

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Thursday, August 13, 1998 — 12:30 to 3:30 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 two nations are archipelagoes?
 - 1 Japan and the Philippines
 - 2 Egypt and Israel
 - 3 Spain and France
 - 4 Cuba and Mexico
- 2 Many Japanese industries use industrial diamonds from South Africa and oil from Indonesia to create consumer goods that are then exported to other nations. This situation demonstrates the concept of
 - 1 regionalism
 - 2 social mobility
 - 3 interdependence
 - 4 mercantilism
- 3 Which statement best describes an effect of the Opium War on China?
 - 1 The British expelled all Chinese from Hong Kong.
 - 2 The British victory led to spheres of influence in China.
 - 3 The British ended the importing of opium into China.
 - 4 The British established a parliamentary democracy in China.
- 4 Despite increasing contact with the Chinese prior to the 19th century, Europeans had little impact on China's culture mainly because
 - 1 the Chinese viewed their culture as superior to that of the Europeans
 - 2 the Europeans had forbidden their missionaries from going to China
 - 3 Japanese culture had become the dominant culture in China
 - 4 Confucian custom prohibited the Chinese from speaking to the Europeans
- 5 During the Communist-Nationalist civil war, Chiang Kai-shek lost the support of the Chinese people mainly because he
 - 1 refused to accept support from foreign nations
 - 2 defeated the forces of Deng Xiaoping
 - 3 signed an alliance with Great Britain
 - 4 ignored the needs of the peasant population

- 6 One aspect common to both Shinto and Taoism is a
 - 1 deep reverence and respect for nature
 - 2 belief in one God
 - 3 ban on the consumption of pork
 - 4 belief in the reincarnation of souls

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

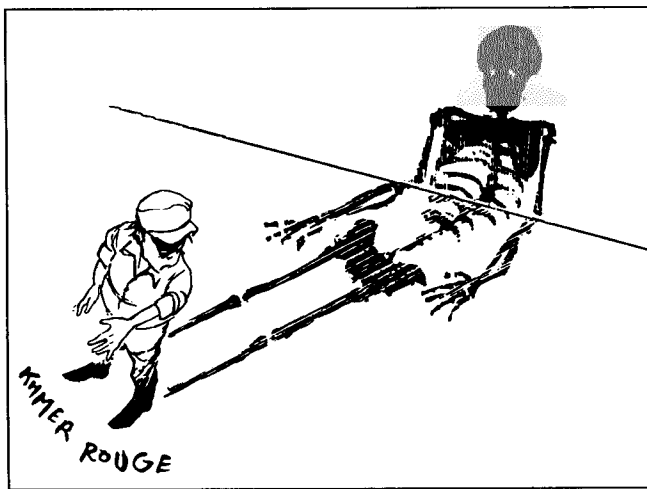
May our country
Taking what is good
And rejecting what is bad
Be not inferior
to any other.

— Mutsuhito

- 7 According to this Japanese poem, Mutsuhito believed Japan should modernize by
 - 1 completely changing Japanese society
 - 2 borrowing selectively from other societies
 - 3 controlling other cultures that were superior
 - 4 rejecting foreign influences
- 8 Japanese imperialism increased in Southeast Asia during the first half of the 20th century as a result of Japan's
 - 1 decision to join the League of Nations
 - 2 desire to spread Shinto
 - 3 attempts to impose capitalism in the region
 - 4 efforts to become a political and economic power
- 9 Which statement is valid about modern Japan?
 - 1 Most Japanese continue to worship the Emperor as a god.
 - 2 Japan is a nation that includes many ethnic minority groups.
 - 3 As an urban, industrialized nation, Japan continues to preserve many elements of its traditional culture.
 - 4 Japan's isolationist policies continue to limit its influence in world affairs.

- 10 A negative effect of the partitioning of India in 1947 was that
- 1 foreign rule was reestablished in India
 - 2 Hinduism became the only religion practiced in India
 - 3 the government policy of nonalignment further divided Indian society
 - 4 civil unrest, territorial disputes, and religious conflicts continued throughout the region
- 11 In India today, the caste system continues to have the most influence on Hindu people who
- 1 live in rural areas
 - 2 have been educated in the West
 - 3 attend colleges in India
 - 4 have industrial jobs in urban areas

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



BY DANZIGER FOR THE CHRISTIAN SCIENCE MONITOR

- 12 The main idea of the cartoon is that the Khmer Rouge
- 1 is responsible for the genocide practiced in Cambodia in the past
 - 2 is most responsible for the problem of over-population in Cambodia today
 - 3 continues to force an agrarian economy on Cambodia
 - 4 has widespread popular support

- 13 One way in which Singapore, Hong Kong, and Taiwan are similar is that each
- 1 is currently experiencing ethnic conflicts
 - 2 was formerly controlled by the Soviet Union
 - 3 has a free-market economy
 - 4 is currently controlled by a communist government
- 14 One major effect of the European slave trade on Africa was that the slave trade
- 1 strengthened the traditional African economic systems
 - 2 led to a rapid decrease in tribal warfare
 - 3 hastened the decline of African kingdoms
 - 4 increased the number of trade routes across the Sahara
- 15 Which statement about the European partitioning of Africa in the 1800's is most accurate?
- 1 Europeans drew colonial borders based on African tribal boundaries.
 - 2 The African Continent was divided equally among the colonial powers.
 - 3 European control did much to improve the economies of most tribal groups.
 - 4 African cultural and ethnic traditions were often ignored by colonial governments.
- 16 In the Republic of South Africa, pass laws were abolished in 1986, segregation in public places was ended in 1990, and the remaining apartheid laws were abolished in 1994. These events were partially the result of the
- 1 increasing influence of the white minority government
 - 2 success of the economic sanctions placed on South Africa by many foreign nations
 - 3 defeat of Nelson Mandela in the 1994 South African election
 - 4 United Nations expelling South Africa from the organization
- 17 Which characteristic is common to the Maya, Aztec, and Inca civilizations?
- 1 advancement of scientific knowledge
 - 2 origin in the Andes Mountains
 - 3 equality of all members of society
 - 4 territorial expansion without warfare

- 18 Since the Cuban Revolution of 1959, a major goal of the government of Fidel Castro has been to
- 1 strengthen its political ties to the United States
 - 2 convince Latin American nations to withdraw from the United Nations
 - 3 encourage large United States corporations to invest in Cuba
 - 4 reform Cuban society using socialist ideals
- 19 Economic development in Latin American nations has been hindered most by
- 1 a scarcity of goods produced for trade and a lack of natural resources
 - 2 governments that are primarily concerned with preserving the environment
 - 3 problems of overpopulation, land distribution, and a lack of investment capital
 - 4 corporations that are not interested in the use of modern technology
- 20 Which statement is most accurate about Latin America today?
- 1 Elections in several Central and South American nations have brought communist governments to power.
 - 2 Military governments or dictatorships have been replaced by democracies in many Latin American nations.
 - 3 Most Latin American governments are encouraging subsistence agriculture.
 - 4 Debts owed to most foreign nations have been paid.
- 21 An important achievement of the Golden Age of Muslim culture was the
- 1 preservation of ancient Greek and Roman ideas
 - 2 development of gunpowder
 - 3 establishment of trade with South America
 - 4 emergence of feudalism as a unifying force
- 22 Which situation has limited economic development in much of the Middle East?
- 1 abundance of water resources
 - 2 political instability
 - 3 geographic isolation
 - 4 lack of deep-water seaports
- 23 Which term refers to the Jewish movement to establish a homeland in Palestine?
- 1 Zionism
 - 2 secularism
 - 3 animism
 - 4 Marxism
- 24 The 1979 signing of the Camp David accords led directly to
- 1 the assassination of Israeli Prime Minister Menachem Begin
 - 2 Palestinian self-rule in the West Bank and Gaza Strip
 - 3 a military alliance between Arab nations
 - 4 a formal peace agreement between Egypt and Israel
- 25 A nation governed by Islamic fundamentalists would be most likely to
- 1 allow many different interpretations of the Koran
 - 2 adopt the values and culture of the West
 - 3 emphasize the traditional beliefs and values of the religion
 - 4 promote active participation of women in government
- 26 All citizens in ancient Athens had the right to attend the Assembly, where they could meet in open discussion and cast votes. This situation is an example of
- 1 direct democracy
 - 2 totalitarianism
 - 3 parliamentary democracy
 - 4 absolutism
- 27 Which statement about the social structure in Europe during the Middle Ages is most accurate?
- 1 The nobles encouraged social mobility.
 - 2 The practices of the Catholic Church led to the development of a classless society.
 - 3 Sharp class distinctions divided European society.
 - 4 Industrialization led to the growth of socialism throughout Europe.
- 28 As the Middle Ages ended, the rise of a middle class in western Europe can be attributed to the
- 1 economic policies of the Roman Empire
 - 2 increase in trade that resulted from the Crusades
 - 3 strength of Christianity in medieval Europe
 - 4 self-sufficiency of the manor system

- 29 In the 17th and 18th centuries, the theory of divine right was most often used to justify the
- 1 involvement of the peasants in making political decisions
 - 2 introduction of free trade policies
 - 3 supreme power of the Catholic Church
 - 4 establishment of an absolute monarchy
- 30 In western Europe, the Protestant Reformation brought an end to
- 1 the colonial period
 - 2 strong central governments
 - 3 religious unity
 - 4 market economies
- 31 A primary cause of the French Revolution in 1789 was the
- 1 increasing dissatisfaction of the Third Estate
 - 2 rise to power of Napoleon Bonaparte
 - 3 actions of Prince Metternich
 - 4 execution of Louis XVI
- 32 Karl Marx and Friedrich Engels encouraged workers to improve their economic conditions by
- 1 overthrowing the capitalist system
 - 2 increasing the tax rate
 - 3 supporting small regional governments
 - 4 establishing tariffs
- 33 Which statement best explains why many Germans became discontented with the Weimar Republic in the early 1930's?
- 1 The failure to slow population growth in Germany had created shortages of basic necessities.
 - 2 The leaders of the German Government were not elected by universal suffrage.
 - 3 The German Government had refused to join the League of Nations.
 - 4 Germany was experiencing widespread unemployment and other economic problems.
- 34 The formation of the North Atlantic Treaty Organization (NATO) and the European Union (EU) are examples of Western Europe's
- 1 responses to the oil embargo of 1974
 - 2 attempts to solve mutual problems
 - 3 efforts to maintain control of colonial empires
 - 4 struggles for economic self-reliance
- 35 Which group had the greatest influence on early Russian culture?
- 1 Franks
 - 2 Ottoman Turks
 - 3 Byzantine Empire
 - 4 Roman Catholic Church
- 36 One similarity between Russia under the czars and the Soviet Union under Joseph Stalin is that in both types of government these leaders
- 1 tried to reduce their nation's influence in world affairs
 - 2 developed policies to limit industrial growth
 - 3 supported the creation of a national church
 - 4 established an authoritarian form of government
- 37 One similarity between V. I. Lenin's New Economic Policy and Mikhail Gorbachev's policy of perestroika is that both policies
- 1 supported collectivization of farms in the Soviet Union
 - 2 allowed some aspects of capitalism in the Soviet economy
 - 3 increased citizen participation in the Soviet Government
 - 4 strengthened governmental control over the Soviet Republics
- 38 In the late 1980's, Mikhail Gorbachev's decision to stop interfering in the internal affairs of Eastern European nations led directly to
- 1 the collapse of the free-market economies in the region
 - 2 an increase in Cold War tensions
 - 3 a renewal of religious violence between Orthodox Christians and Russian Jews
 - 4 the collapse of the communist governments in the region
- 39 In many developing nations, rising levels of pollution and continued housing shortages are a direct result of
- 1 increased urbanization
 - 2 a reliance on single-crop economies
 - 3 changing climatic conditions
 - 4 increasing nationalism

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

World Oil Reserves by Region and Availability		
Region	Oil Reserves (billion barrels)	Availability (number of years)
Middle East	660	110
Latin America	125	51
Former Soviet Union & Eastern Europe	60	13
Africa	59	28
Asia, Australia, & New Zealand	47	20
North America	42	10
Western Europe	18	13
World	1,011	44

Source: *State of the World 1991*, W.W. Norton

40 Which conclusion about world oil reserves can best be drawn from the information in the chart?

- 1 Most of the people in Latin America are employed by the oil industry.
- 2 Searching for alternative fuel sources is no longer necessary.
- 3 The Middle East accounts for less than half the world's oil reserves.
- 4 The former Soviet Union and Eastern Europe have fewer years of oil reserves available than Africa does.

41 Genocide in Rwanda, apartheid in South Africa, and labor camps for dissidents in the Soviet Union are all examples of

- 1 war crimes
- 2 acts of international terrorism
- 3 violations of human rights
- 4 civil disobedience

42 Why are the Suez Canal, the Strait of Hormuz, the Dardenelles, and the Bosphorus strategic waterways?

- 1 The nation that controls these waterways can have economic control over other nations.
- 2 They are natural geographic boundaries and have often separated warring nations.
- 3 They are located along the Tropic of Cancer, the Equator, or the Tropic of Capricorn.
- 4 The nations that adjoin these waterways depend on them as a source of fresh water.

43 Economic sanctions were imposed against Saddam Hussein in Iraq and Fidel Castro in Cuba in an effort to

- 1 encourage exports to those nations by removing tariffs
- 2 force these leaders from power by isolating their nations from the world community
- 3 increase the power of the military forces of those nations
- 4 prevent smaller regional conflicts from turning into larger global conflicts

44 During the 1990's, the Chechens, the Sikhs, and the Tibetans have all protested their lack of

- 1 membership in the European Union
- 2 economic stability
- 3 independent homelands
- 4 representation in the Arab League

- 45 The Dome of the Rock, Chichén Itzá, and the Hagia Sophia were built for the purpose of
- 1 religious worship
 - 2 public punishment
 - 3 trade
 - 4 government
- 46 One difference between the war in Korea in the early 1950's and the war in Vietnam in the late 1960's is that
- 1 the United Nations played a major role in ending the war in Vietnam, but a minor role in ending the war in Korea
 - 2 tactical nuclear weapons were used in Korea, but not in Vietnam
 - 3 after the wars ended, Korea remained a divided nation, but Vietnam was reunited under a communist government
 - 4 United States forces played a minor role in the war in Korea, but a major role in the war in Vietnam

- 47 "Take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

— Elie Wiesel, Holocaust survivor

Based on this quotation, which situation would have most concerned Elie Wiesel?

