Europe.
- (3) Some nations are now being forced to become members of the European Union.
- (4) The European Union has recently expanded to include North African nations.

- 40 **“India Strives for Grain Self-Sufficiency by 1970”**
“New Wheat Variety Grows in Arid Climate”
“Chemical Fertilizer Use Rises 10% in 1960”
“Sri Lanka’s Rice Production Increases 25% in Three Years”

These newspaper headlines from the 1960s and 1970s describe some of the results of the

- (1) Sepoy Mutiny
- (2) Kashmir crisis
- (3) Green Revolution
- (4) Computer Revolution

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



- 41 What is the best title for this diagram?
- (1) Elements of Belief Systems
 - (2) Characteristics of Classical Civilizations
 - (3) Benefits of the Counter Reformation
 - (4) Changes during the Neolithic Revolution

- 42 The treatment of the Armenians by Ottoman Turks in the late 19th and early 20th centuries and the treatment of Muslims by the Serbs of Yugoslavia in the 1990s are both examples of
- (1) coalition rule
 - (2) liberation theology
 - (3) universal suffrage
 - (4) human rights violations

- 43 The doctrines of the Roman Catholic, Eastern Orthodox, and Protestant churches are all based on the
- (1) concept of reincarnation
 - (2) principles of Christianity
 - (3) teachings of Muhammad
 - (4) leadership of the pope

- 44 Which factor contributed to the success of the Hanseatic League, the Kingdom of Songhai, and the British East India Company?
- (1) location in the Middle East
 - (2) imperialism in Europe
 - (3) development of trade with other regions
 - (4) growth of the Ottoman Empire

- 45 Heavy military losses in World War I, food and fuel shortages, and opposition to the czar led to the
- (1) French Revolution
 - (2) Russian Revolution
 - (3) Chinese Revolution
 - (4) Cuban Revolution

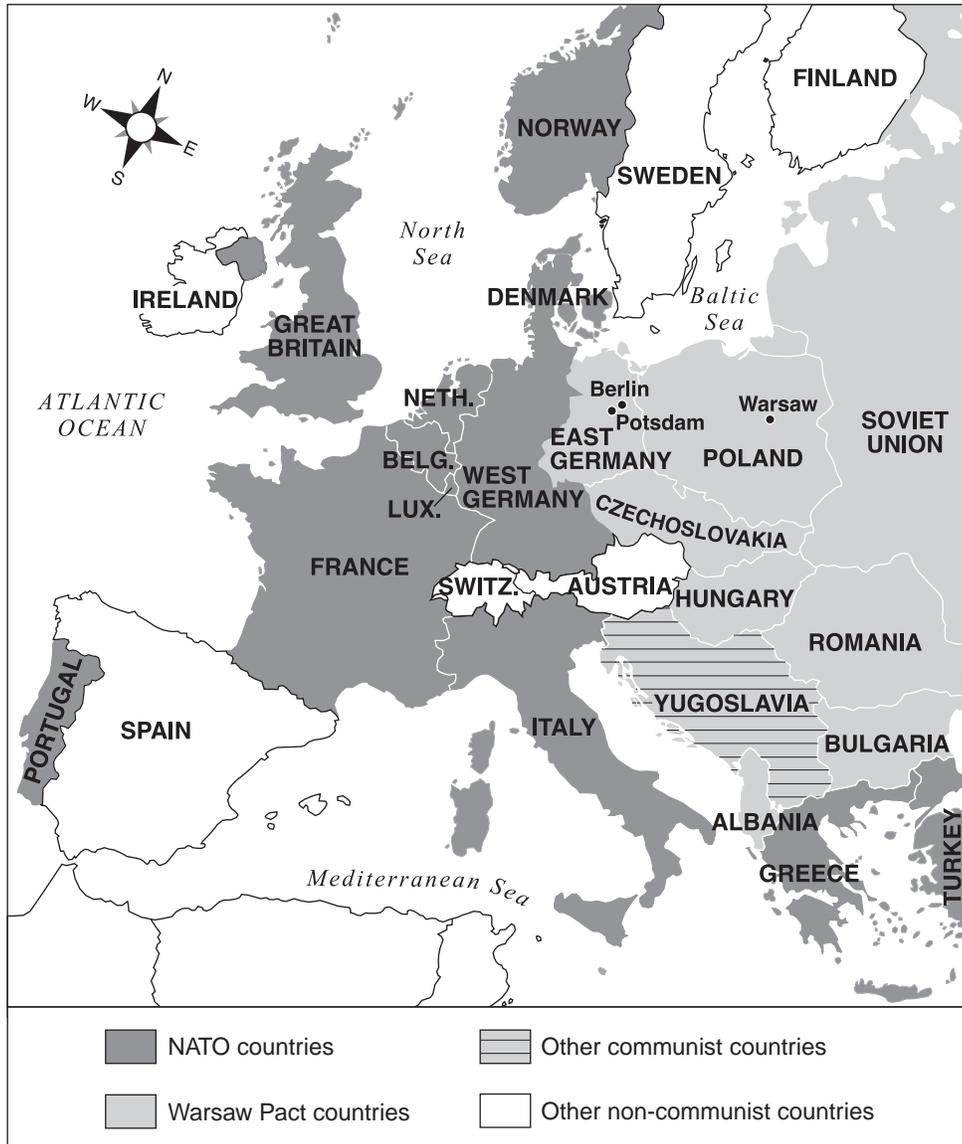
- 46 Which geographic factor in Russia played a role in Napoleon’s defeat in 1812 and Hitler’s defeat at Stalingrad in 1943?
- (1) Siberian tundra
 - (2) Caspian Sea
 - (3) arid land
 - (4) harsh climate

- 47 • Scholars take civil service examinations for government positions.
 • Students form Red Guard units to challenge counterrevolutionaries.
 • Students demonstrate for democratic reforms in the capital and are killed by government troops.

These statements describe the changing role of students in which nation?

- (1) Japan
- (2) China
- (3) Russia
- (4) India

Base your answer to question 48 on the map below and on your knowledge of social studies.



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 2005 (adapted)

- 48 Which time period is represented in this map of Europe?
- (1) before the Congress of Vienna
 - (2) during the Age of Imperialism
 - (3) between World War I and World War II
 - (4) during the Cold War
-

Base your answers to questions 49 and 50 on the quotation below and on your knowledge of social studies.

“ . . . The daily tasks of the women are to milk the cattle in the morning and evening, and to fetch water as required. By using their donkeys it is possible for them to bring back enough water to last two or three days. When the settlement moves, on average about once every five weeks, each woman is responsible for moving her hut and rebuilding it. All the necessary movables, including hides, wooden containers and important struts in the framework of the hut, can normally be carried by two donkeys. Older women rely on their daughters, their younger co-wives, and their sons’ wives for help in all these tasks. . . .”

Source: Paul Spencer, *The Samburu*, University of California Press, 1965

49 Which type of economy would most likely be found in this society?

- (1) command
- (2) traditional
- (3) free market
- (4) manorial

50 Based on this passage, the Samburu people would be classified as

- (1) commercial farmers
 - (2) urban dwellers
 - (3) nomads
 - (4) serfs
-

Write the answer to the essay question on the lined sheets in this 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

Throughout history, the actions of leaders have changed the society in which they lived.

Task:

Identify **two** leaders who changed the society in which they lived and for **each**

- Describe **one** situation the leader attempted to change
- Describe **one** action the leader took to change this situation
- Discuss the impact of that action on the society in which the leader lived

You may use any leader from your study of global history and geography **except** **Johann Gutenberg** and **James Watt**. Some suggestions you might wish to consider include Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Napoleon Bonaparte, Simón Bolívar, Otto von Bismarck, Mohandas Gandhi, Mao Zedong, Ho Chi Minh, Fidel Castro, and Nelson Mandela.

You are *not* limited to these suggestions.

Do *not* use a leader from the United States 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

NAME _____ SCHOOL _____

Write the answer to the essay question on the lined sheets in this booklet.

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

- (a) **explain** means “to 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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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:

Throughout history, changes in technology have had a great influence on society. Development of the **printing press**, **steam-powered machinery**, and the **atomic bomb** had a major impact on specific societies and the world.

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

Identify **two** of the technological changes mentioned in the historical context and for **each**

- Explain how the new technology changed the existing technology
- Discuss the impact of this new technology on a specific society **or** the world

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

Medieval Scriptorium



Source: www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html

Document 1b

The Book Before Gutenberg

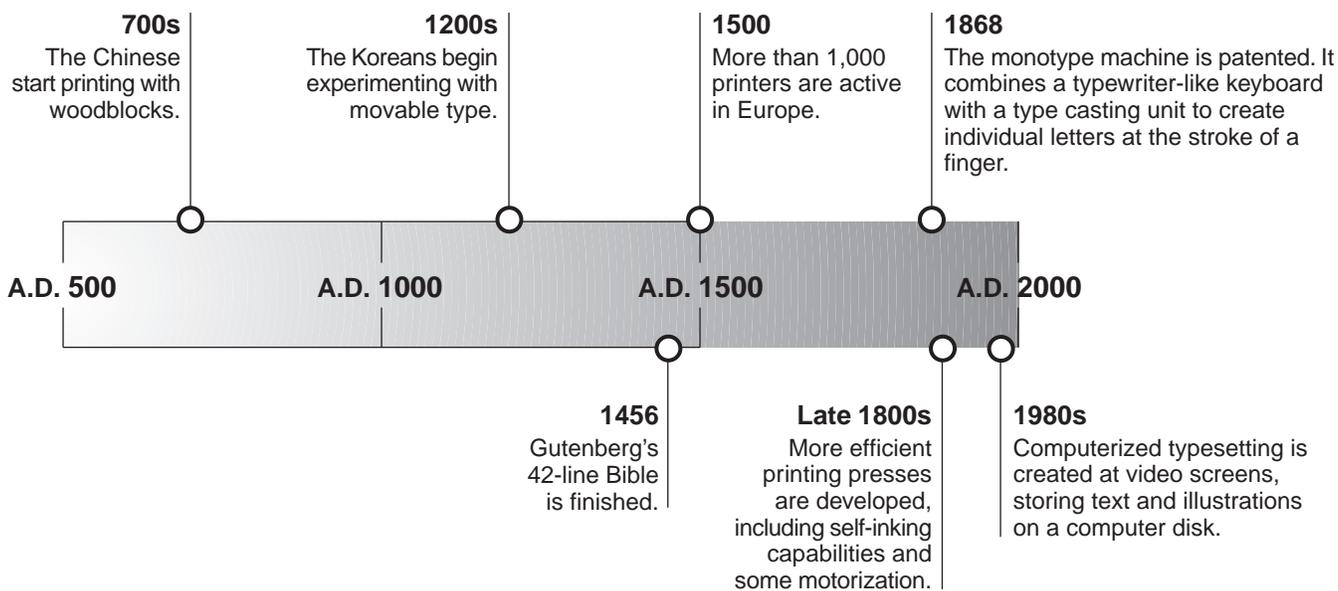
The earliest books were written on scrolls. From the Second Century A.D. to the present time, however, most books have been produced in the familiar codex format—in other words, bound at one edge. During the Middle Ages, manuscript books were produced by monks who worked with pen and ink in a copying room known as a scriptorium. Even a small book could take months to complete, and a book the size of the Bible could take several years. . . .

Source: www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html

- 1 According to these documents, how were books made before the development of the Gutenberg press? [1]

Score

Document 2



Source: Stephen Krensky, *Breaking Into Print, Before and After the Invention of the Printing Press*, Little, Brown and Company, 1996 (adapted)

2 Based on this document, state **two** advances in printing technology that took place between 500 and 2000. [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Gutenberg's methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, Columbus's report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .

Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years*, Time, 1998

3 Based on this document, state **two** effects of Gutenberg's invention. [2]

(1) _____

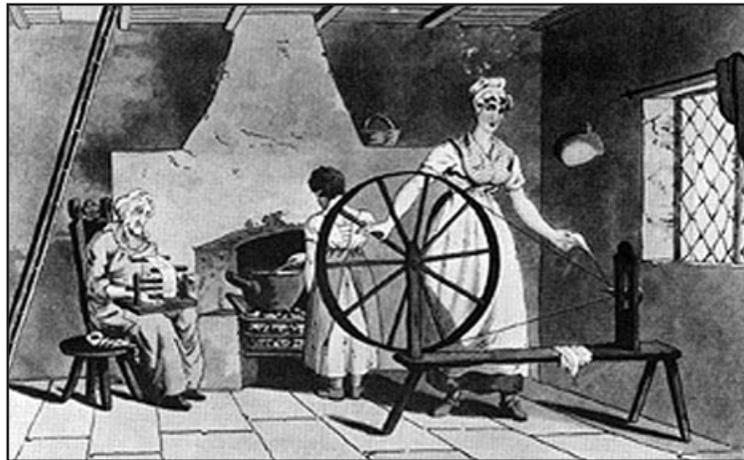
Score

(2) _____

Score

Document 4

Woman Spinning



Source: *The Costume of Yorkshire*, Richard Jackson, Publisher

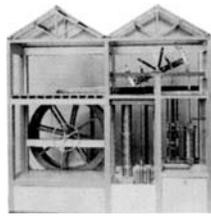
4 According to this document, what technology was used in cloth production in the early 1700s? [1]

Score

Document 5a

Invention

Description



Improved steam engine
(James Watt)

Improved version of steam engine that used coal rather than water power. First used to pump water from mines and to forge iron. By the late 1780s, powered machines in cotton mills.

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

Document 5b

Power Loom Weaving



Drawn by T. Allom

Engraved by J. Tingle

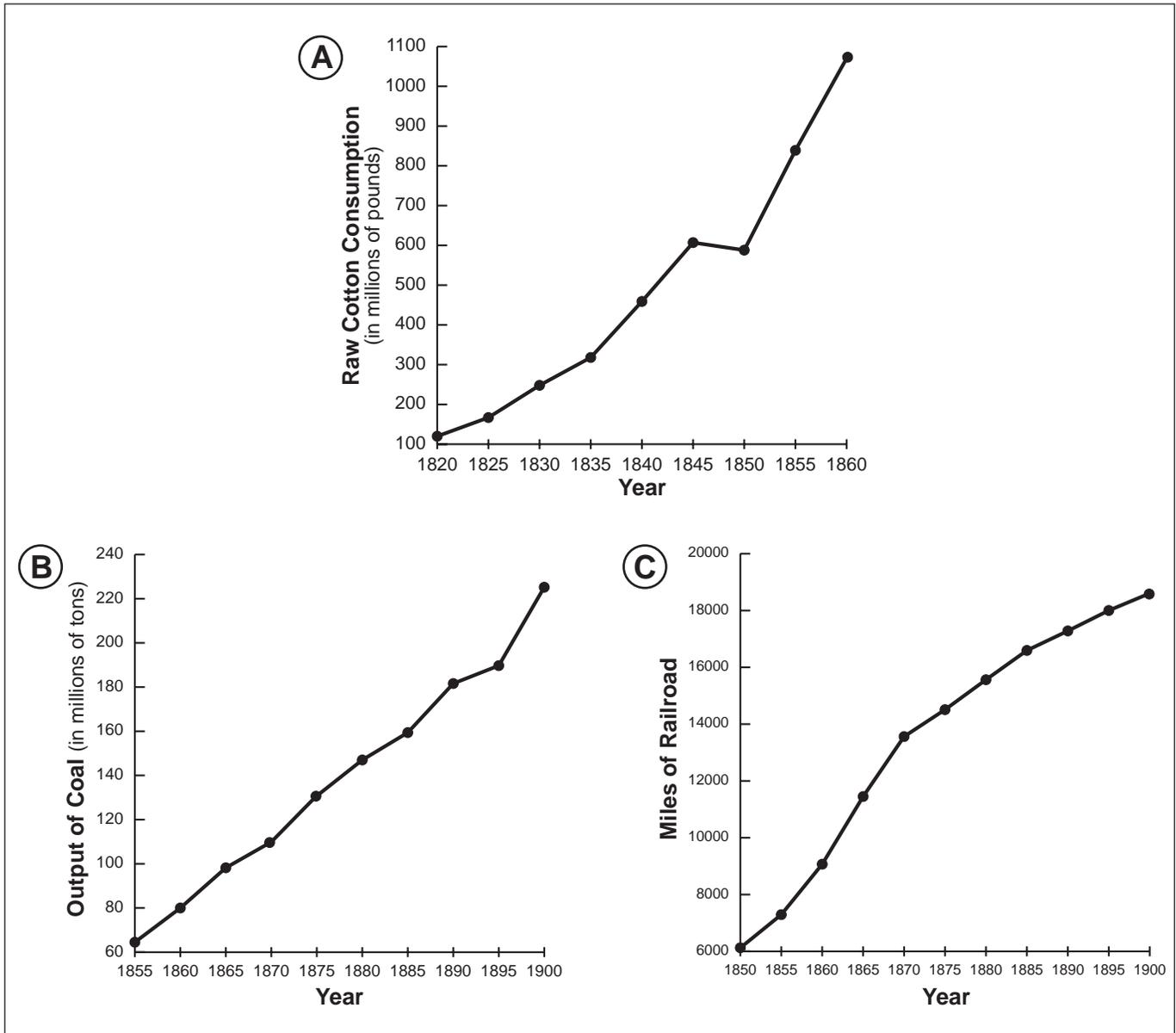
Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, Fisher, Fisher, and Jackson, 1835 (adapted)

5 According to these documents, how did the steam engine promote the growth of the factory system? [1]

Score

Document 6

Selected Factors of Industrial Production in Great Britain



Source: Brian Mitchell, *Abstract of British Historical Statistics*, Cambridge University Press, 1962 (adapted)

6 What do these graphs imply about the effect of steam-powered machinery on industrial production in Great Britain? [1]

Score

Document 7

This is an excerpt from a tape-recorded conversation of Kathleen Brockington in August 1994.

Kathleen's Story Bombed out in the London Blitz, 1940

. . . When the bomb dropped I wasn't even under the table! I heard the plane and recognised it was a Jerry (that's what we called them) [Germans] because I'd heard so many. There was a tremendous BANG! and I ducked. All the windows came in and the ceiling and a couple of walls came in and there was incredible smoke everywhere. I was shaking like a leaf but I wasn't hurt.

I tried to get out but the door was stuck and I had to climb through where one of the windows had been. I could see there were lots of houses affected, glass everywhere in the street so I knew it was a big'un.

I ran to the Air Raid Post but the Warden said "look missus, we're gonna be busy digging bodies out, if you've got a roof you're better off where you are. There's lots worse off than you". Funnily enough he was wrong; about 50 houses were badly damaged and a couple of them just turned into heaps of rubble, but nobody was actually killed. . . .

Source: <http://timewitnesses.org/english/blitz.html> (adapted)

- 7 Based on this document, state **one** effect of the bombing of London by German planes. [1]

Score

Document 8

. . . In both cities the blast totally destroyed everything within a radius of 1 mile from the center of explosion, except for certain reinforced concrete frames as noted above. The atomic explosion almost completely destroyed Hiroshima's identity as a city. Over a fourth of the population was killed in one stroke and an additional fourth seriously injured, so that even if there had been no damage to structures and installations the normal city life would still have been completely shattered. Nearly everything was heavily damaged up to a radius of 3 miles from the blast, and beyond this distance damage, although comparatively light, extended for several more miles. Glass was broken up to 12 miles.

In Nagasaki, a smaller area of the city was actually destroyed than in Hiroshima, because the hills which enclosed the target area restricted the spread of the great blast; but careful examination of the effects of the explosion gave evidence of even greater blast effects than in Hiroshima. Total destruction spread over an area of about 3 square miles. Over a third of the 50,000 buildings in the target area of Nagasaki were destroyed or seriously damaged. The complete destruction of the huge steel works and the torpedo plant was especially impressive. The steel frames of all buildings within a mile of the explosion were pushed away, as by a giant hand, from the point of detonation. The badly burned area extended for 3 miles in length. The hillsides up to a radius of 8,000 feet were scorched, giving them an autumnal appearance. . . .

Source: "The Atomic Bombings of Hiroshima and Nagasaki," Manhattan Engineer District, United States Army, June 29, 1946

8 Based on this document, state *two* effects of the atomic bombings on Hiroshima and Nagasaki. [2]

(1) _____

Score

(2) _____

Score

Document 9a

Nuclear Countries – November 2002

Declared Nuclear States	Estimates of Nuclear Weapons Stockpiled
United States	10,640
Russia	8,600
China	400
France	350
United Kingdom	200
Israel	100–200
Pakistan	24–48
India	30–35
North Korea*	1–2

Source: Natural Resources Defense Council (NRDC), 2002 (adapted); *Bulletin of Atomic Scientist, 2003

Document 9b

Countries with Nuclear Power Reactors in Operation or Under Construction – December 2002

Argentina	Finland	Korea, Republic of	Slovenia
Armenia	France	Lithuania	South Africa
Belgium	Germany	Mexico	Spain
Brazil	Hungary	Netherlands	Sweden
Bulgaria	India	Pakistan	Switzerland
Canada	Iran	Romania	Ukraine
China	Japan	Russian Federation	United Kingdom
Czech Republic	Korea, Dem. Peoples Rep. of	Slovakia	United States

Source: "Nuclear Technology Review," International Atomic Energy Agency (IAEA), 2003 (adapted)

9 Based on these charts, state **two** ways countries have used nuclear technology. [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 to support your response.

Historical Context:

Throughout history, changes in technology have had a great influence on society. Development of the **printing press**, **steam-powered machinery**, and the **atomic bomb** had a major impact on specific societies and the world.

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

Identify *two* of the technological changes mentioned in the historical context and for *each*

- Explain how the new technology changed the existing technology
- Discuss the impact of this new technology on a specific society *or* the world

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 conclusion that are beyond a restatement of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 16, 2005 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 21, 2005 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 During which period did the domestication of animals and growing of crops first occur?
- (1) Iron Age
 - (2) Old Stone Age
 - (3) Neolithic Revolution
 - (4) Scientific Revolution

Base your answer to question 2 on the statements below and on your knowledge of social studies.

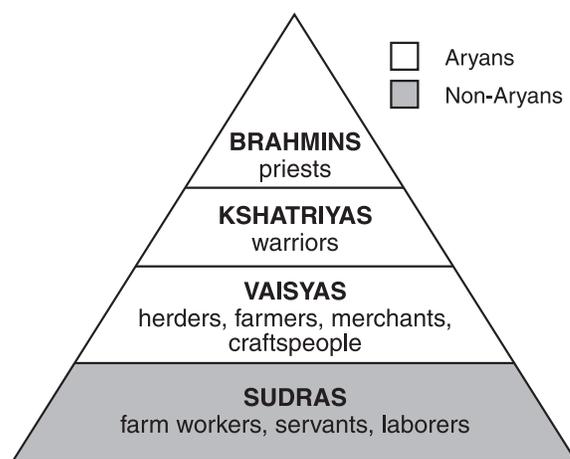
- The fertile soil of river valleys allowed early civilizations to develop and flourish.
- In the 1500s and 1600s, control of the Strait of Malacca determined who traded in the Spice Islands.
- Because Japan is an island that is mostly mountainous, people live in densely populated areas along the coast.

- 2 Which conclusion is best supported by these statements?
- (1) Major urban centers are found only along rivers.
 - (2) The geography of a nation or region influences its development.
 - (3) Without mountains and rivers, people cannot develop a culture.
 - (4) The spread of new ideas is discouraged by trade and conquest.
-

- 3 Which statement about cultural diffusion in Asia is most accurate?
- (1) Byzantine traders brought the Justinian Code to China.
 - (2) Roman legions introduced Christianity to India.
 - (3) Indian monks brought Islam to the Middle East.
 - (4) Chinese ideas and practices spread into Korea and Japan.

- 4 Which statement about Greek civilization is an opinion rather than a fact?
- (1) Boys in Sparta were trained to be soldiers.
 - (2) Athens had a better culture than that of Sparta.
 - (3) Socrates, Plato, and Aristotle were Greek philosophers.
 - (4) Many adults in Athens did not have the right to vote.

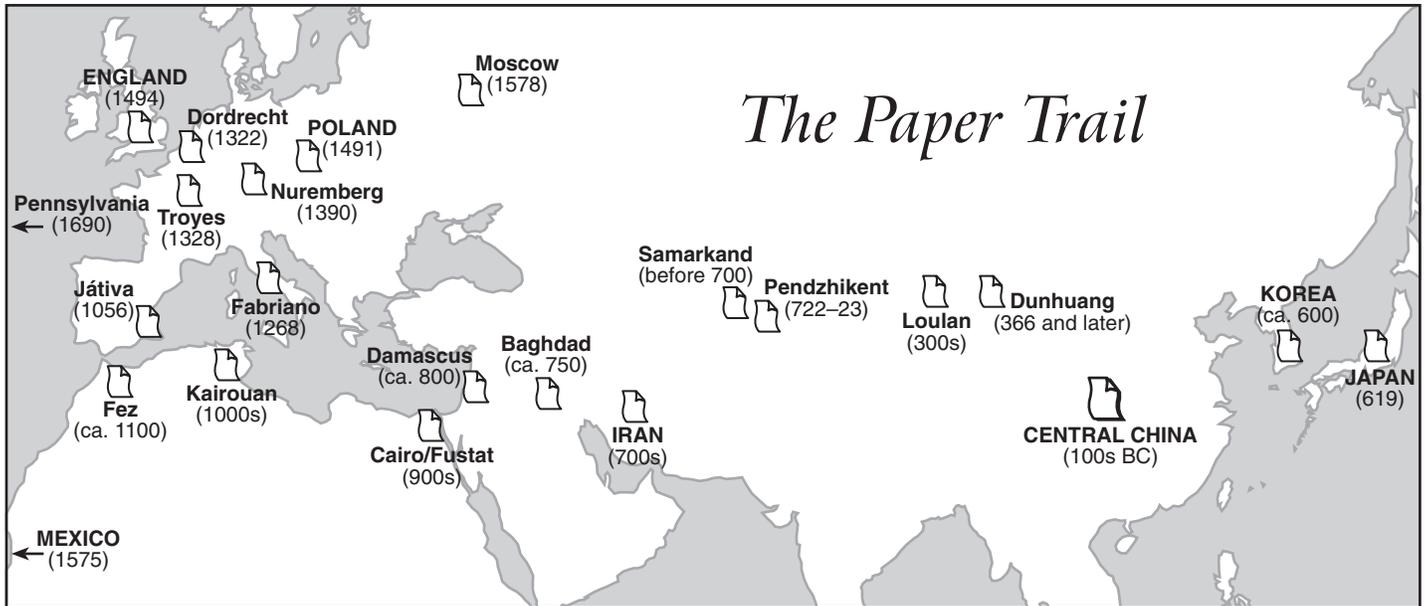
Base your answers to questions 5 and 6 on the diagram below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*,
Prentice Hall, 1999 (adapted)

- 5 Which concept is illustrated in the diagram?
- (1) manorialism
 - (2) apartheid
 - (3) caste
 - (4) encomienda
- 6 Which religion or belief system is most closely associated with the social class system illustrated in the diagram?
- (1) Hinduism
 - (2) Daoism
 - (3) Catholicism
 - (4) animism
-

Base your answer to question 7 on the map below and on your knowledge of social studies.



Source: *Aramco World*, May/June, 1999 (adapted)

- 7 The technology of papermaking traveled from China to Baghdad along the
- (1) Saharan caravan trails
 - (2) Trans-Siberian Railway
 - (3) Silk Roads
 - (4) Suez Canal

8 “. . . Let the king and his ministers labor with a mutual sympathy, saying, ‘We have received the decree of Heaven and it shall be great as the long-continued years of Hsia; yea, it shall not fail of the long-continued years of Yin.’ I wish the king, through the attachment of the lower people, to receive the long-abiding decree of Heaven. . . .”

— Clae Waltham, ed., *Shu Ching, Book of History*, Henry Regnery Company

Which concept is being referred to in this passage?

- (1) dynastic cycle
 - (2) matriarchal society
 - (3) natural rights
 - (4) monotheism
- 9 The religious terms *Four Noble Truths*, *Eightfold Path*, and *nirvana* are most closely associated with
- (1) Judaism
 - (2) Islam
 - (3) Shintoism
 - (4) Buddhism

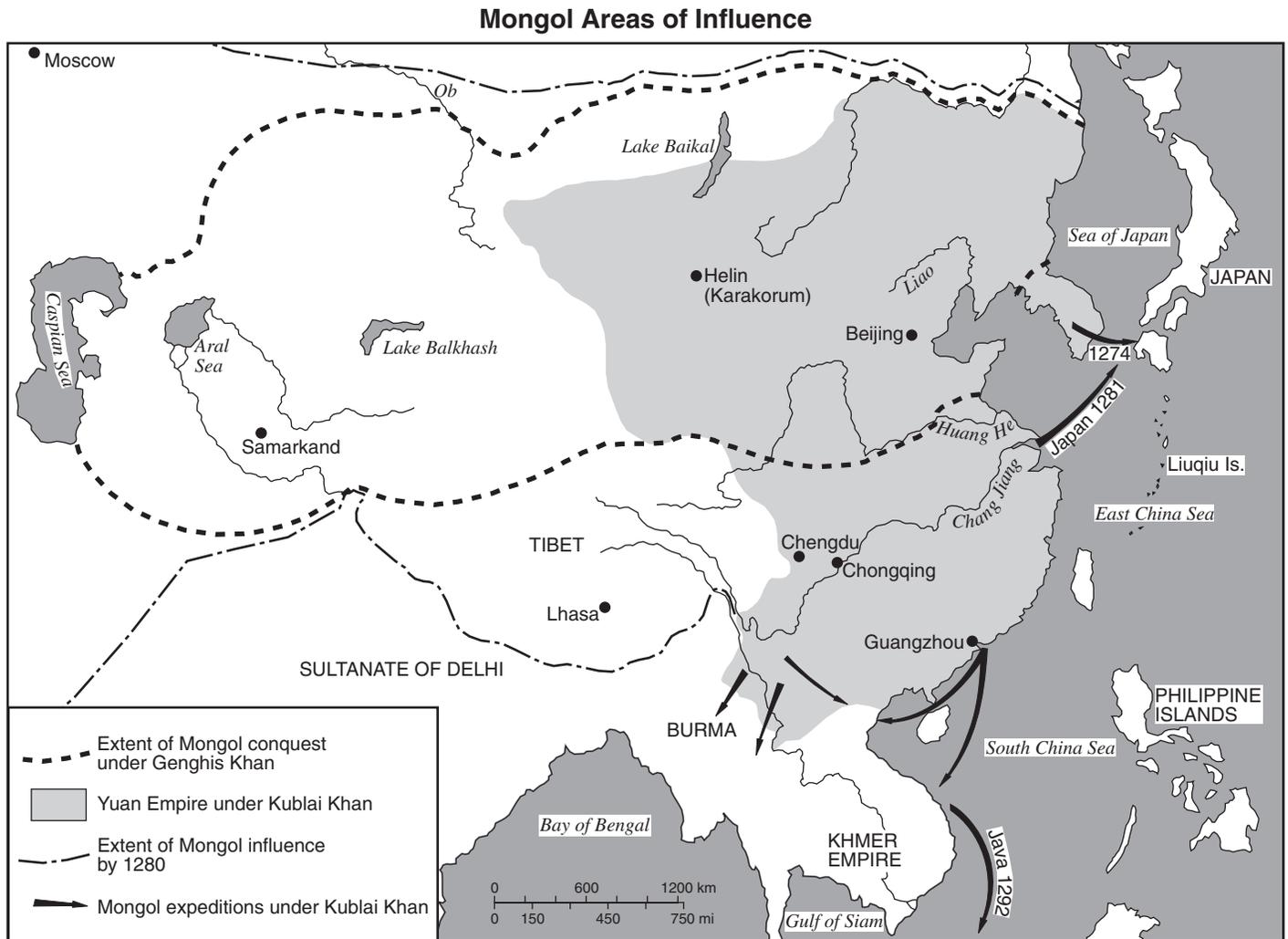
10 The Golden Age of Muslim culture was best known for its

- (1) attempts to colonize North America
- (2) frequent conflicts between Christians and Jews
- (3) advances in mathematics, science, and medicine
- (4) policies to reduce trade between the Middle East and China

11 The Commercial Revolution helped lead to the Industrial Revolution because during the Commercial Revolution

- (1) the barter system was instituted
- (2) new forms of business were developed
- (3) socialism was introduced to Europe
- (4) subsistence agriculture was promoted

Base your answer to question 12 on the map below and on your knowledge of social studies.



Source: John K. Fairbank, *China: A New History*, Harvard University Press, 1992 (adapted)

12 Which statement about the Mongols is supported by the information in the map?

- (1) The Yuan dynasty kept China isolated from outside influence.
- (2) Most of the Chinese people lived in the river valleys.
- (3) Kublai Khan and Genghis Khan extended Mongol influence to other parts of Asia.
- (4) The city of Samarkand was part of the Yuan Empire.

13 What is meant by Machiavelli's belief that "the end justifies the means"?

- (1) Leaders may use any method to achieve what is best for the state.
- (2) The general public always acts in its own best interest.
- (3) Pleasing all of the people at any given time is possible.
- (4) Leaders must always act for the common good.

14 Venice in Europe, Mogadishu in Africa, and Canton in China emerged during the 13th century primarily as important centers of

- (1) agriculture
- (2) trade
- (3) manufacturing
- (4) mining

15 What was one influence of Mongol rule on the history of Russia?

- (1) Contact with kingdoms in western Europe greatly increased.
- (2) The Chinese writing system was introduced and adopted.
- (3) Most Russians converted from Orthodox Christianity to Islam.
- (4) Russian leaders adopted the idea of strong, centralized control of the empire.

- 16 • Timbuktu is known as a great center of learning and trade.
• Walls of Great Zimbabwe reveal a powerful and rich society.
• Complex culture produces brass sculptures in Benin.

What generalization can be made on the basis of these statements?

- (1) Religious beliefs were the most important element in many African societies.
- (2) Some African societies achieved a high level of economic and cultural development.
- (3) North African societies were more advanced than South African societies.
- (4) Most African societies were hundreds of years behind Asian societies in using technology.

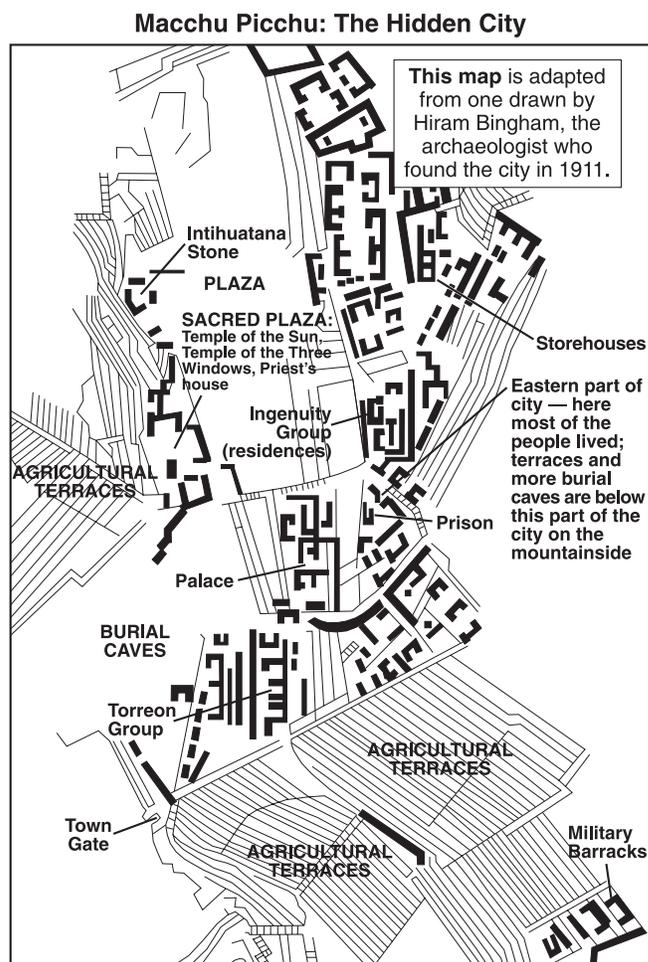
17 The major reason that Portugal and Spain established water routes to Asia's spice markets was to

- (1) experiment with new technology such as the astrolabe and sextant
- (2) provide jobs for navigators, cartographers, and shipbuilders
- (3) avoid the overland routes that were controlled by Muslim traders
- (4) discover new continents, plants, and animals

18 The Magna Carta can be described as a

- (1) journal about English feudal society
- (2) list of feudal rights that limited the power of the English monarchy
- (3) census of all tax-paying nobility in feudal England
- (4) statement of grievances of the middle class in England

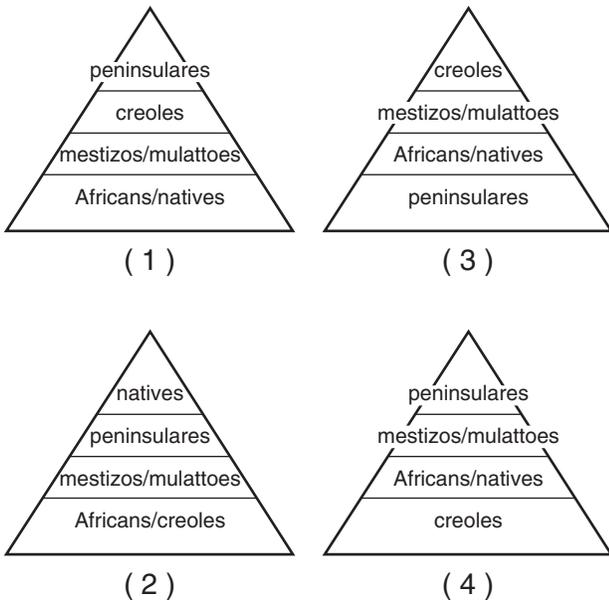
Base your answer to question 19 on the map below and on your knowledge of social studies.



19 Which conclusion about the Inca city of Macchu Picchu can be drawn from the map?

- (1) Religious activities were prohibited in this city.
- (2) The city was a ceremonial site, not a place of permanent settlement.
- (3) Community planning and an organized way of life are not evident in this city.
- (4) The city had a government with laws, leadership, and a military force.

20 Which diagram shows the correct social hierarchy of Spain's colonial empire in the Western Hemisphere?



21 Philosophers of the Enlightenment period believed that society could best be improved by

- (1) relying on faith and divine right
- (2) borrowing ideas from ancient Greece and Rome
- (3) applying reason and the laws of nature
- (4) studying the practices of successful leaders

22 Which geographic feature made it difficult to unify South America?

- (1) Andes Mountains
- (2) Straits of Magellan
- (3) Gulf of Mexico
- (4) Argentinian pampas

23 Laissez-faire economists of the 19th century argued that

- (1) the government should regulate the economy and foreign trade
- (2) individuals should be allowed to pursue their self-interest in a free market
- (3) governments should develop a state-run banking system to prevent instability
- (4) anarchy would result if universal male suffrage was granted

Base your answer to question 24 on the map below and on your knowledge of social studies.



Source: Beers, *World History: Patterns of Civilization*, 1983 (adapted)

24 Which conclusion is best supported by the information on the map?

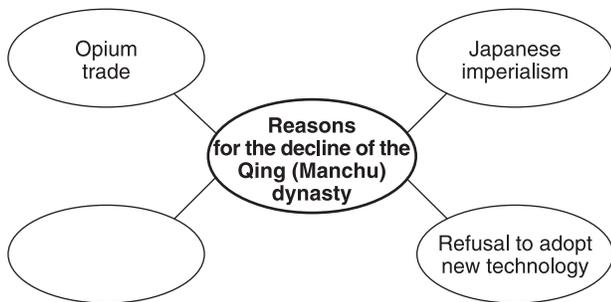
- (1) England's natural resources led to the growth of industrial cities.
- (2) In 1830, England had an unfavorable balance of trade.
- (3) Great Britain's prosperity unified the people.
- (4) People emigrated from Great Britain because of pollution.

25 Where did Karl Marx predict a revolution of the proletariat would occur *first*?

- (1) industrial Europe
- (2) independent Latin America
- (3) colonial Africa
- (4) agricultural Russia

- 26 Which statement best expresses the Western perspective regarding Rudyard Kipling's "white man's burden"?
- (1) Europeans should preserve traditional cultures in Africa and Asia.
 - (2) Europeans must protect existing African and Asian economies.
 - (3) Europeans suffered great hardships in exploring new trade routes to Asia.
 - (4) Europeans had a duty to introduce the benefits of their civilization to non-European peoples.

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



27 Which phrase correctly completes this diagram?

- (1) Chinese exports of tea to Europe
 - (2) Spread of Confucian principles
 - (3) Failure of the Boxer Rebellion
 - (4) Expanding power of Mao Zedong
-
- 28 The movement started by journalist Theodor Herzl to promote an independent Jewish state in Palestine is referred to as
- (1) the Reconquista
 - (2) the Diaspora
 - (3) Utopianism
 - (4) Zionism
- 29 The success of the women's suffrage movement in 20th-century Europe resulted in part from women
- (1) holding high political offices
 - (2) working in factories during World War I
 - (3) being encouraged to have large families
 - (4) serving in combat positions during World War I

- 30 ". . . A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined. . . ."

— President Woodrow Wilson's Fourteen Points, 1918

This statement held appeal for nationalists in areas under colonial control because it suggested

- (1) national self-determination
 - (2) economic development
 - (3) a system of alliances
 - (4) protection from terrorists
- 31 In the 1920s and 1930s, Mustafa Kemal Atatürk changed the Turkish government by
- (1) introducing democratic reforms
 - (2) increasing the power of the sultan
 - (3) supporting absolutism
 - (4) incorporating religious teachings into civil law
- 32 Fascist leaders in Italy and Germany came to power in the 1920s and 1930s because they
- (1) supported the League of Nations
 - (2) exploited economic hardships to gain popular support
 - (3) resisted all forms of extreme nationalism
 - (4) maintained political traditions
- 33 How did geography affect both Napoleon's invasion and Hitler's invasion of Russia?
- (1) Deserts made invasion possible.
 - (2) The climate created obstacles to success.
 - (3) The tundra enabled the movements of troops.
 - (4) Warm-water ports prevented the flow of supplies.
- 34 The Armenian massacre, the Holocaust, and the Rape of Nanking are examples of
- (1) appeasement policies
 - (2) resistance movements
 - (3) Russification efforts
 - (4) human rights violations

- 35 During the Indian independence movement, many Muslims in India demanded a separate state of Pakistan to
- (1) remain under British control
 - (2) prevent future invasions from Afghanistan and China
 - (3) address concerns about their status as a religious minority
 - (4) protect the sacred rivers, the Indus and the Ganges

Base your answer to question 36 on the stamp below and on your knowledge of social studies.



Source: www.usps.com

- 36 This commemorative stamp was issued 50 years after the Marshall Plan. George Marshall was honored because he had
- (1) insisted that Germany and the other Axis Powers pay for starting World War II
 - (2) proposed economic aid from the United States to rebuild the economies of European nations
 - (3) formed the European Union so that Western Europe could rebuild its own economy
 - (4) encouraged Western European nations to accept aid from the Soviet Union
-
- 37 What was a major cause of the civil wars in many Central American nations in the 1970s and 1980s?
- (1) economic differences between social classes
 - (2) end of slavery in the encomienda system
 - (3) rapid economic reform
 - (4) oil production policies

- 38 One way in which Lech Walesa, Mikhail Gorbachev, and Nelson Mandela are similar is that each
- (1) led the people of his nation toward a more democratic government
 - (2) fought for power for the black majority over the white minority
 - (3) worked to end communism in his country
 - (4) refused to participate in the United Nations

- 39 • Creation of NATO (North Atlantic Treaty Organization) and the Warsaw Pact
 • Construction of the Berlin Wall
 • Cuban missile crisis

These events are most closely associated with

- (1) World War I
- (2) World War II
- (3) the Cold War
- (4) the Persian Gulf War

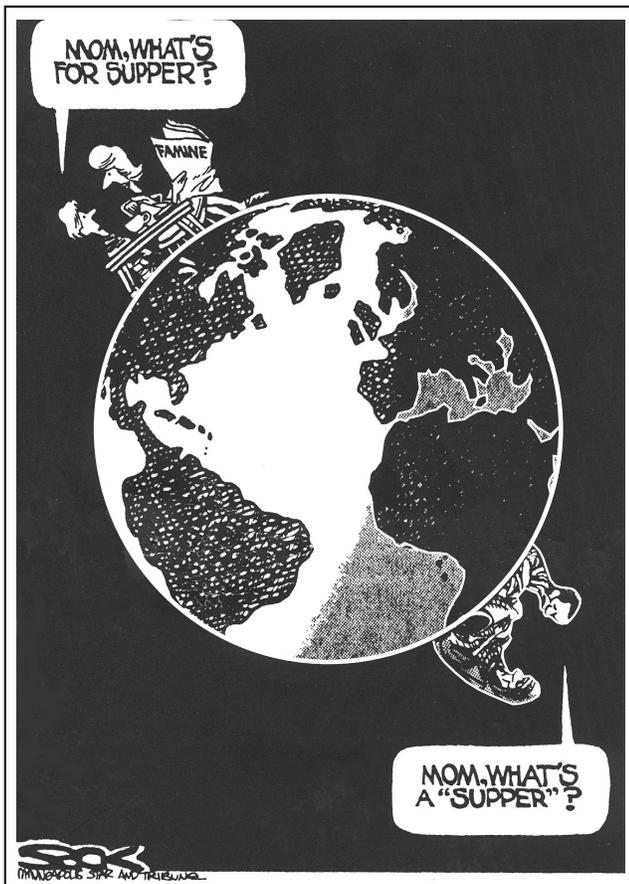
- 40 The activities of Mother Teresa are most closely associated with
- (1) democracy and political freedom
 - (2) industrialization and open markets
 - (3) nationalism and independence movements
 - (4) the needs of the poor and health care

- 41 • Chernobyl experiences nuclear disaster.
 • Chlorofluorocarbons (CFC) deplete the ozone layer.
 • Rivers and seas are polluted throughout the world.

Which conclusion can best be drawn from these statements?

- (1) Modern technology can have serious negative effects.
- (2) Today's environment renews itself.
- (3) Only developing nations have environmental problems.
- (4) Most environmental problems originate in Europe.

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Steve Sack, *Minneapolis Star and Tribune*, 1983

- 42 What is the main idea of this political cartoon?
- (1) Only the United States and Africa are affected by a lack of food.
 - (2) Pollution is often the cause of famine.
 - (3) The governments in Africa are unconcerned about the lack of food for their people.
 - (4) Reading about world famine is different from experiencing it.
-
- 43 One way in which Iran's Ayatollah Khomeini and Afghanistan's Taliban were similar is that they each
- (1) established an Islamic state
 - (2) sponsored a United Nations Conference on Women's Rights
 - (3) joined the Organization of Petroleum Exporting Countries (OPEC)
 - (4) incorporated communist doctrine into their government

- 44 Which factor is most responsible for the international importance of the Middle East?
- (1) innovative political and social reforms
 - (2) superior weapons technology
 - (3) vital natural resources in a strategic location
 - (4) advanced scientific and industrial development
- 45 “. . . A place more destitute of all interesting objects than Manchester, it is not easy to conceive. In size and population it is the second city in the kingdom, containing above fourscore thousand [80,000] inhabitants. Imagine this multitude crowded together in narrow streets, the houses all built of brick and blackened with smoke; frequent buildings among them as large as convents, without their antiquity, without their beauty, without their holiness; where you hear from within, as you pass along, the everlasting din of machinery; and where when the bell rings it is to call wretches to their work instead of their prayers, . . .”

— Robert J. Southey, *Letters from England*, 1807

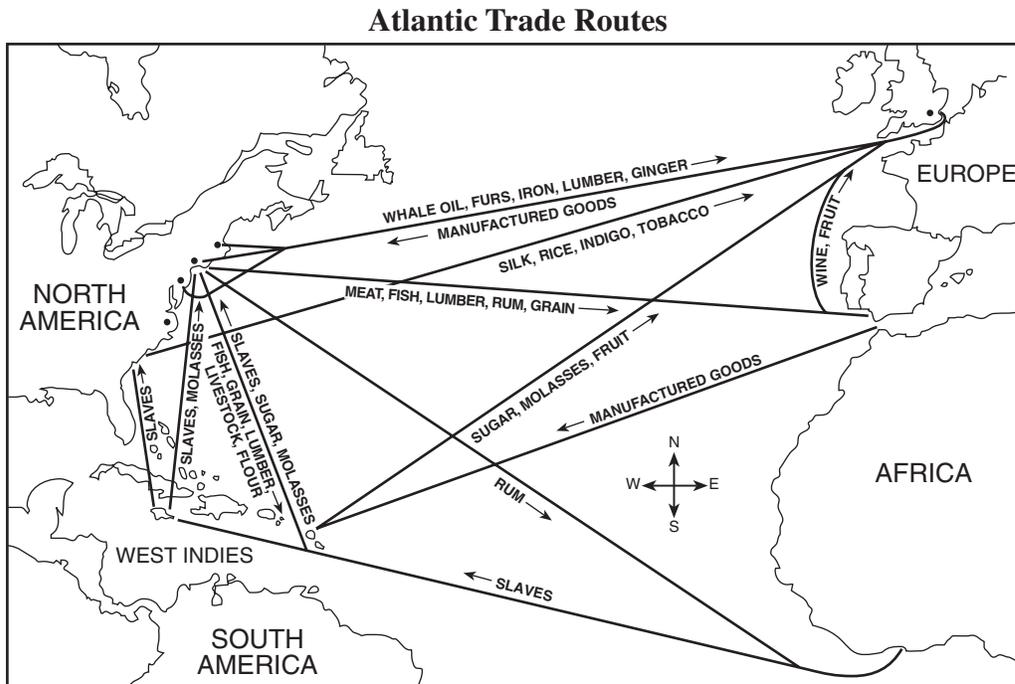
The conditions described in this passage occurred during the

- (1) Age of Discovery
 - (2) Renaissance
 - (3) Industrial Revolution
 - (4) Green Revolution
- 46 Which heading best completes the partial outline below?

<p>I. _____</p> <p style="margin-left: 20px;">A. Fall of Constantinople</p> <p style="margin-left: 20px;">B. Voyages of Columbus</p> <p style="margin-left: 20px;">C. Posting of Martin Luther's Ninety-five Theses</p> <p style="margin-left: 20px;">D. Collapse of communism in the Soviet Union</p>

- (1) Importance of Revolution
- (2) War and Rebellion
- (3) Turning Points in History
- (4) Effects of Economic Change

Base your answer to question 47 on the map below and on your knowledge of social studies.



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2004 (adapted)

- 47 The routes shown on the map reflect Atlantic trade during the
- | | |
|------------------------|-------------------------|
| (1) Hellenistic Period | (3) Early Middle Ages |
| (2) Roman Empire | (4) Age of Mercantilism |

48 A common element in the movements for German unification, Italian unification, and Indian independence was the

- (1) support of the Catholic Church
- (2) strength of nationalist leaders
- (3) mediation of the League of Nations
- (4) existence of democratic institutions

49 Which leader is most closely associated with the use of civil disobedience in a struggle to end colonial rule?

- | | |
|--------------------|---------------------|
| (1) Momar Khadafi | (3) Ho Chi Minh |
| (2) Saddam Hussein | (4) Mohandas Gandhi |

50 One similarity between the Reign of Terror during the French Revolution and the Cultural Revolution in China was that both

- (1) limited the power of absolute leaders
- (2) illustrated the power of public opinion in forming national policy
- (3) established social stability and economic growth
- (4) used violent methods to eliminate their opponents

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: Global Problems

Throughout history, global problems have posed major challenges for nations and regions.

Task:

Select **two** different global problems and for **each**

- Describe **one** major cause of the global problem
- Discuss **one** effect of the global problem on a specific nation or region

You may use any global problem from your study of global history. Some suggestions you might wish to consider include environmental pollution, desertification, deforestation, overpopulation, refugees, spread of disease, international drug trafficking, and ethnic conflicts.

You are *not* limited to these suggestions.

Do *not* describe problems in the United States although the discussion of the effect of the global problem could involve the United States.

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

NAME _____ SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

Throughout history, many different reasons for wars exist. These wars have led to both expected and unexpected outcomes.

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

- Discuss the economic, social, *and/or* political reasons for wars
- Discuss the expected outcomes *and* the unexpected outcomes of wars

Part A

Short-Answer Questions

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

Document 1

. . . Though the great princes were apt to remain aloof, western knights responded readily to the appeal of the holy war. Their motives were in part genuinely religious. They were ashamed to continue fighting amongst themselves; they wanted to fight for the Cross. But there was also a land-hunger to incite them, especially in northern France, where the practice of primogeniture [eldest son inherited all] was being established. As a lord grew unwilling to divide his property and its offices, now beginning to be concentrated round a stone-built castle, his younger sons had to seek their fortunes elsewhere. There was a general restlessness and taste for adventure in the knightly class in France, most marked among the Normans, who were only a few generations removed from nomadic freebooters. The opportunity for combining Christian duty with the acquisition of land in a southern climate was very attractive. The Church had reason to be pleased with the progress of the movement. Could it not be applied also to the eastern frontier of Christendom? . . .

Source: Steven Runciman, *A History of the Crusades*, Cambridge University Press, 1951

- 1 According to this document, state **one** reason European knights and soldiers joined the Crusades. [1]

Score

Document 2

. . . One positive, undisputed result of the Crusades was a greatly expanded knowledge of geography gained by the West. With the coming of such vast hordes of invaders from all points of Europe, the veil of the “mysterious East” had been lifted for good. . . .

The Arab builders learned much about military masonry from the Crusaders who had brought this knowledge from Normandy and Italy. In constructing the famed Citadel of Cairo, Saladin had taken some of the features of Crusaders’ castles he had observed up and down the Levant [lands of the Eastern Mediterranean]. Then, when the great cathedrals of Europe began to rise in a somewhat later period, their builders installed windows of stained glass made with a technique which had originated with the ancient Phoenicians of Syria and passed along by Syrian Arabs to Europeans living in the East. . . .

From a purely military point of view, the Crusades must be written off as a failure for the West, because, after changing hands so many times, the territory comprising the Christian Kingdom of Jerusalem reverted [returned] to the Moslems [Muslims] for good. But during that two-century struggle between East and West, it is plain now that each side made major contributions to the culture of the other. That vast interchange let in a few rays of light over a darkened Europe, and removed for good the wall of ignorance that had always existed between Europe and Asia. . . .

Source: “Legacy of the Crusades,” *Aramco World*, VII, May 1956

2a According to this document, what was **one** positive, unexpected outcome of the Crusades on Western civilization? [1]

Score

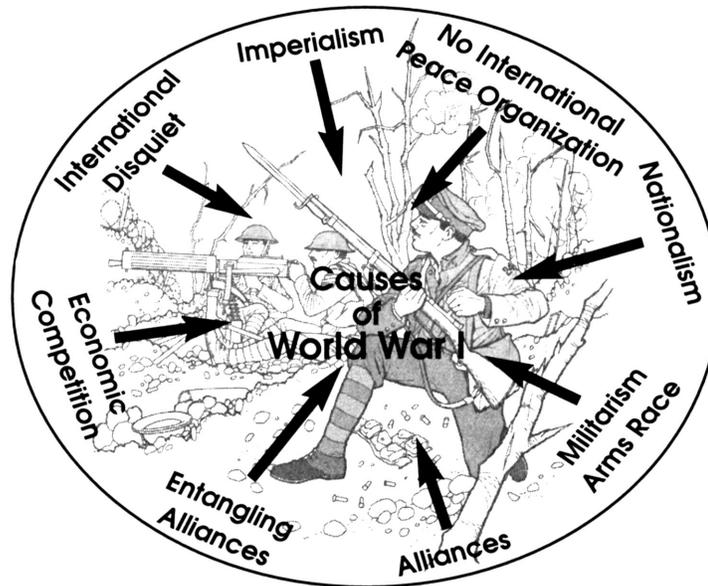
b According to this document, what was **one** positive, unexpected outcome of the Crusades on Muslim [Moslem] civilization? [1]

Score

c Based on this document, state **one** reason the West was disappointed with the outcome of the Crusades. [1]

Score

Document 3



Source: Kime and Stich, *Global History and Geography STARreview*, N & N, 2003

3 According to this diagram, what were **two** reasons for World War I? [1]

(1) _____

(2) _____

Score

Document 4

Selected Articles from the Treaty of Versailles (June 28, 1919)

Article 45:	As compensation for the destruction of the coal-mines in the north of France and as part payment towards the total reparation due from Germany for the damage resulting from the war, Germany cedes [gives] to France in full and absolute possession, with exclusive rights of exploitation, unencumbered and free from all debts and charges of any kind, the coal-mines situated in the Saar Basin . . .
Article 119:	Germany renounces [surrenders] in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea[s] possessions. . . .
Article 231:	The Allied and Associated Governments affirm [acknowledge] and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage [for World War I] to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

Source: Versailles Treaty

4a According to this document, how was France repaid for losses suffered during World War I? [1]

Score

b According to this document, what was a consequence of World War I for Germany? [1]

Score

Document 5

. . . State frontiers are established by human beings and may be changed by human beings.

The fact that a nation has acquired an enormous territorial area is no reason why it should hold that territory perpetually [forever]. At most, the possession of such territory is a proof of the strength of the conqueror and the weakness of those who submit to him. And in this strength alone lives the right of possession. If the German people are imprisoned within an impossible territorial area and for that reason are face to face with a miserable future, this is not by the command of Destiny, and the refusal to accept such a situation is by no means a violation of Destiny's laws. For just as no Higher Power has promised more territory to other nations than to the German, so it cannot be blamed for an unjust distribution of the soil. The soil on which we now live was not a gift bestowed by Heaven on our forefathers. But they had to conquer it by risking their lives. So also in the future our people will not obtain territory, and therewith the means of existence, as a favour from any other people, but will have to win it by the power of a triumphant sword. . . .

Source: Adolf Hitler, *Mein Kampf*, Hurst and Blackett Ltd.

5 According to this document, what was **one** reason Adolf Hitler felt war was necessary? [1]

Score

Document 6

The Yalta Conference of the heads of the governments of the United States of America, the United Kingdom, and the Union of Soviet Socialist Republics (Soviet Union) which took place February 4–11, 1945 came to these conclusions.

DECLARATION ON LIBERATED EUROPE

. . . The establishment of order in Europe and the re-building of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges [remains] of Nazism and Fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter — the right of all peoples to choose the form of government under which they will live — the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived of them by the aggressor nations. . . .

POLAND

. . . A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government which can be more broadly based than was possible before the recent liberation of the Western part of Poland. The Provisional Government which is now functioning in Poland should therefore be reorganised on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity. . . .

Source: *Protocol of the Proceedings of the Crimea (Yalta) Conference*, February, 1945 (adapted)

- 6 According to the Yalta Conference, state **two** ways Europe was expected to change as a result of World War II. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Our objectives in the Persian Gulf are clear, our goals defined and familiar:

- Iraq must withdraw from Kuwait completely, immediately and without condition.
- Kuwait's legitimate government must be restored.
- The security and stability of the Persian Gulf must be assured.
- American citizens abroad must be protected.

These goals are not ours alone. They have been endorsed [supported] by the U.N. Security Council five times in as many weeks. Most countries share our concern for principle. And many have a stake in the stability of the Persian Gulf. This is not, as Saddam Hussein would have it, the United States against Iraq. It is Iraq against the world. . . .

Source: Speech by President George H. W. Bush, 1990

- 7 According to this document, what were **two** reasons President George H. W. Bush was concerned about the Persian Gulf region in 1990? [2]

(1) _____

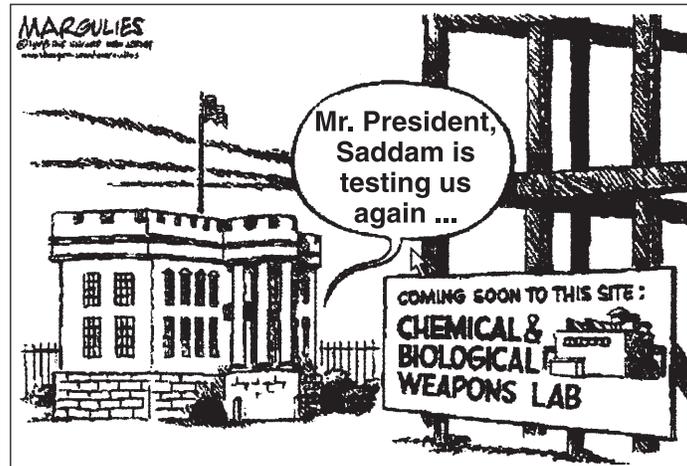
Score

(2) _____

Score

Document 8

Throughout the 1990s and before the United States went to war with Iraq in 2003, some people were concerned about the continuing actions of Iraq and Saddam Hussein.



Source: Jimmy Margulies, *The Record*, 1998 (adapted)

8 Based on this 1998 cartoon, what was **one** unexpected outcome of the Persian Gulf War? [1]

Score

Part B

Essay

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

Historical Context:

Throughout history, many different reasons for wars exist. These wars have led to both expected and unexpected outcomes.

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

- Discuss the economic, social, *and/or* political reasons for wars
- Discuss the expected outcomes *and* the unexpected outcomes of wars

Guidelines:

In your essay, be sure to:

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 21, 2005 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, January 27, 2005 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 **“Archaeologists Revise Historical Interpretations After New Discovery”**

“New Research Sheds Light on Causes of World War I”

“Computer Technology Helps Reconstruct Ancient Languages”

These headlines indicate that the understanding of historical facts

- (1) remains the same over time
- (2) is passed down from one generation to another
- (3) reflects a variety of personal opinions
- (4) is shaped by the available evidence

2 What was an important result of the Neolithic Revolution?

- (1) Food supplies became more reliable.
- (2) New sources of energy became available.
- (3) People became more nomadic.
- (4) Populations declined.

3 The growth of maritime and overland trading routes led to

- (1) decreased interest in inventions and technology
- (2) the limited migration of peoples
- (3) increased cultural diffusion
- (4) the development of subsistence agriculture

4 Before the use of the Silk Road, how did geography affect early China?

- (1) The mountains and deserts in western and southwestern China slowed the exchange of ideas.
- (2) The northwestern region provided many fertile areas suitable for farming.
- (3) The three major river systems provided barriers against invasion.
- (4) The lack of deep-water ports on the eastern coast prevented China from developing trade with other nations.

5 Which heading best completes this partial outline?

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. _____
A. Natural boundaries of desert, mountains, and the sea
B. Yearly flooding to enrich farmlands
C. Old and Middle Kingdoms
D. Production of papyrus plant |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- (1) Egypt—Gift of the Nile
- (2) Mesopotamia—Land Between the Rivers
- (3) China’s Sorrow—Huang He River
- (4) Harappa—City on the Indus

- 6
- Roman women could own property.
 - Roman women could make wills leaving their property to whomever they chose.

A valid conclusion drawn from these facts is that Roman women

- (1) had the right to vote
- (2) enjoyed some legal rights
- (3) were equal to men
- (4) could hold political offices

7 Which belief is most closely associated with the teachings of Siddhartha Gautama (Buddha)?

- (1) People are born into a specific caste.
- (2) Believers must follow the Ten Commandments.
- (3) Followers must fast during Ramadan.
- (4) People can overcome their desires by following the Eight-Fold Path.

8 Which empire had the greatest influence on the development of early Russia?

- | | |
|---------------|--------------|
| (1) Roman | (3) Egyptian |
| (2) Byzantine | (4) British |

- 9 • Showing respect for parents
 • Maintaining family honor
 • Honoring all elders

Which term is most closely related to these three actions?

- (1) nirvana (3) filial piety
 (2) animism (4) hadj (hajj)

Base your answer to question 10 on the passage below and on your knowledge of social studies.

. . . And we cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of; they grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness [lack of restraint] that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. . . .

— Nzinga Mbemba (King Affonso), *Letters to the King of Portugal*, 1526

- 10 Which event in African history is described in this passage?

- (1) exploration of the African interior
 (2) discovery of gold mines in Nigeria
 (3) Belgium's takeover of the Congo
 (4) Atlantic slave trade

- 11 The feudal systems in both medieval Europe and early Japan were characterized by

- (1) a decentralized political system
 (2) religious diversity
 (3) an increased emphasis on education
 (4) the development of a wealthy middle class

- 12 The travels of Marco Polo and of Ibn Battuta were similar in that these travels

- (1) led to nationalistic movements
 (2) helped to spread the ideas of religious leaders
 (3) stimulated the expansion of trade
 (4) supported democratic forms of government

- 13 In the early 1500s, Martin Luther's "Ninety-five Theses," Henry VIII's "Act of Supremacy," and John Calvin's *Institutes of the Christian Religion* contributed to

- (1) a decline in the power of the Catholic Church
 (2) an increased sense of nationalism in Tudor England
 (3) the growing power of the feudal nobility in Europe
 (4) a major conflict among Eastern Orthodox Christians

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

Edict of 1635 Ordering the Closing of Japan

- Japanese ships are strictly forbidden to leave for foreign countries.
- No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
- If any Japanese returns from overseas after residing there, he must be put to death. . . .
- Any informer revealing the whereabouts of the followers of padres (Christians) must be rewarded accordingly. If anyone reveals the whereabouts of a high ranking padre, he must be given one hundred pieces of silver. For those of lower ranks, depending on the deed, the reward must be set accordingly. . . .

Source: David John Lu, *Sources of Japanese History*, McGraw-Hill

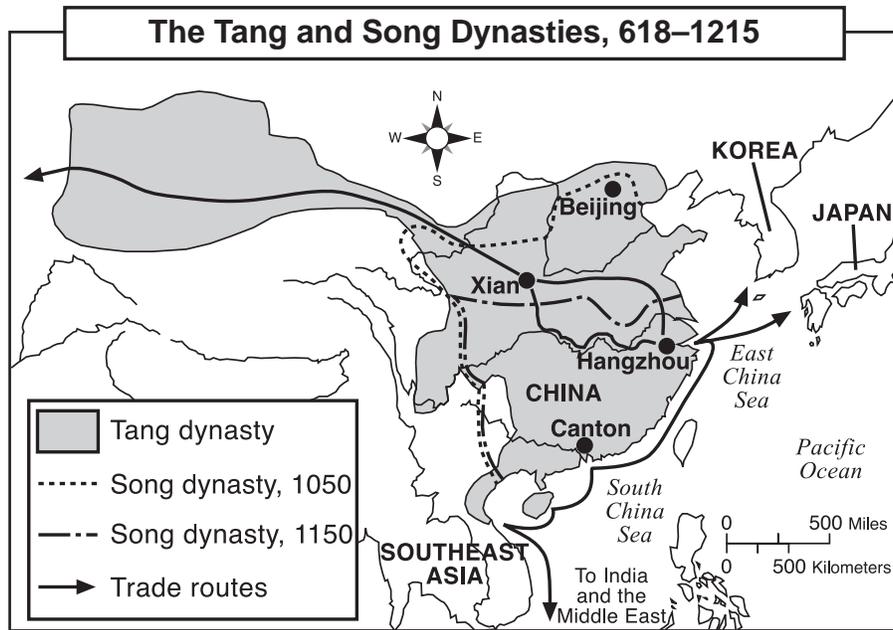
- 14 These rules reflect the Japanese policy of

- (1) totalitarianism
 (2) appeasement
 (3) interdependence
 (4) isolationism

- 15 During the Commercial Revolution, where did trading centers most often develop?

- (1) in the mountains (3) along waterways
 (2) near grasslands (4) on the tundra

Base your answer to question 16 on the map below and on your knowledge of social studies.



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

16 According to the map, which conclusion about China during the Tang and Song dynasties is accurate?

- (1) Most trade routes began in Beijing.
- (2) China's overland trade routes connected China to Japan.
- (3) The areas under the control of these dynasties did not change.
- (4) China traded extensively with other nations and regions.

17 In England, the Magna Carta, the Puritan Revolution, the Glorious Revolution, and the English Bill of Rights led to the development of

- (1) a dictatorship
- (2) an absolute monarchy
- (3) a theocracy
- (4) a limited monarchy

18 A study of Aztec, Maya, and Inca agricultural systems would show that these civilizations

- (1) relied on mechanized agricultural techniques
- (2) carried on extensive food trade with each other
- (3) adapted to their environments with creative farming techniques
- (4) relied on a single-crop economy

19 Many European monarchs of the 1600s maintained that they should have absolute power to rule because they

- (1) needed to defend their nations against threats from the Western Hemisphere
- (2) thought that all people should have the right to a good ruler
- (3) had been given their power to govern from God
- (4) thought that communism was the superior political system

20 The heliocentric model, the development of inductive reasoning, and the work of Descartes are all associated with which revolution?

- (1) Neolithic
- (2) Agricultural
- (3) Green
- (4) Scientific

21 Which idea became a central belief of the Enlightenment?

- (1) The use of reason would lead to human progress.
- (2) Mathematics could be used to solve all human problems.
- (3) The ancient Romans had the best form of government.
- (4) People should give up their natural rights to their rulers.

Base your answer to question 22 on the statements below and on your knowledge of social studies.

Statement A: We worked in a place that was noisy and dangerous. We did the same work over and over again. Many workers, often children, lost fingers, limbs, and even their lives.

Statement B: Government should not interfere in business. To do so would disrupt the balance of supply and demand.

Statement C: Government has a duty to interfere in order to best provide its people with a happy and safe life.

Statement D: Advances in agricultural techniques and practices resulted in an increased supply of food and raw materials, causing a movement of the farmers from the countryside to the city.

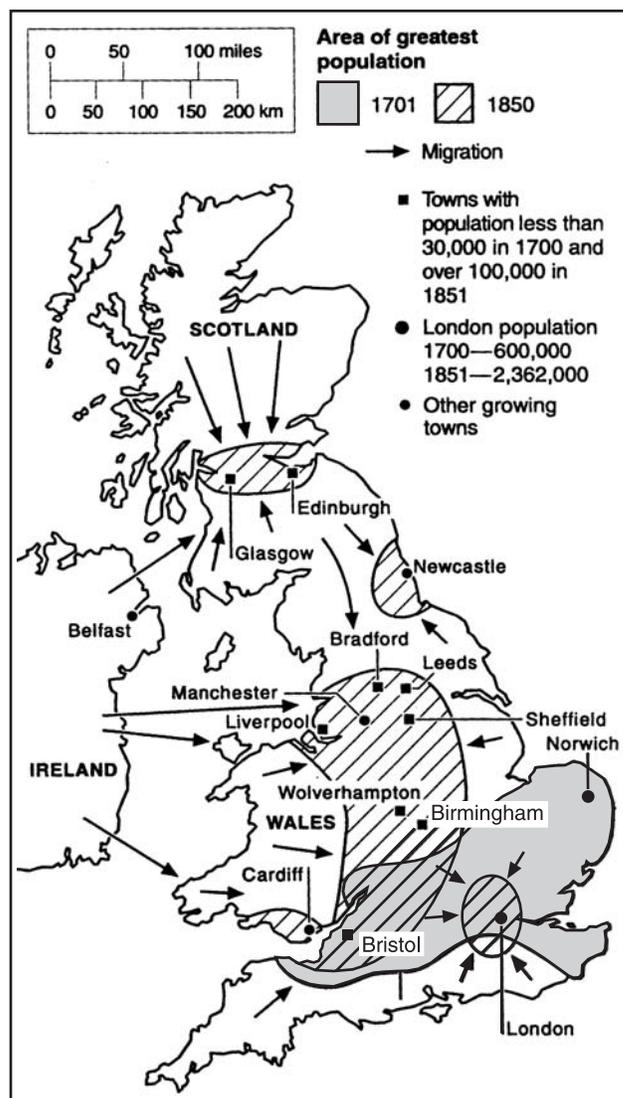
22 All of these statements describe events or viewpoints that relate to the

- (1) Protestant Reformation
- (2) Commercial Revolution
- (3) Industrial Revolution
- (4) Berlin Conference

23 What is a key principle of a market economy?

- (1) The means of production are controlled by the state.
- (2) Supply and demand determine production and price.
- (3) Employment opportunities are determined by social class.
- (4) Businesses are owned by the people collectively.

Base your answer to question 24 on the map below and on your knowledge of social studies.



Source: *World History on File*, 1999

24 Which conclusion about Great Britain's population between 1701 and 1850 is best supported by this map?

- (1) Political unrest caused rural people to move to the towns.
- (2) Many people moved from the London area to the area around Liverpool and Birmingham.
- (3) The size of most urban areas decreased.
- (4) The population of some cities and towns increased dramatically.

25 **The White Man's Burden.**

“Take up the White Man's burden—
Send forth the best ye breed—
Go, bind your sons to exile
To serve your captives' need;
To wait, in heavy harness,
On fluttered folk and wild—
Your new-caught sullen peoples,
Half devil and half child. . . .”

— Rudyard Kipling, 1899

This stanza from Kipling's poem is most closely associated with the belief that it was the duty of Western colonial powers to

- (1) learn from the people they conquered
 - (2) teach their colonies how to produce manufactured goods
 - (3) civilize the people they controlled
 - (4) welcome less developed countries as equals
- 26 Which two major ideas are contained in the writings of Karl Marx?
- (1) survival of the fittest and natural selection
 - (2) class struggle and revolutionary change
 - (3) separation of powers and checks and balances
 - (4) monotheism and religious tolerance
- 27 Between 1845 and 1860, which factor caused a large decline in Ireland's population?
- (1) famine
 - (2) civil war
 - (3) plague
 - (4) war against Spain
- 28 The ability of the Ottoman Empire to expand its borders depended on
- (1) military assistance from western Europe
 - (2) extensive trade with the Americas
 - (3) alliances formed during World War I
 - (4) strategic location between Europe and Asia
- 29 One action that many governments took during World War I was to
- (1) encourage political dissent and freedom of the press
 - (2) regulate their economic systems to increase production
 - (3) prevent women from seeking employment in factories
 - (4) raise tariffs to encourage trade

30 The Treaty of Versailles angered many Germans after World War I because the treaty

- (1) divided Germany into Communist and non-Communist zones
- (2) made Germany restore its emperor
- (3) required all German-speaking Europeans to return to Germany
- (4) forced Germany to pay large war reparations

31 “. . . The key-stone of the Fascist doctrine is its conception of the State, of its essence, its functions, and its aims. For Fascism the State is absolute, individuals and groups relative. Individuals and groups are admissible in so far as they come within the State. Instead of directing the game and guiding the material and moral progress of the community, the liberal State restricts its activities to recording results. The Fascist State is wide awake and has a will of its own. For this reason it can be described as 'ethical'. . . .”

— Benito Mussolini, *Fascism: Doctrine and Institutions*, Howard Fertig, 1932

Which statement expresses the main idea of the passage?

- (1) The people have a right to overthrow ineffective governments.
- (2) The state is more important than the individuals within it.
- (3) The state gets its authority from the power of individuals.
- (4) The establishment of an empire will cause division and chaos.

32 Which event is most closely associated with the start of World War II in Europe?

- (1) invasion of Poland by Nazi forces
- (2) signing of the Munich Agreement
- (3) building of the Berlin Wall
- (4) assassination of Archduke Franz Ferdinand

33 Although Cuba has lost support from many nations, one reason Fidel Castro has remained in power is that he has

- (1) established free trade with the United States
- (2) opposed communism
- (3) prohibited the practice of Catholicism
- (4) raised the standard of living for many Cubans

Base your answer to question 34 on the statement below and on your knowledge of social studies.

. . . The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence . . . will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the . . . area. . . .

- 34 Which organization includes this statement in its charter?
- (1) Warsaw Pact
 - (2) United Nations
 - (3) Organization of American States
 - (4) North Atlantic Treaty Organization

- 35 A similarity between Peter the Great of Russia and Deng Xiaoping of the People's Republic of China was that each
- (1) resisted economic and social reforms in his country
 - (2) rejected the culture of his country in favor of a foreign culture
 - (3) promoted economic and technological modernization of his country
 - (4) experienced foreign invasions of his country that almost succeeded

- 36 “. . . The Communist party of the Soviet Union has been and remains a natural and inalienable part of social forces.

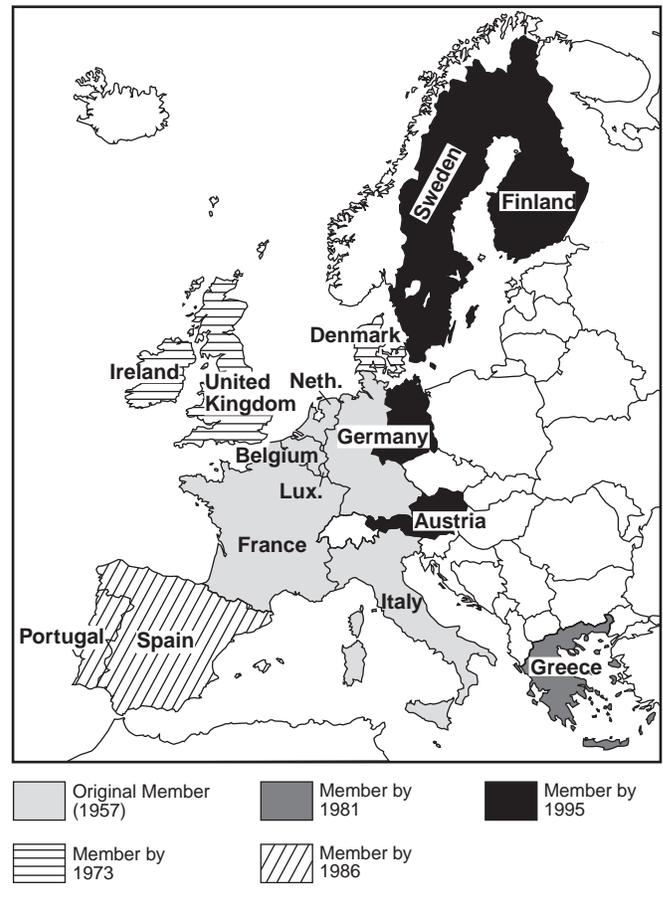
Their cooperation will make it possible to attain the ultimate goal of Perestroika: to renew our society within the framework of the socialist choice, along the lines of advance to a humane democratic socialism. . . .”

Which leader would most likely have made this statement?

- (1) Kwame Nkrumah
- (2) Mohandas Gandhi
- (3) Benito Mussolini
- (4) Mikhail Gorbachev

Base your answer to question 37 on the map below and on your knowledge of social studies.

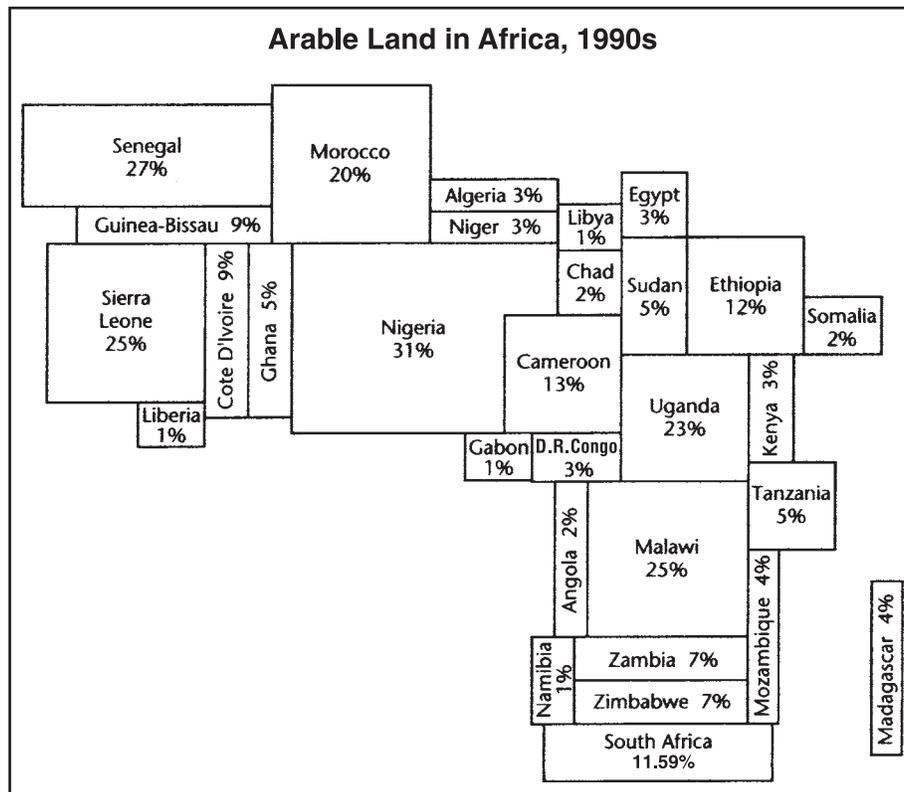
**Development of the European Union
1957–1995**



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

- 37 Which statement about the European Union (EU) is most accurate?
- (1) All European nations were members.
 - (2) Membership has increased since 1957.
 - (3) All members were also members of the Warsaw Pact.
 - (4) Interdependence between Europe and the Americas was promoted.
- 38 In the late 20th century, what was a problem common to the Balkans, Rwanda, and Indonesia?
- (1) disposal of nuclear waste
 - (2) ethnic or religious conflicts
 - (3) drought and famine
 - (4) overcrowding of urban centers

Base your answer to question 39 on the cartogram below and on your knowledge of social studies.