- 1 formation of the United Nations
 - 2 the world's initial reaction to ethnic cleansing in Bosnia
 - 3 Arab reaction to the creation of Israel in 1948
 - 4 dismantling of the Berlin Wall
- 48 In the spring of 1998, which two nations caused world concern with their underground testing of nuclear weapons?
- 1 Japan and Egypt
 - 2 Mexico and Chile
 - 3 Germany and Cuba
 - 4 India and Pakistan

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

- 1 In the 20th century, many nations or regions have faced various crises that have led to international efforts to resolve those crises.

Nations/Regions in Crisis

Manchuria in 1931
Poland in 1939
South Korea in 1949
Egypt in 1956
Kuwait in 1991
Somalia in 1992
Bosnia in 1995

Select *three* nations or regions in crisis and for *each* one selected:

- Explain why the situation in the nation or region was considered a crisis
- Identify an international group or organization that attempted to resolve the crisis and discuss the extent to which that international effort was successful [5,5,5]

2 Leaders must often deal with specific events or problems facing their nations.

Leaders — Nations

Queen Isabella I — Spain
Elizabeth I — England
Peter the Great — Russia
Maximilien Robespierre — France
Kemal Atatürk — Turkey
Joseph Stalin — Soviet Union
Mao Zedong — China

Select *three* of the leaders listed and for *each* one selected:

- Identify a specific event or problem the leader faced in his or her nation
- Discuss an action taken by the leader dealing with that event or problem
- Discuss *one* effect of that action on the leader's nation [5,5,5]

3 Religions and philosophies have influenced various cultures in many areas of the world.

Religions/Philosophies

Animism
Buddhism
Christianity
Confucianism
Islam
Judaism

Select *three* religions or philosophies listed and for *each* one selected:

- Identify a specific region or nation where that religion or philosophy has had significant influence [Do *not* use the United States in your answer.]
- Describe *one* specific belief or practice of that religion or philosophy [You must use a different belief or practice for each religion selected.]
- Explain a lasting impact of that religion or philosophy on a culture in the nation or region [5,5,5]

- 4 Geographic factors have often had a negative impact on the history and culture of many regions of the world.

Regions

Africa
Asia
Europe
Latin America
Middle East

- a* Select *three* regions from the list and for *each* region selected:
- Identify *one* geographic factor that has had a *negative* impact on the region [You must use a different type of geographic factor for each region selected.]
 - Identify *one* specific nation from the region affected by the geographic factor
 - Discuss a specific problem related to the geographic factor in that nation [4.4.4]
- b* For *one* nation selected in part *a*, discuss how that nation has tried to overcome the problem associated with the geographic factor you identified. [3]

- 5 Inventions and technological advances often lead to major change in societies.

Societies

Ancient Egyptian (3500–1090 B.C.)
Maya (300–900)
Islamic (600–1200)
Western European (1400–1700)
British (1700–1900)
Japanese (1853–present)
South Asian (1970–present)

Select *three* societies from the list and for *each* one selected:

- Identify and describe an invention or a specific technological advance associated with that society [You must use a different invention or technological advance for each society selected.]
- Discuss a social, political, or economic effect of that invention or technological advance on that society [5.5.5]

- 6 In the 20th century, many instances of human rights violations have occurred. Several groups whose human rights have been violated are listed below.

Groups

Chiapas Indians in Mexico
Women in China
Political dissidents in the Soviet Union
Jews in Europe
Indigenous peoples in Brazil
Kurds in Iraq
Untouchables in India

Select *three* groups from the list and for *each* one selected:

- Describe a specific way this group's human rights have been violated
- Explain a historical, political, economic, *or* cultural factor that led to this human rights violation [5.5.5]

- 7 Imperialism, colonialism, and independence movements are major forces that have changed the relationships between people in many different areas of the world.

a Identify *one* imperialistic European nation and select *one* specific nation or region in Asia, Africa, Latin America, or the Middle East that was controlled by the European power you identified. [2]

b Explain why that European nation chose to become imperialistic. [3]

c Explain the impact of imperialism on the people and culture of the nation or region under European control. [5]

d Describe the way the nation or region under European control became independent. [5]

Tear Here

Tear Here

GLOBAL STUDIES

Thursday, August 13, 1998 — 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, and write your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Rater's Initials:

Total

PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	54
45	53
44	52
43	51
42	51
41	50
40	49
39	48
38	48
37	47
36	46
35	45
34	45
33	44
32	43
31	43
30	42
29	41
28	40
27	40
26	39
25	38
24	37

No. Right	Credits
23	37
22	36
21	35
20	35
19	34
18	33
17	32
16	32
15	31
14	30
13	29
12	29
11	27
10	24
9	22
8	19
7	17
6	15
5	12
4	10
3	7
2	5
1	2
0	0

- 1..... 25.....
- 2..... 26.....
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- 16..... 40.....
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- 18..... 42.....
- 19..... 43.....
- 20..... 44.....
- 21..... 45.....
- 22..... 46.....
- 23..... 47.....
- 24..... 48.....

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

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

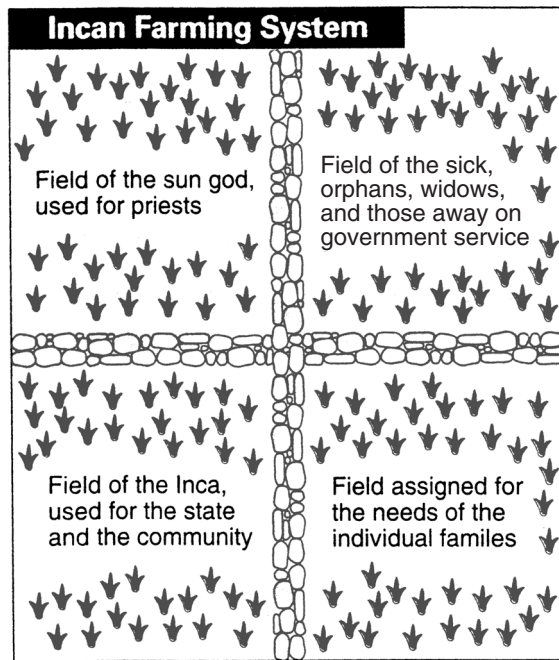
- (1) across the Atlantic Ocean
(2) from rural lands to urban areas
(3) in search of additional food sources
(4) for religious freedom

- 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
 - (2) Vikings
 - (3) Jews
 - (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
 - (2) road system
 - (3) gunpowder
 - (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
- (2) B
- (3) C
- (4) D

23 Which nation was most likely governed by *Speaker D*?

- (1) Russia
- (2) France
- (3) Spain
- (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.

Japanese Imperialism, 1875–1910



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

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?

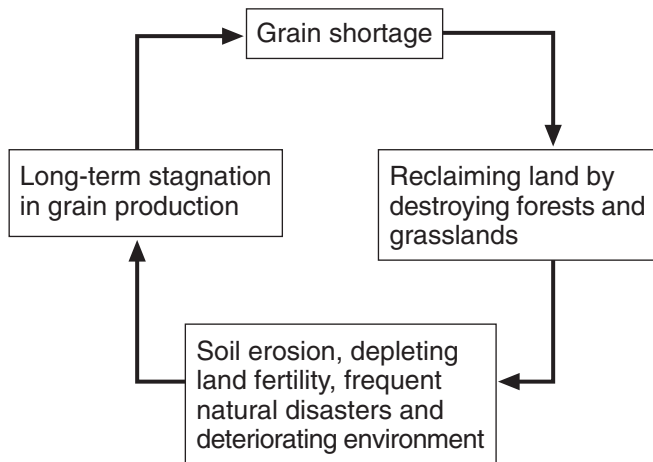
- I. African Nationalists of the 20th Century

 - 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

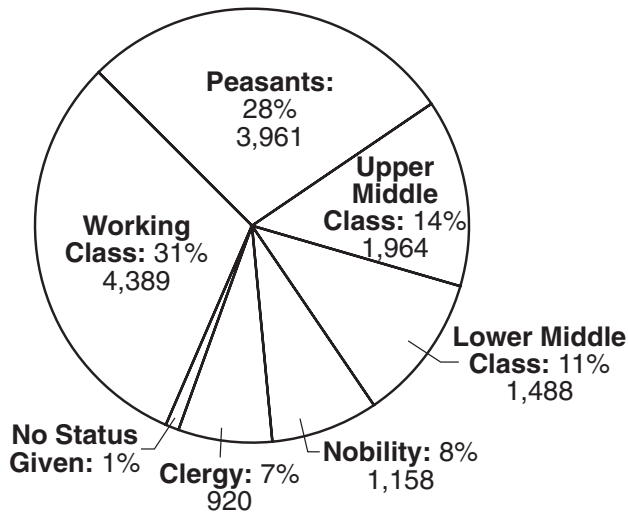
- (1) apartheid
- (2) enslavement
- (3) human rights violations
- (4) forced collectivization

46 In western Europe, the Middle Ages began after the collapse of which empire?

- | | |
|------------|---------------|
| (1) Mughal | (3) Ottoman |
| (2) Roman | (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

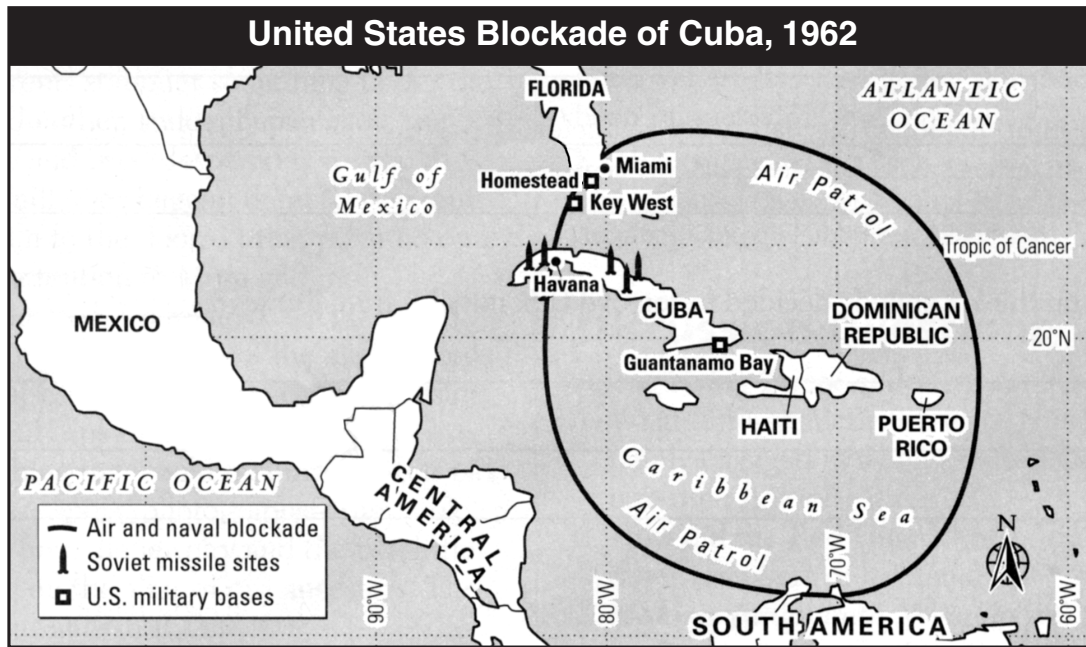


Source: Burton F. Beers, *World History: Patterns of Civilization*, Prentice Hall (adapted)

- 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 buildup 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

Tear Here

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

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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
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| 22..... | 47..... |
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| 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

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, 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.

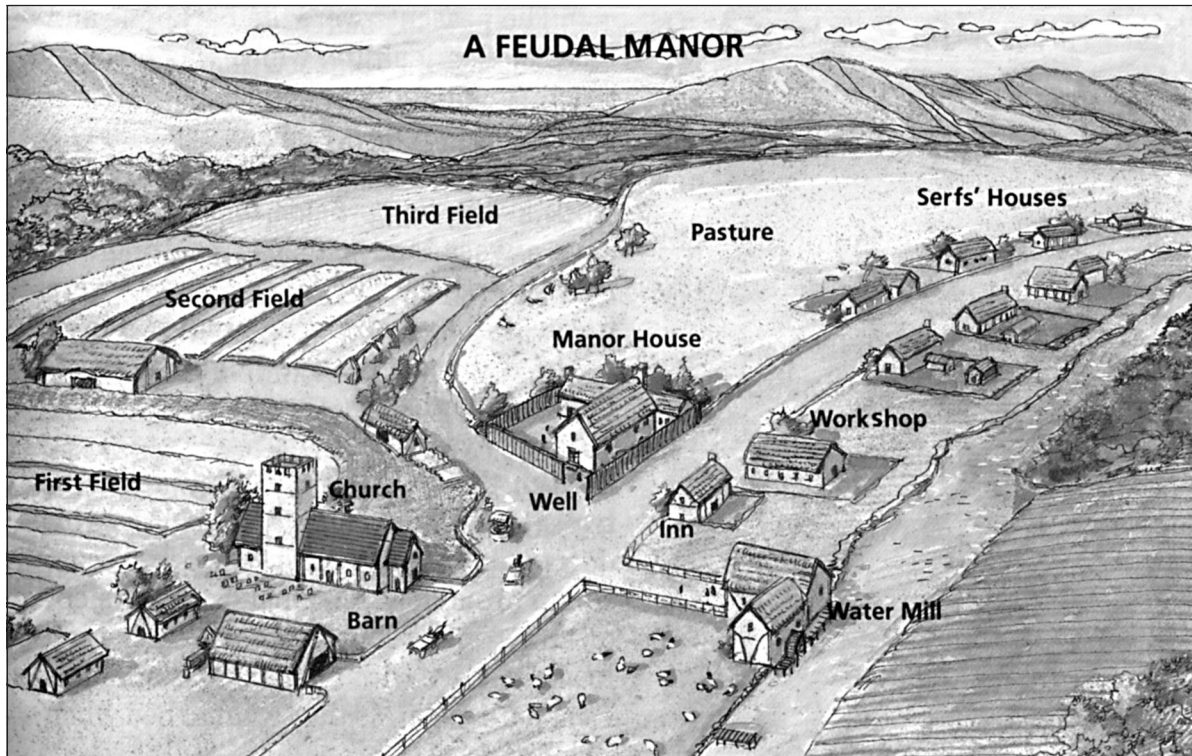
Part I

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.