Source: *The 1998 Information Please Almanac*, Houghton Mifflin (adapted)

39 Based on the information in this cartogram, what is a valid conclusion about arable land in Africa in the 1990s?

- (1) The distribution of arable land in Africa is unequal.
- (2) Most of the arable land in Africa is located in South Africa.
- (3) The arable land in Africa has increased in the 1990s.
- (4) Tanzania has a greater percentage of arable land than Senegal has.

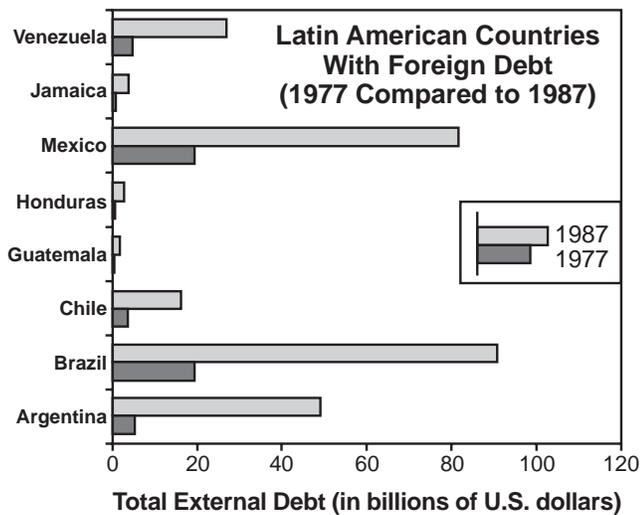
40 Deforestation, acid rain, and the greenhouse effect are major world problems that indicate a need for

- (1) cooperation between nations to reduce pollution and environmental destruction
- (2) the development of mass transit systems in developing nations
- (3) an increase in the worldwide production of oil
- (4) a reduction in crop production in some areas of the world

41 The Gupta civilization (4th–6th centuries) and the Maya civilization (4th–10th centuries) were similar in that both

- (1) built temple complexes and developed the concept of zero
- (2) eliminated standing armies and introduced an aristocracy
- (3) developed early democratic systems
- (4) were conquered by European imperialists

Base your answer to question 42 on the graph below and on your knowledge of social studies.



Sources: *World Bank Development Report, 1979* and *World Bank Development Report, 1989* (adapted)

42 According to information provided by the graph, which Latin American nation had the greatest ten-year increase in foreign debt in billions of U.S. dollars between 1977 and 1987?

- (1) Brazil
- (2) Argentina
- (3) Mexico
- (4) Venezuela

43 The terms *cottage industries*, *mercantilism*, *guilds*, and *laissez-faire* are most closely associated with

- (1) political systems
- (2) social systems
- (3) economic systems
- (4) belief systems

44 In the years following the Meiji Restoration in Japan and the unification of Germany in the 19th century, both nations experienced

- (1) an increase in military production and strengthened military forces
- (2) a reduction in tensions with neighboring nations
- (3) a restructuring of government that included popularly elected monarchs
- (4) a decrease in the reliance on industrialization and trade

Base your answer to question 45 on the map below and on your knowledge of social studies.



Source: *Historical Maps on File*, Martin Greenwald Associates (adapted)

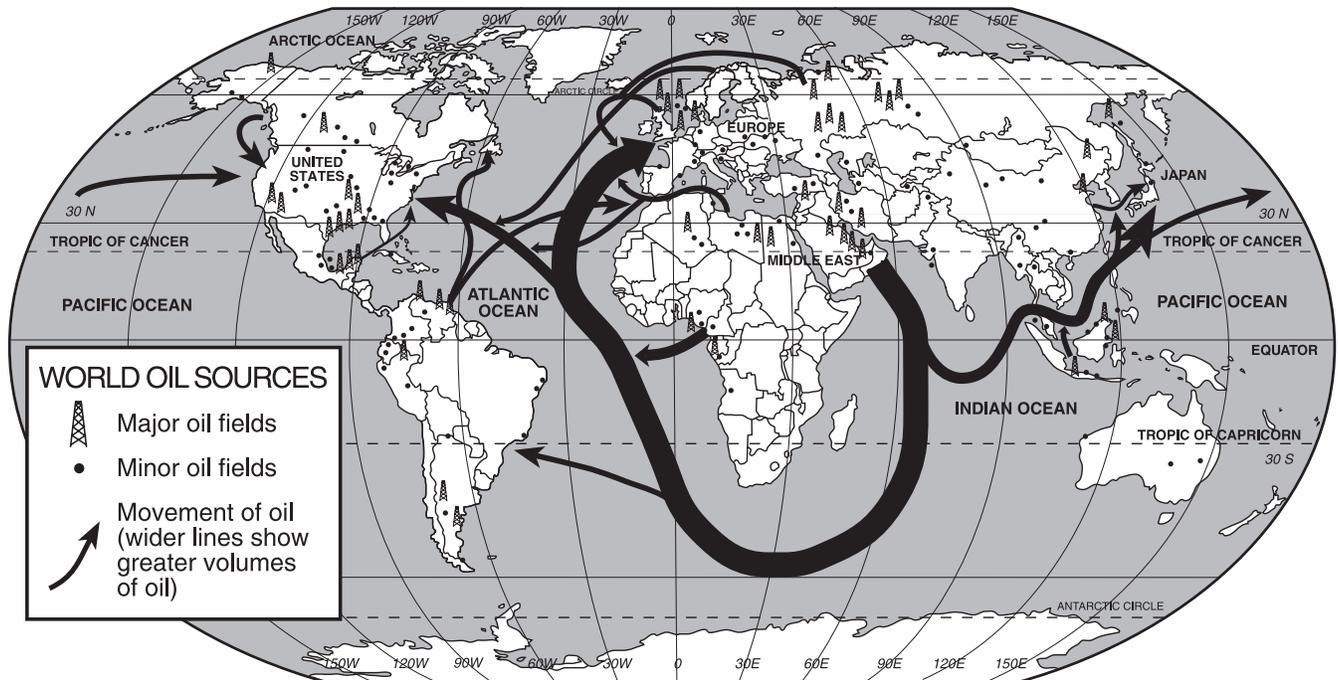
45 The best title for this map would be

- (1) Europe Between the World Wars
- (2) Europe Today
- (3) Europe Under Napoleon
- (4) Europe During the Renaissance

46 One way in which Alexander II, Catherine the Great, and Boris Yeltsin played similar roles in Russian history was that they

- (1) led communist revolutions
- (2) encouraged reforms
- (3) were subjects of Stalinist purges
- (4) supported territorial expansion

Base your answers to questions 47 and 48 on the map below and on your knowledge of social studies.



Source: Richard G. Boehm et al., *Building Skills in Geography*, Glencoe McGraw-Hill, 1996 (adapted)

47 Which conclusion is supported by the information provided on the map?

- (1) Russia is very dependent on imported oil.
- (2) The United States exports little or no oil.
- (3) South America exports more oil than Africa does.
- (4) Most of the oil from the Middle East goes to Japan.

48 This map best illustrates the concept of

- (1) assimilation
- (2) protectionism
- (3) interdependence
- (4) imperialism

- 49
- Berlin airlift
 - Cuban missile crisis
 - Nuclear arms race

These events were part of an era known as the

- (1) Age of Imperialism
- (2) Scientific Revolution
- (3) Enlightenment
- (4) Cold War

50 Conflicts between Hutu and Tutsi, Ottoman Turks and Armenians, and Soviets and Ukrainian kulaks all resulted in

- (1) establishment of new governments
- (2) international intervention
- (3) massacres or genocide
- (4) cultural interdependence

When you have finished Part 1, go right on to Part 2.

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means to “examine and judge the significance, worth, or condition of; to determine the value of”

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 [Political Events]

Twentieth-century political events have had positive and negative effects on global history.

Task:

Identify **two** 20th-century political events and for **each**

- Discuss the historical circumstances surrounding the event
- Evaluate the extent to which this event has had a positive **or** a negative effect on global history

You may use any major political event from your study of global history. Some suggestions you might wish to consider include Lenin’s establishment of a Communist government in Russia, rise of totalitarian governments in Europe, Ho Chi Minh’s unification of Vietnam against imperialism, increasing support for Islamic fundamentalism in the Middle East, Mao Zedong’s Cultural Revolution in China, the dismantling of the Berlin Wall, development of nuclear weapons in India and Pakistan, and Nelson Mandela’s opposition to apartheid in South Africa.

You are *not* limited to these suggestions.

Do *not* use United States events in your answer, although the discussion of positive or negative effects may involve the role of the United States.

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 simple restatement of the theme

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

Throughout history, conquests have led to political, economic, and social changes in specific societies. Groups such as the **Mongols**, the **Spanish**, and the **French** have brought many changes to conquered areas.

Task: Using 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** of the groups mentioned in the historical context and for **each**

- Discuss the political, economic, **and/or** social changes that resulted from the conquest

Part A

Short-Answer Questions

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

Document 1

. . . The wholesale looting and destruction of property and life in Russia during the Mongol invasion of 1237–40 was a staggering blow which left the Russian people stunned, and for a time disrupted the normal course of economic and political life. It is hard to estimate the Russian casualties but they must have been tremendous, and if we include the vast throngs of civilians, both men and women, who were enslaved by the Mongols they can hardly have been less than 10 per cent of the total population.

The cities suffered most in the debacle [disastrous defeat]. Such old centers of Russian civilization as Kiev, Chernigov, Pereiaslav, Riazan, Suzdal, and the somewhat younger Vladimir-in-Suzdalia, as well as a number of other towns, were thoroughly destroyed, and the first three named above lost their former importance for several centuries. Only a few major cities in West and North Russia such as Smolensk, Novgorod, Pskov, and Galich (Halicz) escaped devastation at that time. The Mongol policy of conscripting [drafting] master craftsmen and skilled artisans for the khan's service added a new burden even for those cities which had been spared physical destruction during the first period of the conquest. A quota of the best Russian jewelers and craftsmen was sent to the great khan. As we have seen, Friar John of Plano Carpini met one of them, the goldsmith Kuzma, in Guyuk's camp. Many others were requisitioned by the khan of the Golden Horde for his personal service as well as to build and embellish [decorate] his capital, Saray. Artisans of various kinds — smiths, armorers, saddlers, and so on — were also assigned to the ordus [palaces] of the members of the house of Juchi as well as to those of the major commanders of the Mongol armies in South Russia. . . .

Source: George Vernadsky, *The Mongols and Russia*, Yale University Press

- 1 According to this document, what are **two** ways the Mongol conquest changed Russia? [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The Mongol impact, assert the Eurasian historians, proved highly beneficial to the Russians. “The Tatars [Mongols] defended Russia from Europe,” sparing it from conquest by the West. After the conquest Mongols and the people of Rus [Russia] coexisted in harmony and peace. From their conquerors the Rus adopted typical Turanian [Asian] character traits: steadiness, conviction, strength, and religiosity, all of which promoted the development of the Muscovite state. The Mongols assured to Rus secure commercial and cultural relations with the Orient; they enhanced the position of the Orthodox church. In the mid-13th century Alexander Nevskii, prince of Novgorod, faced with a fateful choice, wisely chose the East over the West: “Alexander saw in the Mongols a friendly force in a cultural sense that could assist him to preserve and consolidate Russian cultural identity from the Latin West.” . . .

Source: MacKenzie and Curran, *A History of Russia, the Soviet Union, and Beyond*,
Wadsworth/Thomson Learning

2 Based on this document, state **two** changes that occurred in Russia as a result of Mongol rule. [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . By the time of his death in 1227, Genghis Khan controlled most of northern China, but the swampy lands to the south stopped his cavalry from further advances. His sons expanded Mongol control farther by conquering lands to the east and west. They divided the empire into four large khanates, in Persia, Central Asia, Russia, and East Asia. . . .

Kublai Khan was a vigorous and capable ruler. He carried on large warlike hunts to show that he kept Mongol tradition, but he also showed some appreciation for Chinese culture. He acted to restore some of the devastation in North China. He began a vast renovation of the Grand Canal, which was so important to the wealth and unity of the country. He directed the building of water-control projects, such as dams and dikes, along the Yellow River. . . .

During the Mongol rule, trade revived with Central Asia and the Middle East. Both of these areas were ruled by relatives of the khan. The vast lands controlled by the Mongols experienced general peace, called the *Pax Mongolica*. It was said that “a maiden bearing a nugget of gold on her head could wander safely throughout the realm.” Camel caravans once more carried Chinese products such as porcelain, tea, medicines, silk, and playing cards to the Middle East and into Europe. . . .

Source: Dorothy Hoobler et al., *China*, Globe Book

3 Based on this document, identify **two** ways China was changed by Mongol rule. [2]

(1) _____

Score

(2) _____

Score

Document 4

A 1737 engraving showing a Spanish priest preaching to the Indians in Mexico



Source: Isidro Félix de Espinosa, "Engraving of Father Margil," *El Peregrino Septentrional Atlante: Delineado en la Exemplarissima Vida del Venerable Padre F. Antonio Margil de Jesús*, 1737*

- 4 Based on what is shown in this engraving, state **one** impact the Spanish had on the lives of the native peoples in Mexico. [1]

Score

*Located at the East Texas Research Center, Stephen F. Austin State University, Nacogdoches, Texas and through Texas Tides, <http://tides.sfasu.edu> (adapted)

Document 5

Governing the Spanish Empire in the Western Hemisphere

Life in colonial New Spain [Spanish colonies] was complex — the dominant institutions and cultural patterns were Spanish in origin, but they were modified in their New World setting. Society was not static; evolution marked the political and religious systems; and change was a feature of the economic, social, and intellectual life. These adaptations generally mirrored developments in Europe, the source of basic decisions and control. During its three centuries as a colony, New Spain was kept subservient to the mother country in a number of ways, beginning with an enforced loyalty to the crown. . . .

In New Spain itself the viceroy [governor] was the ranking officer and agent of royal absolutism. As a personal representative of the king he was armed with considerable authority and enjoyed high honors and deference [respect]. He received a handsome salary (twenty thousand pesos in the seventeenth century, triple that amount in the eighteenth), lived in a splendid palace surrounded by liveried [uniformed] servants, and maintained a court like a petty European monarch. During the colonial era there were sixty-one viceroys. Most of them belonged to the titled nobility or at least were of high birth; eleven were from the Church hierarchy [church leaders], and only three holders of this exalted [high] office were *criollos* [Creoles], two of them being sons of viceroys.

The viceroy functioned as chief executive, captain-general of military forces, governor, supervisor of the royal treasury (*real hacienda*), and president of the *audiencia* (administrative court) of Mexico. He enforced royal laws and decrees, issued ordinances dealing with local matters, nominated minor colonial officials, distributed land and titles, promoted colonization and settlement, and protected the Indians. He was vice-patron of most religious endeavors, and his ecclesiastical [church] powers included the right to determine boundaries of bishoprics [districts] and to nominate some Church officers. . . .

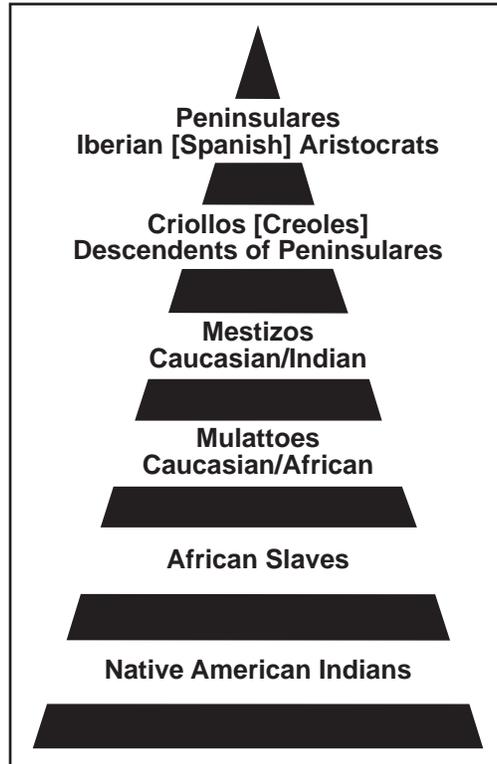
Source: Robert Ryal Miller, *Mexico: A History*, University of Oklahoma Press

5 According to this document, what effect did the Spanish have on their colonies in New Spain? [1]

Score

Document 6

Social Classes in Spanish Colonies

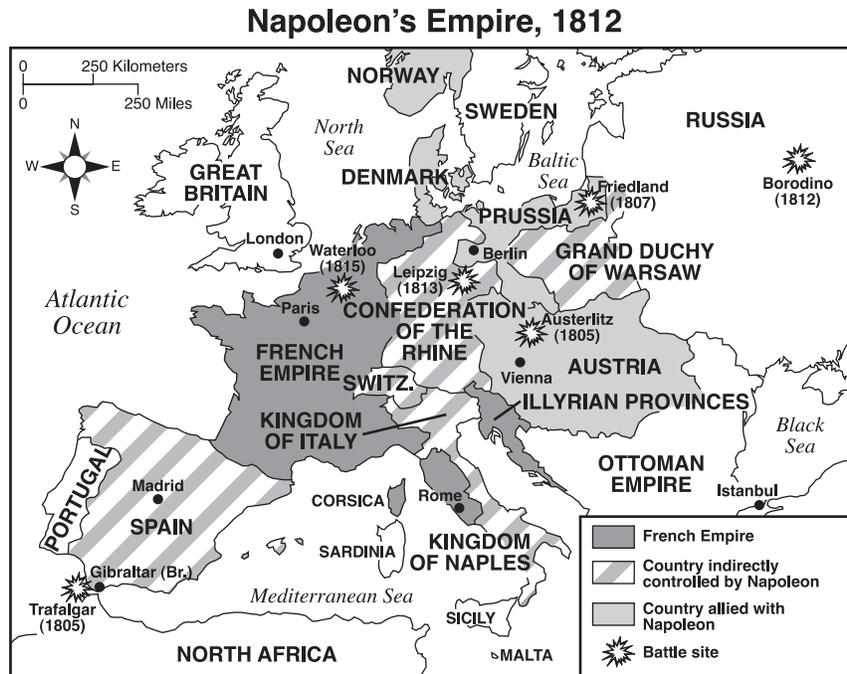


Source: John Osborne et al., *Global Studies*,
N & N Publishing (adapted)

6 Based on this chart, identify **one** change that resulted from the Spanish conquest of Latin America. [1]

Score

Document 7



Source: Peiser and Serber, *Our World*, AMSCO (adapted)

7 Based on this map, state **one** political impact of Napoleon's conquests in Europe. [1]

Score

Document 8

. . . Even in places such as Holland, Germany, Switzerland, Italy, and Illyria, where the Code [Napoléon] did not outlive the Empire, it made a strong imprint on the civil laws of the region. Abolition of the Code brought such confusion and chaos in certain countries that they returned to it. In the Italian peninsula, for example, the Two Sicilies in 1812 and Parma, Modena, and Sardinia later adopted codes derived from the Code Napoléon. The code of the Kingdom of Italy, adopted in 1864, likewise had its source in the Napoleonic Code. The Belgians, who were incorporated in the Kingdom of the Netherlands from 1815 to 1830, fought so strongly for the Napoleonic Code that, even after they had broken away, Holland in 1838 adopted a code based on Napoleon's.

The Code Napoléon so impressed governments, even those which did not adopt it, that the 19th century became the great century of legal codification. In addition to the countries mentioned above, Austria, Portugal, Spain, Germany, and Turkey all adopted civil codes. But that of Napoleon easily predominates in the civil-law, as opposed to common-law, world. . . .

The Code contributed greatly to Napoleon's achievement of helping France turn away from the past. It cemented the ideas of freedom of person and of contract (including the right to enter any occupation), equality of all Frenchmen, and freedom of civil society from ecclesiastical [religious] control. As the first truly modern code of laws, the Code Napoléon for the first time in modern history gave a nation a unified system of law applicable to all citizens without distinction. By providing uniformity of laws it further promoted the national unity fostered by the Revolution. Its entire outlook gave a further impulse to the rise of the *bourgeoisie*. A threatened disintegration of the family under the Convention and Directory was sharply halted, and the family once again became the most important social institution. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott

8 Based on this document, identify **two** changes brought about by the Code Napoléon. [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . The plans and ambitions of Napoleon Bonaparte, however, did inspire the Latin Americans, although hardly in a way Napoleon expected. The French dictator invaded Spain in 1808, forced the king to abdicate [give up the throne], and presented the Spanish crown to his brother Joseph. At a stroke, Spanish America became part of the Bonaparte family empire. (A few months earlier, Napoleon had invaded Portugal, and the Portuguese royal family had fled to its colony of Brazil.)

Spanish Americans reacted sharply against this French usurper. They refused to accept Joseph Bonaparte as their king, affirmed [declared] their loyalty to the Spanish House of Bourbon, and seized control of their local governments. But almost from the beginning, the rebellion against Napoleon turned into a revolution for complete independence. There could be no turning back to the old system. . . .

Source: Robert J. Alexander, *Latin America*, Scholastic Book Services

9 According to this document, what effect did Napoleon's invasion of Spain have on Latin America? [1]

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:

Throughout history, conquests have led to political, economic, and social changes in specific societies. Groups such as the **Mongols**, the **Spanish**, and the **French** have brought many changes to conquered areas.

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

Select **two** of the groups mentioned in the historical context and for **each**

- Discuss the political, economic, **and/or** social changes that resulted from the conquest

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 conclusion that are beyond a restatement of the theme

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, January 27, 2005 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
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14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which geographic feature had the greatest influence on the development of ancient civilizations?

- (1) dense forests
- (2) mountain passes
- (3) smooth coastlines
- (4) river valleys

2 What is one characteristic of a society that practices subsistence agriculture?

- (1) growth of surplus crops for export
- (2) production of crops mainly for its own use
- (3) establishment of large state-owned farms
- (4) dependence on the use of slave labor for the production of crops

3 What was one cause of the development of many small independent city-states in ancient Greece?

- (1) Greece and Rome were often at war.
- (2) The mountainous terrain of Greece resulted in widely scattered settlements.
- (3) Military leaders found small Greek settlements easy to control.
- (4) The Greek people had many different languages and religions.

4 In India, Bangladesh, and much of Southeast Asia, agricultural productivity is most affected by the

- (1) seasonal monsoons
- (2) unnavigable rivers
- (3) numerous deserts
- (4) cold climate

5 Which belief is shared by Hindus and Buddhists?

- (1) Everyone should have the same social status.
- (2) People should pray five times a day.
- (3) The soul can be reincarnated.
- (4) Material wealth is a sign of the blessing of the gods.

Base your answer to question 6 on the passage below and on your knowledge of social studies.

. . . Muslims, Christians, and Jews lived together in peace. Because several Christian and Jewish prophets, including Adam, Abraham, and Moses, are named in the Qur'an and because the Jewish Torah and Christian gospels are recognized as revelations from Allah, the Muslim rulers called Christians and Jews "people of the Book" and permitted them much religious and personal freedom. Jews, especially, enjoyed many liberties, and many Jews distinguished themselves in science, the arts, and government. *Convivencia*, a Spanish word meaning "living together," helped make tenth-century al-Andalus the most civilized country in Europe. . . .

—Lawrence Houghteling, "Al-Andalus: Islamic Spain," *Calliope*, Nov.–Dec. 1995

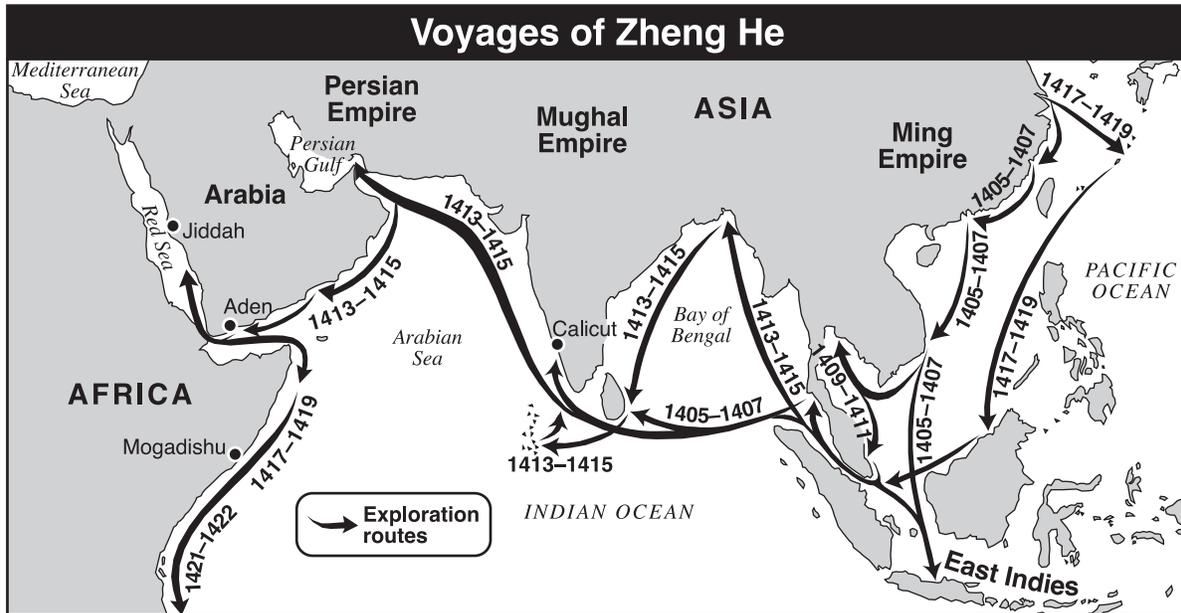
6 What is the main idea of this passage?

- (1) The Torah and the Bible were rejected in Muslim Spain.
- (2) Arabs, Jews, and Christians shared houses and places of worship in Muslim Spain.
- (3) Religious tolerance in Muslim Spain encouraged the growth of a rich and diverse culture.
- (4) Spain was troubled by deep-rooted religious conflicts.

7 Some historians suggest that as a result of the Mongol invasions of Russia, the Russian people were

- (1) united with the Ottomans
- (2) converted to Christianity
- (3) freed from serfdom
- (4) cut off from most of western Europe

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History, Connections to Today*, Prentice Hall (adapted)

8 The map shows that on his voyages, Zheng He explored

- (1) both the Pacific and the Atlantic Oceans
- (2) at the same time as the Spanish explorers
- (3) lands in the Western Hemisphere
- (4) Arabia and the east coast of Africa

9 One result of the voyages of Zheng He was that

- (1) Chinese merchants began trading with Africa
- (2) Christian missionaries arrived in China
- (3) Indian artisans showed the Chinese how to make Ming porcelain
- (4) China set up colonies in Europe

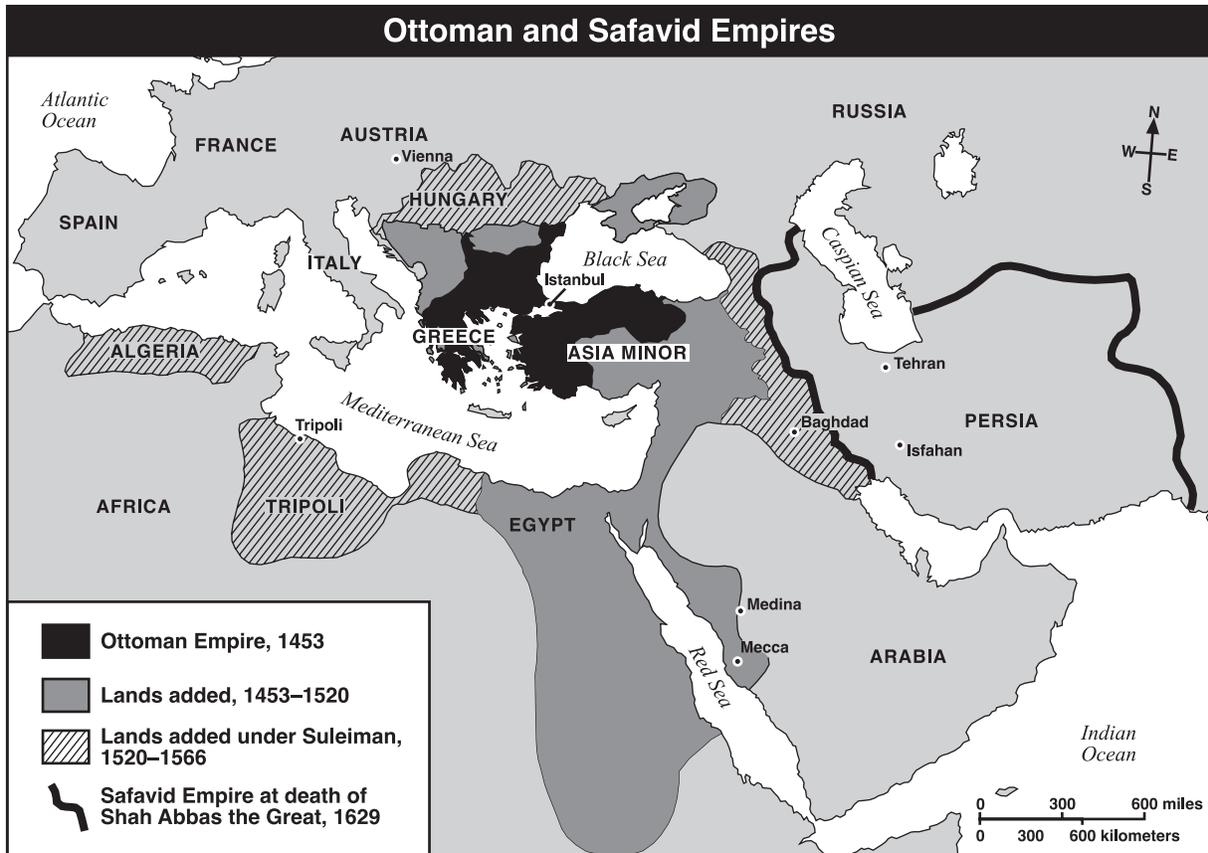
10 Many achievements of Islamic civilization reached European society by way of the

- (1) Crusades and eastern Mediterranean trading networks
- (2) merchant guilds and the Industrial Revolution
- (3) Middle Passage and the Columbian Exchange
- (4) conquests of the Germanic tribes and trade along the Silk Road

11 Prior to the Protestant Reformation, the medieval church in western Europe was criticized for

- (1) sponsoring explorations to the Middle East
- (2) allowing the Bible to be printed and distributed to the people
- (3) being too concerned with worldly power and riches
- (4) refusing to sell indulgences to peasants

Base your answer to question 12 on the map below and on your knowledge of social studies.



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall (adapted)

12 Which generalization is best supported by the information in this map?

- (1) The Ottoman Empire controlled the largest amount of territory by 1453.
- (2) The Safavid Empire controlled parts of western Europe by 1629.
- (3) By the 1500s, the Ottoman Empire controlled parts of the Middle East, North Africa, and eastern Europe.
- (4) The Mediterranean Sea served as a cultural barrier between Asia Minor and North Africa.

13 Which statement about the geography of Africa is most accurate?

- (1) Much of the land in Africa is below sea level.
- (2) The variety of geographic barriers has served to promote cultural diversity.
- (3) Africa has an irregular coastline with many natural harbors.
- (4) Much of the land in Africa is tundra and forest.

14 Which statement best describes an impact of geography on the history of the Korean peninsula?

- (1) Large deserts have led to isolation.
- (2) Location has led to invasion and occupation by other nations.
- (3) Lack of rivers has limited food production.
- (4) Lack of natural resources has prevented development of manufacturing.

15 “. . . If from now on the King starts by rising early and going to bed late, and if the ministers take oaths among themselves to cut out the evils of parties and merriment, be diligent in cultivating frugality and virtue, do not allow private considerations from taking root in their minds, and do not use artifice as a method of operation in government affairs, then the officials and common people will all cleanse and purify their minds and be in great accord with his will. . . .”

— Yi Hang-no, Korean Royal Adviser

Which Confucian principle is reflected in this statement?

- (1) The ruler must set an example for the people.
- (2) Respect for elders is the foundation of civilization.
- (3) Virtue increases with education.
- (4) Compassion and sympathy for others is important.

16 Which action would best complete this partial outline?

- I. Byzantine Heritage
 - A. Blended Christian beliefs with Greek art and philosophy
 - B. Extended Roman engineering achievements
 - C. Preserved literature and science textbooks
 - D. _____

- (1) Adapted the Roman principles of justice
- (2) Used a senate as the chief governing body
- (3) Led crusades to capture Rome from the Huns
- (4) Helped maintain Roman rule over western Europe

17 The expeditions of Hernán Cortés and Francisco Pizarro resulted in the

- (1) destruction of the Aztec and Inca empires
- (2) capture of Brazil by Portugal
- (3) colonization of North America by Portugal
- (4) exploration of the Philippines and East Indies

18 Which statement best describes a result of the Glorious Revolution in England (1688)?

- (1) England formed an alliance with France.
- (2) The power of the monarchy was increased.
- (3) Principles of limited government were strengthened.
- (4) England lost its colonial possessions.

19 One reason Italy and Germany were *not* major colonial powers in the 16th and 17th centuries was that they

- (1) had self-sufficient economies
- (2) lacked political unity
- (3) rejected the practice of imperialism
- (4) belonged to opposing alliances

20 The ideas of Rousseau, Voltaire, and Montesquieu most influenced

- (1) the growing power of priests in the Roman Catholic Church
- (2) improvements in the working conditions of factory workers
- (3) the rise of industrial capitalism
- (4) movements for political reform

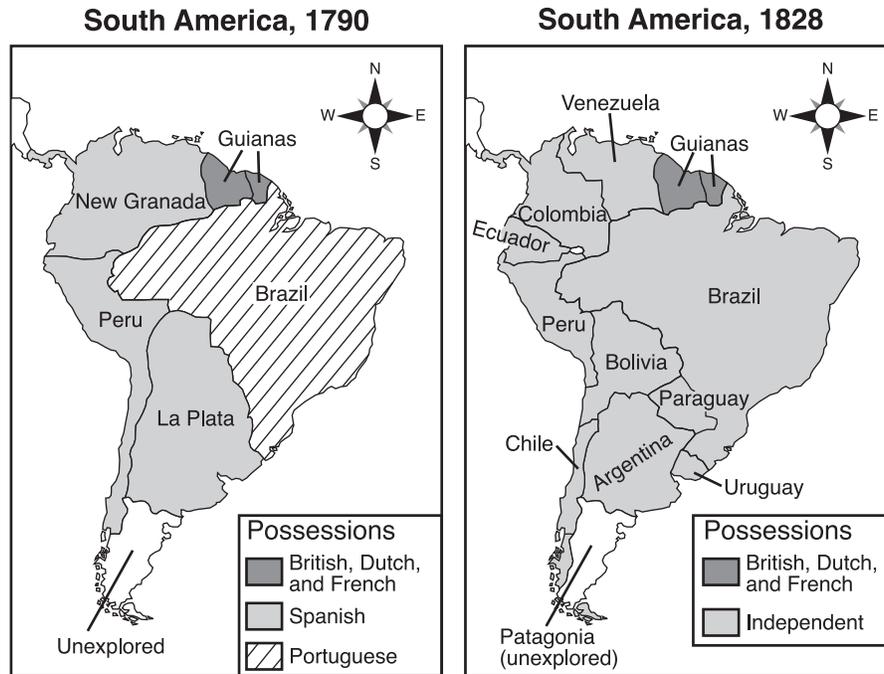
21 During the late 19th century, which geographic factor helped attract European investors to southern Africa and southeast Asia?

- (1) smooth coastlines
- (2) navigable rivers
- (3) natural resources
- (4) temperate climates

22 One result of the Opium War was that China

- (1) adopted democratic reforms
- (2) gained control of Hong Kong
- (3) regained control of Manchuria
- (4) was divided into spheres of influence

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



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

- 23 Based on a comparison of these maps of South America, which conclusion is accurate?
- (1) Many regions of South America gained their independence between 1790 and 1828.
 - (2) All of South America was independent by 1828.
 - (3) Spain continued to gain South American colonies in the 19th century.
 - (4) Between 1790 and 1828, South American political boundaries remained unchanged except for Brazil.

- 24 Which individual is most closely associated with the changes indicated on these maps?
- (1) Emiliano Zapata
 - (2) Simón Bolívar
 - (3) Porfirio Díaz
 - (4) Pancho Villa

25 “. . . The replacement of the bourgeois by the proletarian state is impossible without a violent revolution. The abolition of the proletarian state, i.e., of all states, is only possible through ‘withering away.’ . . .”

— V. I. Lenin, *State and Revolution*, 1917

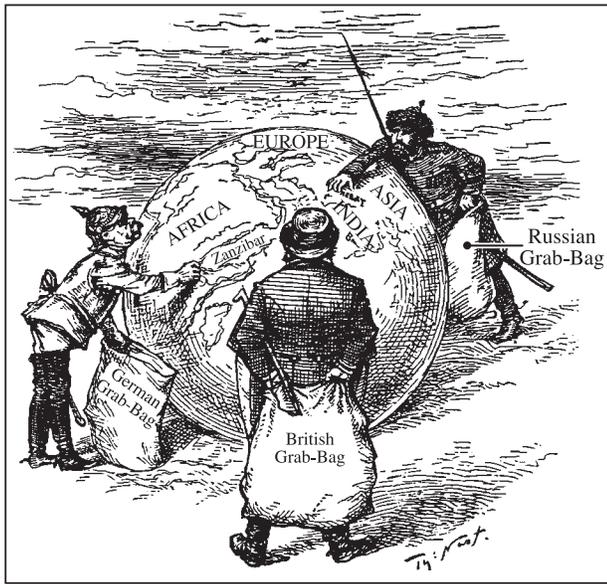
This quotation is associated with the principles of

- (1) imperialism
- (2) capitalism
- (3) communism
- (4) militarism

26 In Europe during the 1920s and 1930s, severe inflation, high unemployment, and fear of communism all contributed to the

- (1) overthrow of monarchies in Italy and Germany
- (2) rise of Fascist governments in Italy, Germany, and Spain
- (3) formation of the Common Market in Italy and Spain
- (4) growth of democratic institutions

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



THE WORLD'S PLUNDERERS.
 "It's English, you know."

Source: Thomas Nast, *Harper's Weekly*, June 20, 1885
 (adapted)

- 27 This Thomas Nast cartoon shows the
- (1) competition between European nations for overseas territories after the Berlin Conference
 - (2) aggressive action of the Triple Alliance before World War I
 - (3) spread of communism throughout the world during the 19th century
 - (4) concern of European nations for the welfare of developing nations at the end of the 19th century

- 28 **"Gandhi Calls for Boycott of British Textiles"**
"Gandhi and Followers Complete March to the Sea"
"Gandhi Begins Hunger Fast"

These headlines reflect Gandhi's belief in

- | | |
|------------------|-----------------|
| (1) nonalignment | (3) appeasement |
| (2) isolationism | (4) nonviolence |

Base your answers to questions 29 and 30 on the passage below and on your knowledge of social studies.

... "From the beginning," says Marquis Ito, "we realized fully how necessary it was that the Japanese people should not only adopt Western methods, but should also speedily become competent to do without the aid of foreign instruction and supervision. In the early days we brought many foreigners to Japan to help to introduce modern methods, but we always did it in such a way as to enable the Japanese students to take their rightful place in the nation after they had been educated." . . .

— Alfred Stead, *Great Japan: A Study of National Efficiency*, John Lane Co., 1906

- 29 Which occurrence in Japanese history is described in the passage?