- | | |
|--|---|
| <p>1 The main purpose of a time line is to show the</p> <ul style="list-style-type: none">(1) causes and effects of wars(2) location of important places(3) benefits of modern civilizations(4) chronological relationship between events <p>2 Throughout history, people have lived on savannas, in deserts, in mountains, along river valleys, along coastlines, and on islands.</p> <p>This statement demonstrates that people</p> <ul style="list-style-type: none">(1) adapt their surroundings(2) develop a common language(3) organize similar forms of government(4) prefer to live in isolated areas <p>3 In a command economy, economic decisions are mostly influenced by</p> <ul style="list-style-type: none">(1) consumer demands(2) government policies(3) private investors(4) banking practices <p>4 How did the introduction of agriculture affect early peoples?</p> <ul style="list-style-type: none">(1) Societies became nomadic.(2) Food production declined.(3) Civilizations developed.(4) Birthrates decreased rapidly. <p>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.</p> <p>These rules are based on the</p> <ul style="list-style-type: none">(1) Analects of Confucius(2) Code of Hammurabi(3) Ten Commandments(4) Koran (Qur'an) | <p>6 Which civilization first developed a civil service system, invented gunpowder, and manufactured porcelain?</p> <ul style="list-style-type: none">(1) Aztec(2) Chinese(3) Japanese(4) Roman <p>7 What was one effect of Alexander the Great's conquests?</p> <ul style="list-style-type: none">(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 <p>8 Which two belief systems teach that there are spirits in nature?</p> <ul style="list-style-type: none">(1) Shinto and animism(2) Hinduism and Confucianism(3) Judaism and Christianity(4) Islam and Buddhism <p>9 Constantinople's location on the Bosphorus Strait was one reason that the Byzantine Empire was able to</p> <ul style="list-style-type: none">(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 <p>10 The Justinian Code is considered a milestone because it</p> <ul style="list-style-type: none">(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 | (3) banking |
| (2) industry | (4) agriculture |

12 Which economic concept can be inferred from this diagram?

- | | |
|----------------------|-------------------|
| (1) self-sufficiency | (3) trade embargo |
| (2) inflation | (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?

- I. _____

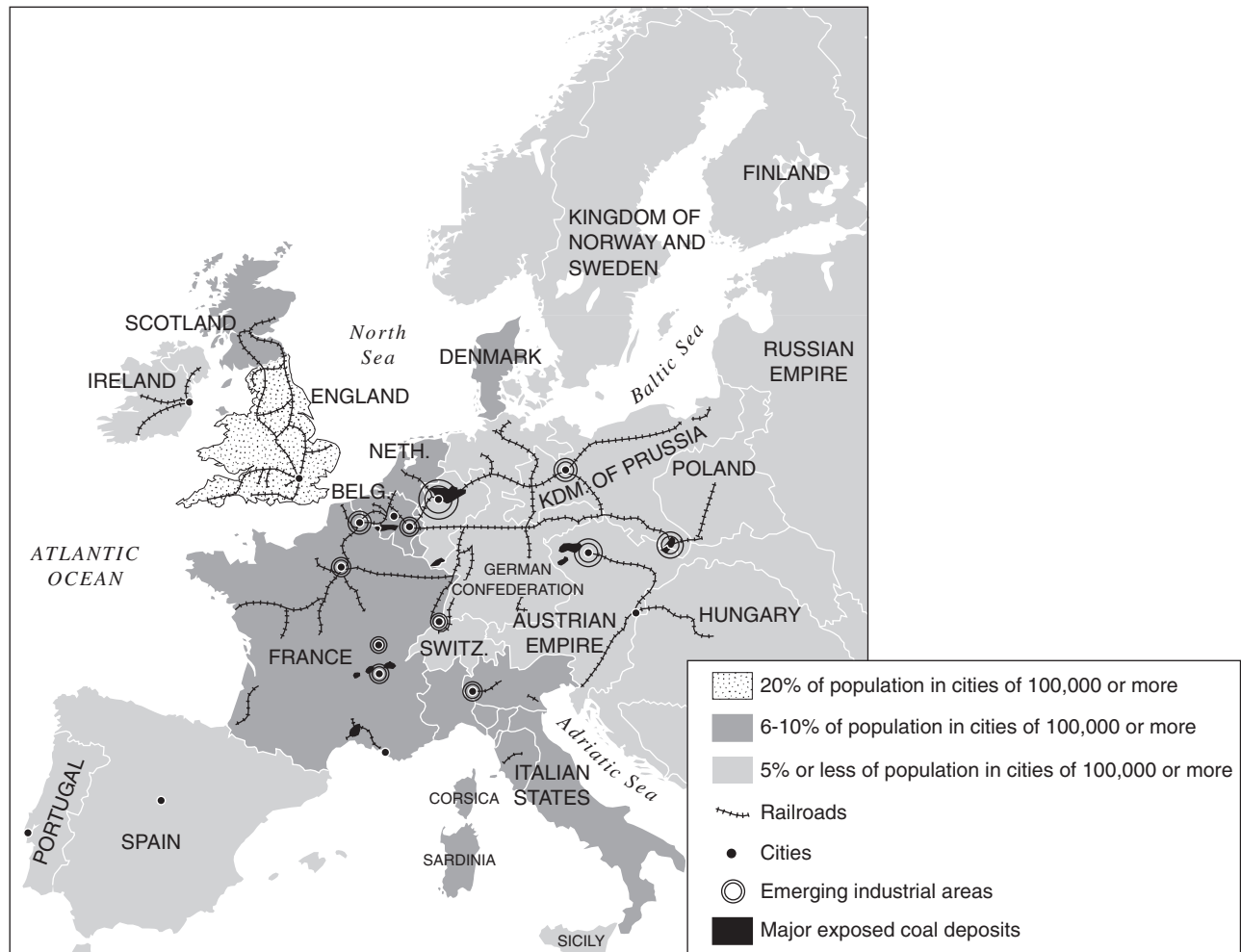
 - A. Spread of Islam
 - B. Gold and salt trade
 - C. Growth of Timbuktu
 - D. Pilgrimage of Mansa Musa

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

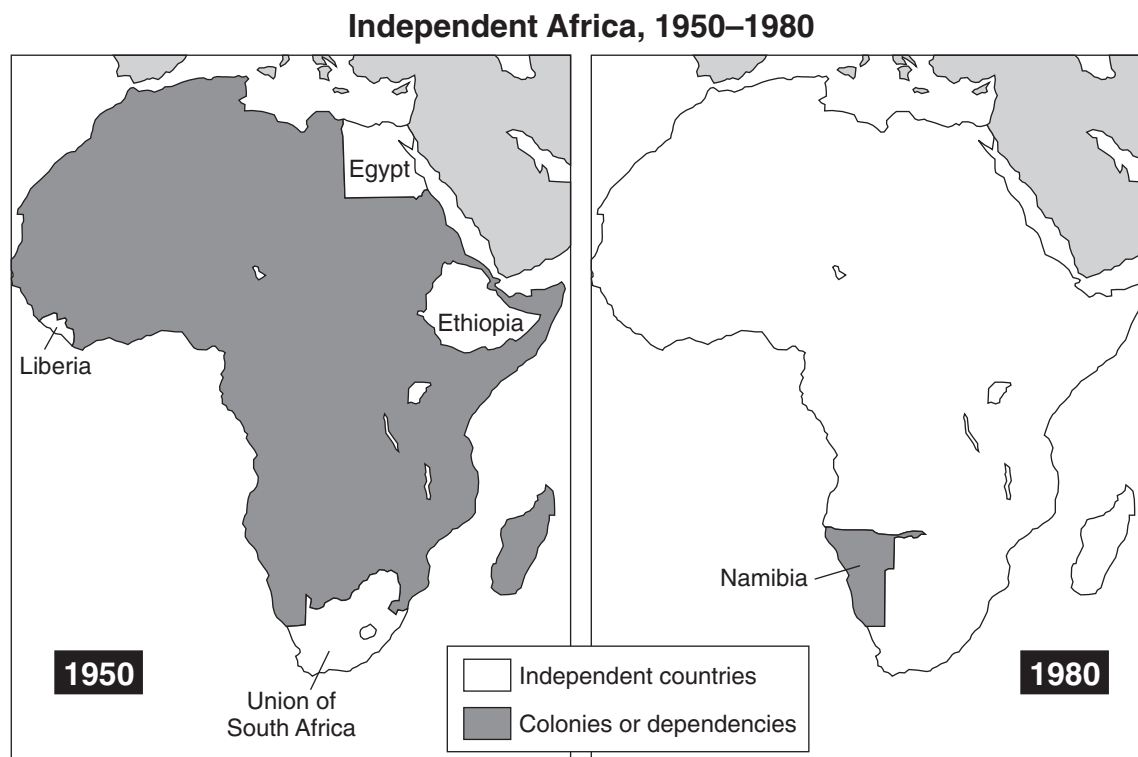
These organizations and agreements are examples of

- (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.



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

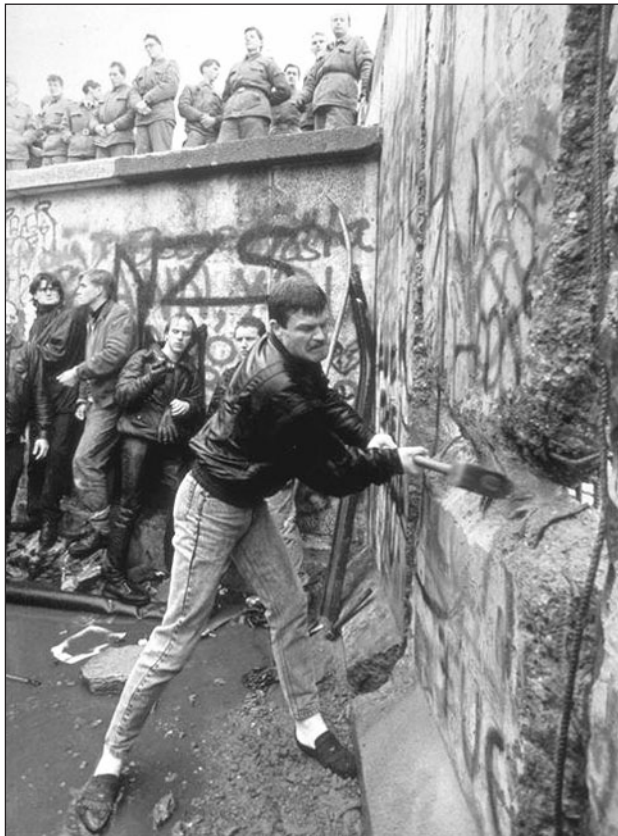
- (1) resolved through the diplomatic efforts of the United Nations
- (2) fought as a result of differing political ideologies during the Cold War
- (3) fought without foreign influence or assistance
- (4) caused by religious conflicts

41 Which practice in medieval Europe was most similar to a Japanese warrior's code of bushido?

- | | |
|-----------------|--------------|
| (1) indulgences | (3) chivalry |
| (2) serfdom | (4) tribute |

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

The Berlin Wall

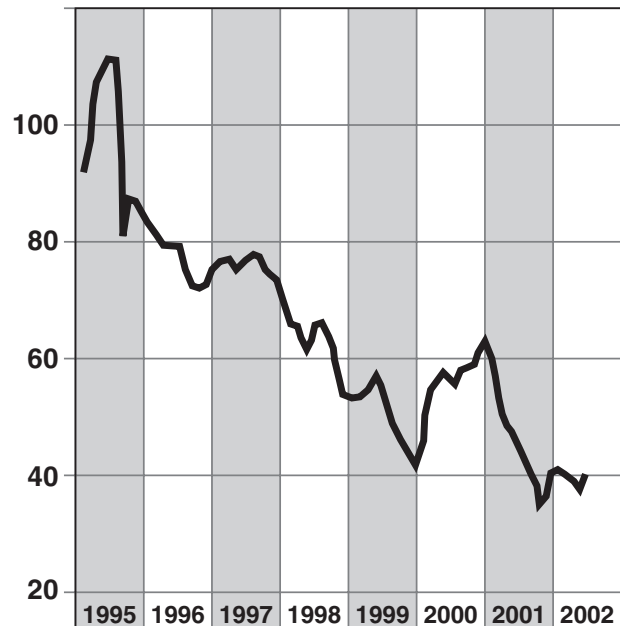


— Reuters/David Brauchli/Archive Photos
Source: <http://imagesrvr.epnet.com/embimages/imh/archivephoto/full/g1952059.jpg>

- 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.

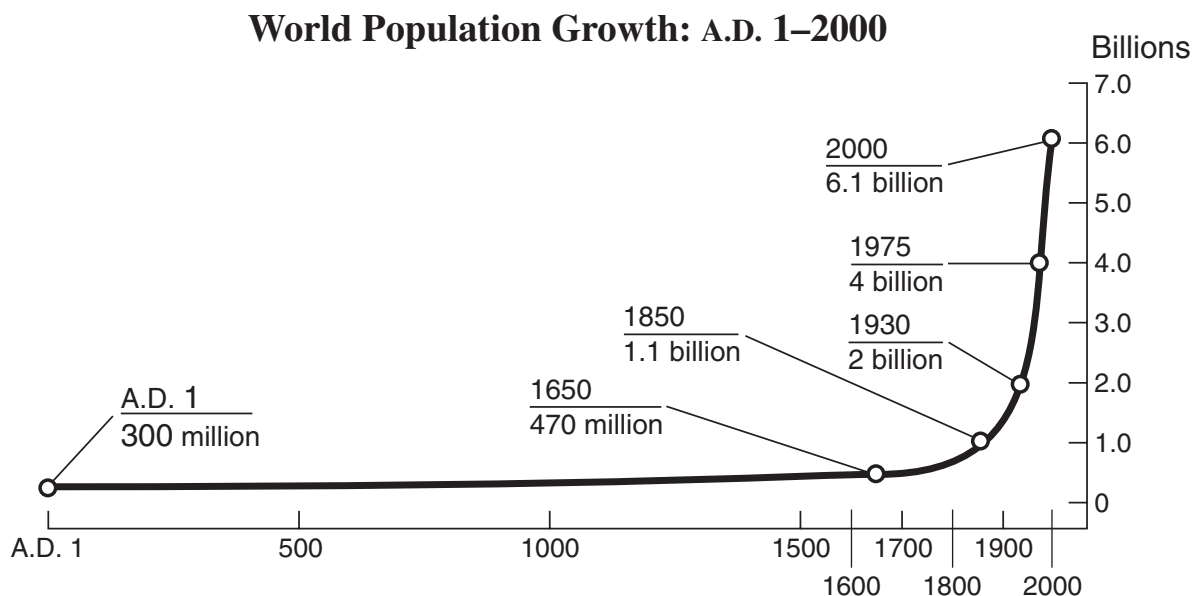
Average Monthly World Cotton Price
(in cents per pound)



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.



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

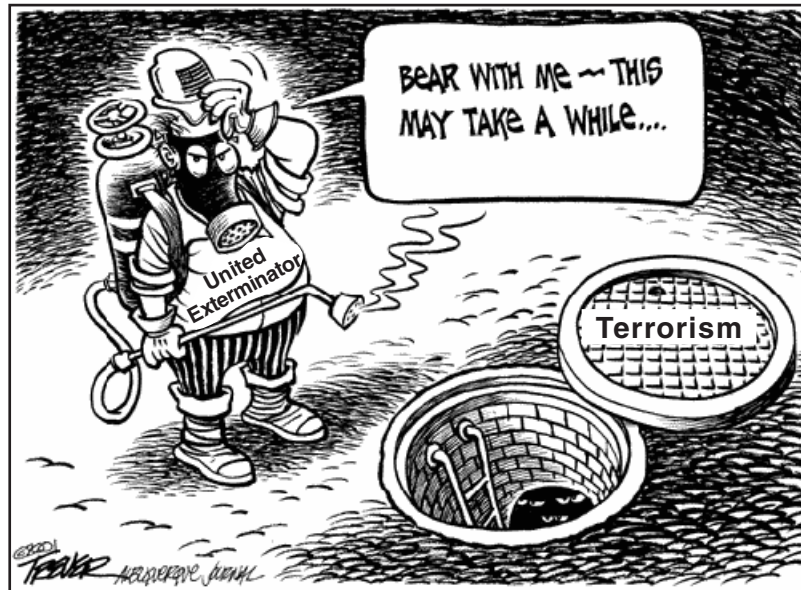
49 • Maize and potatoes were grown in Europe.

- 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

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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]

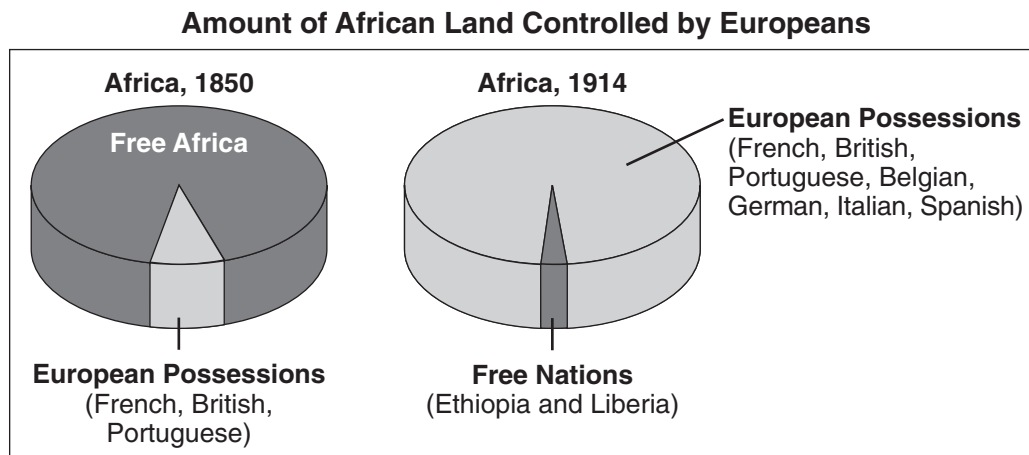
(1) _____

Score

(2) _____

Score

Document 6



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

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

StudentSex: ☐ 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
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| 9..... | 34..... |
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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 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.
-

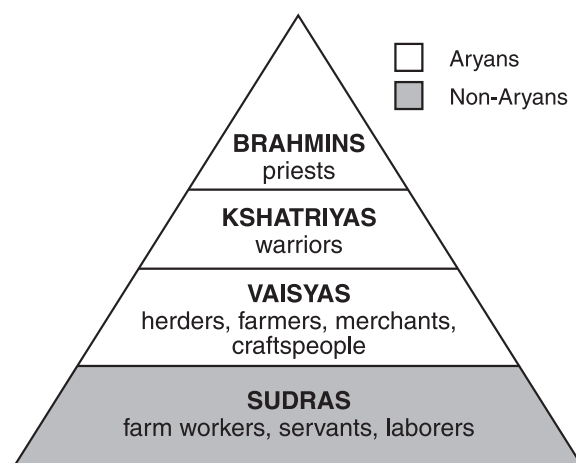
3 Which statement about cultural diffusion in Asia is most accurate?

- (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)

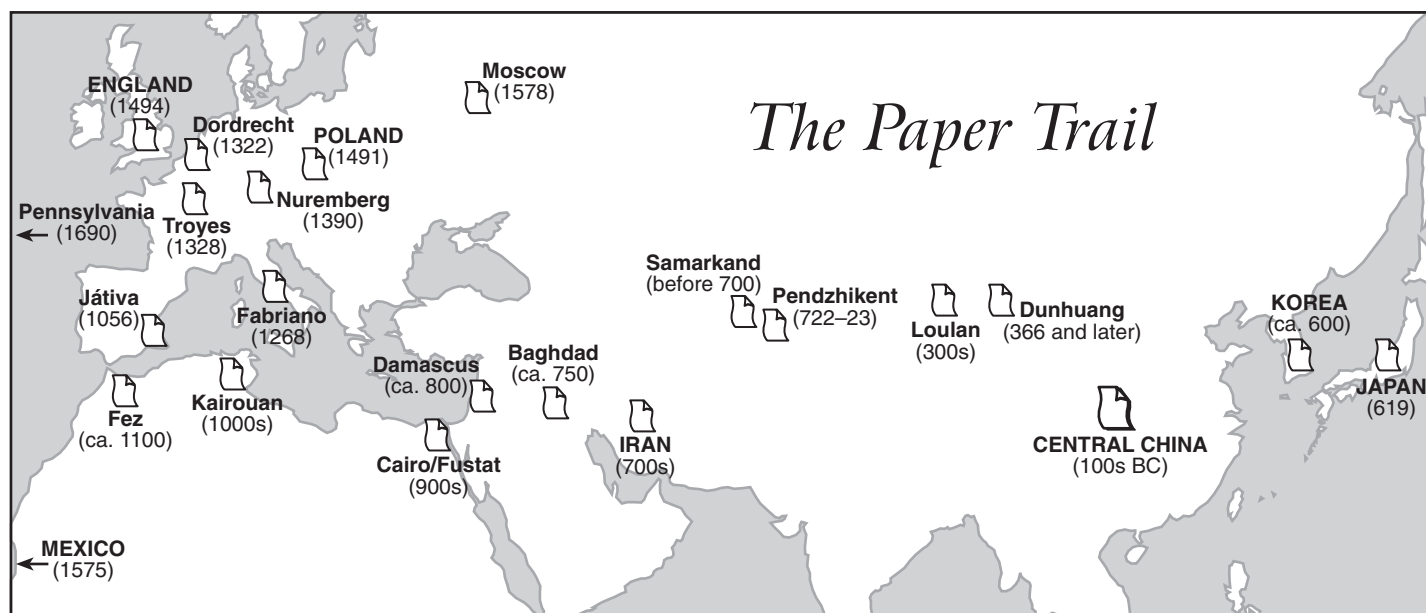
5 Which concept is illustrated in the diagram?

- (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 | (3) Silk Roads |
| (2) Trans-Siberian Railway | (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 | (3) natural rights |
| (2) matriarchal society | (4) monotheism |

9 The religious terms *Four Noble Truths*, *Eightfold Path*, and *nirvana* are most closely associated with

- | | |
|-------------|---------------|
| (1) Judaism | (3) Shintoism |
| (2) Islam | (4) Buddhism |

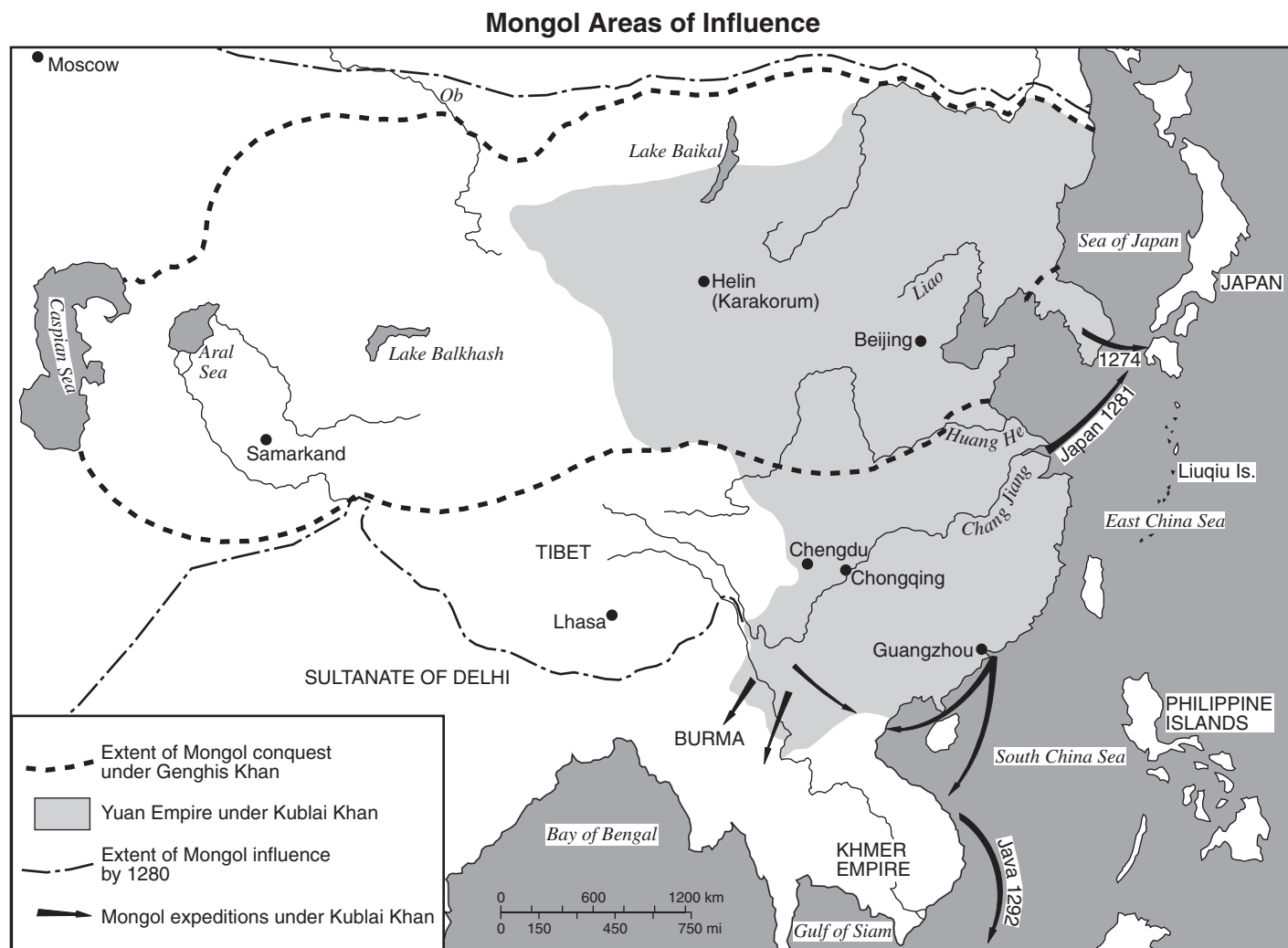
10 The Golden Age of Muslim culture was best known for its

- (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.

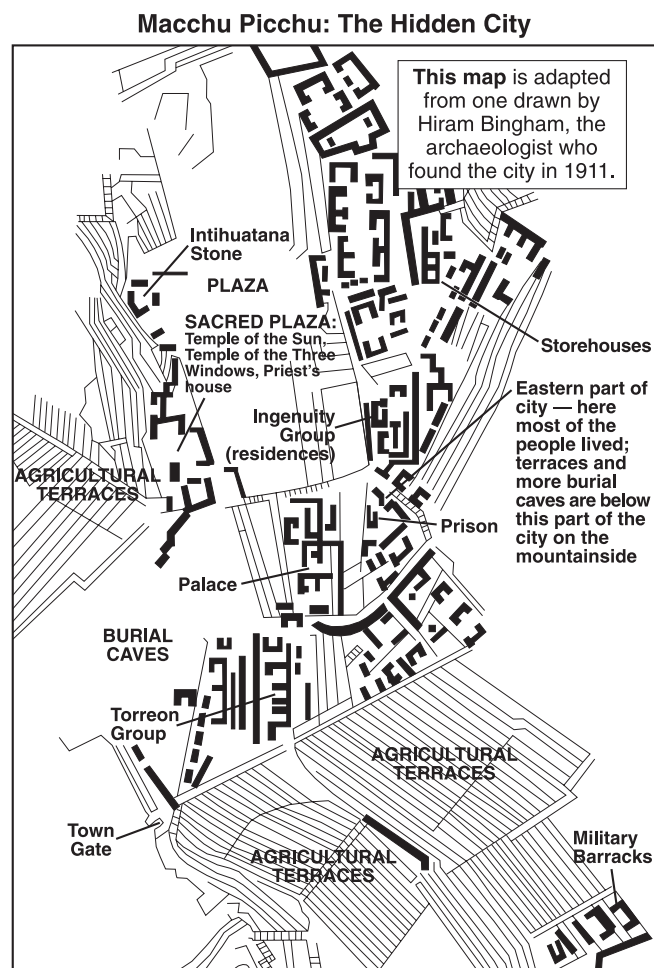
17 The major reason that Portugal and Spain established water routes to Asia's spice markets was to

- (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.

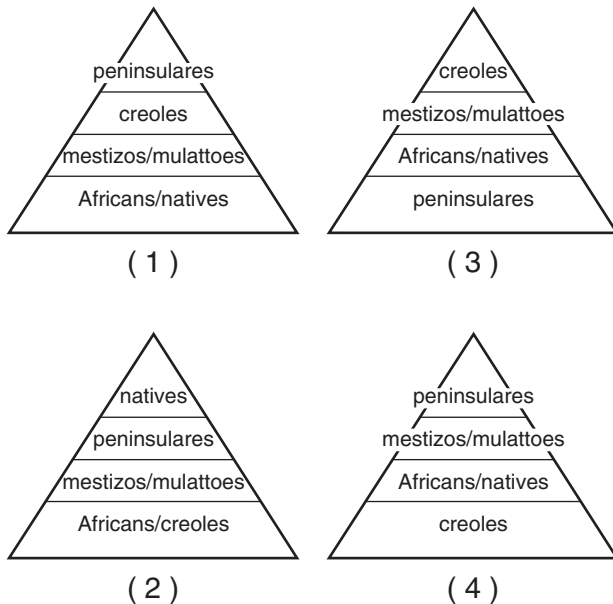


Source: *Latin American History on File*, Media Projects, Inc., 1996 (adapted)

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.