- (1) Meiji Restoration
- (2) Tokugawa shogunate
- (3) assimilation of Buddhism
- (4) adoption of Confucian practices

- 30 The author of the passage suggests that Japan

- (1) remained isolated
- (2) accepted new technologies in order to modernize
- (3) became dependent on foreign nations
- (4) became militaristic

- 31 • Japan resigns from the League of Nations, 1933
 • Rome-Berlin-Tokyo Axis formed, 1936
 • Japan invades China, 1937
 • United States places embargo on scrap iron, steel, and oil exports to Japan, 1941

Which event occurred immediately after this series of developments?

- (1) Manchuria became a Japanese protectorate.
- (2) Pearl Harbor was attacked.
- (3) The Japanese fleet was destroyed.
- (4) The atomic bomb was dropped on Hiroshima.

Base your answer to question 32 on the maps below and on your knowledge of social studies.

Europe, 1914



Europe, 1919



Source: Henry Abraham and Irwin Pfeffer, *Enjoying World History*, AMSCO (adapted)

32 Which factor was the most significant force in causing the changes between 1914 and 1919 as shown on the two maps?

- (1) worldwide depression
- (2) treaties signed at the end of World War I
- (3) rise of Mussolini
- (4) dissatisfaction of the German people

Base your answer to question 33 on the excerpt below and on your knowledge of social studies. This excerpt is taken from a poem written about World War I.

“If I should die, think only this of me:
That there’s some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England’s, breathing English air,
Washed by the rivers, blest by suns of home. . . .”
— Rupert Brooke, “The Soldier”

33 Which idea is expressed in this excerpt from Brooke’s poem?

- (1) pacifism
- (2) neutrality
- (3) nationalism
- (4) anarchy

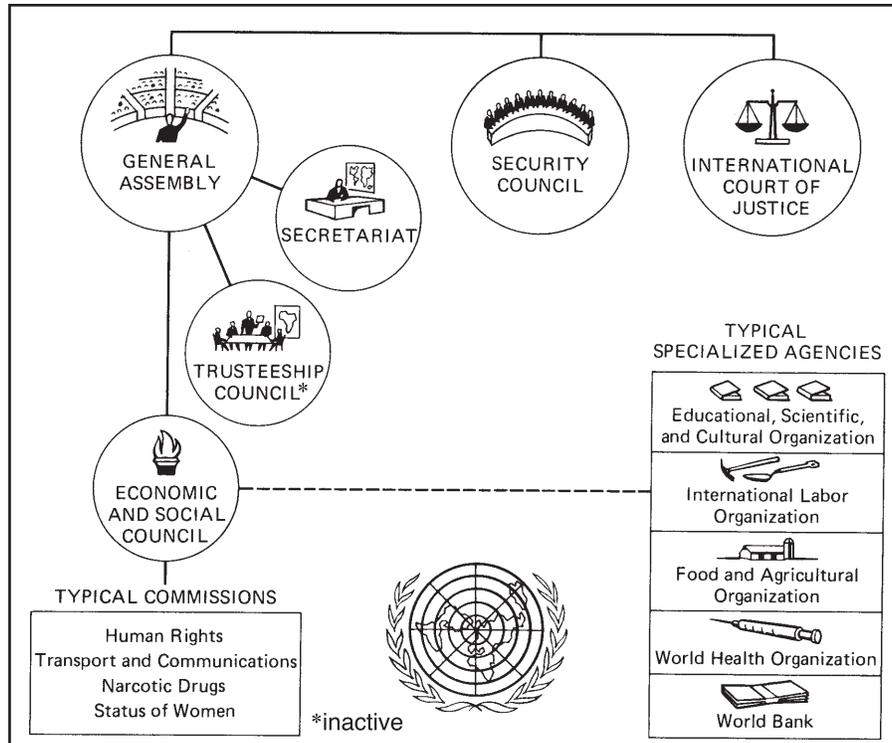
34 A major result of the Nuremberg trials after World War II was that

- (1) Germany was divided into four zones of occupation
- (2) the United Nations was formed to prevent future acts of genocide
- (3) the North Atlantic Treaty Organization (NATO) was established to stop the spread of communism
- (4) Nazi political and military leaders were held accountable for their actions

35 The continued importance of the Middle East to the global economy is based on its

- (1) research facilities
- (2) exports of manufactured goods
- (3) semiarid climate
- (4) quantity of oil reserves

Base your answer to question 36 on the chart below and on your knowledge of social studies.



Source: Irving L. Gordon, *World History*, 2nd ed., AMSCO (adapted)

36 This chart shows the organization of the

- (1) United Nations (UN)
- (2) North Atlantic Treaty Organization (NATO)
- (3) European Union (EU)
- (4) Organization of American States (OAS)

37 “. . . The Nazi holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the re-establishment of the Jewish state, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations. . . .”

This statement is referring to the establishment of which nation?

- | | |
|------------|--------------|
| (1) Jordan | (3) Israel |
| (2) Poland | (4) Ethiopia |

38 Which statement related to the recent history of Pakistan is an opinion?

- (1) Pakistan gained its independence from Britain in 1947.
- (2) The majority of the people who live in Pakistan are Muslims.
- (3) Pakistan would be better off if it was still part of India.
- (4) Mohammed Ali Jinnah was a major leader in Pakistan’s independence movement.

39 The caste system in India and the feudal system in Europe were similar in that both

- (1) provided structure for society
- (2) developed concepts of natural rights
- (3) established totalitarian governments
- (4) promoted peace and prosperity

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Cummings, *Winnipeg Free Press*,
Cartoonists and Writers Syndicate

40 What is the cartoonist's view about democracy in India since 1947?

- (1) India has become a democratic nation after fifty years.
- (2) India has led Asia in democratic reforms.
- (3) India is not a democratic nation and has not been for the last five decades.
- (4) India's progress in becoming a democratic nation has been slow.

41 Which problem has faced both Cuba and North Korea under communist rule?

- (1) Their monarchs have been ineffective rulers.
- (2) Their governments have played a limited role in the economy.
- (3) Their workers have called many strikes.
- (4) Their command economies have been inefficient.

42 Which set of historical periods in European history is in the correct chronological order?

- A. Medieval Europe
- B. Italian Renaissance
- C. Golden Age of Greece
- D. Enlightenment

- (1) C → A → B → D
- (2) A → B → D → C
- (3) C → B → D → A
- (4) B → A → C → D

43 “. . . I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.”

— Nelson Mandela, *Long Walk to Freedom*,
Little, Brown and Co., 1994

When Mandela referred to “climbing a great hill,” he was referring to the struggle to

- (1) end apartheid in South Africa
- (2) modernize South Africa's economy
- (3) end economic sanctions against South Africa
- (4) stop majority rule in South Africa

44 Which statement best describes an impact of the computer on the global economy?

- (1) Countries can increase tariffs on imports.
- (2) Companies now market more products worldwide.
- (3) Wages have risen dramatically for most people in developing nations.
- (4) Prices of oil and other resources have declined worldwide.

45 Which belief is shared by an African who practices animism and a Japanese who practices Shinto?

- (1) Only one God rules the universe.
- (2) Periodic fasting is essential to spiritual purity.
- (3) Spirits exist in both living and nonliving things.
- (4) All suffering is caused by desire and selfishness.

46 Which headline would most likely have appeared in a pamphlet during the Industrial Revolution?

- (1) “**Michelangelo Completes Sistine Chapel**”
- (2) “**Karl Marx Attacks Capitalism**”
- (3) “**Martin Luther Speaks Out Against Sale of Indulgences**”
- (4) “**John Locke Calls for the People to Choose the King**”

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Scott Stantis, *The Birmingham News*, Copley News Service

47 What is the main idea of this 1995 cartoon?

- (1) The United Nations supported the Serbians in Kosovo.
- (2) The United Nations was ineffective in its attempt to end genocide in Kosovo.
- (3) Killing in Kosovo stopped because of United Nations reprimands.
- (4) The Serbians lost the battle for Kosovo.

48 Which title would best complete this partial outline?

- I. _____
- A. Formation of secret alliances
 - B. Conflict over colonies in Africa
 - C. Military buildup of European armies and navies
 - D. Assassination of Archduke Ferdinand

- (1) Scramble for Africa
- (2) Causes of World War I
- (3) Results of World War II
- (4) Reasons for the United Nations

- 49
- Many of Africa's traditional musical instruments are made of gourds and shells.
 - Ancient Egyptians wrote on papyrus, a reed found growing near the Nile River.
 - A major feature of Japanese art is the relationship between humans and nature.

Which concept is illustrated in these statements?

- (1) role of education in the ancient world
- (2) development of traditional government
- (3) effect of artistic expression on religion
- (4) impact of geography on cultural development

Base your answer to question 50 on the statements below and on your knowledge of social studies.

Article 4: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.”

— Universal Declaration of Human Rights, United Nations, 1948

“ . . . My best estimate of the number of slaves in the world today is 27 million. . . .”

— Kevin Bales, *Disposable People*, University of California Press, 1999

50 Based on an analysis of these statements, which conclusion is accurate?

- (1) All governments have taken active steps to end slavery.
 - (2) The United Nations has solved the problem of slavery.
 - (3) The number of enslaved persons has increased dramatically since 1948.
 - (4) Slavery remains a problem in the modern era.
-

When you have finished Part 1, go right on to Part 2.

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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: Economic Systems

Societies have developed different economic systems for many reasons. Some of these economic systems include manorialism, capitalism, and communism.

Task:

Identify **one** society and **one** economic system that has been used or is being used in that society and

- Discuss the historical circumstances surrounding the development of that economic system
- Describe **two** features of the economic system
- Evaluate the impact the economic system had on this society during a specific historical period

You may use any society from your study of global history. Some suggestions you might wish to consider include western Europe during the Middle Ages, western Europe during the Industrial Revolution, the Soviet Union between 1917 and 1990, Japan after World War II, China since 1949, and Cuba since 1959.

You are *not* limited to these suggestions.

Do *not* use the United States as the example of a society 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

NAME _____ SCHOOL _____

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

- (a) **explain** means “to 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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies.

Task: Using 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

Choose **two** epidemics and for **each**

- Explain why the epidemic spread
- Discuss the effects of the epidemic on a specific society or societies

You may *not* use the United States as one of the societies.

Part A

Short-Answer Questions

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

Document 1

. . . The late-medieval depression began well before the coming of the Black Death (1348–1349). The fundamental trends of demographic and economic decline were not set off by the plague, but they were enormously aggravated by it. Carried by fleas that infested black rats, the bubonic plague entered Europe along trade routes from the East and spread with frightening speed. The death toll cannot be determined with any precision. The best estimate would probably be $\frac{1}{4}$ to $\frac{1}{3}$ of Europe's population. In many crowded towns the mortality rate may well have exceeded 50 percent, whereas isolated rural areas tended to be spared. Consequently, the most progressive, most enterprising, and best-trained Europeans were hit the hardest. Few urban families can have been spared altogether. Those who survived the terrible years 1348–1349 were subjected to periodic recurrences of the plague over the next three centuries. Fourteenth-century medical science was at a loss to explain the process of infection, and fourteenth-century urban sanitation was so primitive as to only encourage its spread. Some people fled their cities, some gave way to religious frenzy or stark hedonism [lack of moderation], and some remained faithfully at their posts, hoping for divine protection against the pestilence [disease]. But none can have emerged from the ordeal unaffected. . . .

Source: C. Warren Hollister, *Medieval Europe: A Short History*, Second Edition, John Wiley & Sons, 1968

- 1 Based on this document, identify **two** ways the Black Death spread throughout Europe. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The plight of the lower and most of the middle classes was even more pitiful to behold. Most of them remained in their houses, either through poverty or in hopes of safety, and fell sick by thousands. Since they received no care and attention, almost all of them died. Many ended their lives in the streets both at night and during the day; and many others who died in their houses were only known to be dead because the neighbours smelled their decaying bodies. Dead bodies filled every corner. Most of them were treated in the same manner by the survivors, who were more concerned to get rid of their rotting bodies than moved by charity towards the dead. With the aid of porters, if they could get them, they carried the bodies out of the houses and laid them at the doors, where every morning quantities of the dead might be seen. They then were laid on biers [coffin stands], or, as these were often lacking, on tables. . . .

Not to pry any further into all the details of the miseries which afflicted [struck] our city, I shall add that the surrounding country was spared nothing of what befell Florence. The villages on a smaller scale were like the city; in the fields and isolated farms the poor wretched peasants and their families were without doctors and any assistance, and perished in the highways, in their fields and houses, night and day, more like beasts than men. Just as the townsmen became dissolute and indifferent to their work and property, so the peasants, when they saw that death was upon them, entirely neglected the future fruits of their past labours both from the earth and from cattle, and thought only of enjoying what they had. Thus it happened that cows, asses, sheep, goats, pigs, fowls and even dogs, those faithful companions of man, left the farms and wandered at their will through the fields, where the wheat crops stood abandoned, unreaped and ungarnered [not gathered]. Many of these animals seemed endowed with reason, for, after they had pastured all day, they returned to the farms for the night of their own free will, without being driven. . . .

Oh, what great palaces, how many fair houses and noble dwellings, once filled with attendants and nobles and ladies, were emptied to the meanest servant! How many famous names and vast possessions and renowned estates were left without an heir! How many gallant men and fair ladies and handsome youths, whom Galen, Hippocrates and Æsculapius themselves would have said were in perfect health, at noon dined with their relatives and friends, and at night supped with their ancestors in the next world! . . .

— Giovanni Boccaccio, *The Decameron*

- 2 According to this document, what was **one** impact of the Black Death on European society? [1]

Score

Document 3

Henry Knighton, a 14th-century author, wrote about the effects of the Black Death in England between 1348–1350.

. . . Ox hides fell to a wretched price, namely 12*d.*, and yet a pair of gloves would cost 10*d.*, 12*d.*, or 14*d.*, and a pair of breeches 3*s.* or 4*s.* In the mean time the king sent word into every shire [county] that mowers and other workmen should take no more than they had before [the outbreak of the plague], under the penalties laid down in the order, and thereupon made a statute. Nevertheless the workmen were so puffed up and contrary-minded that they did not heed the king's decree, and if anyone wanted to hire them he had to pay what they asked: either his fruit and crops rotted, or he had to give in to the workmen's arrogant and greedy demands. . . .

In the following winter there was such a want of hands, for every kind of work, that people believed that the like shortage had never been known at any time in the past, for cattle and such livestock as a man might have wandered about without a keeper, and there was no one to look after people's possessions. And thus the necessities of life became so dear, that what in previous times was worth 1*d.* now cost 4*d.* or 5*d.* . . .

Source: G. H. Martin, ed., *Knighton's Chronicle 1337–1396*, Oxford University Press, 1995

3 Based on this document, state **two** effects of the Black Death on the economy of England. [2]

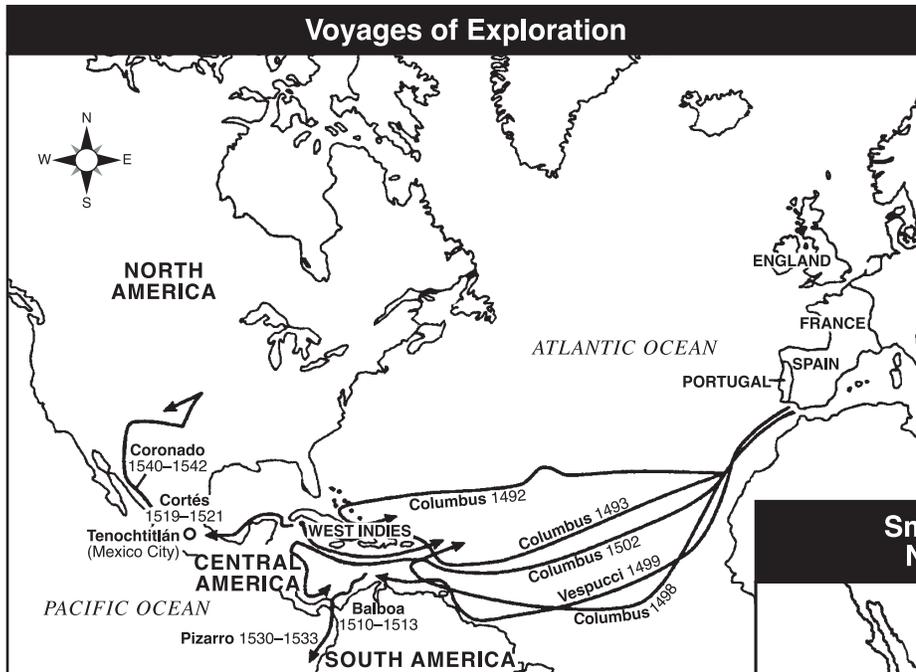
(1) _____

Score

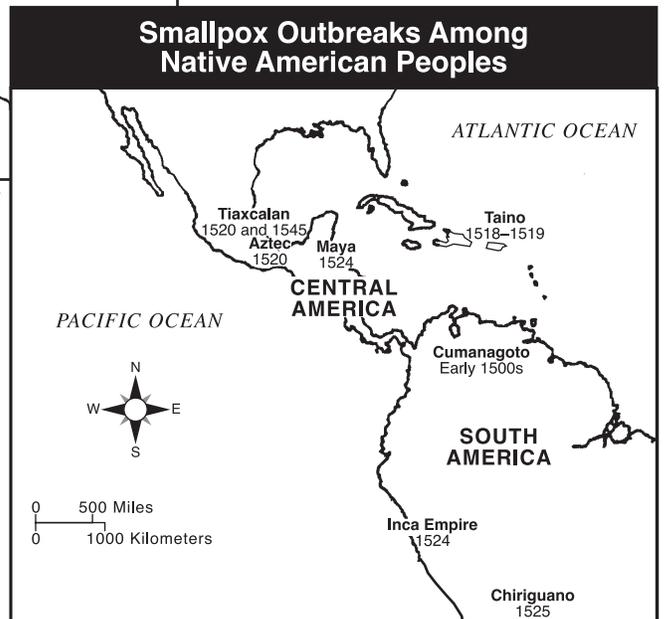
(2) _____

Score

Document 4



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO, 2000 (adapted)



Source: *Patterns of Interaction: Cultural Connections Across Time and Place*, Teacher's Resource Book, McDougal Littell, 1999 (adapted)

4 After studying these two maps, state **one** way smallpox was introduced to Central and South America. [1]

Score

Document 5

. . . The first was a plague of smallpox, and it began in this manner. When Hernando Cortés was captain and governor, at the time that Captain Pánfilo de Narváez landed in this country, there was in one of his ships a negro stricken with smallpox, a disease which had never been seen here. At this time New Spain was extremely full of people, and when the smallpox began to attack the Indians it became so great a pestilence [disease] among them throughout the land that in most provinces more than half the population died; in others the proportion was little less. For as the Indians did not know the remedy for the disease and were very much in the habit of bathing frequently, whether well or ill, and continued to do so even when suffering from smallpox, they died in heaps, like bedbugs. Many others died of starvation, because, as they were all taken sick at once, they could not care for each other, nor was there anyone to give them bread or anything else. In many places it happened that everyone in a house died, and, as it was impossible to bury the great number of dead, they pulled down the houses over them in order to check the stench that rose from the dead bodies so that their homes became their tombs. This disease was called by the Indians ‘the great leprosy’ because the victims were so covered with pustules [pimples] that they looked like lepers. Even today one can see obvious evidences of it in some individuals who escaped death, for they were left covered with pockmarks. . . .

Source: Elizabeth A. Foster, ed., *Motolinía’s History of the Indians of New Spain*, Greenwood Press, 1977

5 According to this document, what were **two** results of the smallpox epidemic in Latin America? [2]

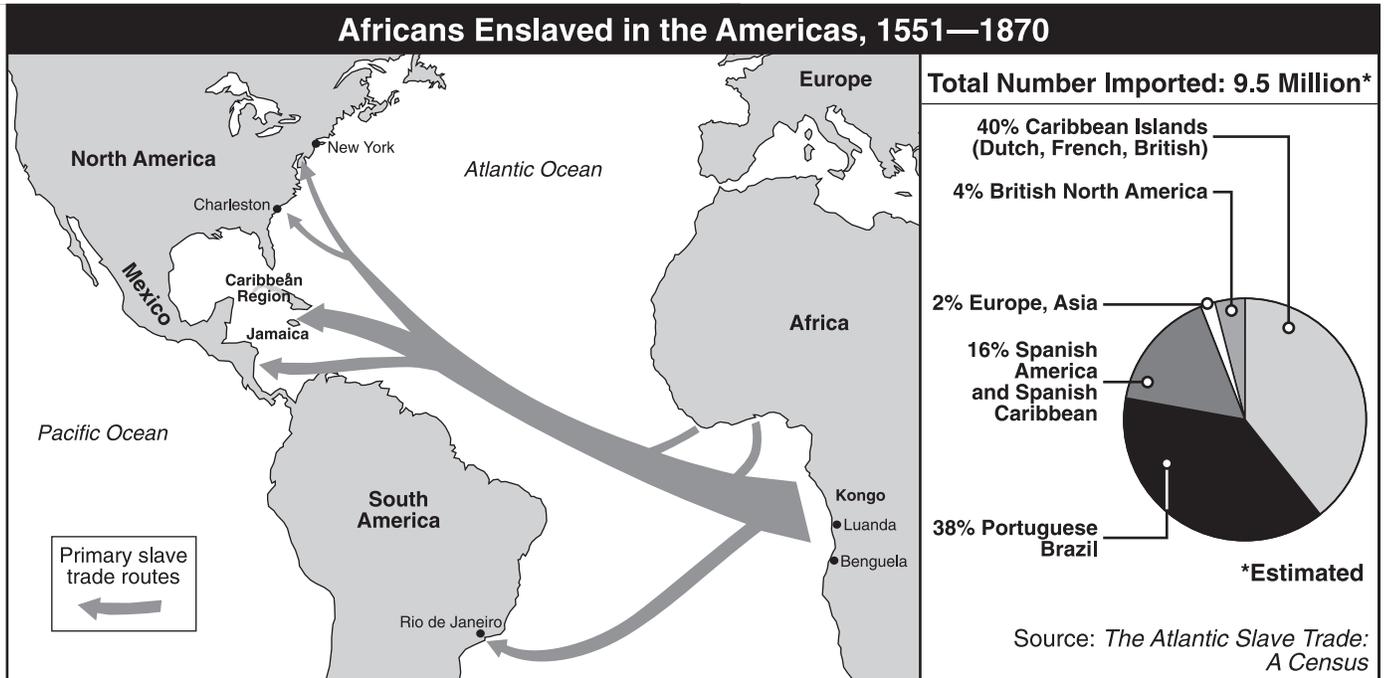
(1) _____

Score

(2) _____

Score

Document 6



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

6 According to the information provided by this document, how did the decline in Latin America's native populations affect the population of Africa? [1]

Score

Document 7

. . . In Donghu, residents estimate that more than 80 percent of adults carry H.I.V., and more than 60 percent are already suffering debilitating [disabling] symptoms. That would give this village, and the others like it, localized rates that are the highest in the world.

They add that local governments are in part responsible. Often encouraged by local officials, many farmers here in Henan contracted H.I.V. in the 1990s after selling blood at government-owned collection stations, under a procedure that could return pooled and infected blood to donors. From that point, the virus has continued to spread through other routes because those officials have blocked research and education campaigns about H.I.V., which they consider an embarrassment. . . .

“I do not know how many villages have a very grave problem, but I know that it’s a lot more than just a handful,” said a Chinese doctor who works in the province. “I’ve been a doctor for many decades, but I’ve never cried until I saw these villages. Even in villages where there was no blood selling, you now can find cases.” Such transmission occurred through migration, marriage and sexual contact. . . .

Source: Elisabeth Rosenthal, “Deadly Shadow Darkens Remote Chinese Village,” *New York Times*, May 28, 2001

7 According to this document, what is **one** way HIV has spread in China? [1]

Score

Document 8

. . . Like many countries before it, China has been slow in facing up to AIDS. Misconceptions, taboos and outright deceit have fostered denial among both officials and the broader population. This reluctance to be open and realistic is dangerous, as the experience of other countries shows.

In India, for example, deeply rooted cultural norms and taboos still thwart [hinder] frank assessments and effective preventive measures, even though the United Nations estimates that if the disease is not checked, a mind-boggling 37 million people in India could be infected over the next 10 to 15 years. South Africa, where AIDS was barely acknowledged for years and whose president remains doubtful even now about its cause, today holds the dismal distinction of having the world's largest caseload of H.I.V. infection and AIDS, 4.5 million. And even in industrialized nations, like the United States, lingering social stigmas [disgrace] can still create substantial hurdles to combating the spread of H.I.V. . . .

Source: Bates Gill and Sarah Palmer, "The Coming AIDS Crisis in China," Op-Ed page, *New York Times*, July 16, 2001

- 8 Based on this document, identify **one** factor that has contributed to the spread of AIDS. [1]

Score

Document 9

. . . Across the [African] continent, AIDS has robbed schools of their teachers, hospitals of their doctors and nurses, and children of their parents. Until recently, orphanages have been relatively rare, because in Africa families take in the children of relatives. But AIDS has created some 12 million orphans. Orphanages have sprung up everywhere, and in rural villages, one can find huts where one big sister or one grandmother is trying to find food for 10 or more children. On a poor continent, the disease is overwhelming family love.

At this stage of the epidemic, health authorities say preventing new cases—by distributing condoms, for example—is not enough. In order to spare the continent from complete collapse, something must be done for the millions already infected. But in a region where most people live on less than \$2 a day, drugs that cost more than \$10,000 a year are not an option. Of the 26 million HIV-infected Africans, only 10,000 have access to the drugs. . . .

Source: Donald G. McNeil, Jr., "A Continent at Risk," *New York Times Upfront*, May 14, 2001

9 Based on this document, state **two** ways AIDS has affected Africa. [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:

Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies.

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

Choose **two** epidemics and for **each**

- Explain why the epidemic spread
- Discuss the effects of the epidemic on a specific society or societies

You may *not* use the United States as one of the societies.

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 conclusion that are beyond a restatement of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 17, 2004 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which heading best completes the partial outline below?

- I. _____
A. Personal letter
B. Autobiography
C. Diary
D. Driver's license

- (1) Primary Sources
(2) Secondary Sources
(3) Official Records
(4) Published Records

- 2 A totalitarian society is one in which

- (1) the government controls most aspects of life
(2) religious beliefs are supported by the government
(3) the state is considered a servant of the citizens
(4) citizens can publicly criticize the actions of the leaders

- 3 Which geographic factor had the greatest influence on the early history of South Asia and China?

- (1) river valleys (3) vast coastlines
(2) island locations (4) tropical rain forests

- 4 The Silk Road was important because it allowed for the

- (1) exploration of China by the Roman Army
(2) development of agriculture by the nomadic people of Central Asia
(3) movement of Chinese armies through Southeast Asia
(4) exchange of goods between Asia and the Middle East

- 5 Olympic games, the poems of Homer, and Hellenistic culture are associated with which ancient civilization?

- (1) Egyptian (3) Roman
(2) Greek (4) Phoenician

- 6 The Code of Hammurabi was a major contribution to the development of civilization because it

- (1) treated citizens and slaves equally
(2) ended all physical punishment
(3) recorded existing laws for all to see
(4) rejected the principle of filial piety

- 7 One effect of rugged, mountainous geography on the civilization of ancient Greece was the development of

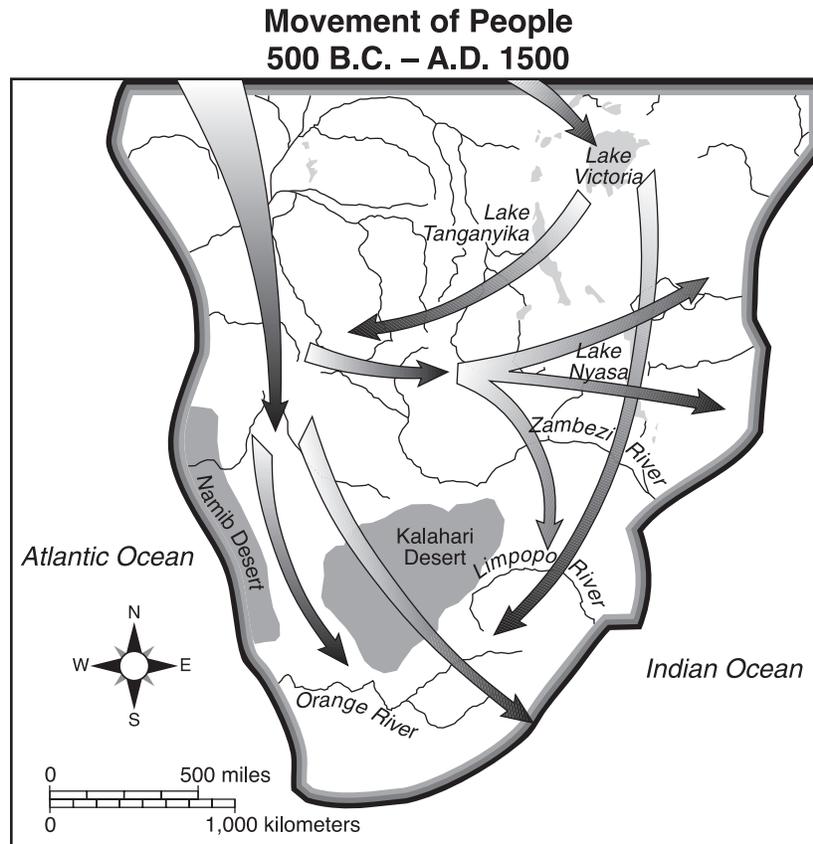
- (1) absolute monarchies
(2) separate, independent city-states
(3) extensive trade with the Persians
(4) belief in one God

- 8 Which heading best completes the partial outline below?

- I. _____
A. Development of medical encyclopedias
B. Development of algebra and astronomical tables
C. Production of cotton textiles and woolen carpets
D. Production of literature, calligraphy, and geometric art

- (1) Achievements of Feudal Societies
(2) Inventions During the Neolithic Revolution
(3) Issues of the Protestant Reformation
(4) Contributions of the Islamic Civilization

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



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

9 The routes shown on the map illustrate the

- | | |
|----------------------------------|-------------------------------------|
| (1) spread of Christianity | (3) expansion of apartheid |
| (2) shift in European population | (4) pattern of the Bantu migrations |

- 10
- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • “Most Gracious, Most Merciful;” • “Master of the Day of Judgment.” • “Thee do we worship, And Thine aid we seek.” |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Source: ‘Abdullah Yusuf-Ali, trans.,
The Meaning of the Holy Qur’an,
Amana Publications (excerpted)

This translated quotation from the Qur’an [Koran] refers to

- | | |
|------------|--------------|
| (1) Buddha | (3) Allah |
| (2) Shiva | (4) Muhammad |

11 Which fact relating to early Japan was a result of the other three?

- (1) Japan experienced earthquakes and volcanic eruptions.
- (2) The Japanese developed a nature-based belief called Shinto.
- (3) Tsunamis and typhoons sometimes destroyed coastal Japanese villages.
- (4) Mountains are found throughout the islands of Japan.

Base your answer to question 12 on the picture below and on your knowledge of social studies.



Source: Q. T. Luong, www.terrageria.com

- 12 This statue is most closely associated with which religion?
- (1) Buddhism (3) Jainism
(2) Islam (4) Christianity
-
- 13 In his book *The Prince*, Niccolò Machiavelli advises that a wise ruler is one who
- (1) keeps taxes and food prices low
(2) encourages education and the arts
(3) allows advisors to speak their minds
(4) does what is necessary to stay in power
- 14 A major reason that the Renaissance began in Italy was that
- (1) Italian city-states had grown wealthy from trade between Europe and Asia
(2) farmers produced great agricultural surpluses on vast plains
(3) merchants supported the Green Revolution
(4) many European scholars had migrated to this area
- 15 Which action could be considered an effect of the Protestant Reformation?
- (1) posting of the Ninety-five Theses
(2) decline in the power of the Roman Catholic Church
(3) sale of indulgences
(4) end of religious warfare

- 16 “In 1469, Isabella of Castile married Ferdinand of Aragon. This marriage between the rulers of two powerful kingdoms opened the way for a unified state. Using their combined forces, the two monarchs made a final push against the Muslim stronghold of Granada. In 1492, Granada fell. . . .”

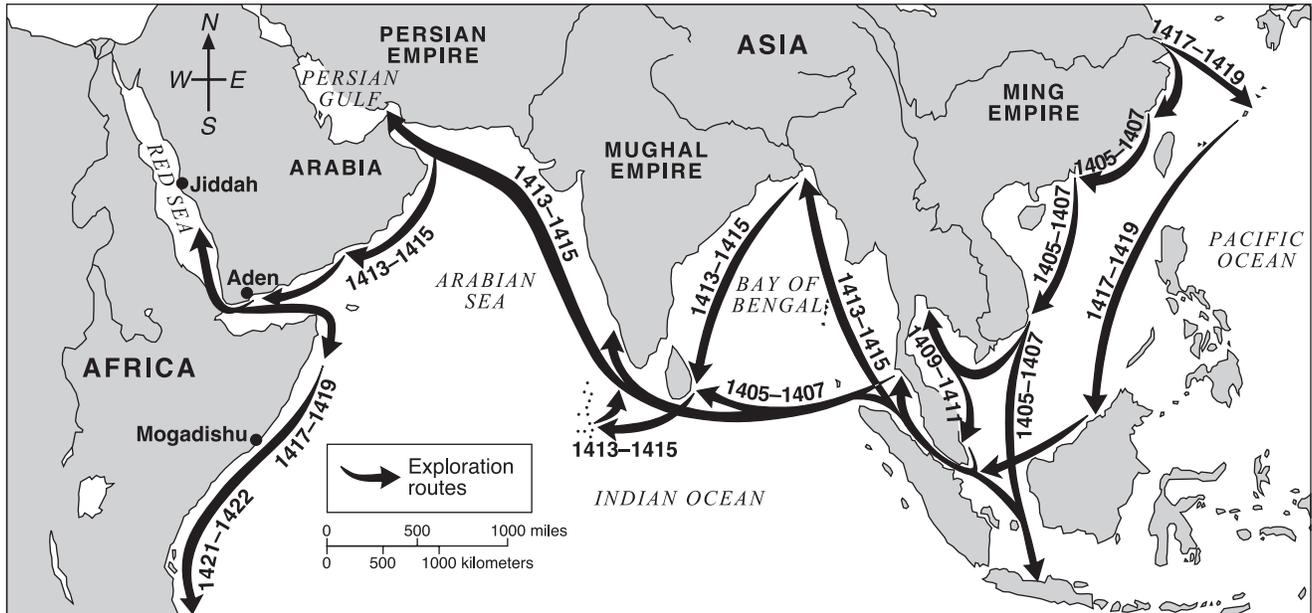
Source: Elisabeth Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall

What is being described in this passage?

- (1) a crusade to the Holy Land
(2) the reasons for the voyages of Columbus
(3) the Spanish Reconquista
(4) the start of the Italian Renaissance
- 17 The archaeological evidence found at the Mesoamerican sites of Tenochtitlan and Machu Picchu suggests that these societies
- (1) consisted of hunters and gatherers
(2) were highly developed and organized cultures
(3) practiced a monotheistic religion
(4) followed a democratic system
- 18 Which statement describes an impact that the Columbian Exchange had on the lives of Europeans?
- (1) The transfer of new products and ideas encouraged economic growth.
(2) New diseases were brought to Europe and resulted in massive deaths caused by a plague.
(3) Native Americans immigrated to Europe and competed with Europeans for jobs.
(4) Cross-cultural contacts between South America and Asia declined.

Base your answer to question 21 on the map below and on your knowledge of social studies.

Voyages of Zheng He



Source: Elisabeth Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall (adapted)

21 Which conclusion is best supported by the map?

- (1) Eastern Chinese cities had extensive contact with the Persian Empire in 1405.
- (2) Rivers and mountains prevented the expansion of overland Chinese trade.
- (3) The Chinese came into contact with peoples of other cultures between 1405 and 1422.
- (4) China was isolated from outside contact under the rulers of the Ming Empire.

22 In Europe, joint stock companies, shareholders, entrepreneurs, and the bourgeoisie contributed to the

- (1) rise of capitalism
- (2) development of feudalism
- (3) decline of communism
- (4) increase in power of the guilds

23 King Louis XIV of France, Peter the Great of Russia, and Suleiman the Magnificent of the Ottoman Empire were all considered absolute rulers because they

- (1) broke from the Roman Catholic Church
- (2) helped feudal lords build secure castles
- (3) instituted programs that provided more power to their parliaments
- (4) determined government policies without the consent of their people

24 One way in which the Scientific Revolution and the Enlightenment were similar is that they

- (1) encouraged the spread of new ideas
- (2) strengthened traditional institutions
- (3) led to the Protestant Reformation
- (4) rejected Renaissance individualism

25 “. . . Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good. . . .”

—*Declaration of the Rights of Man and of the Citizen*, 1789

Which principle of the Enlightenment philosophers is expressed in this quotation from the French Revolution?

- (1) natural law
- (2) nationalism
- (3) free trade
- (4) socialism

Base your answer to question 26 on the illustration below and on your knowledge of social studies.

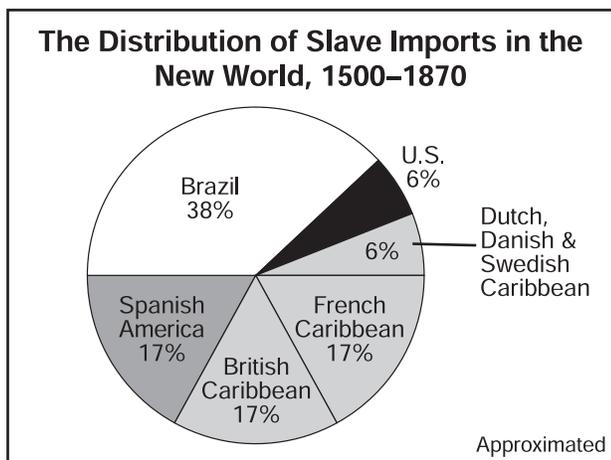


Source: Sue A. Kime et al., *World Studies: Global Issues & Assessments*, N & N Publishing Co. (adapted)

26 All the elements identified in the illustration contributed to German

- (1) interdependence
- (2) unification
- (3) imperialism
- (4) apathy

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



Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

27 Which statement is supported by the graph?

- (1) Little trade in enslaved Africans took place before the 1500s.
- (2) Slavery was most widely practiced in Sweden, Denmark, and Holland.
- (3) Conditions of slavery in Brazil were less harsh than those in the United States.
- (4) Most enslaved Africans were sent to the Caribbean and Spanish America.

28 Which event had the greatest influence on the development of laissez-faire capitalism?

- (1) fall of the Roman Empire
- (2) invention of the printing press
- (3) Industrial Revolution
- (4) Green Revolution

29 In the late 1800s, one response of workers in England to unsafe working conditions was to

- (1) take control of the government
- (2) return to farming
- (3) set minimum wages
- (4) form labor unions

30 When Koreans call their land “a shrimp among whales,” they are referring to

- (1) the mountains that cover much of the Korean peninsula
- (2) the environmental damage caused by overfishing in the Pacific
- (3) their traditional respect for the sea
- (4) their location between powerful neighbors: Russia, China, and Japan

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

Ladies with western musical instruments



Source: Published by Ōmori Kakutarō, wood block print (detail), c. 1890, Museum of Fine Arts, Boston

- 31 This late 19th-century Japanese print illustrates
- | | |
|-------------------|------------------------|
| (1) isolationism | (3) cultural diffusion |
| (2) ethnocentrism | (4) democracy |
- 32 During which period of Japanese history was this print most likely created?
- (1) Tokugawa shogunate
 - (2) Meiji Restoration
 - (3) Russo-Japanese War
 - (4) post-World War II occupation
-

- 33 During World War I, which group of people were victims of genocide?
- (1) Arabs in Egypt
 - (2) Palestinians in Syria
 - (3) Algerians in France
 - (4) Armenians in the Ottoman Empire
- 34 The Treaty of Versailles punished Germany for its role in World War I by
- (1) forcing Germany to accept blame for the war and to pay reparations
 - (2) dividing Germany into four occupied zones
 - (3) supporting economic sanctions by the United Nations
 - (4) taking away German territory in the Balkans and Spain
- 35 The main reason Japan invaded Southeast Asia during World War II was to
- (1) recruit more men for its army
 - (2) acquire supplies of oil and rubber
 - (3) satisfy the Japanese people's need for spices
 - (4) prevent the United States from entering the war

Base your answer to question 36 on the passage below and on your knowledge of social studies.