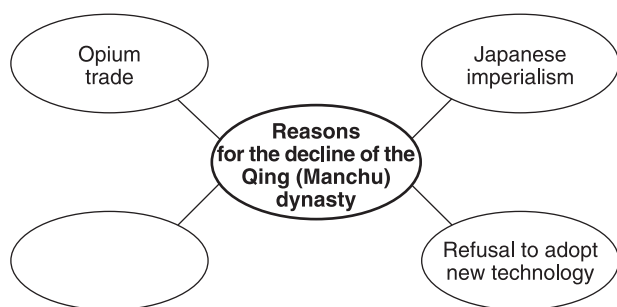
25 Where did Karl Marx predict a revolution of the proletariat would occur *first*?

- (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 | (3) Utopianism |
| (2) the Diaspora | (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

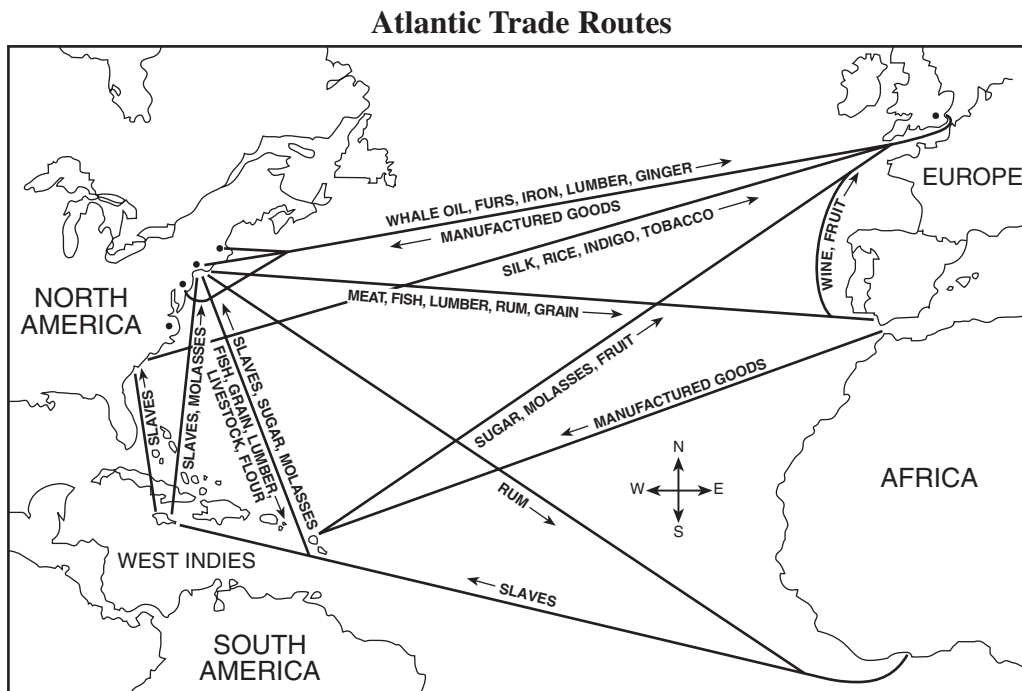
The conditions described in this passage occurred during the

- (1) Age of Discovery
 - (2) Renaissance
 - (3) Industrial Revolution
 - (4) Green Revolution
- 46 Which heading best completes the partial outline below?

- I. _____
- A. Fall of Constantinople
 - B. Voyages of Columbus
 - C. Posting of Martin Luther's Ninety-five Theses
 - D. Collapse of communism in the Soviet Union

- (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

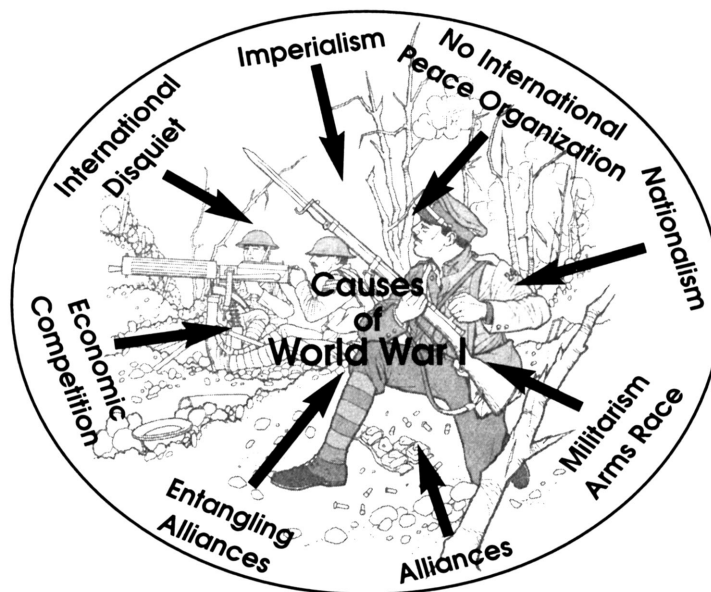
- b According to this document, what was **one** positive, unexpected outcome of the Crusades on Muslim [Moslem] civilization? [1]

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) _____

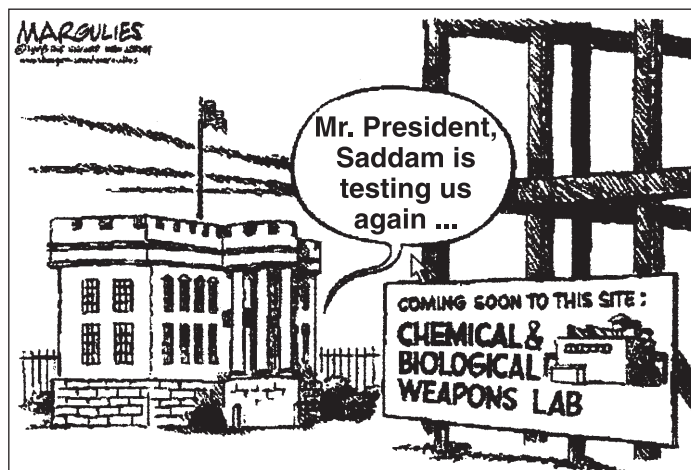
Score

(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

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

StudentSex: ☐ 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
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| 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

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.

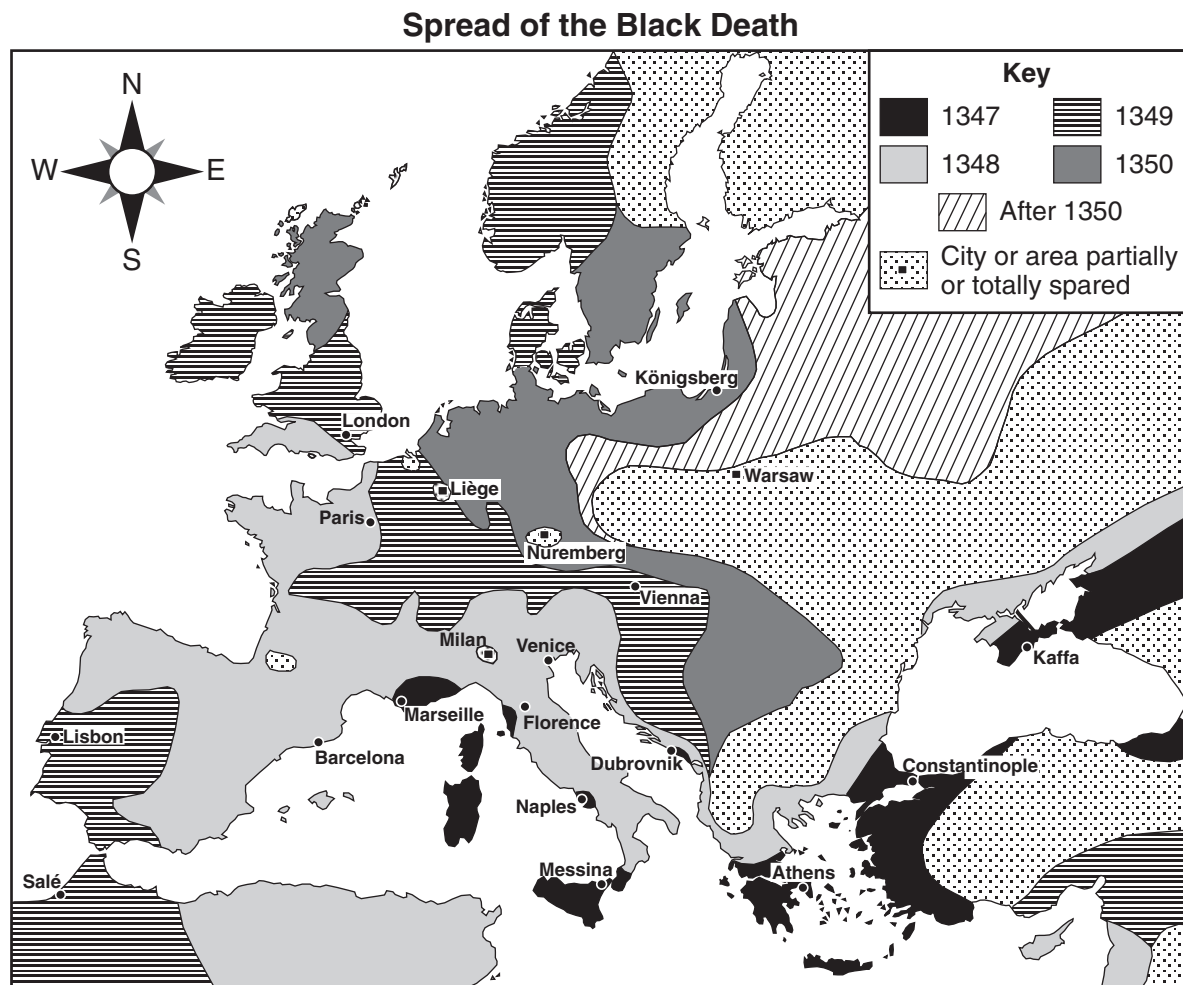
“... Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: 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
 - (2) imperialism
 - (3) socialism
 - (4) divine right
- 15 Which individual most likely opposed the form of government described in this quotation?
- (1) Ivan the Terrible
 - (2) Thomas Hobbes
 - (3) John Locke
 - (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

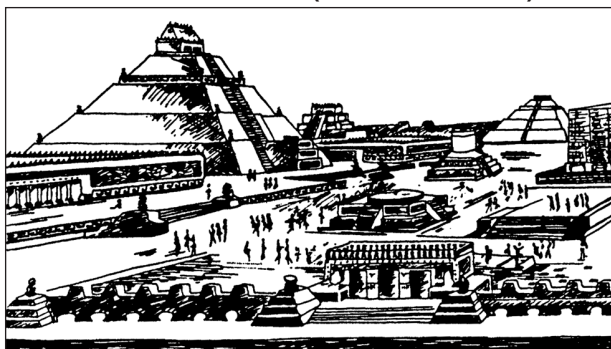
- (1) strengthened the power of the pope
- (2) led to the exploration of Africa
- (3) limited the power of the English monarchy
- (4) settled religious conflicts

19 The encomienda system in Latin America was a direct result of the

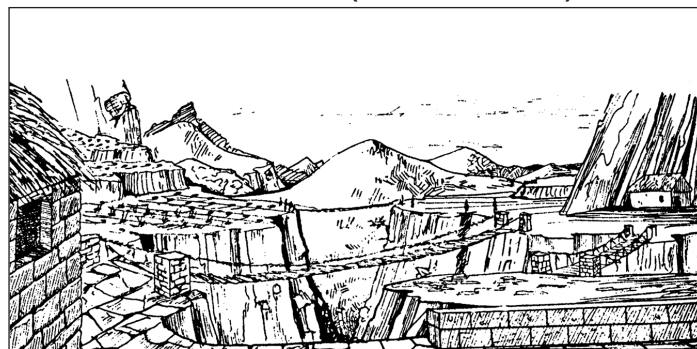
- (1) Crusades
- (2) Age of Exploration
- (3) Reformation
- (4) Age of Reason

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

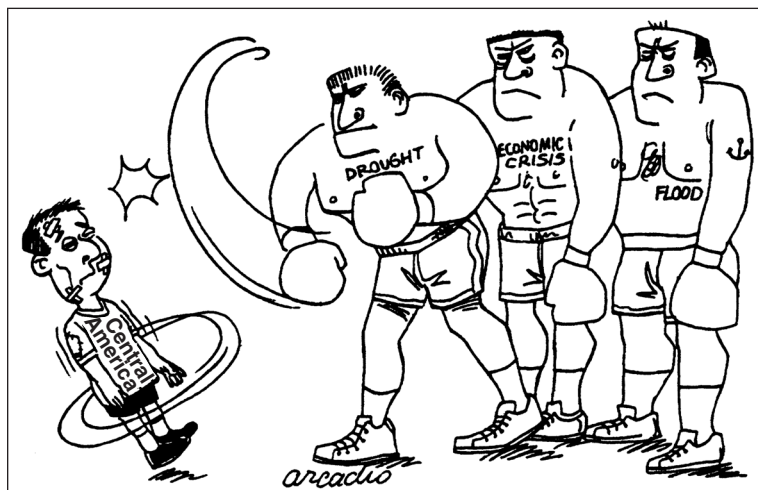
26 What was a direct result of the Meiji Restoration in Japan?

- (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 |

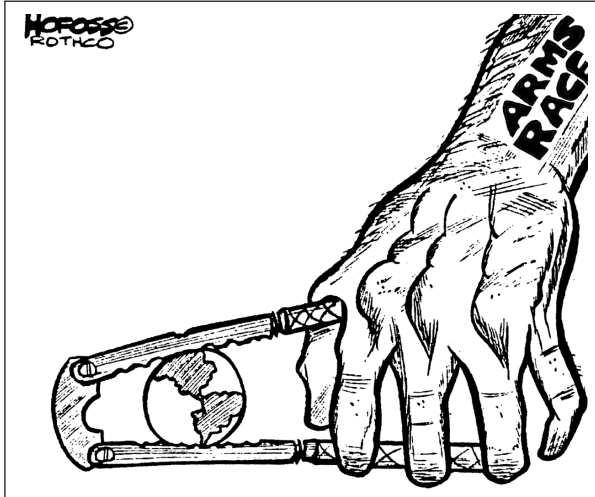
32 Which important principle was established as a result of the Nuremberg trials?

- (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.

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



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 2001 (adapted)

- 34 What is the main idea of this cartoon?
- (1) Proliferation of military weapons could destroy the world.
 - (2) The world's population is growing faster than its food supply.
 - (3) The land masses of the Northern and Southern Hemispheres are shifting.
 - (4) Military technology is making the world a smaller place.

- 35 "... I saw that the whole solution to this problem lay in political freedom for our people, for it is only when a people are politically free that other races can give them the respect that is due to them. It is impossible to talk of equality of races in any other terms. No people without a government of their own can expect to be treated on the same level as peoples of independent sovereign states. It is far better to be free to govern or misgovern yourself than to be governed by anybody else. ..."

— Kwame Nkrumah, *Ghana: The Autobiography of Kwame Nkrumah*, Thomas Nelson & Sons, 1957

Which idea is expressed in this statement by Kwame Nkrumah?

- (1) free trade
- (2) collective security
- (3) self-determination
- (4) peaceful coexistence

- 36 Most of the world's known oil reserves are located near which geographic area?

- (1) Persian Gulf
- (2) North Sea
- (3) Ural Mountains
- (4) Gulf of Mexico

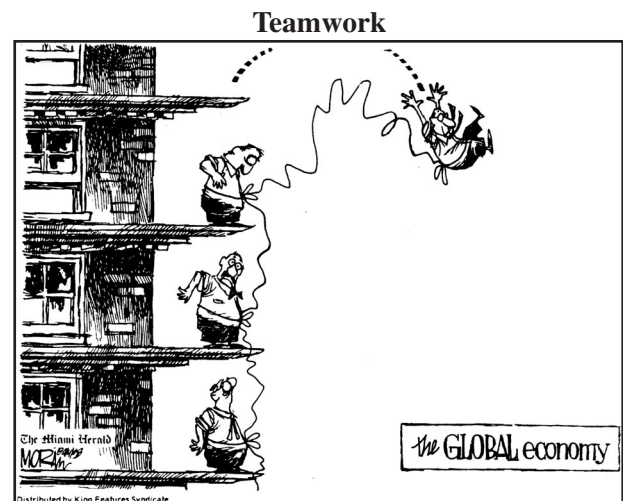
- 37 The policy of strict racial separation and discrimination that was implemented in the Republic of South Africa is called

- (1) collectivization
- (2) apartheid
- (3) intifada
- (4) communism

- 38 Which statement best describes a problem facing India today?

- (1) Democracy has failed to gain popular support.
- (2) Religious and ethnic diversity has continued to cause conflict.
- (3) A decrease in population has led to labor shortages.
- (4) Lack of technology has limited military capabilities.

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



Source: Jim Morin, *The Miami Herald*, King Features Syndicate, 1989

- 39 Which concept is illustrated by the cartoon?

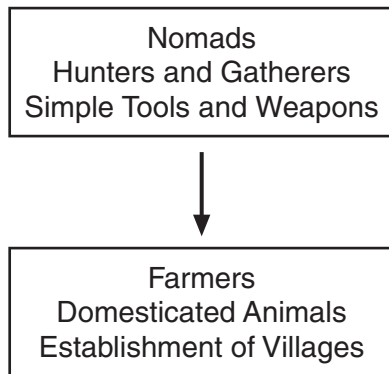
- (1) scarcity
- (2) capitalism
- (3) revolution
- (4) interdependence

- 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? | 50 Based on this passage, the Samburu people would be classified as |
| (1) command
(2) traditional | (1) commercial farmers
(2) urban dwellers |
| (3) free market
(4) manorial | (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

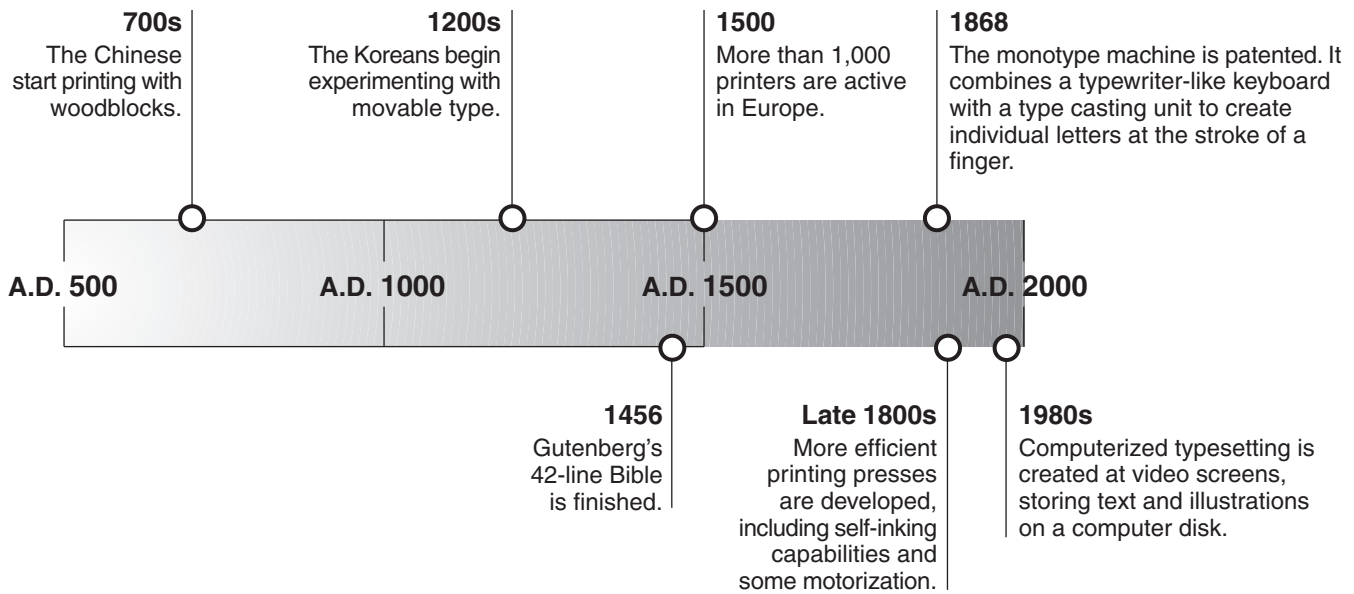
The earliest books were written on scrolls. From the Second Century A.D. to the present time, however, most books have been produced in the familiar codex format—in other words, bound at one edge. During the Middle Ages, manuscript books were produced by monks who worked with pen and ink in a copying 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) _____

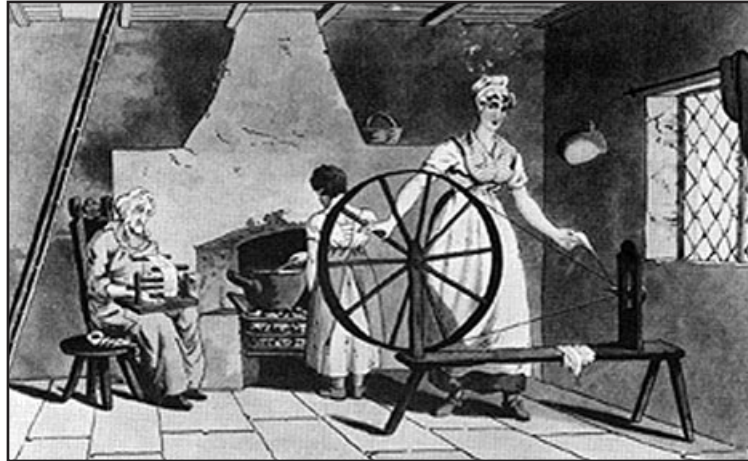
Score

(2) _____

Score

Document 4

Woman Spinning

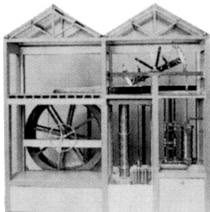


Source: *The Costume of Yorkshire*, Richard Jackson, Publisher

- 4 According to this document, what technology was used in cloth production in the early 1700s? [1]

Score

Document 5a

Invention	Description
 <p>Improved steam engine (James Watt)</p>	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

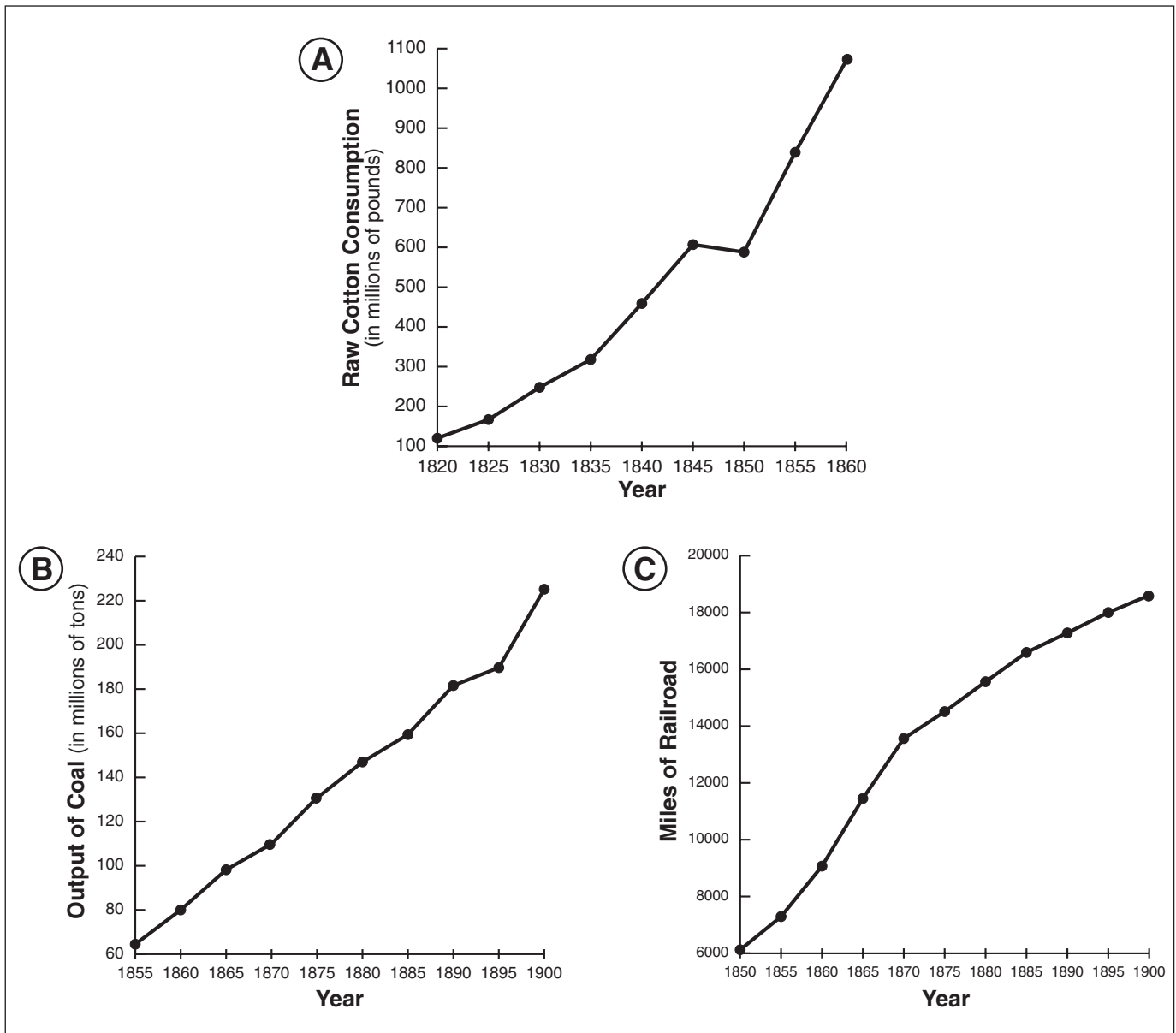
Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, Fisher, Fisher, and Jackson, 1835 (adapted)

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

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, August 16, 2005 — 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- | | |
|---------|---------|
| 1..... | 26..... |
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| 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

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, 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.

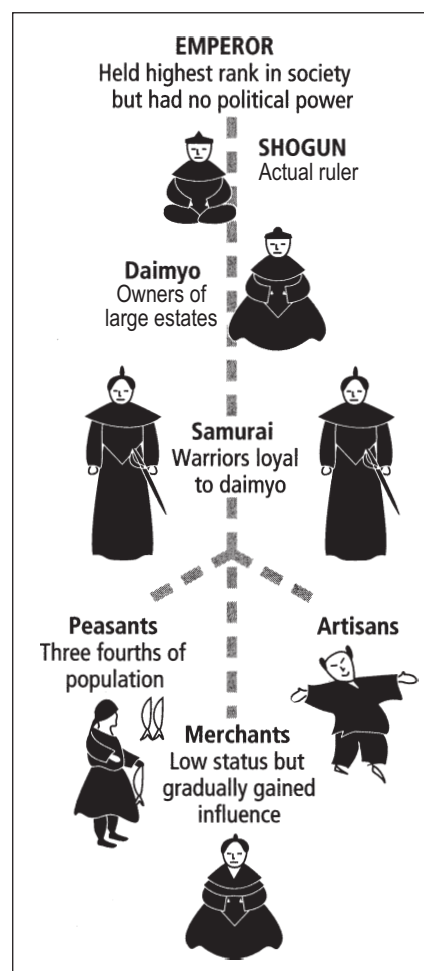
- 4 One contribution of ancient Roman culture was the development of

- (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.

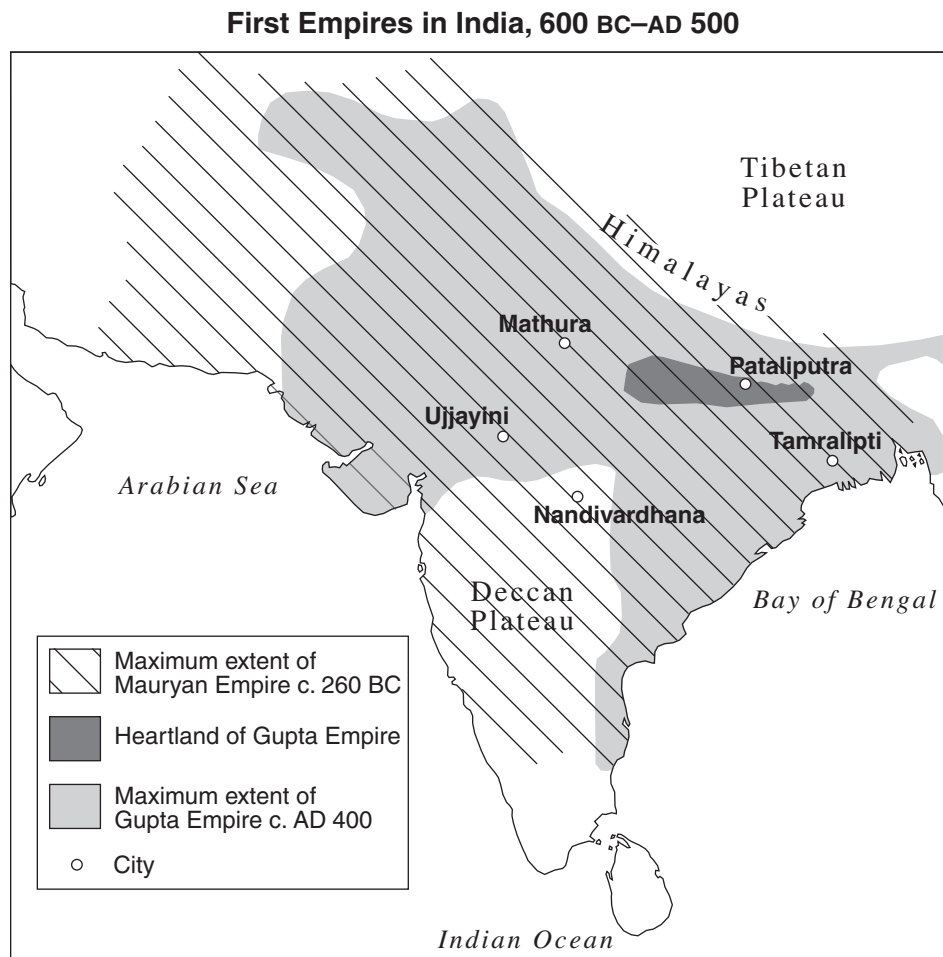


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999
(adapted)

- 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.