“It took the Big Four just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war, after all. There is to be peace, and the price of that peace is, roughly, the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Führer gets what he wanted, only he has to wait a little longer for it. Not much longer though — only ten days. . . .”

Source: William Shirer, recording of CBS radio report from Prague, September 29, 1938

- 36 The policy that France, Britain, and Italy chose to follow at this meeting is known as
- | | |
|------------------------|------------------|
| (1) appeasement | (3) liberation |
| (2) self-determination | (4) pacification |
-

37 The political climate of the Cold War caused the world's two superpowers to

- (1) cooperate in halting the spread of communism
- (2) colonize Africa and Asia
- (3) compete economically and militarily
- (4) protect human rights

38 The political ideas of Ho Chi Minh, Fidel Castro, and Pol Pot were strongly influenced by the writings of

- (1) Confucius
- (2) Mohandas Gandhi
- (3) Desmond Tutu
- (4) Karl Marx

39 In India, urbanization affected society by

- (1) reinforcing Hindu beliefs
- (2) encouraging native arts and crafts
- (3) weakening the traditional caste system
- (4) increasing the number of farmers

40 The main purpose of the North American Free Trade Agreement (NAFTA) and the European Union (EU) is to

- (1) increase the authority of the United Nations
- (2) encourage increased economic development
- (3) promote peace between nations
- (4) establish and enforce military alliances

- 41 • The people of Kashmir demand separation from India.
• The people of East Timor vote for independence from Indonesia.
• The Tibetans resent control of their country by China.
• The Kurds want to establish their own independent state of Kurdistan.

These statements are examples of the efforts of different peoples to achieve

- (1) free-market systems
- (2) democratic governments
- (3) social equality
- (4) self-determination

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Dan Wasserman, Tribune Media Services, Inc.

42 The concern expressed in this cartoon is most closely related to the consequences of

- (1) rapid migration of animals to the Northern Hemisphere
- (2) further exploration of the Arctic Ocean
- (3) industrialization and the burning of fossil fuels
- (4) slow economic growth in developing nations

43 The late 20th-century conflicts in Rwanda, Yugoslavia, and India were similar in that each was caused by the

- (1) deforestation conducted by multinational companies
- (2) collapse of communism
- (3) intervention of United Nations peacekeeping forces
- (4) rivalries between ethnic groups

44 The Twelve Tables, Justinian's Code, and the English Bill of Rights are similar in that each addresses the issue of

- (1) social mobility
- (2) economic development
- (3) the individual and the state
- (4) the importance of religion

Base your answer to question 45 on the cartoon below and your knowledge of social studies.



Source: Matt Davies, Gannett Suburban Newspapers, United Press Syndicate

45 Which statement best describes the main point of the cartoon?

- (1) Nuclear proliferation occurs in all societies.
- (2) Actions of one nation often affect other nations.
- (3) Nuclear technology should be limited to the global superpowers.
- (4) Most governments are critical of India's nuclear tests.

46 Which heading best completes the partial outline below?

<p>I. _____</p> <ul style="list-style-type: none"> A. Maurya B. Gupta C. Delhi sultanate

- (1) Empires of India
- (2) Latin American Civilizations
- (3) Empires of the Fertile Crescent
- (4) Dynasties of China

47 Which set of events is in the correct chronological order?

- (1) Renaissance → Middle Ages → Roman Empire
- (2) Treaty of Versailles → World War II → Korean War
- (3) Reformation → Crusades → European exploration of the Americas
- (4) Bolshevik Revolution → French Revolution → American Revolution

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.

The Crime of the Ages—Who Did It?



Source: John McCutcheon, *The Chicago Tribune*; H. H. Windsor, *Cartoons Magazine* (adapted)

48 The cartoon illustrates the tension that led to which war?

- (1) Franco-Prussian War
- (2) World War I
- (3) World War II
- (4) Cold War

49 The Panama Canal and Suez Canal are similar in that both

- (1) shortened shipping routes between major bodies of water
- (2) were built by the British to expand their empire
- (3) replaced the Silk Road as the world's main trade route
- (4) directly connected the Atlantic and Pacific Oceans

50 Which action taken by both Hitler and Napoleon is considered by historians to be a strategic military error?

- (1) invading Russia with limited supply lines
- (2) introducing combined ground and naval assaults
- (3) invading Great Britain by land
- (4) using conquered peoples as slave laborers

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

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: Turning Points

Turning points are major events in history that have led to lasting change.

Task:

Identify **two** major turning points in global history and for **each**:

- Describe the historical circumstances surrounding the turning point
- Explain how **each** turning point changed the course of history

You may use any example from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution, the Crusades, the Renaissance, the Encounter, the French Revolution, the Russian Revolution of 1917, World War I, creation of the modern state of Israel, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall.

You are *not* limited to these suggestions.

Do *not* use any turning points in United States history.

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

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

During the 1800s, Great Britain’s empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain’s colonial rule had both positive and negative effects on the colonial empire.

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

- Discuss the political, social, *and/or* economic causes of British imperialism
- Discuss the positive effects *and* the negative effects of British colonial rule

Part A

Short-Answer Questions

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

Document 1

. . . The Malay States are not British Territory, and our connection with them is due to the simple fact that 70 years ago [1757] the British Government was invited, pushed, and persuaded into helping the Rulers of certain States to introduce order into their disorderly, penniless, and distracted households [departments of government], by sending trained British Civil Servants to advise the Rulers in the art of administration and to organize a system of government which would secure justice, freedom, safety for all, with the benefits of what is known as Civilization; and, of course, to provide an annual revenue sufficient to meet all the charges of a government which had to introduce railways, roads, hospitals, water supplies, and all the other requirements of modern life. Of nine States south of Siam, four asked for or accepted this help; four others, threatened by Siam, came later under direct British influence; while Johore, nearest neighbour to Singapore had, ever since the occupation of that island by Sir Stamford Raffles in 1819, depended for its development on the wealth and enterprise of Singapore Chinese. . . .

Source: Sir Frank Swettenham, *British Malaya: An Account of the Origin and Progress of British Influence in Malaya*, George Allen and Unwin Ltd., 1906

- 1 Based on this document, state **two** reasons that help from Britain was needed in the Malay States. [2]

(1) _____

Score

(2) _____

Score

Document 2

When the missionaries came to Africa they had the Bible and we had the land. They said 'Let us pray'. We closed our eyes. When we opened them, we had the Bible and they had the land.

— Bishop Desmond Tutu, 1984
Source: *South Africa Sunday Times*, November 26, 2000

- 2 Based on this document, state **one** effect of British colonial rule on Africa. [1]

Score

Document 3a

. . . First and foremost among the active imperialist groups come certain business interests. Not the whole so-called “capitalist class,” as many an earnest Socialist would have us believe, but only a minority of business interests are directly interested in imperialism. They are easily identified. To begin with, there are the exporters and manufacturers of certain goods used in colonies. The following figures of English exports to India tell the story.

English Exports to India (Average 1920–1922)

Cotton goods and yarn	£53,577,000
Iron and steel, tools, machinery, and locomotives	37,423,000
Wagons, trucks, and automobiles	4,274,000
Paper	1,858,000
Brass goods	1,813,000
Woolens	1,600,000
Tobacco	1,023,000
No other item over £1,000,000.	

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

Document 3b

. . . Of late years this group of import interests [British merchants] has been enormously strengthened by the demand of giant industries for colonial raw materials—rubber, petroleum, iron and coal, cotton, cocoa. The oil trusts of England and the United States have enlisted the aid of naval and diplomatic officials in their world-wide rivalry. The cotton industry of Germany hoped to obtain from Asiatic Turkey, under German imperialist control, raw cotton for German spindles; the cotton interests of England have been striving for a generation to develop plantations in British colonies; their French and Italian rivals have been hardly less interested in colonial potentialities. The European cotton industry, it may be remarked, as an export business and as an import business, is doubly imperialist. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

3 According to these documents, what were **two** reasons for imperialism? [2]

(1) _____

Score

(2) _____

Score

Document 4a

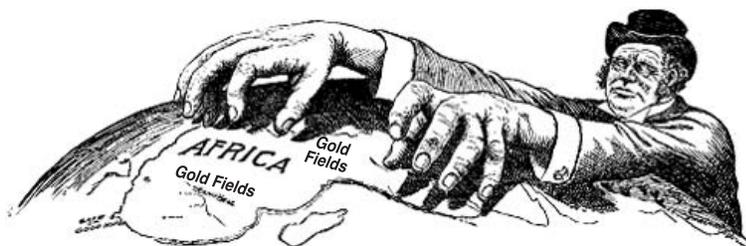


Source: Andrea and Overfield, *The Human Record*, Houghton Mifflin, 2001

4a What does this advertisement show about British interests in Ceylon? [1]

Score

Document 4b



Source: <http://www.boondocksnet.com> (adapted)

b What does this cartoon show about British interest in Africa? [1]

Score

Document 5

Transforming the Face of India

. . . Failure to answer, nay, refusal to tackle that question has rendered wholly academic the discussion of abandonment. Even were it otherwise we could still look back proudly. British brains, British enterprise, and British capital have, in a material sense, transformed the face of India. Means of communication have been developed: innumerable bridges, over 40,000 miles of railway, 70,000 miles of metalled roads, testify to the skill and industry of British engineers. Irrigation works on a stupendous [huge] scale have brought 30,000,000 acres under cultivation, and thus greatly added to the agricultural wealth of a country which still lives mainly by agriculture. But, on the other hand, the process of industrialization has already begun. The mills of Bombay have become dangerous competitors to Lancashire, and the Indian jute [rope] industry is threatening the prosperity of Dundee. Thanks to improved sanitation (much resented by the more ignorant beneficiaries), to a higher standard of living, to irrigation, to canalization, to the development of transport, and to carefully thought-out schemes for relief work, famines, which by their regular recurrence formerly presented a perennial [continuing] problem to humane administrators, have now virtually disappeared. To have conquered the menace of famine in the face of greater longevity, of diminished death-rate, and the suppression of war, is a remarkable achievement for which India is wholly indebted to British administration. . . .

Source: Sir John A. R. Marriott, *The English in India*, Oxford University Press, 1932

5 According to this document, what were **two** ways that India changed under British rule? [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . The condition of Africa when Europe entered the continent, which Isaiah so graphically describes as “the land shadowing with wings, which is beyond the rivers of Ethiopia . . . a people scattered and peeled,” was deplorable. On the East Coast, Arabs and half-castes were engaged in a lucrative trade in slaves for export to Arabia and to Turkish possessions. In the west, powerful armies of Moslem States depopulated large districts in their raids for slaves. Europe had failed to realise that throughout the length and breadth of Africa inter-tribal war was an ever-present condition of native life, and that extermination and slavery were practised by African tribes upon each other.

It was the task of civilisation to put an end to slavery, to establish Courts of Law, to inculcate in [teach] the natives a sense of individual responsibility, of liberty, and of justice, and to teach their rulers how to apply these principles; above all, to see to it that the system of education should be such as to produce happiness and progress. I am confident that the verdict of history will award high praise to the efforts and achievements of Great Britain in the discharge of these great responsibilities. For, in my belief, under no other rule—be it of his own uncontrolled potentates [rulers] or of aliens [foreigners]—does the African enjoy such a measure of freedom and of impartial justice, or a more sympathetic treatment, and for that reason I am a profound believer in the British Empire and its mission in Africa. . . .

Source: Lord Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1965

6 According to Lord Lugard, what were **two** ways the British helped Africa? [2]

(1) _____

Score

(2) _____

Score

Document 7

In his book *Indian Home Rule*, Gandhi asked the question, “**Why do you want to drive away the English?**” He replied with the following statement:

... “Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . .”

Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted)

7 Based on this document, state **two** reasons Gandhi wanted to drive away the English. [2]

(1) _____

Score

(2) _____

Score

Document 8

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price. . . .

— Nnamdi Azikiwe, speech on British colonialism in Africa, 1947
Source: *ZIK: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press, 1961

8 Based on this document, state **two** ways British colonialism harmed Africa. [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

During the 1800s, Great Britain's empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain's colonial rule had both positive and negative effects on the colonial empire.

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

- Discuss the political, social, **and/or** economic causes of British imperialism
- Discuss the positive effects **and** the negative effects of British colonial rule

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 17, 2004 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 28, 2004 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

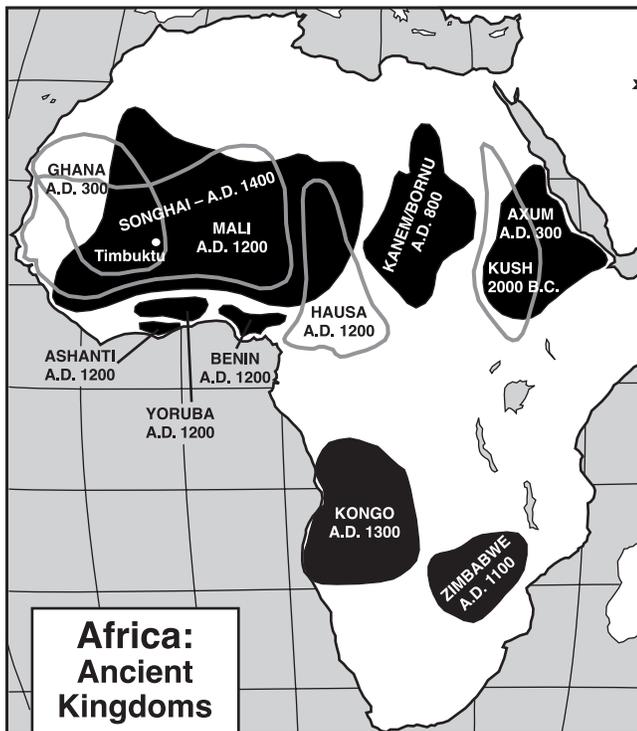
Part I

Answer all questions in this part.

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

- 1 • What to produce?
• How to produce?
• For whom to produce?
Which social scientist studies how these questions would be answered for a specific society?
(1) a sociologist
(2) an economist
(3) an anthropologist
(4) a geographer
- 2 How did topography and climate affect the history of Africa?
(1) The slave trade declined in western Africa.
(2) Islam spread into southern Africa.
(3) European colonization of central Africa was delayed.
(4) Trade increased between southern and northern Africa.
- 3 Italy, Korea, Spain, and India are similar in that each is considered
(1) an archipelago
(2) a peninsula
(3) a landlocked nation
(4) an island nation
- 4 Which geographic feature was common to the development of civilizations in ancient Egypt, China, India, and Mesopotamia?
(1) river valleys (3) rain forests
(2) deserts (4) mountains
- 5 According to Buddhist principles, believers can end personal suffering by
(1) doing good deeds
(2) eliminating selfish desires
(3) making pilgrimages to Mecca
(4) relying on divine help
- 6 Christianity, Islam, and Judaism are similar in that they all ask their followers to
(1) believe in reincarnation
(2) strive for nirvana
(3) follow a code of behavior
(4) practice polytheism
- 7 Shintoism and animism share a belief in the importance of
(1) reincarnation
(2) spirits in nature
(3) holy books
(4) missionaries
- 8 In a comparison of the ancient cities of Athens and Sparta, Sparta placed more emphasis on
(1) education
(2) military service
(3) family order
(4) human rights
- 9 One way in which the Twelve Tables and Justinian's Code were similar is that both provided
(1) a standardized system of laws
(2) a means of achieving social equality
(3) the freedom to pursue their own religion
(4) the right to a public education
- 10 After the western Roman Empire fell to Germanic invaders in the 5th century A.D., the eastern part of the empire eventually became known as the
(1) Byzantine Empire
(2) Carthaginian Empire
(3) Islamic Empire
(4) Persian Empire

Base your answer to question 11 on the map below and on your knowledge of social studies.



Source: Sue Ann Kime, et al., *World Studies: Global Issues & Assessments*, N & N Publishing, Inc. (adapted)

11 What is a valid conclusion that can be reached by studying this map?

- (1) Africans had centralized governments during the age of European feudalism.
- (2) African kingdoms did not exist before the Europeans arrived in Africa.
- (3) African civilizations existed only in southern Africa.
- (4) Africa's civilizations established many trade routes to India.

12 The Age of Pericles in Athens, the Gupta Empire in India, and the Tang dynasty in China all experienced a golden age with

- (1) advancements in the principles of democratic governments
- (2) outstanding contributions in the arts and sciences
- (3) the end of foreign domination
- (4) the furthest expansion of their borders

13 The travels of Marco Polo resulted in the

- (1) introduction of gunpowder to China
- (2) decline of Mongol rule in China
- (3) expansion of trade between China and Europe
- (4) use of Confucian teachings in Europe

14 • In less than 50 years, it was the largest unified land empire in history.

- In 1279, it was the first foreign group to gain complete control of China.
- It made the caravan routes across Asia safe for trade and travel.
- When attempting to conquer Japan in 1274 and 1281, its fleets were destroyed by storms.

Which empire is most closely associated with these statements?

- (1) Persian
- (2) Gupta
- (3) Ottoman
- (4) Mongol

15 The wealth and power of Mali's ruler, Mansa Musa, were significant because they contributed to the

- (1) start of the Crusades
- (2) spread of Islam
- (3) growth of European imperialism
- (4) rise of Arab nationalism

16 An important effect of the Protestant Reformation in Europe was that it strengthened the

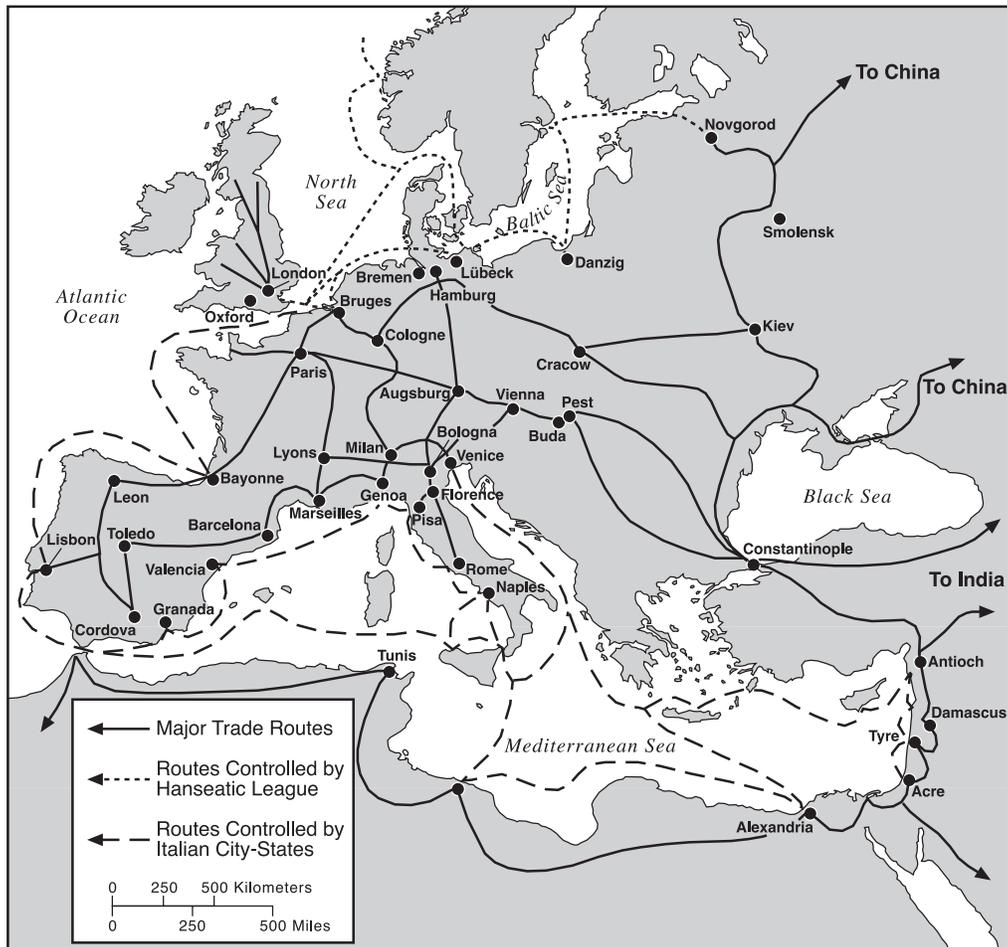
- (1) power of monarchies
- (2) power of the pope
- (3) belief in polytheism
- (4) unity of Europe

17 How did the Inca adapt to their physical environment?

- (1) They built large fishing fleets to feed their populations.
- (2) They built footbridges that connected their roads across the Andes.
- (3) They established extensive trade agreements with Europe.
- (4) They raised cattle and horses on the pampas.

Base your answer to question 18 on the map below and on your knowledge of social studies.

Europe (1280–1500)



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

18 Which conclusion can be drawn from the information provided by the map?

- (1) Africa was Europe's most active trading partner.
- (2) The Hanseatic League controlled trade in the Black Sea.
- (3) Asians and Europeans traded primarily by water routes.
- (4) A vast network of trade routes connected the centers of trade in Europe.

19 The need to possess warm-water ports greatly influenced the foreign policy of which nation?

- (1) England
- (2) Russia
- (3) France
- (4) Egypt

20 The astrolabe and improvements in cartography helped Europeans to

- (1) launch the Crusades
- (2) defeat the Mongols
- (3) expel the Moors
- (4) explore the Western Hemisphere

21 The purpose of colonies is to ship raw materials to the colonial power and buy finished goods from the colonial power.

This statement reflects the basic idea of which economic system?

- (1) socialism
- (2) communism
- (3) mercantilism
- (4) capitalism

Base your answers to questions 22 and 23 on the quotation below and on your knowledge of social studies.

“. . . Finally, let us put together the things so great and so august [exalted] which we have said about royal authority. Behold an immense people united in a single person; behold this holy power, paternal and absolute; behold the secret cause which governs the whole body of the state, contained in a single head: you see the image of God in the king, and you have the idea of royal majesty. God is holiness itself, goodness itself, and power itself. In these things lies the majesty of God. In the image of these things lies the majesty of the prince. . . .”

— Bishop Jacques-Benigne Bossuet, 1679

- 22 This passage suggests that the authority to rule in 17th-century France was based on
- (1) popular sovereignty
 - (2) parliamentary consent
 - (3) feudal obligation
 - (4) divine right
- 23 In this passage, Bossuet was describing the power held by
- | | |
|-----------------|-----------------|
| (1) Charlemagne | (3) Louis XIV |
| (2) Joan of Arc | (4) Robespierre |
-
- 24 The writings of Jean Jacques Rousseau, Baron de Montesquieu, and John Locke were similar in that each supported the principles of
- (1) a military dictatorship
 - (2) an autocracy
 - (3) a theocratic society
 - (4) a democratic republic
- 25 Laissez-faire capitalism as attributed to Adam Smith called for
- (1) heavy taxation of manufacturers
 - (2) strict government control of the economy
 - (3) minimal government involvement in the economy
 - (4) government investments in major industries

Base your answer to question 26 on the chart below and on your knowledge of social studies.

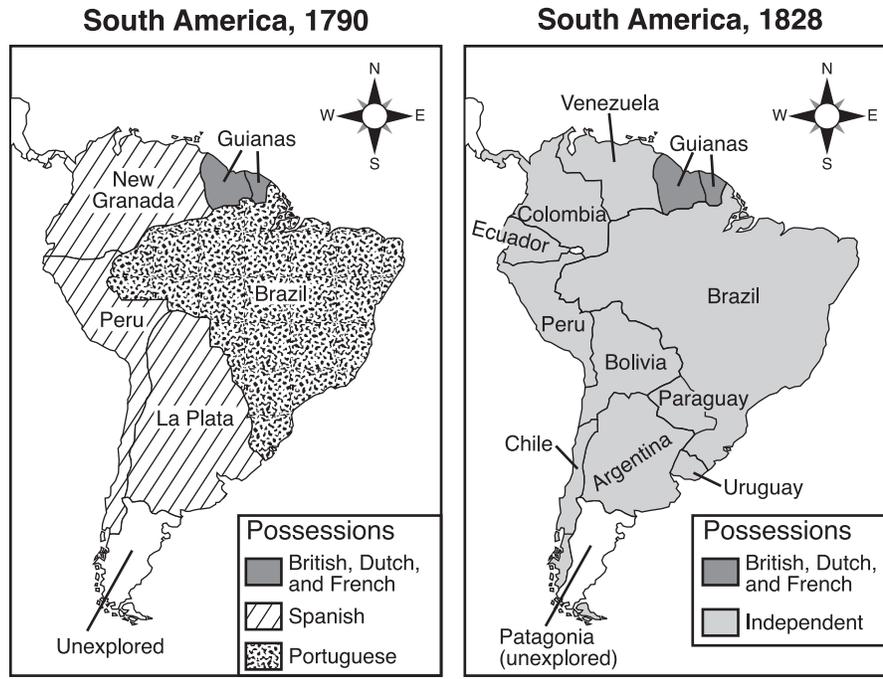
**Population of Selected British Cities
1801–1891**

Town	1801	1861	1891
Birmingham	74,000	296,000	523,000
Leeds	53,000	207,000	429,000
Liverpool	80,000	444,000	704,000
Manchester	90,000	339,000	645,000

Source: B.R. Mitchell, *International Historical Statistics: Europe, 1750–1988*, Stockton Press, Third Edition (adapted)

- 26 Which event caused this population shift in Great Britain?
- (1) the bubonic plague
 - (2) emigration to the Americas
 - (3) the Industrial Revolution
 - (4) rebellions in Ireland
-
- 27 “. . . But after a long period of commercial intercourse [trade], there appear among the crowd of barbarians both good persons and bad, unevenly. Consequently there are those who smuggle opium to seduce the Chinese people and so cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others, are not tolerated by the laws of heaven and are unanimously hated by human beings. His Majesty the Emperor, upon hearing of this, is in a towering rage. He has especially sent me, his commissioner, to come to Kwangtung [Guangdong Province], and together with the governor-general and governor jointly to investigate and settle this matter. . . .”
- “Letter of Advice to Queen Victoria”
from Lin Zexu (Lin Tse-Hsü),
Chinese Commissioner of Canton, 1839
- This letter to Queen Victoria relates most directly to the outbreak of the
- (1) Chinese civil war
 - (2) Sino-Japanese War
 - (3) Communist Revolution
 - (4) Opium Wars
-

Base your answer to question 28 on the maps below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

- 28 Between 1790 and 1828, which situation helped cause the change reflected on these maps of South America?
- (1) The Aztecs regained control of many areas of South America.
 - (2) South American voters removed Spanish and Portuguese rulers from power.
 - (3) Spain sent conquistadores to South America.
 - (4) Enlightenment and revolutionary ideas spread from Europe and the United States to South America.

- 29 The theory of Social Darwinism was sometimes used to justify
- (1) the establishment of communist governments in Asia
 - (2) Latin American revolutions in the early 19th century
 - (3) the independence movement in India
 - (4) European imperialism in the late 19th century
- 30 Japan's increased foreign trade during the Meiji Restoration was closely related to its
- (1) need to maintain a traditional society
 - (2) desire for a modern industrialized society
 - (3) colonization by Western nations
 - (4) encouragement of foreign investment

- 31 Which event occurred *first* and led to the other three?
- (1) rise of fascism in Europe
 - (2) Bolshevik Revolution
 - (3) World War I
 - (4) signing of the Treaty of Versailles
- 32 The early 20th-century Zionist movement calling for the establishment of a Jewish homeland was an example of
- (1) imperialism
 - (2) nationalism
 - (3) capitalism
 - (4) isolationism

33 “. . . Passive resistance is a method of securing rights by personal suffering, it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [objectionable] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self. . . .”

Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing

This statement reflects the belief that individuals

- (1) have no control over events
- (2) can influence events by following moral guidelines
- (3) must use violence to influence events
- (4) can influence events by using military force

34 Which situation is an example of totalitarianism in Germany in the 1930s?

- (1) frequent meetings of the German Reichstag
- (2) decline of the German economy
- (3) strict government control of the press
- (4) negotiation of a nonaggression pact with the Soviet Union

35 Between the late 1800s and the end of World War II, Japan implemented a policy of imperialism mainly because Japan

- (1) admired the economic power of China
- (2) lacked coal, iron, and other important resources
- (3) wanted to unify the governments of East Asia
- (4) feared the expansion of Nazi Germany in the Pacific

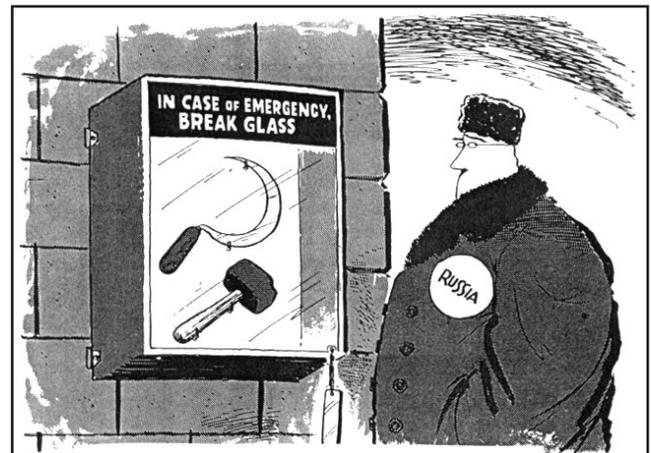
36 The partition of India and the division of Yugoslavia were similar in that both were divided

- (1) as a result of the Berlin Conference
- (2) because of religious or ethnic differences
- (3) to form communist and noncommunist states
- (4) to conform to United Nations guidelines

37 One similarity in the histories of Germany and Vietnam is that both nations

- (1) were once divided but have since been reunited
- (2) remained nonaligned during the Cold War period
- (3) have chosen a democratic form of government in recent years
- (4) were once colonized by other European nations

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



Source: Jack Ohman, *The Oregonian*, 1995

38 This 1995 cartoon is suggesting that communism

- (1) has no appeal in Russia
- (2) still dominates the Russian government
- (3) may return if democracy fails in Russia
- (4) is the best system for the Russian people

39 Which situation existed under the policy of apartheid in South Africa?

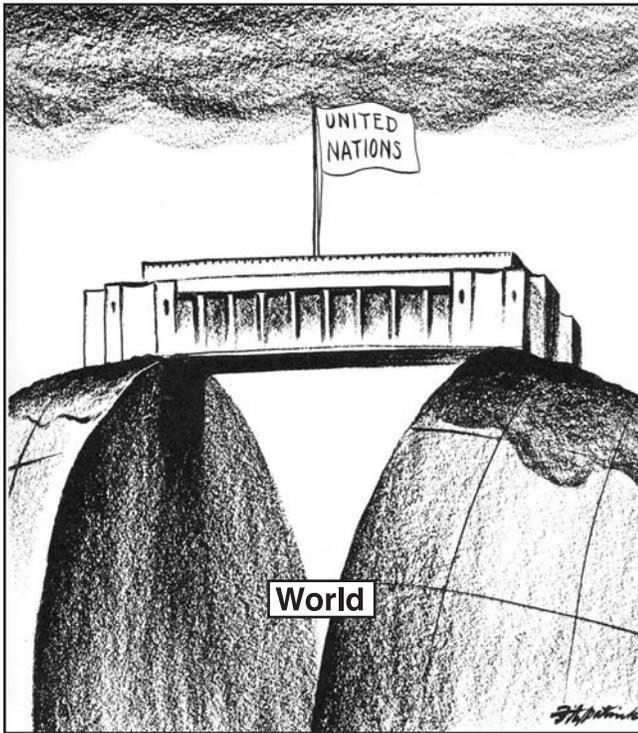
- (1) All people were guaranteed suffrage.
- (2) The black majority held the most political power.
- (3) Society was controlled by the white minority.
- (4) Social inequality was eliminated.

40 The global problems of pollution, acid rain, and the breakdown of the ozone layer indicate a need for

- (1) greater international cooperation
- (2) increased urbanization
- (3) a balance of trade between nations
- (4) an increase in space exploration

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

The Meeting Will Now Come to Order



Source: Daniel Fitzpatrick, *St. Louis Post-Dispatch* (adapted)

- 41 This cartoon raises the question as to whether the United Nations is able to
- (1) administer former colonial areas
 - (2) deliver aid to people in need
 - (3) separate political issues from economic issues
 - (4) unite opposing forces and differing ideologies
-
- 42 The reason that the Organization of Petroleum Exporting Countries (OPEC) greatly influences the world today is that it
- (1) commands the loyalty of the worldwide Islamic community
 - (2) develops and exports important technology
 - (3) controls access to trade routes between the East and West
 - (4) manages the oil supply that affects the global economy

- 43 Several geographic features in the Balkans, including location, have helped lead to the
- (1) peaceful development of the region
 - (2) development of democracy in the region
 - (3) cultural diversity of the region
 - (4) growing wealth of the region

Base your answer to question 44 on the chart below and on your knowledge of social studies.

Demographic Indicators for China	2000	2025*
Births per 1,000 population	16.0	12.0
Deaths per 1,000	7.0	8.0
Rate of natural increase (percent)	0.9	0.3
Life expectancy at birth (years)	71.4	77.4
Total fertility rate (per woman)	1.8	1.8

*projected

Source: U.S. Census Bureau, International Data Base

- 44 Which conclusion about the population of China between 2000 and 2025 can be drawn from the information provided by this chart?
- (1) The fertility rate of Chinese women is expected to increase.
 - (2) Chinese life expectancy will likely decrease.
 - (3) The rate of population growth is expected to decline.
 - (4) By 2025, the birthrate in China will probably double.
-
- 45 What is a major reason for the differences in economic prosperity in various areas of the world today?
- (1) an unequal distribution of resources
 - (2) the success of nationalist movements
 - (3) religious unity between nations
 - (4) membership in the United Nations
- 46 Control of the Bosphorus and Dardanelles straits was a strategic objective in both World War I and World War II because these straits
- (1) link Africa to Europe
 - (2) allow waterway passage into Germany
 - (3) separate Italy from the Balkan peninsula
 - (4) provide access from the Black Sea to the Mediterranean Sea

47 Which historical development showed the desire of a group to gain independence from a colonial power?

- (1) rise of the Nazi Party in Germany
- (2) Solidarity movement in Poland
- (3) Tiananmen Square uprising in China
- (4) Sepoy Mutiny in India

48 Which statement describes a similarity between the French Revolution and the Bolshevik Revolution in Russia?

- (1) The leaders in power before the revolutions favored changing the political system in their country.
- (2) Both revolutions were the result of government denial of basic human rights and stressful economic conditions.
- (3) Most of the revolutionary support was provided by radicals from other countries.
- (4) The new democracies created by the revolutions gave people greater representation in their governments.

- 49
- Block printing, gunpowder, and the abacus were developed.
 - Porcelain making and black-ink painting on silk paper were perfected.
 - The compass was discovered and used to improve the determination of direction when sailing.

These advances are associated with the

- (1) Tang and Sung dynasties of China
- (2) Gupta Empire in India
- (3) Ghana and Mali civilizations of Africa
- (4) Byzantine Empire in the Middle East

50 One similarity between Stalin's five-year plans and Mao Zedong's Great Leap Forward was that both programs attempted to

- (1) increase industrial production
- (2) privatize the ownership of land
- (3) correct environmental pollution
- (4) strengthen international trade

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) **explain** means “to 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 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 [Individuals Who Have Changed History]

The beliefs and achievements of individuals have changed global history. These beliefs and achievements have had positive and negative effects on society.

Task:

Identify *two* individuals who have changed global history and for *each*:

- Explain *one* belief or achievement of that individual
- Discuss the positive *and/or* negative effects of the individual’s belief or achievement

You may use any individual from your study of global history *except* **Nicholas Copernicus, Sir Isaac Newton, and Norman Borlaug**. The individuals you identify must have had a major role in shaping global history and *must not be from the United States*. Some individuals that you might consider include Hammurabi, Confucius, Aristotle, Alexander the Great, Muhammad, Johannes Gutenberg, Queen Isabella, Leonardo da Vinci, John Locke, Catherine the Great, Simón Bolívar, or Nelson Mandela.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Include an introduction and a conclusion that are beyond a simple restatement of the *Theme*

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

The term *revolution* refers to change that has a significant impact on history. Although the term is most often used to describe political revolutions, it can also describe social, intellectual, and/or economic change, as in the Neolithic, Scientific, and Green Revolutions.

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

- Discuss **two** of these revolutions: the Neolithic Revolution, the Scientific Revolution, the Green Revolution
- Explain the significant social, intellectual, **and/or** economic changes resulting from **each** of the **two** revolutions

Part A

Short-Answer Questions

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

Document 1

Before the Neolithic Revolution

. . . Man survived the fierce test of the Ice Ages because he had the flexibility of mind to recognise inventions and to turn them into community property. Evidently the Ice Ages worked a profound change in the way man could live. They forced him to depend less on plants and more on animals. The rigours of hunting on the edge of the ice also changed the strategy of hunting. It became less attractive to stalk single animals, however large. The better alternative was to follow herds and not to lose them — to learn to anticipate and in the end to adopt their habits, including their wandering migrations. This is a peculiar adaptation — the trans-humance [nomadic] mode of life on the move. It has some of the earlier qualities of hunting, because it is a pursuit; the place and the pace are set by the food animal. And it has some of the later qualities of herding, because the animal is tended and, as it were, stored as a mobile reservoir of food. . . .

Source: Jacob Bronowski, *The Ascent of Man*, Little, Brown and Company

1 Based on this document, identify **two** characteristics of life before the Neolithic Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The Neolithic Revolution also changed the way people lived. In place of scattered hunting communities, the farmers lived in villages. Near groups of villages, small towns grew up, and later cities too. Thus the Neolithic Revolution made civilization itself possible. (The Ancient Near East)

Within the villages, towns and cities, it was possible for people to specialize in the sort of work they could do best. Many stopped producing food at all, making instead tools and other goods that farmers needed, and for which they gave them food in exchange. This process of exchange led to trade and traders, and the growth of trade made it possible for people to specialize even more. . . .

Source: D. M. Knox, *The Neolithic Revolution*, Greenhaven Press

- 2 Based on this document, state **one** impact of the Neolithic Revolution on the way people lived. [1]

Score

Document 3

This extract summarizes the findings of several archaeologists in the 1950s and 1960s.

. . . The first archaeological evidence for the domestication of cereals, and some of the earliest evidence for the domestication of animals, comes from a broad region stretching from Greece and Crete in the west to the foothills of the Hindu Kush south of the Caspian in the east. Here are found the wild plants from which wheat and barley were domesticated, whilst it is only in this zone that the wild progenitors [ancestors] of sheep, goats, cattle and pigs were found together, for the latter two had a much broader distribution than wild sheep and goats. By the tenth millennium B.C. peoples who relied upon hunting and gathering were reaping wild barley and wild wheat with knives, grinding the grain and using storage pits. By the sixth millennium there is evidence of village communities growing wheat and barley, and keeping sheep and goats, in Greece and Crete in the west, in southern Turkey, the Galilean uplands of the eastern littoral [coastal region] of the Mediterranean, in the Zagros mountains of Iran and Iraq, the interior plateaux of Iran, and in the foothills south east of the Caspian. Subsequently the number of domesticated plants grown was increased, including flax, for its oil rather than for fibre, peas, lentils and vetch [plants used for food]. By the fourth millennium the olive, vine and fig, the crops which give traditional Mediterranean agriculture much of its distinctiveness, had been domesticated in the eastern Mediterranean. Cattle and pigs are thought to have been domesticated after sheep and goats. Cattle were used as draught animals, and for meat; not until the late fourth millennium is there evidence of milking in South West Asia. . . .

Source: D. B. Grigg, *The Agricultural Systems of the World*, Cambridge University Press

3 Based on this document, state **two** changes in agriculture that occurred during the Neolithic Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 4

. . . Gradually scientists came to challenge more and more what the ancients [past civilizations] taught. They came to develop new, better methods of finding out how things worked. Mathematical knowledge increased and helped them to reason. They began to think up experiments to check on their ideas in a methodical way. The scientific revolution had begun.

Many men were needed to bring this about. These men came from every part of Europe. They wrote books to explain their ideas. The printing press made it possible to produce thousands of copies which found their way all over Europe. Scientists were able to learn from one another and give one another new ideas. So the Scientific Revolution was not the work of Englishmen, or Frenchmen, or Italians alone. It was the work of Europeans. And, as we have seen, even they did not do it all by themselves. The Chinese, the Indians, the Persians, and the Arabs all gave something before it came about. Today this is not hard to understand, because men and women from all over the world add to scientific knowledge and so help one another. . . .