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 | (3) Islam |
| (2) Christianity | (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 | (3) Justinian Code |
| (2) Twelve Tables | (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 | (3) England |
| (2) France | (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
- (2) five-year plans
- (3) Russification
- (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

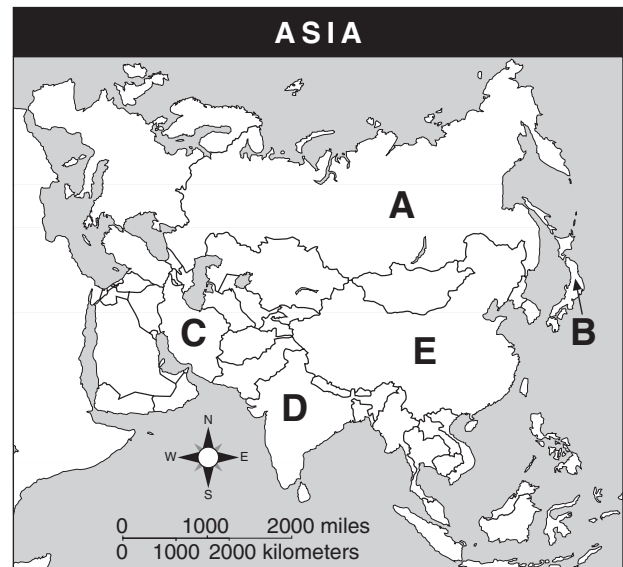
32 In China, Deng Xiaoping's Four Modernizations led to

- (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
- (2) East Timor
- (3) Tibet
- (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
- (2) B
- (3) C
- (4) D

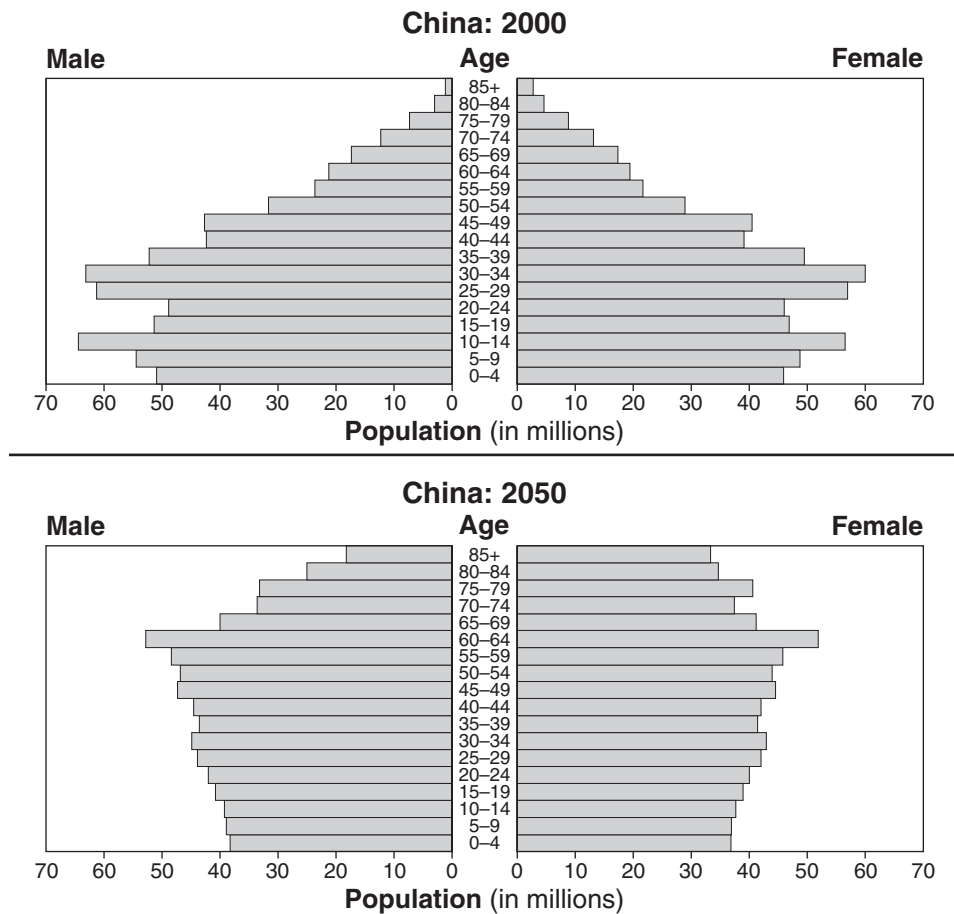
35 One reason Mikhail Gorbachev implemented the policies of glasnost and perestroika in the Soviet Union was to

- (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

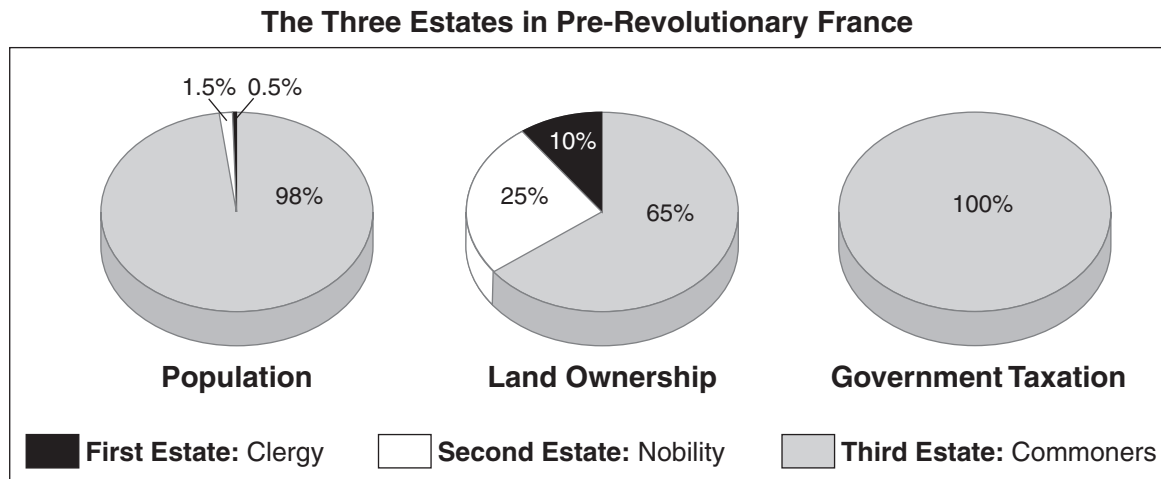
. . . **Powers of the king.**—The King, Louis XVI, was absolute. He ruled by the *divine right theory* which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could 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



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

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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

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.

FOR TEACHER USE ONLY

Part I Score	_____
Part III A Score	_____
Total Part I and III A Score	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- 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

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

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.

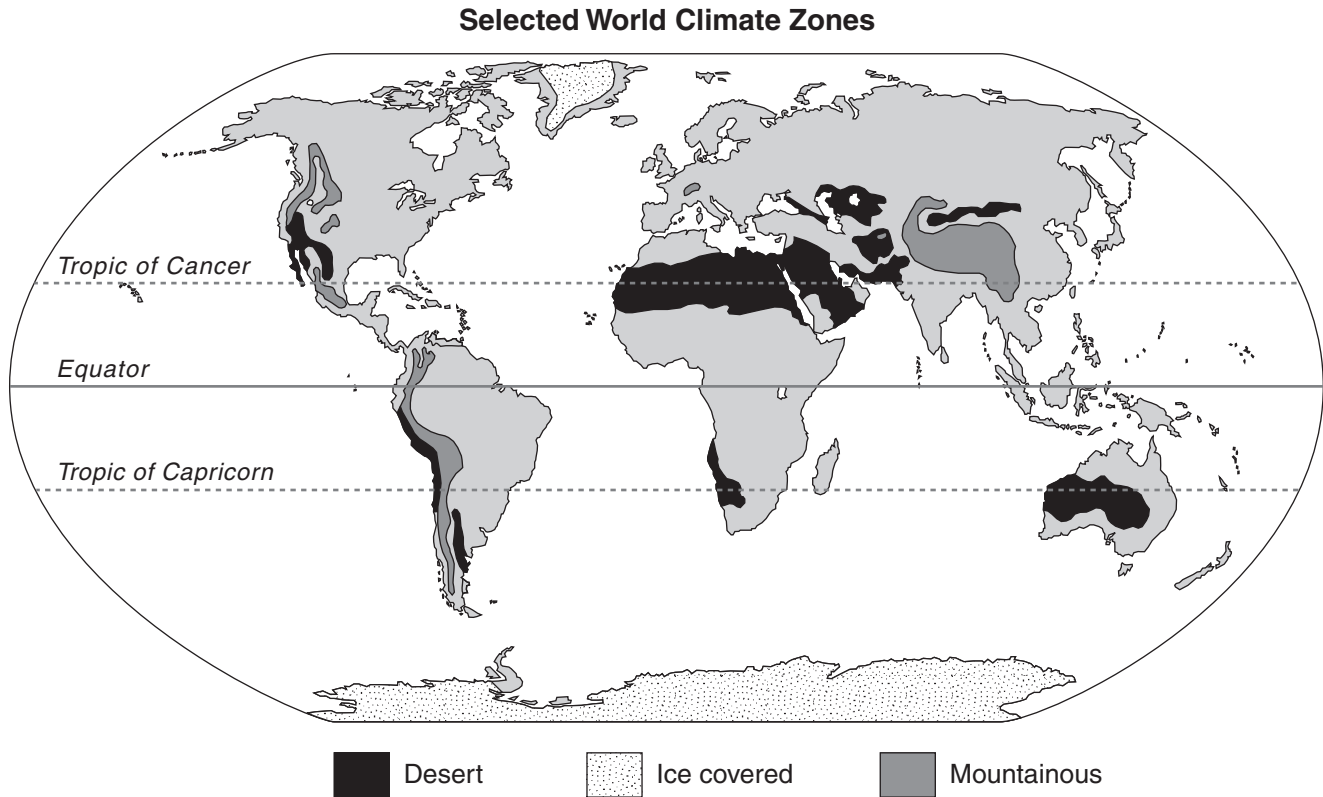
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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.



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

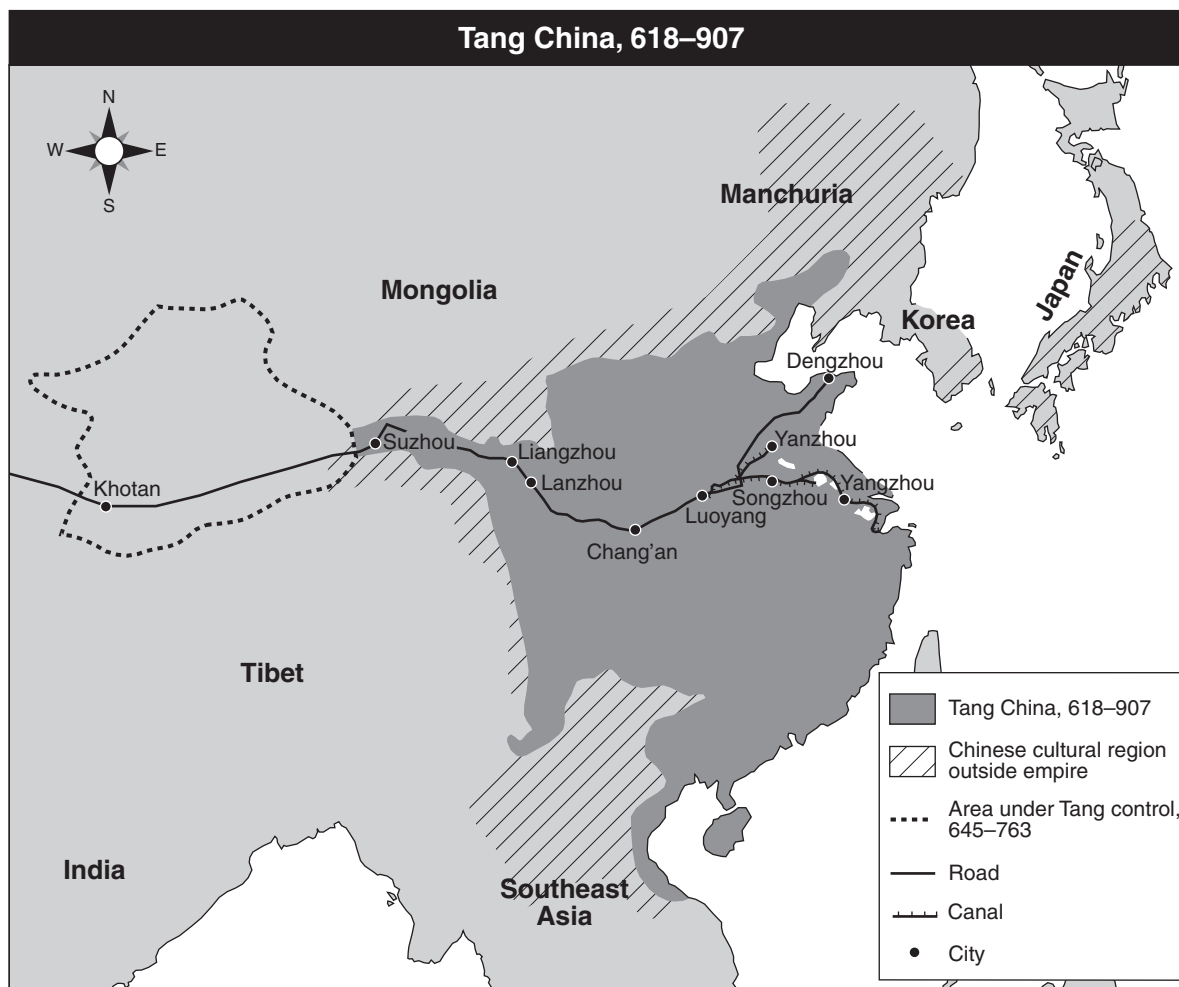
- (1) an increased interest in different cultures
- (2) the development of slavery
- (3) a reduction in trade
- (4) the discovery of East Asia