Source: Peter Amey, *Scientific Revolution*, Greenhaven Press

4 Based on this document, state **two** changes resulting from the Scientific Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 5

. . . Assumptions

1. There is no one center of all the celestial [heavenly] circles or spheres [planets].
2. The center of the earth is not the center of the universe, but only of gravity and of the lunar sphere.
3. All the spheres [planets] revolve about the sun as their mid-point, and therefore the sun is the center of the universe. . . .

— Nicholas Copernicus, *The Commentariolus*, (1510)

Source: Edward Rosen, *Three Copernican Treatises*, Columbia University Press

- 5 State **one** scientific belief of Copernicus that is being described in this passage. [1]

Score

Document 6

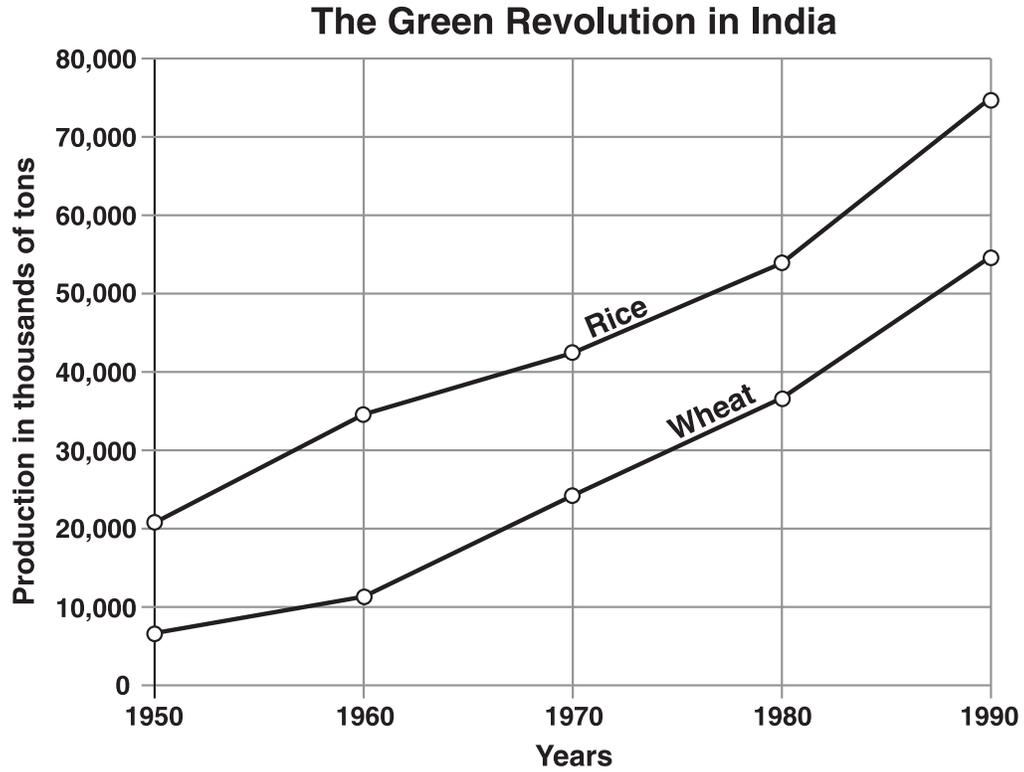
. . . As in Mathematicks, so in natural philosophy, the investigation of difficult things by the method of analysis [scientific method], ought ever to precede the method of composition. This analysis consists in making experiments and observations, and in drawing general conclusions from them by induction [reason], and admitting of no objections against the conclusions, but such as are taken from experiments, or other certain truths. For hypotheses [theories] are not to be regarded in experimental philosophy. And although the arguing from experiments and observations by induction be no demonstration of general conclusions; yet it is the best way of arguing which the nature of things admits of, and may be looked upon as so much the stronger, by how much the induction is more general. And if no exception occur from phenomena [facts], the conclusion may be pronounced generally. But if at any time afterwards any exception shall occur from experiments, it may then begin to be pronounced with such exceptions as occur. By this way of analysis we may proceed from compounds to ingredients, and from motions to the forces producing them; and in general, from effects to their causes, and from particular causes to more general ones, till the argument end in the most general. This is the method of analysis [scientific method]: and the synthesis [combination of parts] consists in assuming the causes discovered, and established as principles, and by them explaining the phenomena proceeding from them, and proving the explanations. . . .

Source: Sir Isaac Newton, *Opticks*, 1718

6 According to this document, why is the scientific method important? [1]

Score

Document 7



Source: Library of Congress, Federal Research Division (adapted)

7 Based on this document, state *one* way the Green Revolution affected India. [1]

Score

Document 8

The Green Revolution

. . . [Norman] Borlaug is an eighty-two-year-old plant breeder who for most of the past five decades has lived in developing nations, teaching the techniques of high-yield agriculture. He received the Nobel [Peace Prize] in 1970, primarily for his work in reversing the food shortages that haunted India and Pakistan in the 1960s. Perhaps more than anyone else, Borlaug is responsible for the fact that throughout the postwar era, except in Sub-Saharan Africa, global food production has expanded faster than the human population, averting the mass starvations that were widely predicted—for example, in the 1967 best seller *Famine—1975!* The form of agriculture that Borlaug preaches may have prevented a billion deaths. . . .

The Ford and Rockefeller Foundations and the World Bank, once sponsors of his work, have recently given Borlaug the cold shoulder. Funding institutions have also cut support for the International Maize and Wheat Center—located in Mexico and known by its Spanish acronym, CIMMYT—where Borlaug helped to develop the high-yield, low pesticide dwarf wheat upon which a substantial portion of the world’s population now depends for sustenance [food]. And although Borlaug’s achievements are arguably the greatest that Ford or Rockefeller has ever funded, both foundations have retreated from the last effort of Borlaug’s long life: the attempt to bring high-yield agriculture to Africa. . . .

To Borlaug, the argument for high-yield cereal crops, inorganic fertilizers, and irrigation became irrefutable when the global population began to take off after the Second World War. But many governments of developing nations were suspicious, partly for reasons of tradition (wheat was then a foreign substance in India) and partly because contact between Western technical experts and peasant farmers might shake up feudal cultures to the discomfort of the elite classes. Meanwhile, some commentators were suggesting that it would be wrong to increase the food supply in the developing world: better to let nature do the dirty work of restraining the human population. . . .

Source: Greg Easterbrook, “Forgotten Benefactor of Humanity,” *Atlantic Monthly*, January 1997

8a Based on this document, state **one** development since World War II that led to the Green Revolution. [1]

Score

b Based on this document, identify **one** effect of the Green Revolution on food production. [1]

Score

Document 9

. . . It is not clear which are greater—the successes of modern high-intensity agriculture, or its shortcomings. The successes are immense. Because of the green revolution, agriculture has met the food needs of most of the world’s population even as the population doubled during the past four decades. But there has been a price to pay, and it includes contamination of groundwaters, release of greenhouse gases, loss of crop genetic diversity and eutrophication [pollution] of rivers, streams, lakes and coastal marine ecosystems (contamination by organic and inorganic nutrients that cause oxygen depletion, spread of toxic species and changes in the structure of aquatic food webs). It is unclear whether high-intensity agriculture can be sustained, because of the loss of soil fertility, the erosion of soil, the increased incidence of crop and livestock diseases, and the high energy and chemical inputs associated with it. The search is on for practices that can provide sustainable yields, preferably comparable to those of high-intensity agriculture but with fewer environmental costs. . . .

Source: David Tilman, “The Greening of the Green Revolution,” *Nature*, November 1998

9 According to David Tilman, what are **two** effects of the Green Revolution? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The term *revolution* refers to change that has a significant impact on history. Although the term is most often used to describe political revolutions, it can also describe social, intellectual, and/or economic change, as in the Neolithic, Scientific, and Green Revolutions.

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

- Discuss **two** of these revolutions: the Neolithic Revolution, the Scientific Revolution, the Green Revolution
- Explain the significant social, intellectual, **and/or** economic changes resulting from **each** of the **two** revolutions

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Include an introduction and a conclusion that are beyond a simple restatement of the *Historical Context*

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 28, 2004 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
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22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**GLOBAL HISTORY
AND GEOGRAPHY**

Wednesday, August 13, 2003 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

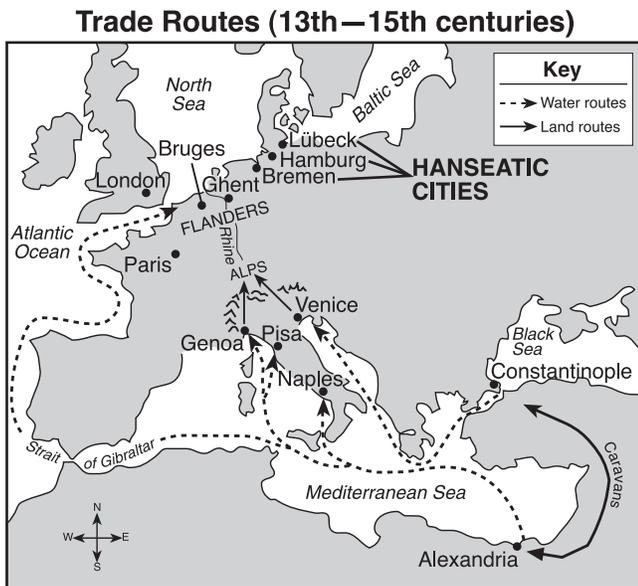
- 1 In which field of study do people learn about the development of early human beings?
 - (1) economics
 - (2) cartography
 - (3) political science
 - (4) anthropology
- 2 Which document is an example of a primary source?
 - (1) a novel on the Age of Discovery
 - (2) a diary of a Holocaust survivor
 - (3) a textbook on Latin American history
 - (4) an encyclopedia article on Songhai culture
- 3 Hunting and gathering, subsistence agriculture, and the barter system are characteristics of a
 - (1) market economy
 - (2) command economy
 - (3) traditional economy
 - (4) mixed economy
- 4 Hammurabi's code of laws and Qin dynasty legalism are similar in that both promoted the idea that
 - (1) worship of leaders will maintain the power of an empire
 - (2) an informed citizenry will help maintain peace and prosperity
 - (3) equality of the people is the most important goal of government
 - (4) harsh punishments for crimes will lead to a more orderly society
- 5 An important factor that prevented the ancient Greek city-states from uniting to form a single nation was the
 - (1) lack of a common language
 - (2) size of the desert regions
 - (3) mountainous topography of the region
 - (4) cold, hostile climate
- 6 China under the Han dynasty and the Roman Empire were similar in that both grew wealthy because they
 - (1) developed extensive trade networks
 - (2) created classless societies
 - (3) encouraged democratic ideals
 - (4) established free-market economies
- 7 Judaism, Islam, and Christianity share a belief in
 - (1) papal supremacy
 - (2) teachings of the Koran (Quran)
 - (3) reincarnation and the Four Noble Truths
 - (4) an ethical code of conduct and monotheism
- 8 Feudalism influenced Europe and Japan by
 - (1) providing social stability
 - (2) fostering the growth of religion
 - (3) eliminating warfare
 - (4) encouraging formal education
- 9 “. . . Christian warriors, He who gave His life for you, today demands yours in return. These are combats worthy of you, combats in which it is glorious to conquer and advantageous to die. Illustrious knights, generous defenders of the Cross, remember the examples of your fathers who conquered Jerusalem, and whose names are inscribed in Heaven; abandon then the things that perish, to gather unfading palms, and conquer a Kingdom which has no end.”

— St. Bernard of Clairvaux

This statement was most likely used to encourage people to
 - (1) repel a Viking invasion
 - (2) stop advancement of the Huns in Europe
 - (3) join the Crusades
 - (4) force Russians to convert to Catholicism

- 10 One similarity between the Mongols of Central Asia and the Incas of South America was that both societies
- (1) developed cash-crop farming
 - (2) based their wealth on the slave trade
 - (3) adapted to difficult physical environments
 - (4) practiced monotheistic religions

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

- 11 One reason for the success of the cities in the Hanseatic League and the Italian city-states was that both were
- (1) protected by mountains
 - (2) isolated from the rest of Europe
 - (3) accessible by water
 - (4) close to a network of navigable rivers
- 12 Which economic practice developed as a result of the growth of the trade routes shown on the map?
- (1) capitalism
 - (2) hunting and gathering
 - (3) subsistence farming
 - (4) manorialism

- 13 The Renaissance in western Europe is best described as a period marked by
- (1) unquestioned reliance on the teachings of Aristotle
 - (2) an advance of Muslim culture
 - (3) Christian unity throughout the region
 - (4) great intellectual and artistic creativity

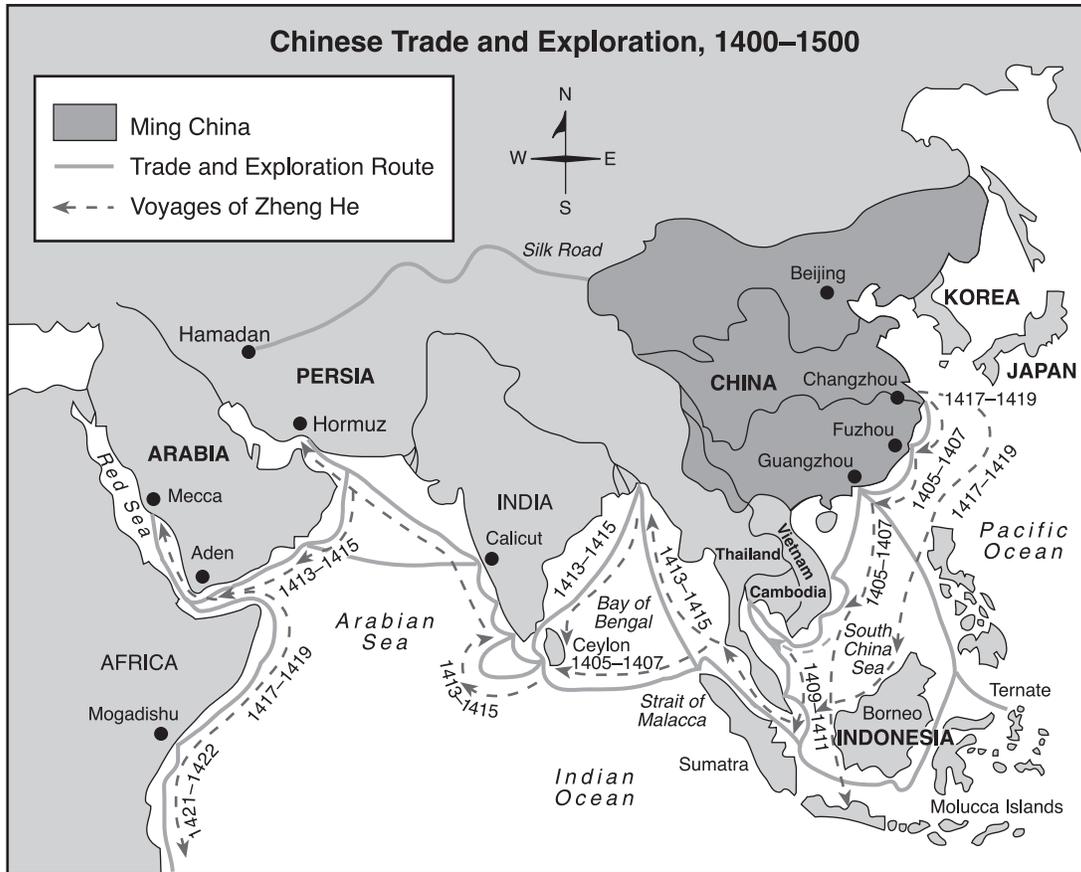
- 14 “. . . The King is a declared enemy of the Jews. He will not allow any to live in the city. If he hears it said that a Berber merchant frequents them or does business with them, he confiscates his goods. There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many handwritten books imported from Barbary are also sold. There is more profit made from this commerce than from all other merchandise. . . .”

— Leo Africanus, *The Description of Africa*, 1526

This passage suggests Timbuktu was a city that

- (1) participated frequently in war
 - (2) emphasized literacy and trade
 - (3) protected the human rights of all citizens
 - (4) selected political leaders through democratic elections
- 15 After contact with Europeans in the 1500s, millions of native peoples in the Americas died as a result of
- (1) new foods, which the native peoples could not digest
 - (2) religious persecution resulting from the Spanish Inquisition
 - (3) new diseases to which the native peoples had no natural immunity
 - (4) slavery and the terrible conditions on their sea journey to Europe
- 16 During the Age of Absolutism (1600s and 1700s), European monarchs tried to
- (1) increase individual rights for their citizens
 - (2) develop stronger relations with Islamic rulers
 - (3) encourage the growth of collective farms
 - (4) centralize political power within their nations

Base your answer to question 17 on the map below and on your knowledge of social studies.



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

17 Based on this map, which statement is accurate concerning China between 1400 and 1500?

- (1) Most of China's commerce was conducted on overland trade routes.
- (2) China remained isolated from outside contacts.
- (3) The Ming dynasty traded more with Persia than with any other culture.
- (4) China interacted and traded with many diverse cultures.

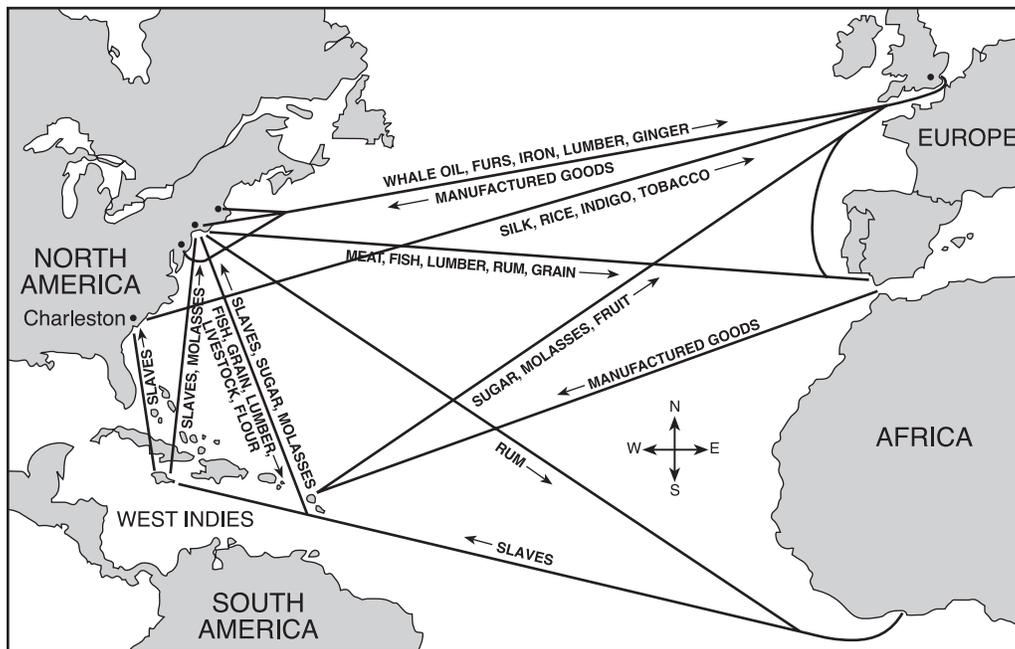
18 The writings of the 18th-century French philosophers Diderot, Rousseau, and Voltaire influenced the

- (1) policies of the enlightened despots
- (2) start of the Neolithic Revolution
- (3) success of the German unification movement
- (4) spread of imperialism to Africa and Asia

19 A long-term result of the Industrial Revolution in Europe was

- (1) an increase in the number of small farms
- (2) a decline in international trade
- (3) a general rise in the standard of living
- (4) a strengthening of the economic power of the nobility

Base your answers to questions 20 and 21 on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

20 What is the most appropriate title for the map?

- (1) The Industrial Revolution
- (2) Imperialism in Africa
- (3) The Age of Discovery
- (4) Atlantic Trade Routes

21 Which economic system was responsible for the creation of the situation shown on the map?

- (1) feudal system
- (2) mercantilism
- (3) socialism
- (4) barter system

22 “. . . Give Venezuela such an executive power in the person of a president chosen by the people or their representatives, and you will have taken a great step toward national happiness. No matter what citizen occupies this office, he will be aided by the Constitution, and therein being authorized to do good, he can do no harm, because his ministers will cooperate with him only insofar as he abides by the law. If he attempts to infringe upon the law, his own ministers will desert him, thereby isolating him from the Republic, and they will even bring charges against him in the Senate. The ministers, being responsible for any transgressions committed, will actually govern, since they must account for their actions. . . .”

— Simón Bolívar, 1819

In this passage, which type of government is Simón Bolívar proposing for Venezuela?

- (1) theocracy
- (2) monarchy
- (3) democracy
- (4) dictatorship

23 Lenin’s promise of “Peace, Land, Bread” during the Bolshevik Revolution of 1917 was made in an effort to

- (1) end France’s occupation of Russia
- (2) gain popular support to overthrow the government
- (3) restore Czar Nicholas II to power
- (4) resolve conflicts between farmers of diverse ethnic backgrounds

24 Under Joseph Stalin, peasants in the Soviet Union were forced to

- (1) become members of the ruling party
- (2) support the Russian Orthodox Church
- (3) join collective farms
- (4) move to large cities

- 25 Since the late 1940s, Northern Ireland, India, and Israel have all faced which common problem?
- (1) the need to adjust to a post-communist political system
 - (2) continued violent confrontations between different religious groups
 - (3) economic depression that resulted from rapid industrialization
 - (4) overpopulation of urban centers
- 26 One reason that Britain and France agreed to appease Hitler at the Munich Conference was to
- (1) prevent the start of another world war
 - (2) stop the Nazis from invading the Soviet Union
 - (3) obey an order from the League of Nations
 - (4) obtain advanced German military weapons in exchange
- 27 Nazi Germany, Fascist Italy, and Communist Russia were similar in that each
- (1) protected individual rights
 - (2) elected their leaders through popular vote
 - (3) supported market-based economies
 - (4) established totalitarian governments
- 28 A. Atomic bombs dropped on Hiroshima and Nagasaki.
 B. Allies invade Europe on D-Day.
 C. Germany invades Poland.
 D. Japanese attack Pearl Harbor.
- Which sequence shows the correct chronological order of these World War II events, from earliest to latest?
- (1) $A \rightarrow B \rightarrow C \rightarrow D$
 - (2) $B \rightarrow A \rightarrow D \rightarrow C$
 - (3) $C \rightarrow D \rightarrow B \rightarrow A$
 - (4) $D \rightarrow C \rightarrow A \rightarrow B$
- 29 The United Nations was created primarily to
- (1) prosecute persons accused of war crimes
 - (2) contain the spread of communism
 - (3) channel relief aid to war-torn nations
 - (4) provide a means of solving international problems
- 30 During most of the Cold War period, which two nations were divided into communist and noncommunist parts?
- (1) China and Mongolia
 - (2) Vietnam and Korea
 - (3) Pakistan and Ireland
 - (4) Poland and Cuba
- 31 Pol Pot, Joseph Stalin, and Slobodan Milosevic were similar in that each leader supported actions that
- (1) modernized their economies
 - (2) introduced democratic ideas
 - (3) supported minority rights
 - (4) violated human rights
- 32 A major goal of the Organization of Petroleum Exporting Countries (OPEC) in world affairs is to
- (1) encourage development of alternative energy sources
 - (2) promote international free trade
 - (3) provide funds for the World Bank
 - (4) regulate oil policies
- 33 Which concept led to the formation of the North American Free Trade Agreement (NAFTA) and the European Union (EU)?
- (1) nationalism
 - (2) imperialism
 - (3) interdependence
 - (4) socialism
- 34 In the Soviet Union under Mikhail Gorbachev, the trend toward private ownership of businesses represented a move away from
- (1) a traditional economy
 - (2) a command economy
 - (3) a free-market economy
 - (4) laissez-faire economics

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



Source: Dennis Renault, *The Sacramento Bee* (adapted)

35 The main idea of the cartoon was that in South Africa

- (1) the fall of apartheid ended racial tensions
- (2) Nelson Mandela was unable to bring about political reform
- (3) another communist government lost power
- (4) a significant step was taken toward racial equality

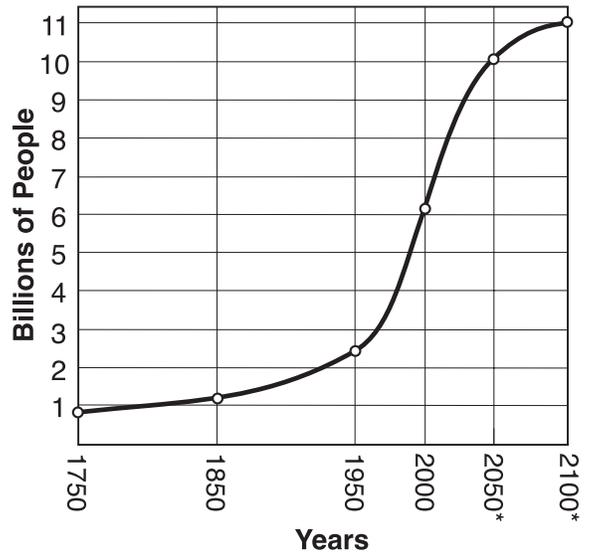
36 **“Women of Kuwait Demand the Right to Vote”**
“Property Inheritance Still Limited for Women of Nepal”
“Women in Jordan Form Alliance to Increase Political Representation”

Which conclusion is supported by these headlines?

- (1) Equal rights for women continues to be a global concern.
- (2) Women are not active in political issues.
- (3) Women have achieved equality in the area of education.
- (4) Communist governments have insured equal rights for women.

Base your answers to questions 37 and 38 on the graph below and on your knowledge of social studies.

**World Population Growth
1750–2100***



*estimated

Source: United Nations (adapted)

37 The graph shows that between 1950 and 2000 the world’s population increased by approximately

- (1) 1 billion
- (2) 4 billion
- (3) 6 billion
- (4) 8 billion

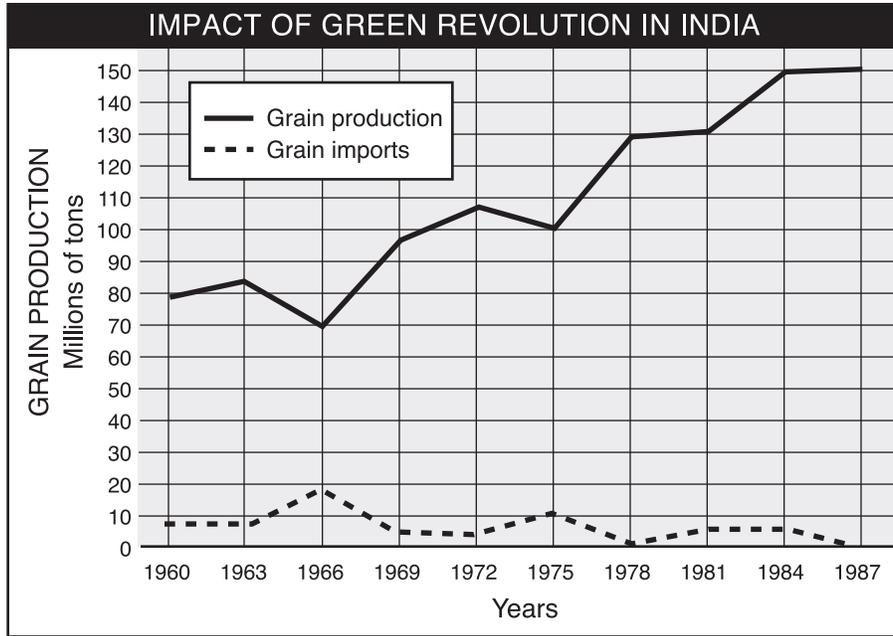
38 What is one explanation for the great change in the world population between 1950 and 2000?

- (1) Family planning was successful.
- (2) There was an absence of war and conflict.
- (3) New medicines and technology were discovered and applied.
- (4) Famine and other natural disasters increased.

39 What is the primary reason that increasing numbers of Latin American citizens have immigrated to the United States over the last three decades?

- (1) escape from the threat of communism
- (2) desire for religious freedom
- (3) fear of natural disasters
- (4) hope for economic opportunities

Base your answer to question 40 on the chart below and on your knowledge of social studies.



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co. (adapted)

- 40 Between 1960 and 1987, a major effect of the Green Revolution on India was
- (1) a decrease in the production of grain after 1975
 - (2) an increase in grain imports after 1984
 - (3) an overall increase in the production of grain since 1966
 - (4) a steady decrease in grain imports from 1960 to 1966

41 Which heading best completes the partial outline below?

- I. _____
- A. Established a direct but limited democracy
 - B. Stressed the importance of the individual
 - C. Considered the political ideas of Socrates, Plato, and Aristotle
 - D. Encouraged all citizens to participate in government

- (1) Political Developments of the City-State of Athens
- (2) Effects of the Roman Empire on Economic Development
- (3) Influence of Belief Systems on Byzantine Society
- (4) Achievements of the Age of Enlightenment

42 The spread of Buddhist ideas and customs to China and Southeast Asia was the result of

- (1) the Mandate of Heaven
- (2) economic dependence
- (3) cultural diffusion
- (4) the civil service system

43 Meiji reformers of Japan and Peter the Great of Russia were similar in that both emphasized

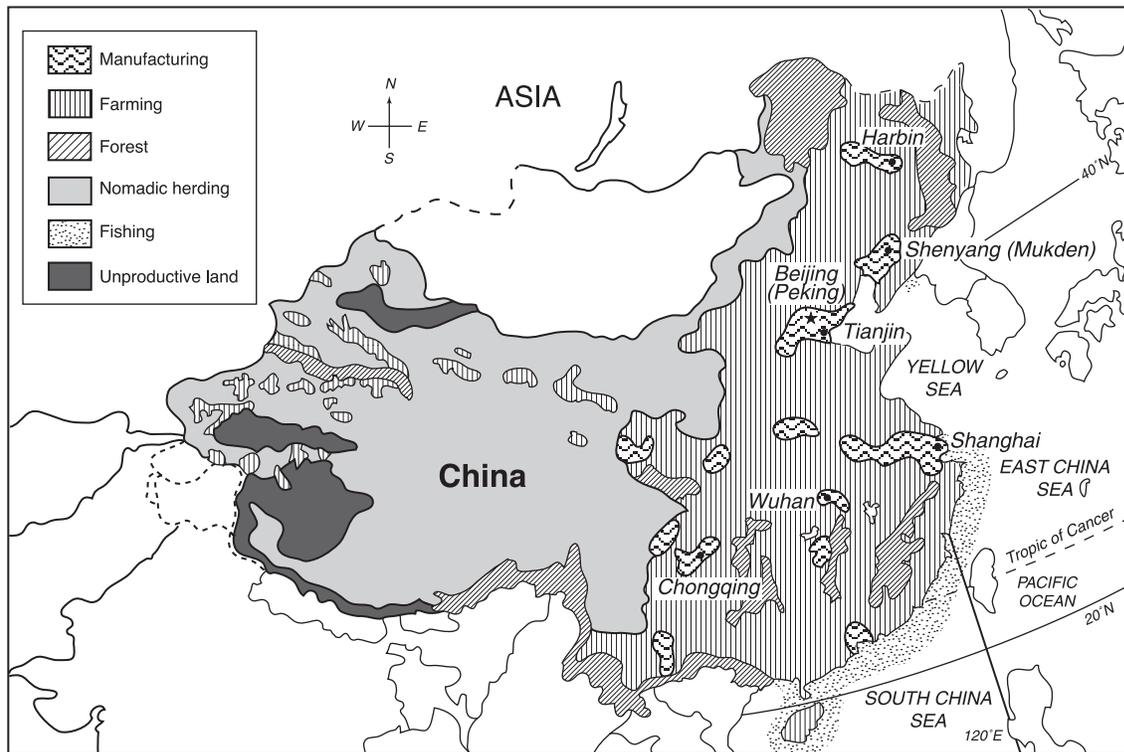
- (1) socialism
- (2) isolationism
- (3) westernization
- (4) democratization

44 The Sepoy Mutiny in India and the Boxer Rebellion in China were responses to

- (1) Mongol invasions
- (2) European imperialism
- (3) Japanese aggression
- (4) African slave trading

Base your answer to question 45 on the map below and on your knowledge of social studies.

China—Land Use



Source: Robert Feeney et al., *Brief Review in Global Studies*, Prentice Hall (adapted)

45 Which inference is best supported with information provided on the map?

- (1) Most of China's people live in the eastern part of the country.
- (2) Much of China has a climate that is too hot to allow farming.
- (3) China has more people than its land can support.
- (4) Most Chinese people make a living working in factories.

46 During the 19th century, industrialization in Great Britain differed from industrialization in Japan mainly because Great Britain

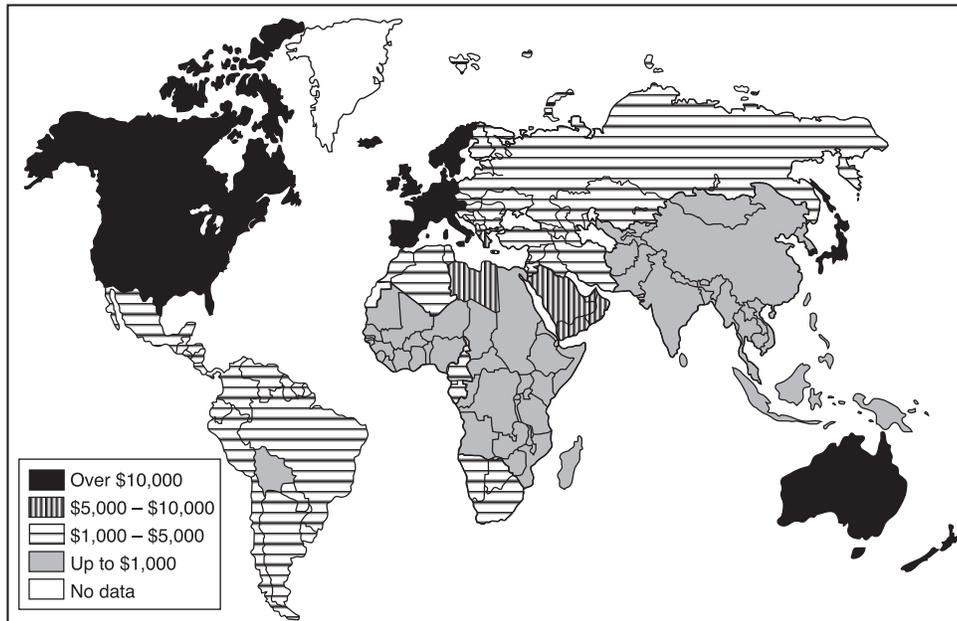
- (1) had greater deposits of natural resources
- (2) encountered government resistance to economic growth
- (3) used isolationism to increase its economic power
- (4) duplicated the factory systems used in China

47 Which statement is accurate about the Hungarian Revolution in 1956 and the Tiananmen Square demonstrations in 1989?

- (1) These events led to democratic reforms.
- (2) Repressive action was taken to end both protests.
- (3) Strong action was taken by the United Nations.
- (4) Both events brought communist governments to power.

Base your answers to questions 48 and 49 on the map below and on your knowledge of social studies.

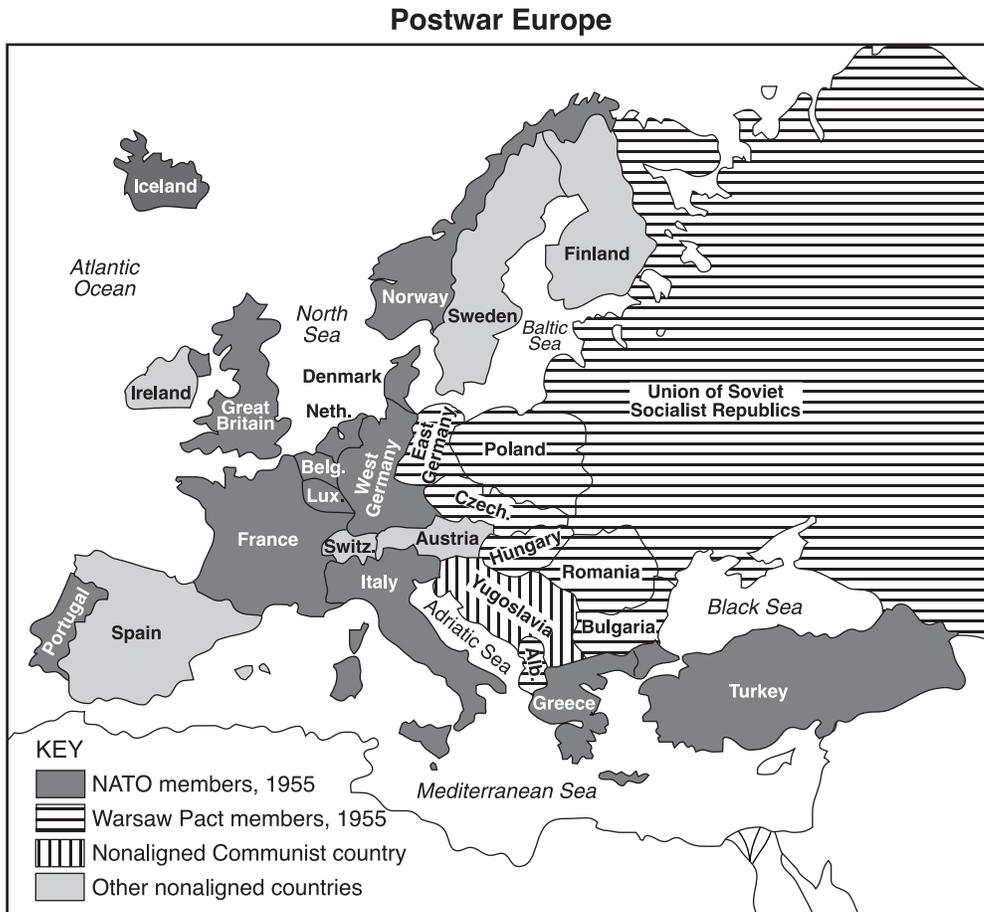
World Levels of Per Capita Income



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co., 1998 (adapted)

- 48 Based on this late 20th-century map, which conclusion is accurate?
- (1) The worldwide distribution of wealth is unequal.
 - (2) Social mobility between social classes is increasing.
 - (3) The communist movement is growing.
 - (4) Economic self-sufficiency in less developed countries is increasing.
- 49 During the 1800s, which description would have applied to most of those areas shown on the map with a per capita income of up to \$1,000?
- (1) leading industrial powers
 - (2) colonies of western European powers
 - (3) countries of eastern Europe
 - (4) countries with democratic governments
-

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: Larry S. Krieger et al., *World History: Perspectives on the Past*, D.C. Heath and Co. (adapted)

50 Which speech described the political alignment shown on the map?

- | | |
|---------------------------------|--------------------------------|
| (1) Pericles' "Funeral Oration" | (3) Hirohito's "Surrender" |
| (2) Bismarck's "Blood and Iron" | (4) Churchill's "Iron Curtain" |

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 this general definition in mind:

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: Human and Physical Geography (Geographic Impact on Societies)

Geographic factors such as land features, resources, location, and climate of nations and regions affect how people live.

Task:

- Select **one** geographic factor that influenced life in a nation or region **before** A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region
- Select a **different** geographic factor that influenced life in a nation or region **after** A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region

You may use any examples from your study of global history and geography. You must select a **different** geographic factor for each time period discussed. For example, you may not write about two rivers in different parts of the world. **Do not use geographic factors from the United States in your answer.** Some suggestions you might wish to consider include the Nile River in Egypt, the mineral wealth of Africa, the monsoons in South Asia, oil in the Middle East, Japan’s location near China, the plains of Northern Europe, rain forests in Latin America, and mountains in eastern Europe.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). 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:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

Task: Using 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:

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

Part A

Short-Answer Questions

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

Document 1

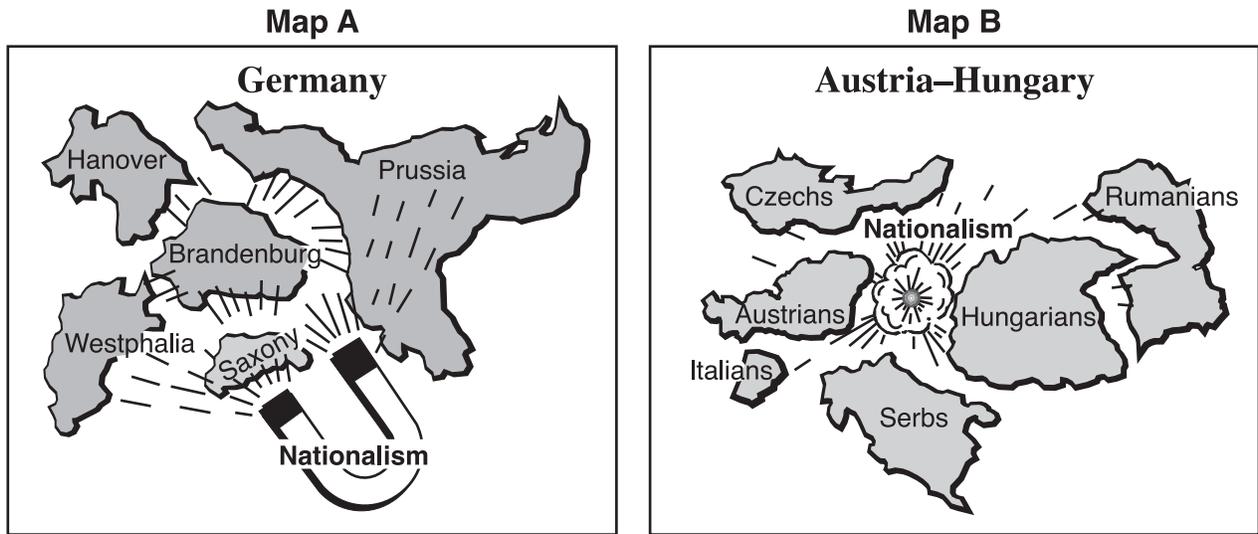
. . . Therefore, if we so ardently desire the emancipation [unification] of Italy — if we declare that in the face of this great question all the petty questions that divide us must be silenced— it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. . . .

— Camillo di Cavour, 1846

- 1 According to Camillo di Cavour, what would be **one** positive result of Italian unification? [1]

Score

Document 2



Source: Sol Holt and John R. O'Connor, *Exploring World History*, Globe Book Co. (adapted)

2a According to Map **A**, how did nationalism affect the German states? [1]

Score

b According to Map **B**, how did nationalism affect the Austro-Hungarian Empire? [1]

Score

Document 3

A

As long as the Jewish spirit is yearning deep in the heart,
With eyes turned toward the East, looking toward Zion,
Then our hope — the two thousand year old hope —
will not be lost:
To be a free people in our land,
The land of Zion and Jerusalem.

— *Hatikvah* (The Hope), Israel's national anthem

B

. . . O those who pass between fleeting words
It is time for you to be gone
Live wherever you like, but do not live among us
It is time for you to be gone
Die wherever you like, but do not die among us
For we have work to do in our land
We have the past here
We have the first cry of life
We have the present, the present and the future
We have this world here, and the hereafter
So leave our country
Our land, our sea
Our wheat, our salt, our wounds
Everything, and leave
The memories of memory
O those who pass between fleeting words!

— Mahmoud Darwish, *Those Who Pass Between
Fleeting Words*, Palestinian poet laureate

3a How does passage **A** express Israeli nationalism? [1]

Score

b How does passage **B** express Palestinian nationalism? [1]

Score

Document 4

... Attention: all people in markets and villages of all provinces in China — now, owing to the fact that Catholics and Protestants have vilified [made damaging statements about] our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and our people are angry at them, yet we have to keep silent. This forces us to practice the I-ho magic boxing so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering. After this notice is issued to instruct you villagers, no matter which village you are living in, if there are Christian converts, you ought to get rid of them quickly. The churches which belong to them should be unreservedly burned down. Everyone who intends to spare someone, or to disobey our order by concealing Christian converts, will be punished according to the regulation when we come to his place, and he will be burned to death to prevent his impeding [interference with] our program. We especially do not want to punish anyone by death without warning him first. We cannot bear to see you suffer innocently. Don't disobey this special notice.

Source: Ssu-Yü, Teng and Fairbank, John K., *China's Response to the West: A Documentary Survey, 1839–1923*, Harvard University Press

4 Identify **one** expression of Chinese nationalism in this passage. [1]

Score

Document 5

. . . Why do you want to drive away the English?
. . . Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [disrespectfully] towards us and disregard our feelings. . . .

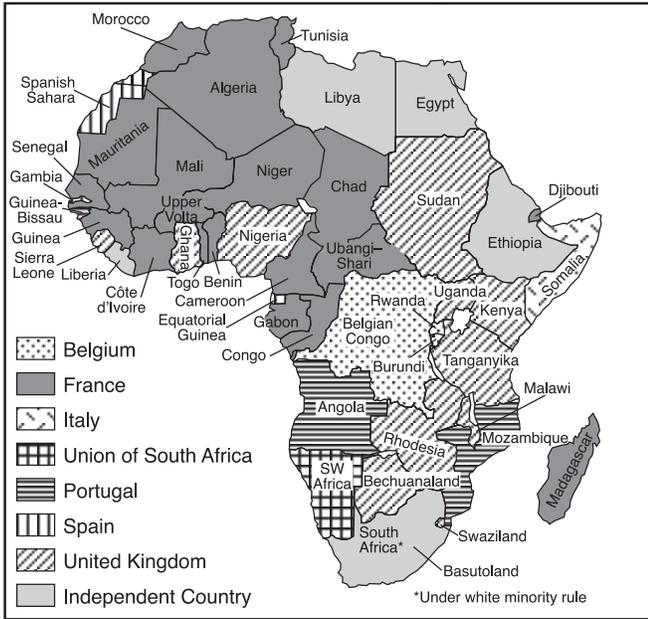
Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing House

5 Based on the document, identify **one** criticism Gandhi expressed about British rule. [1]

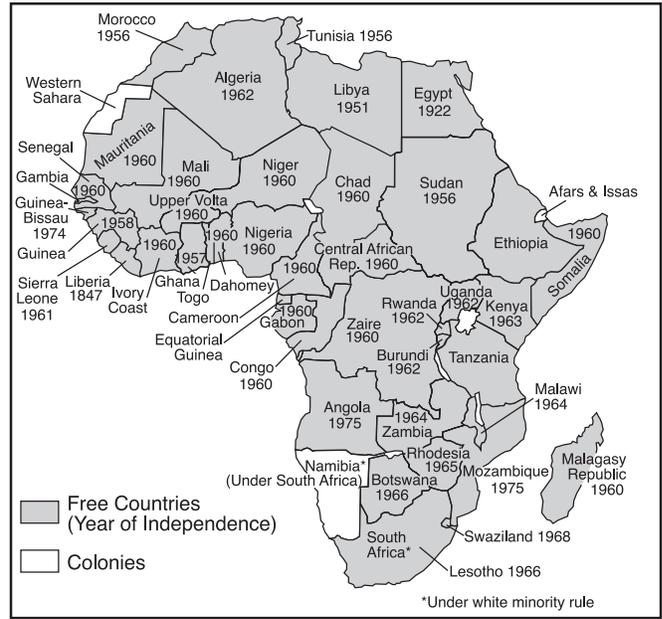
Score

Document 6

**Map A:
Colonialism in Africa, 1952**



**Map B:
Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book Company, Inc. (adapted)

6 According to these maps, how did nationalism affect the continent of Africa between 1952 and 1975? [1]

Score

Document 7

. . . From Iraq to the former Soviet empire to the Balkans, the authoritarian state exists as a piece of machinery, man-made, breakable, the borders etched by diplomats ignorant of or indifferent to ancient claims and tribal hate. Kurds fight for their freedom from Iraq and Turkey; Tamils battle Sinhalese in Sri Lanka; Armenians fight Azerbaijanis in Nagorno-Karabakh; Albanian Muslims and Serbs circle each other in Kosovo. Last week Yemen was the latest country to break apart, as those in the south accused the northerners of attempting to further impoverish [weaken] them. The struggles can be ancient and visceral [deep], religious and racial, the oppressed against the oppressors. Where the valves of democracy allow for ethnic pressures to escape, differences are settled by discussion; in the embattled outposts of the new world order, it is the tribes that rule, and the nature of war and peace in the next century may be largely determined by their ambitions. . . .

— *Time*, May 16, 1994

7a Based on this document, identify **two** examples of nationalistic conflict. [2]

(1) _____

(2) _____

Score

b Based on this document, identify **one** cause of these nationalistic conflicts. [1]

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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

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

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2003 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**GLOBAL HISTORY
AND GEOGRAPHY**

Wednesday, June 18, 2003 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

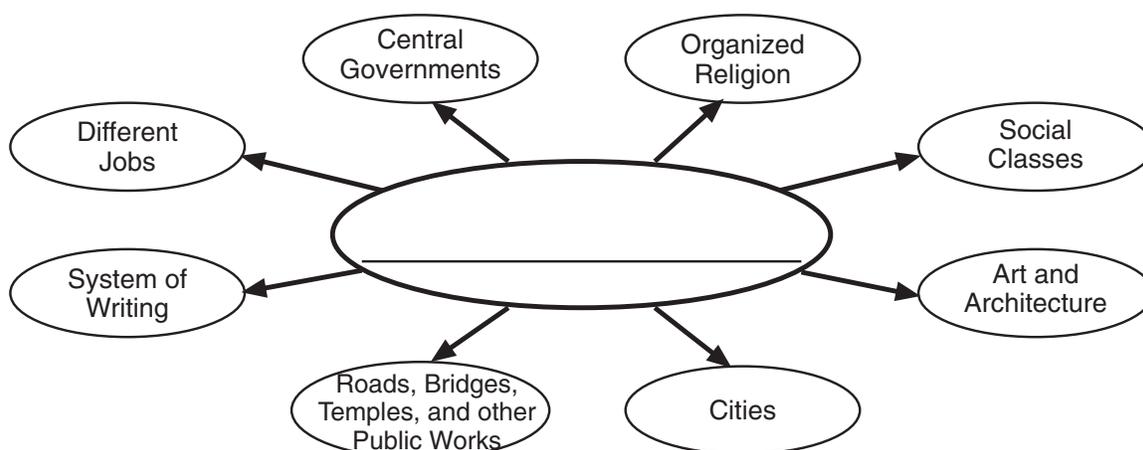
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the 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 diagram below and on your knowledge of social studies.



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

1 Which title best completes this diagram?

- (1) Elements of a Civilization
- (2) Features of a Nomadic Lifestyle
- (3) Basic Components of the Paleolithic Age
- (4) Human Life 50,000 Years Ago

2 Which feature would most often be shown on a political map?

- (1) topography
- (2) type of climate
- (3) capital cities
- (4) elevation

3 The geographic isolation of a society most often leads to the

- (1) development of trade
- (2) strengthening of traditional culture
- (3) promotion of cultural diffusion
- (4) growth of international alliances

4 In a traditional economic system, which type of goods is most often produced?

- (1) agricultural products
- (2) heavy industrial machinery
- (3) military supplies
- (4) electronics and computers

5 One reason the Euphrates, Indus, Nile, and Tigris valleys became centers of early civilization is that these valleys had

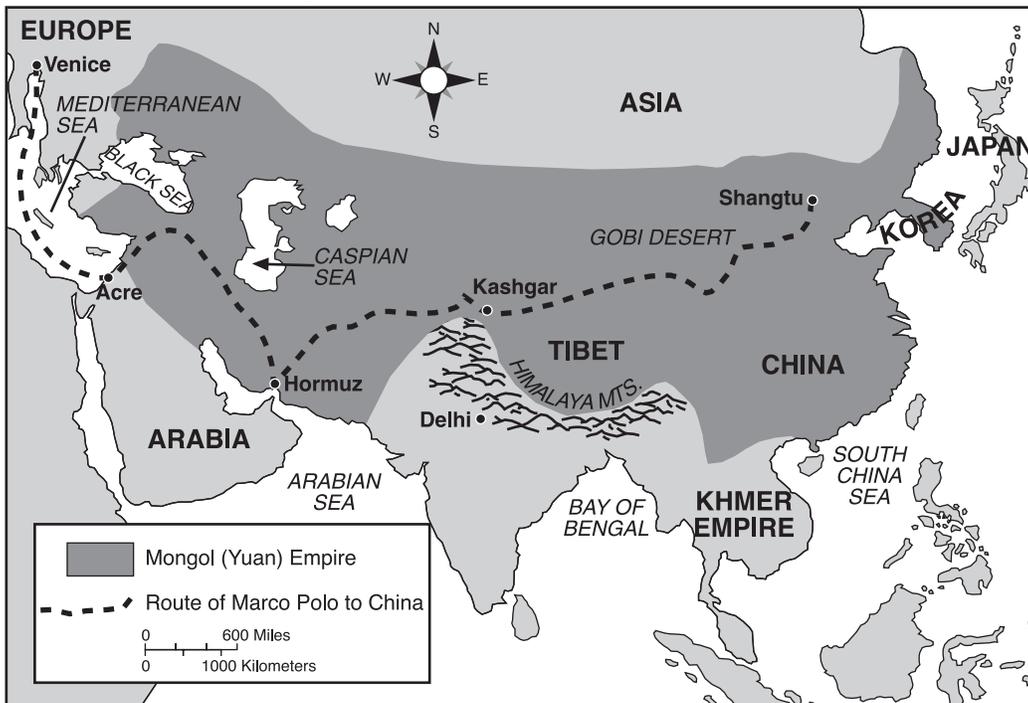
- (1) borders and elevations that were easy to defend
- (2) rich deposits of coal and iron ores
- (3) the means for irrigation and transportation
- (4) locations in regions of moderate climate and abundant rainfall

6 Hammurabi's Code, the Ten Commandments, and the Twelve Tables were all significant to their societies because they established

- (1) democratic governments
- (2) official religions
- (3) rules of behavior
- (4) economic systems

Base your answers to questions 7 and 8 on the map below and on your knowledge of social studies.

The Mongol (Yuan) Empire of Kublai Khan in 1280



Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO (adapted)

- 7 The information provided by the map indicates that in 1280 the Mongols controlled
- (1) areas of Africa, Asia, and Europe
 - (2) territory from eastern China to eastern Europe
 - (3) Japan and Korea
 - (4) all of Asia
- 8 What was the effect of the extensive Mongol Empire on the people who lived in Europe and Asia in the 1200s?
- (1) development of a common language
 - (2) adoption of Confucian ideas and practices
 - (3) expansion of Japanese cultural traditions
 - (4) significant increases in trade and travel

9 Which quotation from the teachings of Confucius is most similar to the Golden Rule from Judeo-Christian teaching?

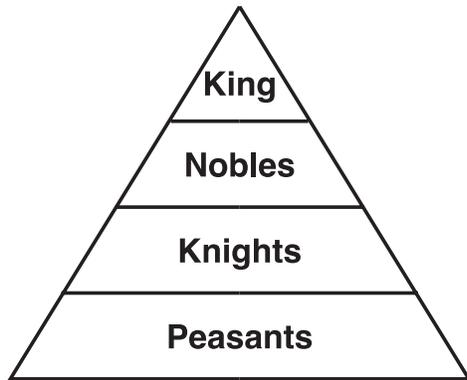
- (1) "If a ruler is upright, all will go well without orders."
- (2) "By nature, men are pretty much alike. It is learning and practice that set them apart."
- (3) "While a father or mother is alive, a son should not travel far."
- (4) "Do not do to others what you do not wish for yourself."

10 The West African kingdoms of Ghana, Mali, and Songhai experienced economic prosperity because they all

- (1) controlled vast reserves of oil and gold
- (2) traded with many other nations
- (3) maintained highly structured feudal systems
- (4) solved tribal conflicts within their empires

Base your answers to questions 11 and 12 on the illustration below and on your knowledge of social studies.

European Feudal System

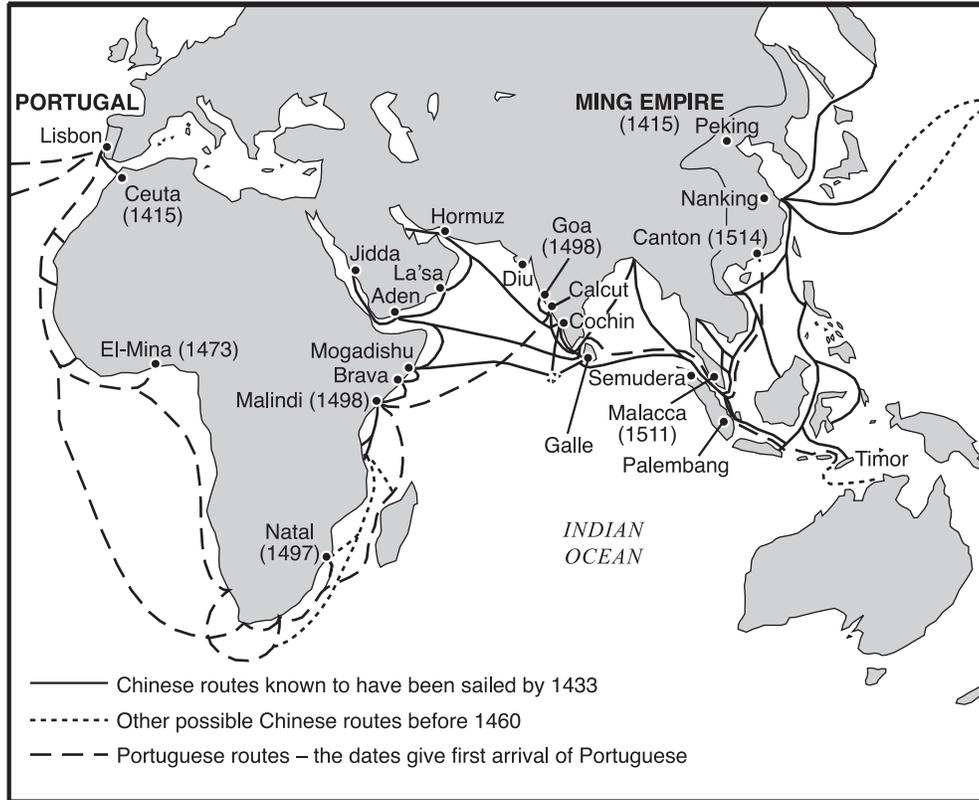


- 11 The illustration represents a society based on
- (1) social class
 - (2) educational achievement
 - (3) accumulated wealth
 - (4) political ability
- 12 This illustration suggests that the European feudal system was
- (1) designed to promote political and economic equality
 - (2) controlled by a powerful middle class
 - (3) intended to provide opportunities for social mobility
 - (4) supported by the labor of the peasants
-
- 13 “The countries beyond the horizon and from the ends of the Earth have all become subjects and to the most western of the western or the most northern of the northern countries however far away they may be.”
- Ming dynasty official
- The intent of this statement about the Ming dynasty was to
- (1) demonstrate supremacy and strength in China
 - (2) control the Mongols
 - (3) stop European imperialism
 - (4) impose Chinese culture and slavery on neighboring countries

- 14 Ibn Battuta and Marco Polo were similar in that both
- (1) ruled over vast empires that included diverse peoples
 - (2) produced written records of their extensive travels
 - (3) converted thousands of people to Christianity
 - (4) fought to free their people from Mongol rule
- 15 “Tedious were it to recount, how citizen avoided citizen, how among neighbours was scarce found any that shewed fellow-feeling for another, how kinsfolk held aloof, and never met, or but rarely; enough that this sore affliction entered so deep into the minds of men and women, that in the horror thereof brother was forsaken by brother, nephew by uncle, brother by sister, and oftentimes husband by wife; nay, what is more, and scarcely to be believed, fathers and mothers were found to abandon their own children, untended, unvisited, to their fate, as if they had been strangers. . . .”
- Giovanni Boccaccio, *The Decameron*
- The author of this passage was describing the
- (1) breakdown of social order during the bubonic plague
 - (2) power of special courts during the Inquisition
 - (3) treatment of native peoples in Latin American nations
 - (4) outcome of the famine in Ireland in the 1890s
- 16 The global transfer of foods, plants, and animals during the colonization of the Americas is known as the
- (1) Scientific Revolution
 - (2) Columbian Exchange
 - (3) New Imperialism
 - (4) Middle Passage
- 17 One way Martin Luther, John Calvin, and Henry VIII were similar is that they all were
- (1) Latin American revolutionary leaders
 - (2) Reformation leaders
 - (3) Impressionist painters
 - (4) divine right monarchs

Base your answers to questions 18 and 19 on the map below and on your knowledge of social studies.

A Comparison of Chinese and Portuguese Expeditions Until 1514



Source: Yong Yap and A. Cotterell, *Chinese Civilization from the Ming Revival to Chairman Mao*, St. Martin's Press (adapted)

- 18 Which statement can best be supported by the information on the map?
- (1) The Portuguese taught the Chinese their sailing knowledge.
 - (2) Portugal and China practiced isolationism throughout the 15th century.
 - (3) Only the Portuguese explored the east coast of Africa.
 - (4) The Portuguese and the Chinese were active explorers.
- 19 Which two explorers are associated with the travels shown on the map?
- (1) Ferdinand Magellen and Matthew Perry
 - (2) Christopher Columbus and Genghis Khan
 - (3) Vasco de Gama and Zheng He
 - (4) Francisco Pizarro and Marco Polo

Base your answer to question 20 on the map below and on your knowledge of social studies.

SPAIN AND PORTUGAL IN THE AMERICAS (1600)



Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO (adapted)

20 Which conclusion regarding early European settlements is best supported by the information on the map?

- (1) Portugal became the dominant colonial power in South America by 1600.
- (2) Geography made the interior of South America easy to explore.
- (3) Neither the Spanish nor the Portuguese developed major urban centers in Latin America.
- (4) In 1600, most of the land in South America was not settled by Europeans.

21 Which economic theory, developed in the 17th century, supported European colonialism?

- (1) socialism
- (2) mercantilism
- (3) bartering
- (4) feudalism

Base your answer to question 22 on the statements below and on your knowledge of social studies.

Speaker A: “The state of monarchy is supreme on earth: for kings are not only God’s lieutenants upon earth and sit upon God’s throne, but even by God himself they are called gods.”

Speaker B: “If government fails to fulfill the end for which it was established—the preservation of the individual’s right to life, liberty, and property—the people have a right to dissolve the government.”

Speaker C: “But what if the compact between the ruler and ruled is violated by the ruler? He thus becomes a tyrant, a criminal who forfeits his rights to the obedience of his subjects, who may now exercise their right to rebel and form a new compact.”

Speaker D: “The ruling authority in the state, the sovereign, must have supreme power, or society will collapse and the anarchy of the state of nature will return.”

22 Which two speakers would support absolutism?

- (1) A and D
- (2) B and C
- (3) C and D
- (4) A and B

23 Which list of French leaders is in the correct chronological order?

- (1) Louis XVI → Napoleon → Robespierre
- (2) Robespierre → Napoleon → Louis XVI
- (3) Louis XVI → Robespierre → Napoleon
- (4) Napoleon → Louis XVI → Robespierre

Base your answers to questions 24 and 25 on the quotations below and on your knowledge of social studies.

Quotation 1:

“The Humble ADDRESS and PETITION of
Thousands, who labor in the Cloth Manufactory.

SHEWETH, That the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires. . . .”

— *Leeds Woollen Workers Petition*, 1786

Quotation 2:

“In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its – first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them. . . .”

— *Letter from Leeds Cloth Merchants*, 1791

24 These quotations reveal different viewpoints associated with

- (1) the development of nationalism
- (2) the Bolshevik Revolution
- (3) Social Darwinism
- (4) the Industrial Revolution

25 Quotation 1 describes the situation in terms of

- (1) worker-management cooperation
 - (2) technological unemployment
 - (3) opportunities for unionism
 - (4) positive change
-

26 “When the legislative and executive powers are united in the same person, or in the same body of magistrates [government officials], there can be no liberty; because apprehensions [fears] may arise, lest the same monarch or senate should enact tyrannical laws to execute them in a tyrannical manner. . . .”

— Baron de Montesquieu, *Spirit of the Laws*

Which solution would Baron de Montesquieu offer to avoid the enactment of tyrannical laws?

- (1) granting freedom of speech
- (2) reinstating absolute monarchies
- (3) separating the branches of government
- (4) limiting natural laws

27 Which factors helped cause the defeat of Napoleon during his invasion of Russia?

- (1) the severe winters and large size of Russia
- (2) the many rivers and mountains of Russia
- (3) the coalition between the Russian czar and the democratic leaders
- (4) the well-trained and well-supplied Russian army

28 One of the most important motives for the European “Scramble for Africa” in the late 1800s was that Africa provided a source of

- (1) raw materials used in industry
- (2) religious inspiration
- (3) free labor for the Americas
- (4) technologically innovative practices

Base your answer to question 29 on the excerpt below and on your knowledge of social studies.

The White Man’s Burden

Take up the White Man’s burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.

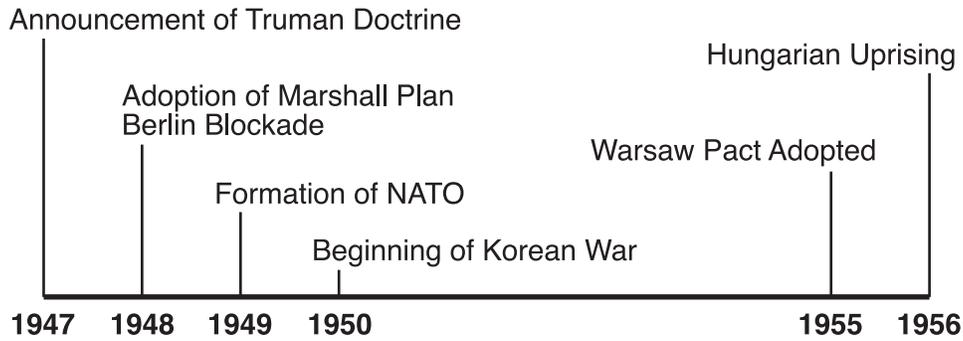
— Rudyard Kipling, 1899

29 The message of this poem was used by many Europeans to justify

- (1) industrialism
 - (2) feudalism
 - (3) imperialism
 - (4) fascism
-

- 30 Which social class controlled most of the political, economic, and social power in colonial Latin America?
- (1) peninsulares
 - (2) mestizos
 - (3) creoles
 - (4) native people
- 31 Which statement explains the decline in unemployment rates in Britain between 1914 and 1918?
- (1) World War I generated jobs at home in England and in the military.
 - (2) Many new jobs were available in Britain's African colonies.
 - (3) Assembly-line production of consumer goods required more workers.
 - (4) The British were buying huge amounts of war materials from the United States.
- 32 The Treaty of Versailles contributed to the economic collapse of Germany after World War I by
- (1) mandating economic reforms in Germany
 - (2) requiring that Germany pay for war damages
 - (3) placing a quota on goods exported from Germany
 - (4) devaluing German currency
- 33 A key principle of the economic theory of communism is
- (1) restoration of a bartering system
 - (2) organization of workers' unions
 - (3) government ownership of property
 - (4) privatization of business
- 34 "A civilized, international dress is worthy and appropriate for our nation, and we will wear it. Boots or shoes on our feet, trousers on our legs, shirt and tie, jacket and waistcoat—and of course, to complete these, a cover with a brim on our heads. I want to make this clear. This head-covering is called 'hat'."
- Kemal Atatürk
- The clothing rules established by Kemal Atatürk indicated that he wanted Turkey to
- (1) retain its traditional culture
 - (2) westernize its society
 - (3) give women equal rights
 - (4) establish Islamic fundamentalism
- 35 During World War II, which event occurred last?
- (1) German invasion of Poland
 - (2) Russian defense of Stalingrad
 - (3) United States bombing of Hiroshima and Nagasaki
 - (4) Japanese invasion of Manchuria
- 36 During World War II, the Allied invasion of France on D-Day (June 6, 1944) was significant because it
- (1) demonstrated the power of the atomic bomb
 - (2) resulted in a successful German revolt against Hitler and the Nazi Party
 - (3) led to the immediate surrender of German and Italian forces
 - (4) forced Germans to fight a two-front war
- 37 After World War II, the Soviet Union maintained control of many Eastern European nations mainly because these nations were
- (1) a source of new technology and skilled labor
 - (2) near warm-water ports on the Mediterranean Sea
 - (3) extensions of communist power
 - (4) members of the North Atlantic Treaty Organization (NATO)
- 38 One similarity in the actions of Ho Chi Minh and Jomo Kenyatta was that both leaders
- (1) introduced Western ideas to their societies
 - (2) established democratic forms of government
 - (3) led nationalist movements
 - (4) supported separation of church and state
- 39 Which statement describes the economic history of Japan since World War II?
- (1) Japan has been limited in industrial development by the occupation of the United States.
 - (2) Japan has developed a strong economic base built on the export of manufactured goods.
 - (3) Japan has withdrawn from the world economic community and has practiced economic self-sufficiency.
 - (4) Japan has concentrated on rebuilding its defense industries.

Base your answer to question 40 on the time line below and on your knowledge of social studies.



40 All the events on the time line show actions taken during the

- | | |
|---------------------------|----------------------------|
| (1) policy of appeasement | (3) decline of nationalism |
| (2) Cold War | (4) Green Revolution |

41 Since the 1980s, Chinese leaders have tried to improve China's economy by implementing a policy of

- (1) isolation
- (2) collectivization
- (3) limited free enterprise
- (4) representative government

42 During the Cold War, the Soviet Union and the democracies in the West competed for influence in the Middle East because of its

- (1) strategic location and valuable resources
- (2) vast fertile farmlands and rivers
- (3) large well-educated population
- (4) industrial potential

43 Which statement about the spread of nuclear weapons is a fact rather than an opinion?

- (1) Nations possessing nuclear weapons should not have to limit the production of weapons.
- (2) The spread of nuclear weapons was a smaller problem in the 1990s than it was in the 1970s.
- (3) The United States and Russia signed the Strategic Arms Limitation Treaties during the 1970s.
- (4) Only developing nations are concerned about the spread of nuclear weapons.

44 In the 1990s, what was the most severe threat to the physical environments of Brazil, Costa Rica, and the Democratic Republic of the Congo (Zaire)?

- (1) spread of urban centers
- (2) nuclear waste disposal
- (3) increased immigration
- (4) destruction of the rain forests

45 • Magna Carta signed by King John
• Habeas Corpus Act passed during the rule of Charles II
• Bill of Rights agreed to by William and Mary

These events in English history were similar in that they all

- (1) promoted religious freedom
- (2) limited the power of the monarch
- (3) provided universal suffrage
- (4) supported divine right theory

46 • Invention of the compass and astrolabe
• European dependence on spices from Asia
• Rise of nation-states in Europe

These developments influenced the start of the

- | | |
|-----------------|------------------------|
| (1) Crusades | (3) Reformation |
| (2) Renaissance | (4) Age of Exploration |

Base your answers to questions 47 and 48 on the excerpt below and on your knowledge of social studies.

Article 3: Everyone has the right to life, liberty and security of person. . . .

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. . . .

— *The Universal Declaration of Human Rights*

47 In which time period of Western history did thinkers first express these ideas in written form?

- | | |
|-----------------|-------------------|
| (1) Renaissance | (3) Enlightenment |
| (2) Reformation | (4) Middle Ages |

48 Which pair of 20th-century leaders most clearly violated these principles?

- (1) Anwar Sadat and Charles DeGaulle
- (2) Corazon Aquino and Margaret Thatcher
- (3) Jawaharlal Nehru and Reza Pahlavi
- (4) Pol Pot and Joseph Stalin

-
- 49 • Buddhism is introduced into Japan around A.D. 1200.
- Islam extends from the Middle East into Spain by A.D. 732.
 - Catholic and Protestant missionaries bring Christianity to Africa in the 1800s.

Each of these statements reflects the concept of

- | | |
|------------------------|------------------------|
| (1) cultural diffusion | (3) civil disobedience |
| (2) urbanization | (4) isolationism |

50 Which geographic characteristic is shared by both Greece and Japan?

- (1) navigable rivers
- (2) irregular coastline
- (3) tropical rain forests
- (4) abundant mineral resources

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **analyze** means “to determine the nature and relationship of the component elements”

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: Conflict

Differences among groups have often led to conflict.

Task:

Identify **two** ethnic, religious, political, and/or cultural conflicts and for **each**:

- Discuss the historical circumstances that led to the conflict
- Analyze the effect of this conflict on **two** groups involved

You may use any examples from your study of global history and geography. Some suggestions you might wish to consider include the persecution of Christians during the Roman Empire, the Reign of Terror, the Armenian massacres, the forced famine in Ukraine, the Holocaust, Apartheid in South Africa, the Killing Fields of Cambodia, the conflict in Northern Ireland, the Sandinistas in Nicaragua, and the Tiananmen Square rebellion.

You are *not* limited to these suggestions.

Do *not* use any conflict that occurred in the United States.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

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

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). 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:

A *turning point* is defined as a period in history when a significant change occurs. Three of these turning points were the *Neolithic Revolution*, the *Age of Exploration*, and the *collapse of communism in the Soviet Union*.

Task: Using 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:

Choose *two* of these turning points and for *each*:

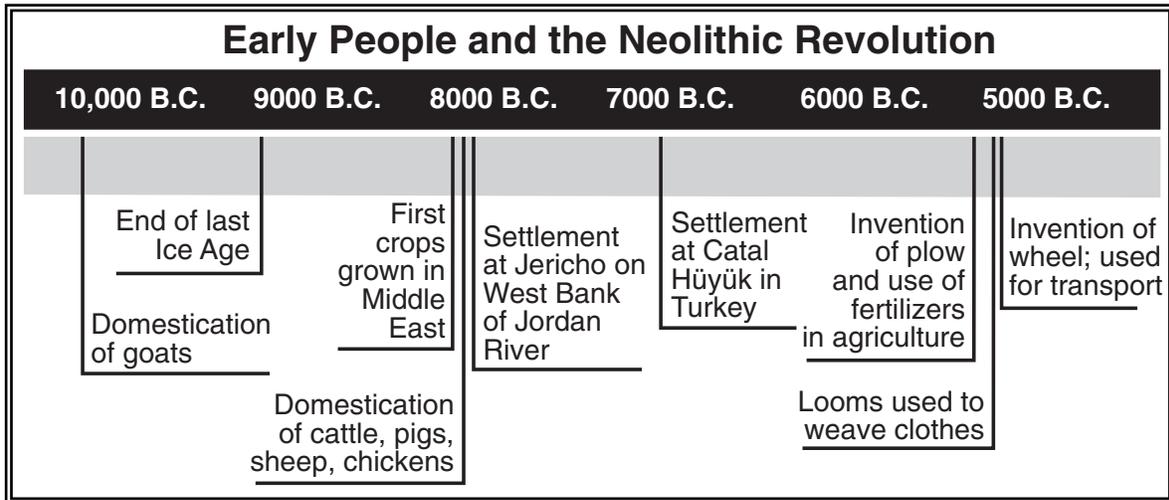
- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

Part A

Short-Answer Questions

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

Document 1



Source: Vivienne Hodges, *New York State Global History Regents Coach*, Educational Design, Inc. (adapted)

1 Based on this time line, identify **two** ways that people's lives changed during the Neolithic Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 2

My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .

I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.

One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .

“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .

“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .

I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO

2 Identify **one** way that progress during the Neolithic Revolution helped Ulana and her friends. [1]

Score

Document 3

Then, about 6000 B.C., and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called “Neolithic” (New Stone Age, as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this “period” as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered — in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing, as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning. . . .

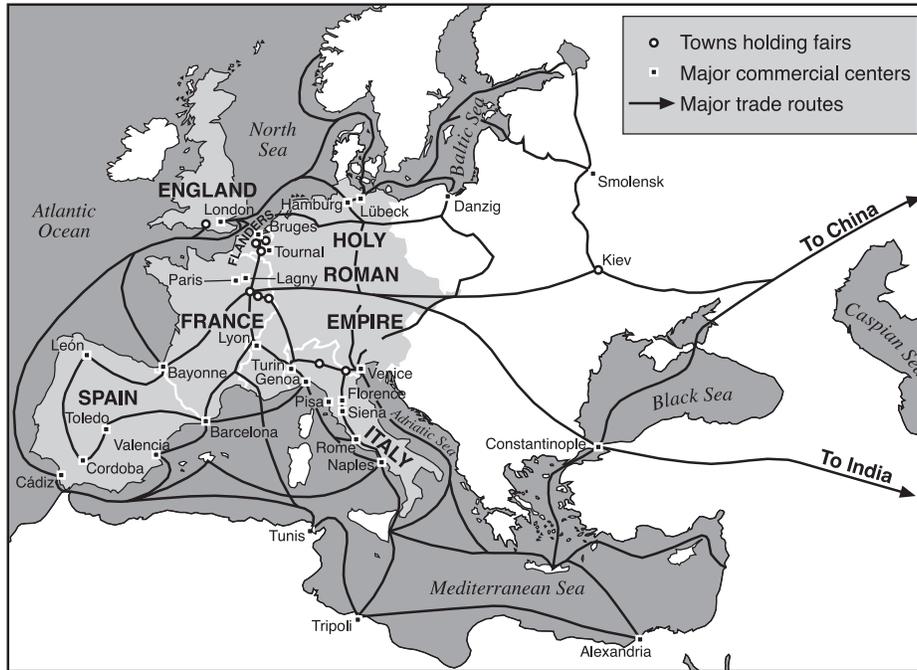
— William Howells, *Back of History*, Doubleday & Co.

- 3 Based on this document, identify **one** important result of the Neolithic Revolution. [1]

Score

Document 4A

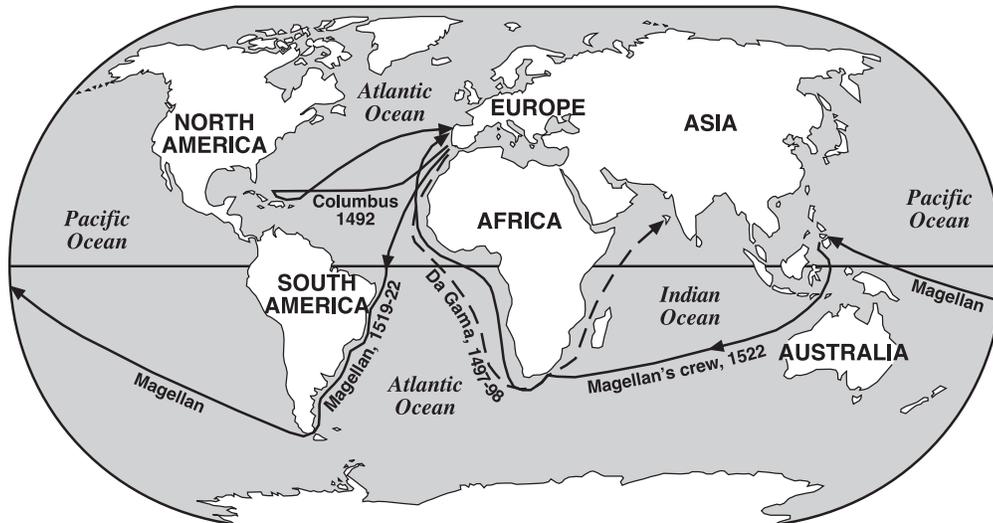
Trade in Medieval Europe



Source: Elisabeth G. Ellis et al., *World History: Connections to Today*, Prentice-Hall (adapted)

Document 4B

Voyages of Early European Explorers (1492–1522)



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

4 According to these maps, how did the early voyages of discovery change European trade routes? [1]

Score

Document 5

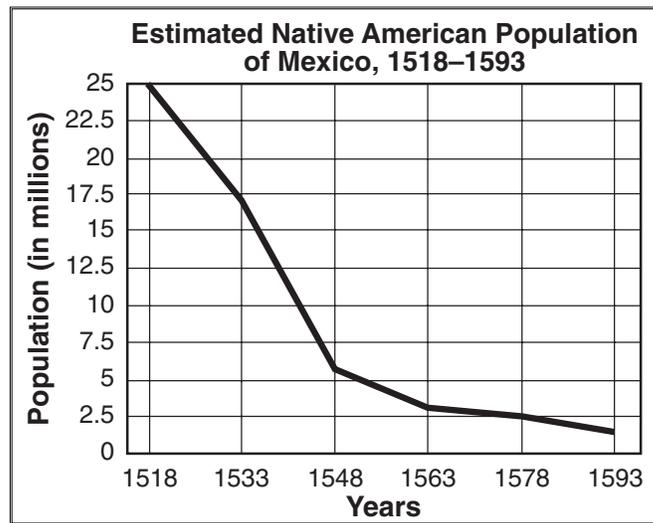
The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe's center was the Mediterranean. After 1492, Europe's orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

5 Based on this document, state **one** way Europe's focus on the world changed after 1492. [1]

Score

Document 6A

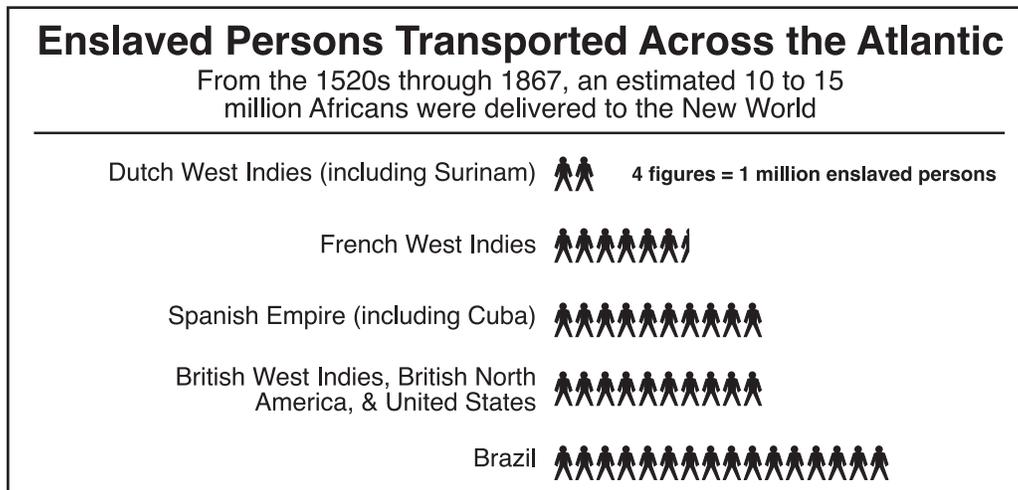


Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

6a Based on this document, identify **one** population change that took place in Mexico during the Age of Exploration. [1]

Score

Document 6B



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

b Based on this document, identify **one** population change in the Americas that began during the Age of Exploration. [1]

Score

Document 7

Glasnost and Perestroika

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.
2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms. . . .
6. Democratization: Decentralization of the Communist party, the Soviet government, and the Soviet economy. Increased democracy in the workplace. Greater freedom of political dissent. Improved possibilities to emigrate from the Soviet Union. . . .

Source: Thomas H. Naylor, *The Gorbachev Strategy*, D.C. Heath and Co.

7 Based on this document, identify **two** changes proposed by Gorbachev's program. [2]

(1) _____

Score

(2) _____

Score

Document 8

The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [doctrine] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

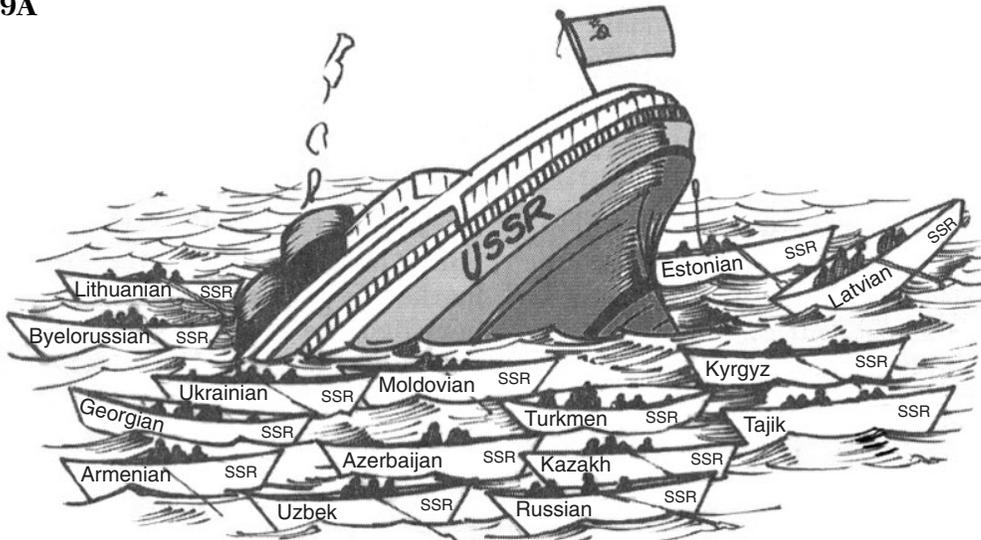
We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party
Central Committee Plenary Meeting, Moscow, February 5, 1990

- 8 Based on Gorbachev's proposal, state **one** change that the Communist Party needed to make to achieve perestroika. [1]

Score

Document 9A



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

Document 9B



Source: David Horsey, *Seattle Post-Intelligencer*

9 According to these cartoons, what were **two** effects of the collapse of communism in the Soviet Union? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

A *turning point* is defined as a period in history when significant change occurs. Three of these turning points were the ***Neolithic Revolution***, the ***Age of Exploration***, and the ***collapse of communism in the Soviet Union***.

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

Choose **two** of these turning points and for **each**:

- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2003 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

No.
Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

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The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Studying oral histories, archaeological evidence, and cultural histories are methods most often used by

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

2 When studying ancient civilizations, a geographer would be most interested in looking at

- (1) language as a form of expression
- (2) family structure
- (3) climatic influences on food production
- (4) standards for leadership

3 Most traditional societies are

- (1) closely linked to the natural environment
- (2) located near large urban areas
- (3) organized around complex economic systems
- (4) dependent on manufacturing

4 One way in which the Huang He, the Indus, and the Nile civilizations were similar is that they each

- (1) flourished by trading salt and gold
- (2) developed monotheistic religions
- (3) suffered repeated invasions
- (4) originated in river valleys

5 The Code of Hammurabi and the Twelve Tables were designed to

- (1) create a stable society
- (2) promote peaceful relations with other cultures
- (3) provide a framework for the development of democracy
- (4) emphasize the importance of life after death

6 The terms Brahma, dharma, and moksha are most closely associated with which religion?

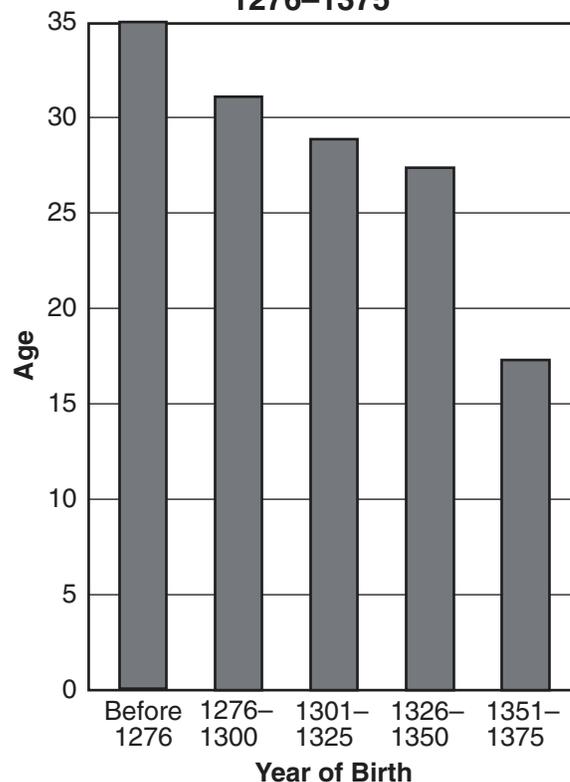
- (1) Judaism
- (2) Islam
- (3) Hinduism
- (4) animism

7 Constantinople became the center of the Byzantine Empire because

- (1) the pope had made it the capital of the Christian world
- (2) it was a religious center for Muslims
- (3) its location made it the crossroads of Europe and Asia
- (4) it was geographically isolated from surrounding empires

Base your answer to question 8 on the graph below and on your knowledge of social studies.

**Life Expectancy in Medieval England
1276–1375**



Source: *World History Strategies*, Glencoe (adapted)

8 The principal cause of the trend in England shown in the graph was

- (1) famine
- (2) disease
- (3) immigration
- (4) a lower birthrate

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.

The Mongol Empire 1300



Source: H. Braun, L. Forman, H. Brodsky, *Reviewing Global History and Geography*, AMSCO (adapted)

- 9 The purpose of the Great Wall was to
- (1) protect the Chinese from the nomadic tribes of northern and central Asia
 - (2) supply food from the south to Khanbalik (Beijing)
 - (3) control the flood waters of the Huang He and the Chang Jiang rivers
 - (4) protect the port city of Guangzhou
- 10 Which statement is best supported by the information on this map?
- (1) By 1300, the Mongol Empire had reached the Red Sea.
 - (2) The Mongol Empire controlled India and Japan by 1300.
 - (3) By 1300, most of Europe had been conquered by the Mongols.
 - (4) The Mongol Empire controlled a large portion of Asia by 1300.

- 11 One way in which the code of chivalry in Europe and the code of Bushido in Japan were similar is that both codes were intended to
- (1) help the ruler control his people
 - (2) guide the behavior of a warrior class
 - (3) benefit all the social classes
 - (4) support revolutionary ideas

- 12 Carefully drawn calligraphy, Zen gardens, and the tea ceremony are examples of
- (1) artifacts of Mansa Musa's Timbuktu
 - (2) the accomplishments of the Protestant Reformation
 - (3) early Japanese culture
 - (4) the achievements of Renaissance Florence

13 Which heading would be best for the partial outline below?

- I. _____
- A. Desire to be released from feudal obligations
 - B. Defense of the Holy Land
 - C. Forgiveness of sins
 - D. Desire for wealth from the Middle East

- (1) Reasons for the Reformation
- (2) European Motives for Fighting the Crusades
- (3) Causes of the Fall of the Roman Empire
- (4) Reasons for the Split Between the Eastern and Western Churches

14 During the 1500s, technological advances in navigation, naval engineering, and mapmaking contributed directly to the start of the

- (1) Gupta Empire
- (2) Mongol Empire
- (3) Age of Exploration
- (4) medieval guilds

15 The revival of Greek and Roman culture, the economic growth of Italian city-states in the 1400s, and the development of humanism were aspects of the

- (1) Age of Revolutions
- (2) Protestant Reformation
- (3) spread of Islam
- (4) European Renaissance

16 A direct result of the conquest of Tenochtitlán by Hernán Cortés in 1521 was the

- (1) expulsion of Jews and Muslims from Spain
- (2) establishment of Portuguese trade routes around Africa
- (3) fall of the Aztec Empire
- (4) conquest of the Kush Kingdom

17 The success of the triangular trade system depended on increasing

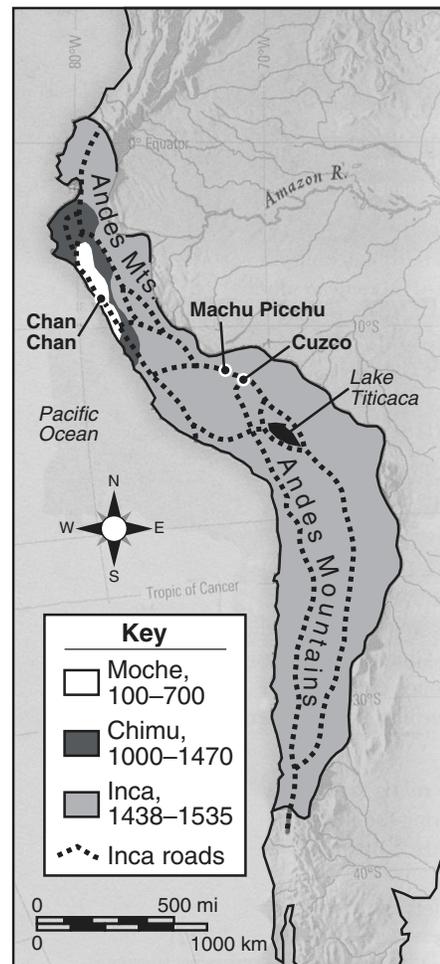
- (1) political independence of the Caribbean nations
- (2) emphasis on free trade in European nations
- (3) slave trade in the Western Hemisphere
- (4) industrialization of the South American colonies

18 The spread of Islam into the kingdoms of Ghana and Mali resulted from

- (1) imperialism
- (2) ethnocentrism
- (3) cultural diffusion
- (4) self-determination

Base your answer to question 19 on the map below and on your knowledge of social studies.

**South American Cultures
100–1535**



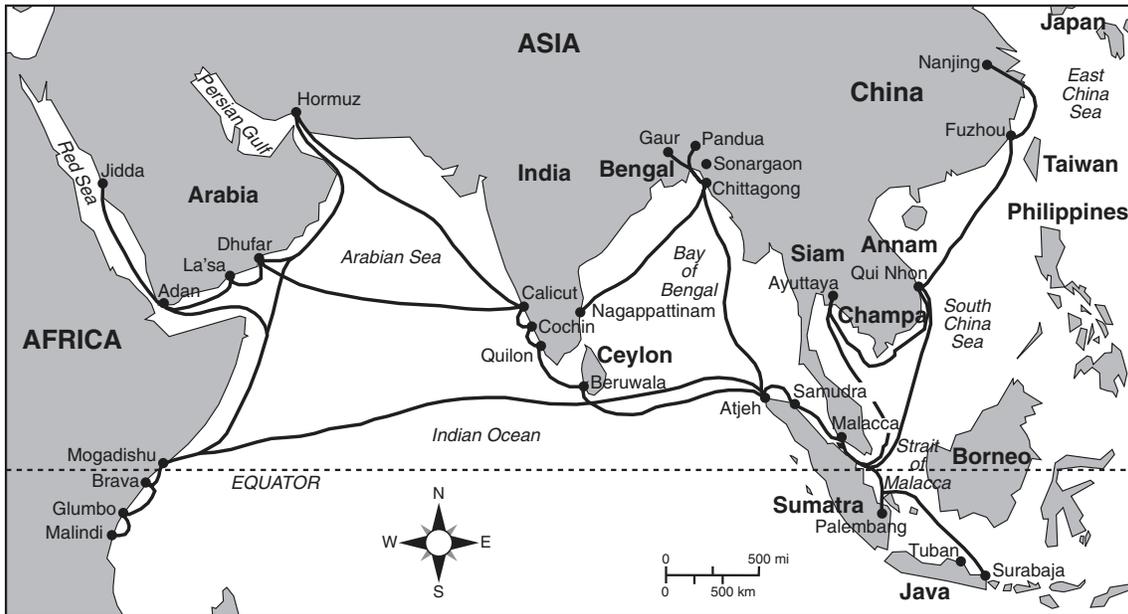
Source: *World History: Patterns of Interaction*, McDougal Littell

19 Which conclusion about Incan society could be drawn from the map?

- (1) An extensive road system connected all parts of the Empire for trade.
- (2) Their trade depended on many seaports.
- (3) Tropical climatic conditions existed throughout the empire.
- (4) A similar language unified the Inca civilization.

Base your answer to question 20 on the map below and on your knowledge of social studies.

Voyages of Zheng He During the Ming Dynasty of China



Source: Harriett Geller and Erwin M. Rosenfeld, *Global Studies, Volume I, Asia, Africa, and Latin America*, Barrons Educational Services, Inc. (adapted)

20 Which conclusion can be made about the Ming dynasty of China as a result of the travels of Zheng He?

- (1) China profited more from African trade than from Asian trade.
- (2) Islam became the dominant religion of China.
- (3) The Ming dynasty established trade routes to Europe.
- (4) Advanced navigation technology was available in China.

21 Which quotation was most likely made by an absolute monarch?

- (1) "The government that governs best, governs least."
- (2) "I am the state."
- (3) "The government must be based on a sound constitution."
- (4) "It is the parliament that must make the laws."

22 The Glorious Revolution in England resulted in the

- (1) strengthening of divine right rule
- (2) formation of a limited monarchy
- (3) weakening of Parliament's power of the purse
- (4) end of civil liberties guaranteed by the Petition of Right

23 One similarity of the Scientific Revolution and the Enlightenment is that both

- (1) had the support of the Roman Catholic Church
- (2) placed great value on traditional beliefs
- (3) emphasized the value of human reasoning
- (4) contributed to the end of feudalism

24 "Americans today, and perhaps to a greater extent than ever before, who live within the Spanish system, occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. . . ."

This quotation, written in September 1815, represents the views of

- (1) Martin Luther
- (2) Catherine the Great
- (3) Simón Bolívar
- (4) Adam Smith

25 “If man in the state of nature is free, if he is absolute lord of his own person and possessions, why will he give up his freedom? Why will he put himself under the control of any person or institution? The obvious answer is that rights in the state of nature are constantly exposed to the attack of others. Since every man is equal and since most men do not concern themselves with equity and justice, the enjoyment of rights in the state of nature is unsafe and insecure. Hence each man joins in society with others to preserve his life, liberty, and property.”

— John Locke, *Two Treatises of Government*, 1690

This statement provides support for the

- (1) elimination of laissez-faire capitalism
- (2) formation of government based on a social contract
- (3) continuation of absolute monarchy
- (4) rejection of the natural rights philosophy

26 Which 19th century ideology led to the unification of Germany and of Italy and to the eventual breakup of Austria-Hungary and of the Ottoman Empire?

- (1) imperialism
- (2) nationalism
- (3) liberalism
- (4) socialism

27 “Famine seems to be the last, the most dreadful resource of nature. The power of population is so superior to the power in the earth to provide subsistence for man, that premature death must in some shape or other visit the human race. . . .”

— Thomas Malthus, “Essay on Population,” 1798

This prediction proved to be wrong in part because of increases in

- (1) ethnic cleansing
- (2) farm productivity
- (3) the number of wars
- (4) the number of droughts

Base your answers to questions 28 and 29 on the passage below and on your knowledge of social studies.

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye. . . .”

— Charles Dickens, *Hard Times*

28 The author of this passage is describing conditions caused by the

- (1) Commercial Revolution
- (2) French Revolution
- (3) Industrial Revolution
- (4) Scientific Revolution

29 Which problem is the subject of this passage?

- (1) economic inequality
- (2) urban pollution
- (3) lack of child labor laws
- (4) poor transportation systems

30 The Meiji Restoration in Japan was prompted in part by

- (1) a fear that Japan would be colonized by western nations
- (2) the failure of Japanese expansion
- (3) the Shogun’s conversion to Christianity
- (4) a desire to stay isolated

31 Growing nationalism and militarism in Europe and the creation of secret alliances were

- (1) reasons for the rise of democracy
- (2) causes of World War I
- (3) requirements for economic development
- (4) reasons for the collapse of communism

Base your answer to question 32 on the table below and on your knowledge of social studies.

Defense Estimates of the Great Powers, 1870–1914

(in millions of pounds)

	1870	1880	1890	1900	1910	1914
Germany	10.8	20.4	28.8	41.0	64.0	110.8
Austria-Hungary	8.2	13.2	12.8	13.6	17.4	36.4
France	22.0	31.4	37.4	42.4	52.4	57.4
Great Britain	23.4	25.2	31.4	116.0	68.0	76.8
Italy	7.8	10.0	14.8	14.6	24.4	28.2
Russia	22.0	29.6	29.0	40.8	63.4	88.2

Source: A.J.P. Taylor, *The Struggle for Mastery in Europe: 1848–1918*, Oxford University Press (adapted)

32 Which statement is best supported by the data contained in the table?

- (1) Austria-Hungary could not afford a large military expenditure in 1880.
- (2) France spent the greatest amount of money on defense in 1900.
- (3) Germany rapidly increased its military spending after 1890.
- (4) Great Britain attempted to prepare for a long ground war.

33 The Japanese, the Germans, and the Italians pursued a policy of expansionism before World War II to gain

- (1) natural resources
- (2) warm-water ports
- (3) manufacturing plants
- (4) freedom of the seas

34 Which statement is most accurate concerning the effect of geography on the history of Poland?

- (1) Natural barriers have isolated and protected Poland.
- (2) The northern European Plain has made Poland vulnerable to invasion.
- (3) Mountains have restricted the diffusion of Polish culture.
- (4) The absence of seaports has limited Polish economic growth

35 The Japanese invasion of Manchuria in 1931 and Hitler's rebuilding of the German military in 1935 demonstrate the

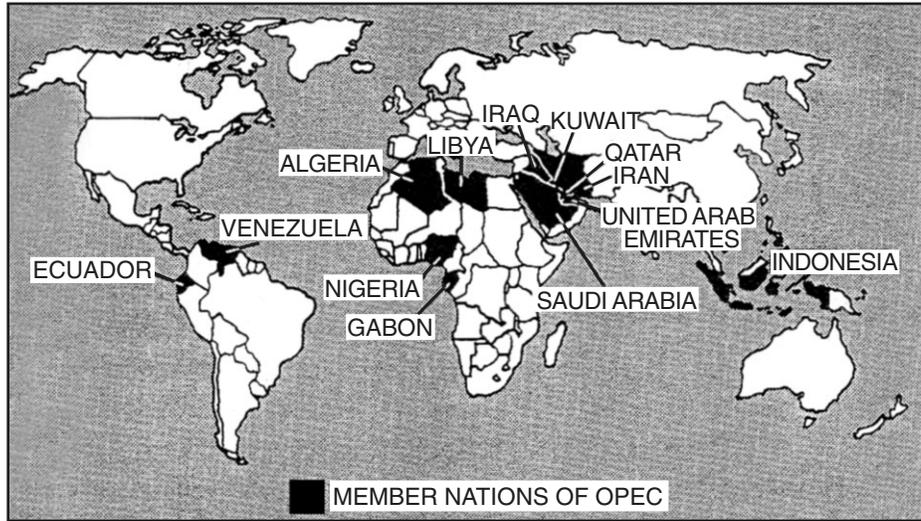
- (1) success of defensive alliances
- (2) fear of communist expansion
- (3) support for the Treaty of Versailles
- (4) failure of the League of Nations

36 Which action illustrates the concept of genocide?

- (1) the British negotiating peace with Adolf Hitler during the 1938 Munich Conference
- (2) Adolf Hitler and Joseph Stalin signing a nonaggression pact in 1939
- (3) the Nazi armies eliminating the Jews and other groups as part of Adolf Hitler's Final Solution
- (4) German generals plotting against Adolf Hitler

Base your answers to questions 37 and 38 on the map below and on your knowledge of social studies.

Member Nations of OPEC



Source: Killoran, Zimmer, and Jarret, *The Key to Understanding Global History*, Jarret Publishing

37 According to the map, which region of the world has the greatest number of nations belonging to the Organization of Petroleum Exporting Countries (OPEC)?

- (1) Middle East
- (2) Southern Africa
- (3) North America
- (4) Southeast Asia

38 The potential power of the member nations in OPEC lies in their

- (1) political influence in tropical regions
- (2) control of access to important religious sites
- (3) military control over strategic waterways
- (4) economic influence over industrialized nations

39 The purpose of the Marshall Plan was to

- (1) restore Japanese economic development
- (2) provide military aid to Middle Eastern allies
- (3) assure nationalist success in the Chinese civil war
- (4) provide for economic recovery in Western Europe

40 The Truman Doctrine, Korean War, crisis in Guatemala, and Soviet invasion of Afghanistan were all

- (1) reasons for the Industrial Revolution
- (2) examples of Japanese imperialism
- (3) events of the Cold War
- (4) causes of World War II

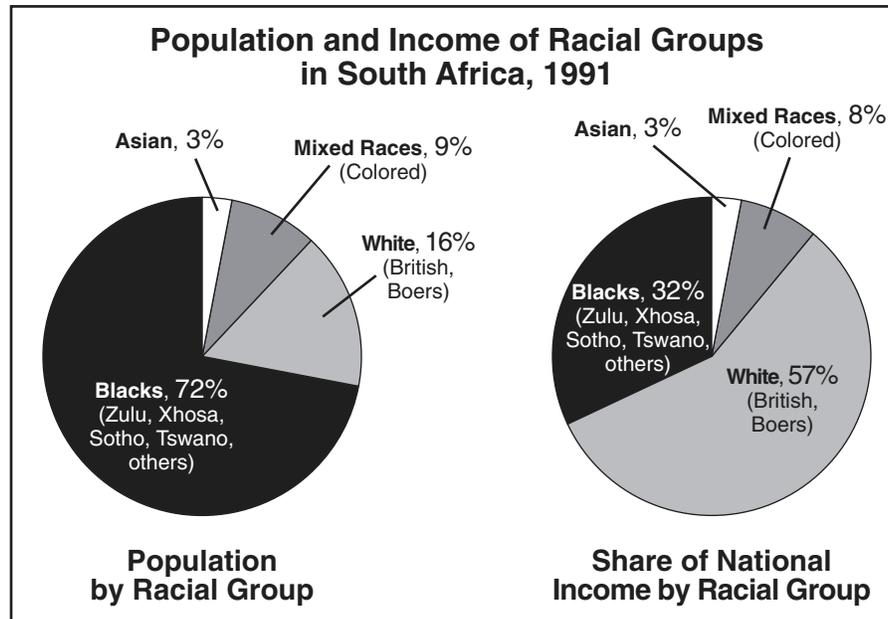
41 Mikhail Gorbachev instituted the policies of glasnost and perestroika to

- (1) reinforce the basic economic principles of communism
- (2) bring the Soviet Union into the European Economic Community
- (3) reform the Soviet Union politically and economically
- (4) gain acceptance for free political elections

42 During the late 20th century, in which area did deforestation become a serious problem?

- (1) Great European Plain
- (2) Amazon Basin
- (3) Deccan Plateau
- (4) Great Rift Valley

Base your answer to question 43 on the graphs below and on your knowledge of social studies.



Source: Killoran, Zimmer, and Jarrett, *The Key to Understanding Global History*, Jarrett Publishing Co.

- 43 The best conclusion that can be drawn from these graphs is that in 1991
- (1) the Boers outnumbered the British in South Africa
 - (2) the black population has decreased due to emigration
 - (3) Asians controlled a greater proportion of income in comparison to their population
 - (4) whites continued to control the largest amount of income after the end of apartheid

Base your answer to question 44 on the statements below that appeared in a newspaper in 1998.

“In response to the nuclear tests, people in New Delhi took to the streets lighting firecrackers, thanking Hindu gods, and crying out, ‘Bharat Mata Jai!’ (Victory to Mother India).”

“President Bill Clinton decided tonight to impose economic sanctions on India’s government for detonating three underground nuclear explosions.”

- 44 Which statement is supported by these two news excerpts?
- (1) India is falling behind in the race to develop nuclear weapons.
 - (2) The United States officially supports India’s nuclear weapons program.
 - (3) People in India and the United States have reacted very differently to India’s nuclear test.
 - (4) India’s development of nuclear weapons will improve chances for peace in the region.

45 The problems created by the deterioration of the Earth’s ozone layer and increases in the amounts of acid rain suggest a worldwide need for

- (1) rapid industrialization of developing economies
- (2) better health-care programs
- (3) nuclear-powered electric generating facilities
- (4) stricter pollution regulations

46 Since the 1960s, famine in many parts of the world has been reduced by

- (1) increased urbanization
- (2) global warming
- (3) laissez-faire capitalism
- (4) the Green Revolution

47 Which title best completes this partial outline?

I. _____

- A. Mass starvation in Ireland (1845–1850)
- B. Partition of India (1947)
- C. Latin Americans seeking jobs in the United States (post–World War II)
- D. Ethnic cleansing in the Balkans (1990s)

- (1) Causes of Global Migrations
- (2) Causes of Industrialization
- (3) Reasons for Colonialism
- (4) Reasons for Cultural Borrowing

48 *Developments in European History*

- A Protestant Reformation
- B Feudal Period
- C Industrial Revolution
- D Neolithic Revolution

Which set of events is listed in the correct chronological order?

- (1) $C \rightarrow A \rightarrow B \rightarrow D$
- (2) $D \rightarrow C \rightarrow B \rightarrow A$
- (3) $B \rightarrow D \rightarrow A \rightarrow C$
- (4) $D \rightarrow B \rightarrow A \rightarrow C$

49 Mahatma Gandhi and Jomo Kenyatta were similar in that both

- (1) supported colonial policies
- (2) sought to gain independence from Great Britain
- (3) led a worldwide boycott of British goods
- (4) used violent revolution to achieve their aims

50 • Sunnis and Shiites have different views about who should lead the Muslim faith.

- Today some Hindus follow caste rules more closely than others do.
- Most Buddhists belong to one of two main sects.
- Christianity is practiced by both Catholics and Protestants.

Which generalization is supported by the information in these four statements?

- (1) In many religions, a range of beliefs often exists.
- (2) A belief in a god is common to all religions.
- (3) A hierarchy of leadership exists in all religions.
- (4) Religion is becoming less important to people.

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

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

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”
- (d) **compare and contrast** means “to express similarities and differences”

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

Throughout history, political revolutions had many causes. These revolutions affected society and led to many changes. The changes may or may not have resolved the problems that caused the revolutions.

Task:

Choose **one** political revolution from your study of global history and geography and:

- Explain the **causes** of the revolution
- Describe the **effects** this political revolution had on society
- Evaluate whether the **changes** that resulted from the political revolution resolved the problems that caused it

You may use any example from your study of global history, but **do not use the American Revolution**. Some suggestions you might wish to consider include the French Revolution (1789), Mexican Revolution (1910), Russian Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), or Iranian Revolution (1979).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

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Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:

The geographic factors of location and availability of resources have affected the history of Great Britain and Japan.

Task: Using 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:

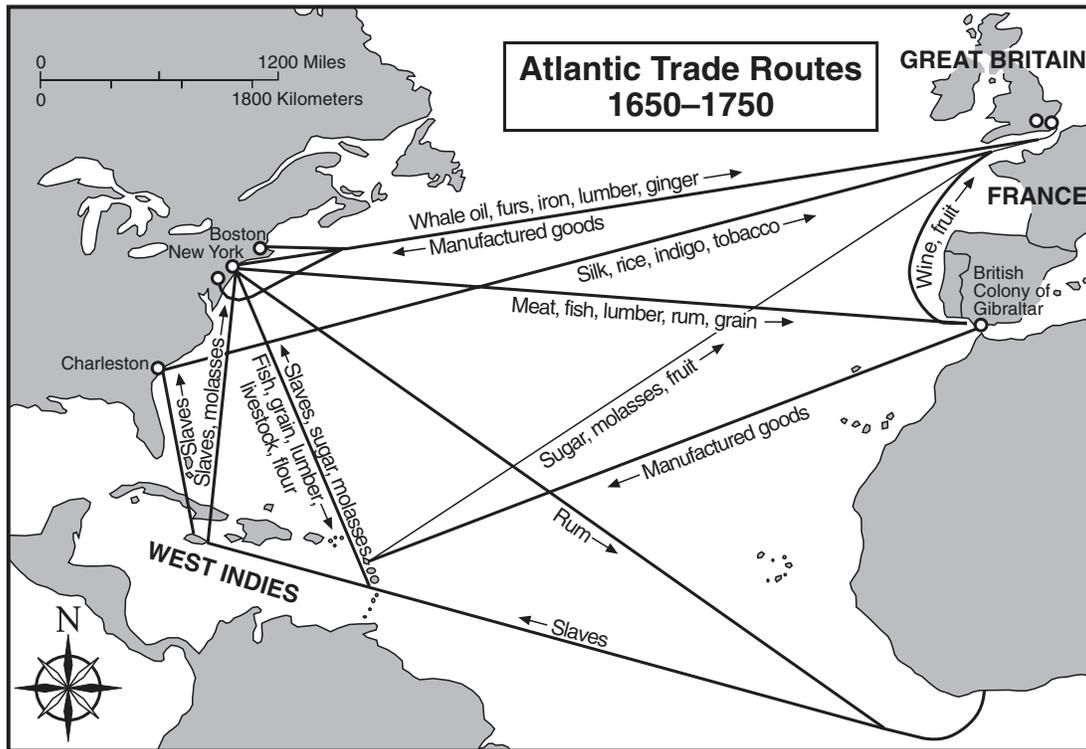
- Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

Part A

Short-Answer Questions

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

Document 1



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice-Hall (adapted)

1 What did Great Britain export along the Atlantic trade routes? [1]

Score

Document 2

In comparing the advantages of England for manufactures with those of other countries, we can by no means overlook the excellent commercial position of the country — intermediate between the north and south of Europe; and its insular situation [island location], which, combined with the command of the seas, secures our territory from invasion or annoyance. The German ocean, the Baltic, and the Mediterranean are the regular highways for our ships; and our western ports command an unobstructed [clear] passage to the Atlantic, and to every quarter [part] of the world.

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, A.M. Kelly

2 Based on this document, identify **two** ways England has benefited from its location. [2]

(1) _____

(2) _____

Score

Document 3

. . .England, however, has grown great in both respects. She is both a great colonial power and a great industrial power. And she has been fortunate in possessing the natural conditions necessary to success.

For industry and commerce, no less than the command of the seas, are limited by natural conditions. Modern manufactures cluster round coal-fields, where power can be had cheaply; the possession of good harbours is essential to maritime trade; a country where broad and gently-flowing rivers act as natural canals will have advantages in internal communications over a country broken up by mountain ranges. . . . When we recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbours are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than some seventy miles from the sea, we have not said all. . . .

Source: George T. Warner, *Landmarks in English Industrial History*, Blackie & Son Limited

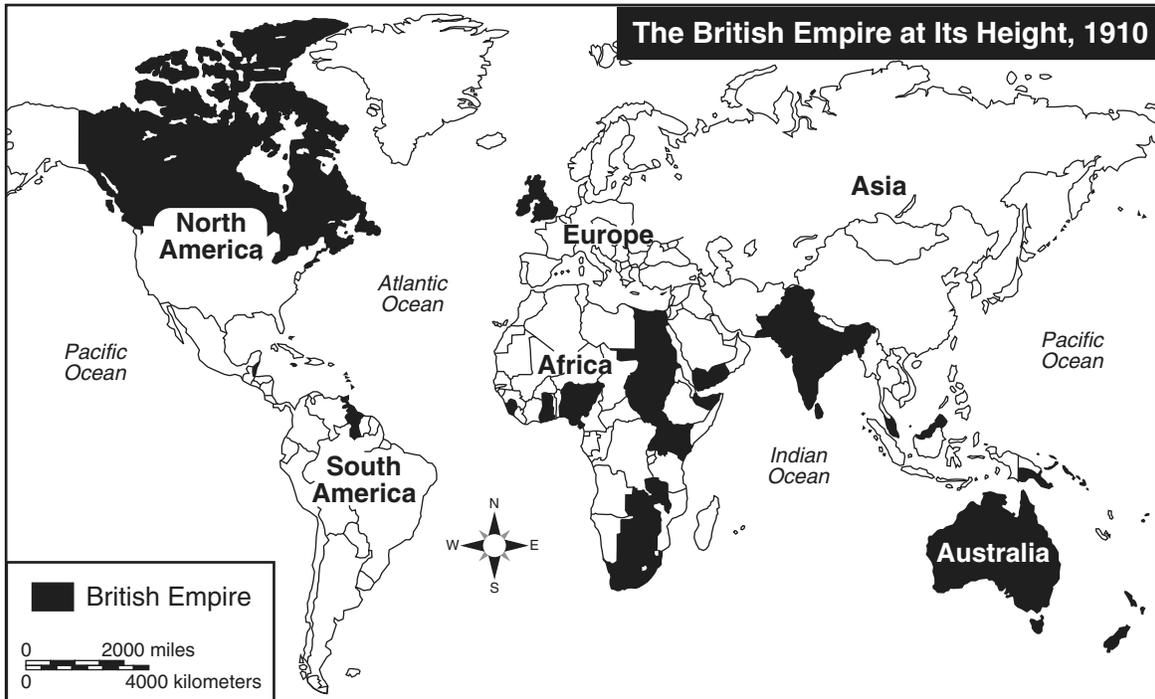
3 According to this document, what are **two** ways Great Britain has benefited from its geography? [2]

(1) _____

(2) _____

Score

Document 4



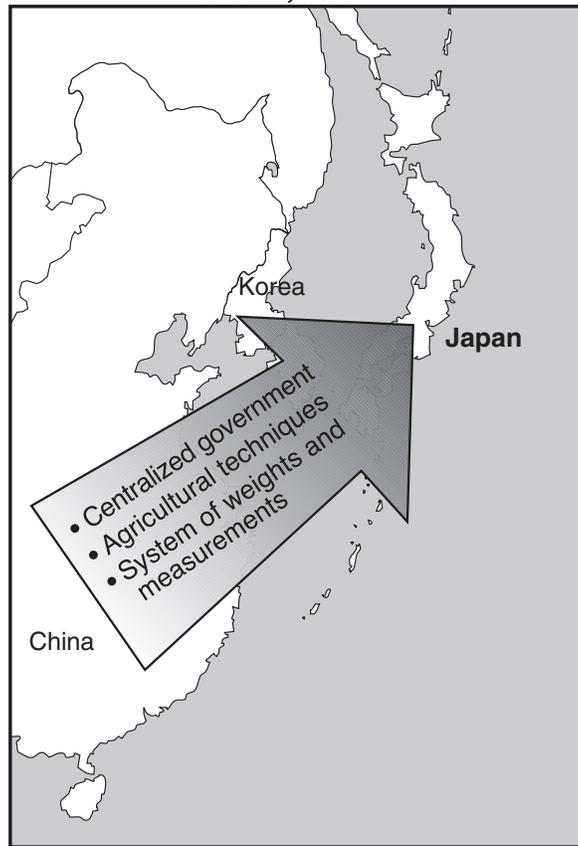
Source: Roger Beck and Linda Black et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

4 What does this map show about the extent of the British Empire in 1910? [1]

Score

Document 5

Cultural Diffusion from China
500–1,000 AD



5a What effect did Japan's location have on cultural diffusion from China? [1]

Score

b Identify **one** cultural contribution to Japanese society that came from China. [1]

Score

Document 6

. . .The geographical features of Japan have much in common with those of ancient Hellas [Greece]. In both there is the same combination of mountain, valley, and plain, [and] a deeply indented coastline, with its bays, peninsulas, and islands off the coast. Few places inland are far removed from the mountains, and none are really distant from the sea. . . .

The land was on all sides well protected, and yet also open to the sea; and in each case, too, there was free access for commerce and civilisation from early times. . . .

The deeply indented coastline of Japan provides a number of excellent harbours on the Pacific coast, and its shores abound in fish of all kinds, the rich supplies of which have for centuries constituted one of the chief articles of food of the people. The fishing industries have helped to provide Japan with a recruiting-ground for one of the strongest and most formidable navies of modern times. . . .

Source: Walter Weston, "The Geography of Japan in Its Influence on the Character of the Japanese People," in *The Japan Society of London, Transactions and Proceedings, XX* (1922–1923)

6 Based on this document, identify **two** ways geography affected the development of Japan. [2]

(1) _____

(2) _____

Score

Document 7

. . .The [Meiji] Restoration found Japan [1868–1912] practically an agricultural country, purely and simply. There were few, if any, industries of importance. The agriculturists [farmers] produced sufficient food to supply the nation, and Japan was in every sense self-supporting. Even the taxes were paid in rice, and farmers were ranked far higher than merchants. History showed the Japanese, however, that it is very difficult to maintain a high standard of national greatness when the revenue of the land and the prosperity of the people depends absolutely upon the fall of rain or the hours of sunshine. . . .

Besides the necessity, there was an additional reason to be found in the knowledge that industrial growth would add enormously to the power of the nation, not only in the Far East, but among European countries. It was recognized that industrial and commercial development was a much surer guarantee of greatness than military power, and that the conquest of markets was more efficacious [effective] than the destruction of armies and navies. In this proficiency Japan desired to be the England of the East

Source: Alfred Stead, *Great Japan: A Study of National Efficiency*, John Lane Company

7a Identify **one** feature of Japanese economic life before the Meiji Restoration. [1]

Score

b Identify **one** way in which the Meiji Restoration changed economic life in Japan. [1]

Score

Document 8



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History Connections to Today: The Modern Era*, Prentice-Hall (adapted)

8 Based on the information provided by this map, state **one** reason Japan would want to acquire Korea and Manchuria. [1]

Score

Part B

Essay

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

Historical Context:

The geographic factors of location and availability of resources have affected the history of Great Britain and Japan.

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

- Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
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- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here