- 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

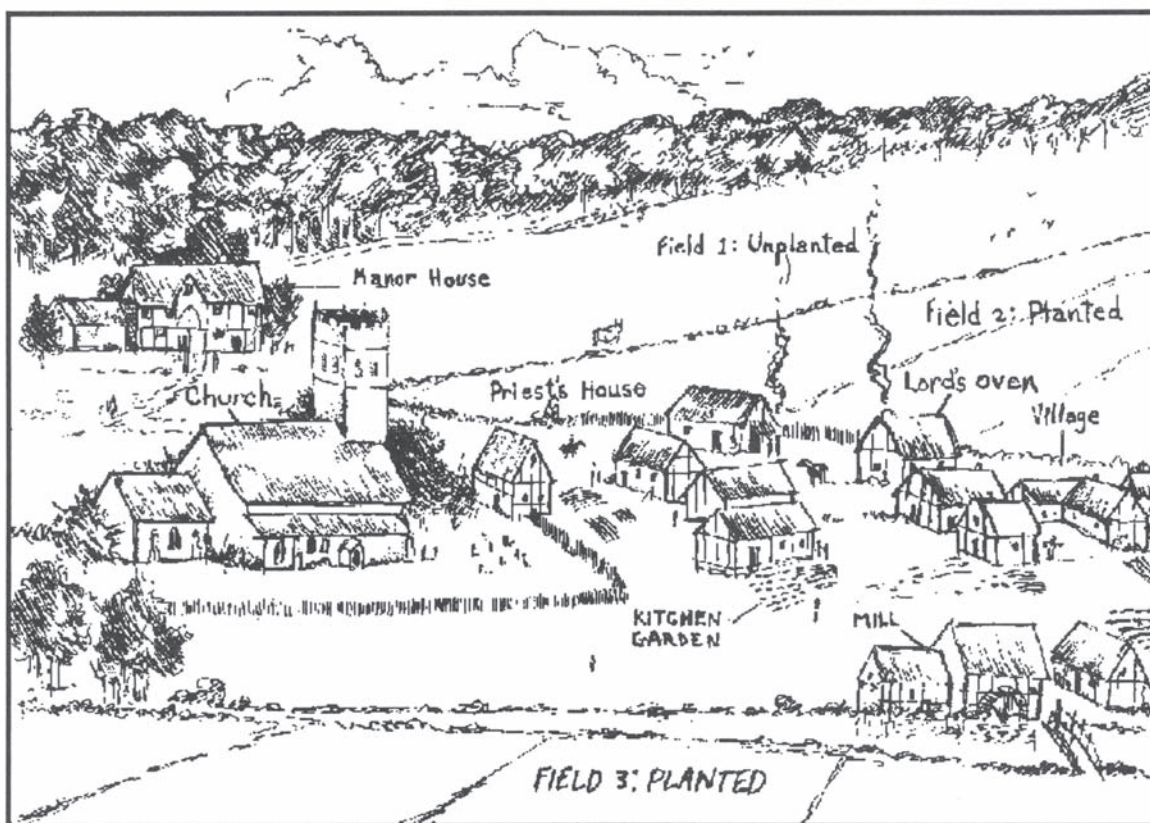
- 15 • Literacy rates rise.
• Shakespeare's sonnets circulated.
• Secular ideas spread.

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*

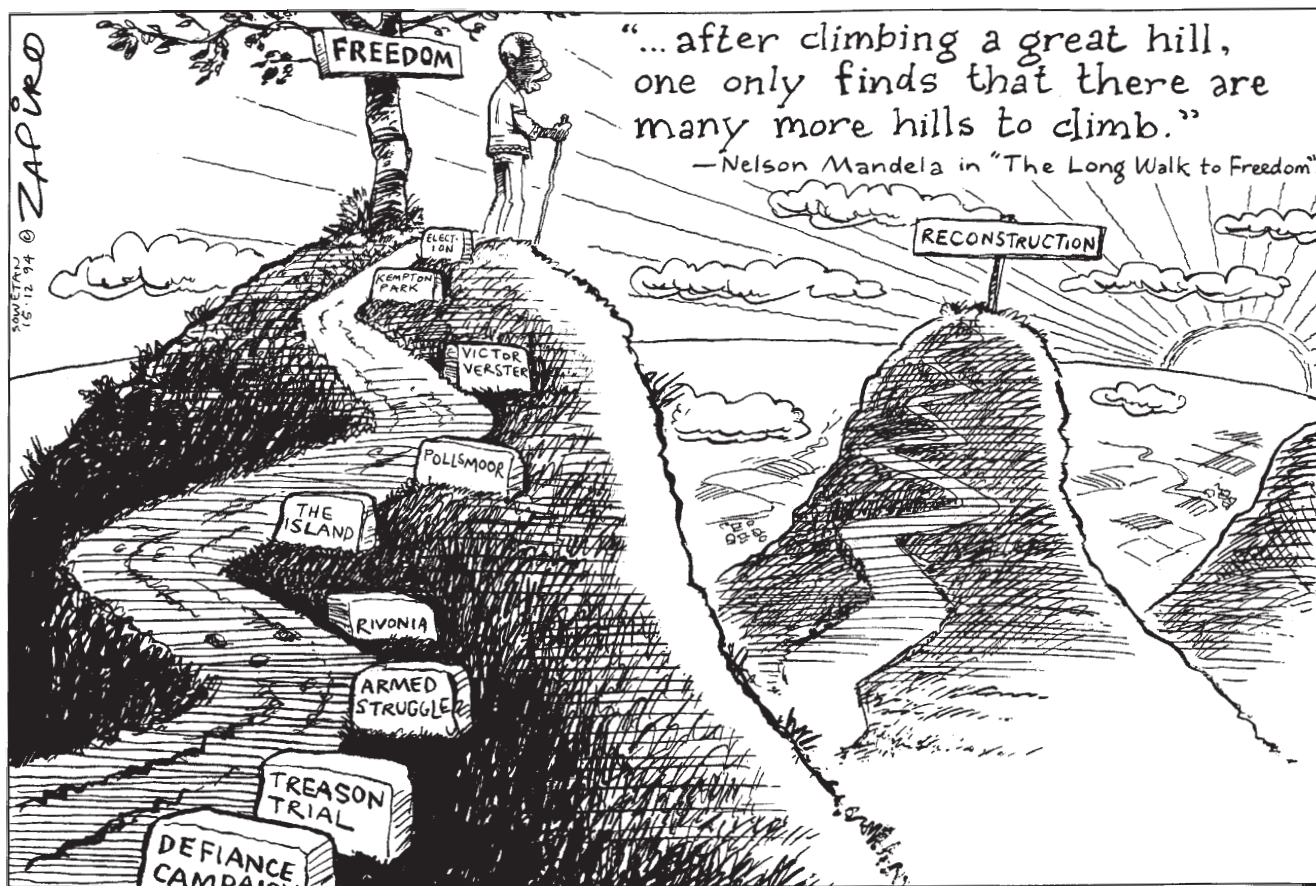
- 39 Which concept is illustrated in this cartoon?
- (1) nonalignment
 - (2) interdependence
 - (3) nationalism
 - (4) socialism
-
- 40 The histories of Latvia, Estonia, Lithuania, and Finland have been greatly affected by their
- (1) proximity to Russia
 - (2) abundant oil reserves
 - (3) aggressive 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

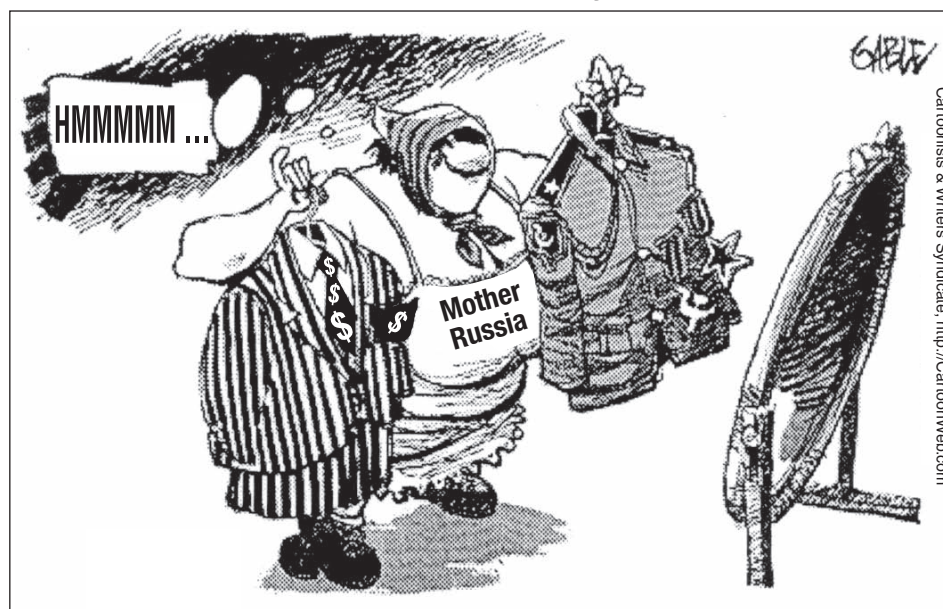
- (1) lose strength when mercenaries enforce reforms
- (2) be threatened only when directly attacked by outsiders
- (3) conquer more than one continent and remain stable
- (4) be weakened by both internal and external pressures

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

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

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.

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)

Part I

- | | |
|----------|----------|
| 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

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

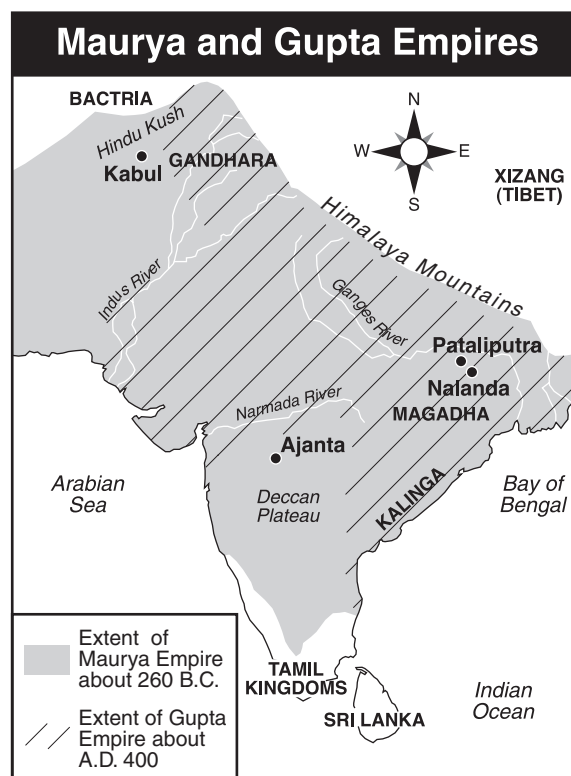
- 2 • Siberian Plain
• Sahara Desert
• Amazon Basin
• Mongolian Steppes

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

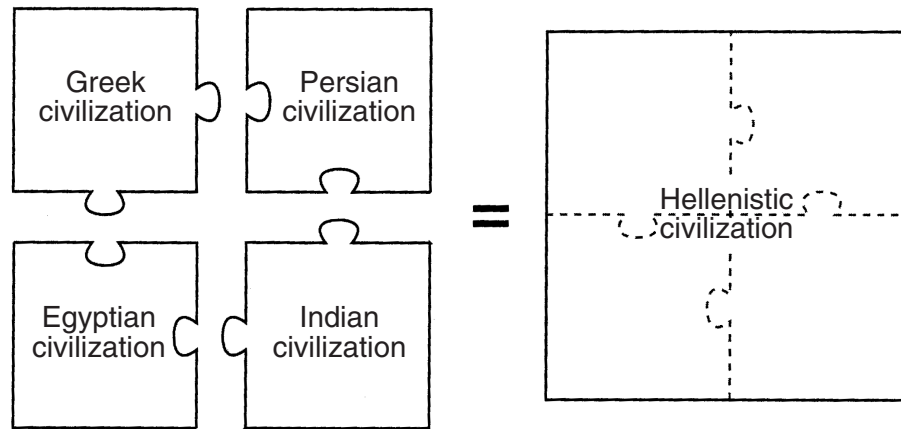
Base your answer to question 4 on the map below and on your knowledge of social studies.



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)

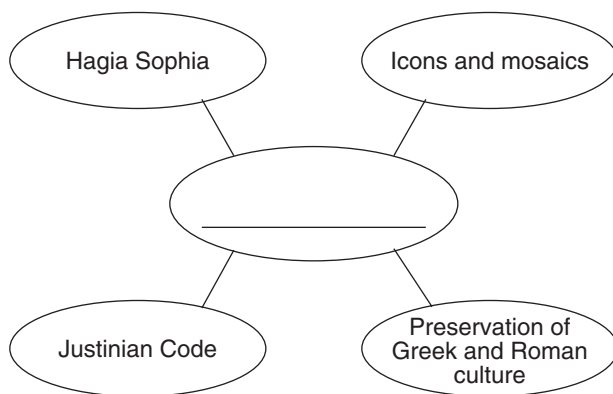
5 Which concept is most closely related to the main idea of the illustration?

- (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?

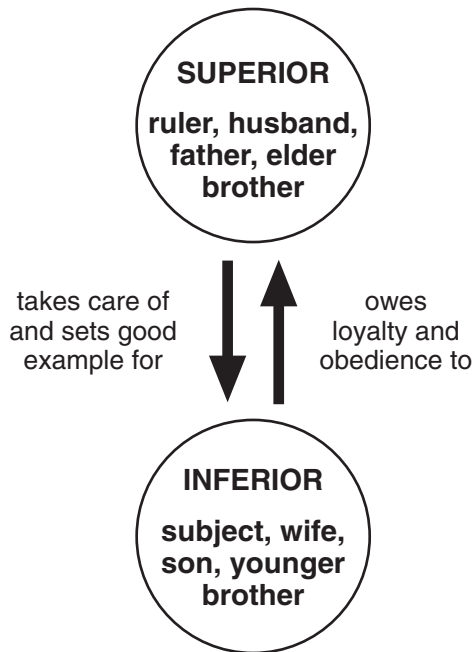
- (1) Technical advances would have been greater if the Tang dynasty had lasted longer.
- (2) China's best emperors came from the Tang dynasty.
- (3) The Tang emperors granted government jobs to scholars who passed examinations.
- (4) The culture of the Tang dynasty was superior to that of the Han dynasty.

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

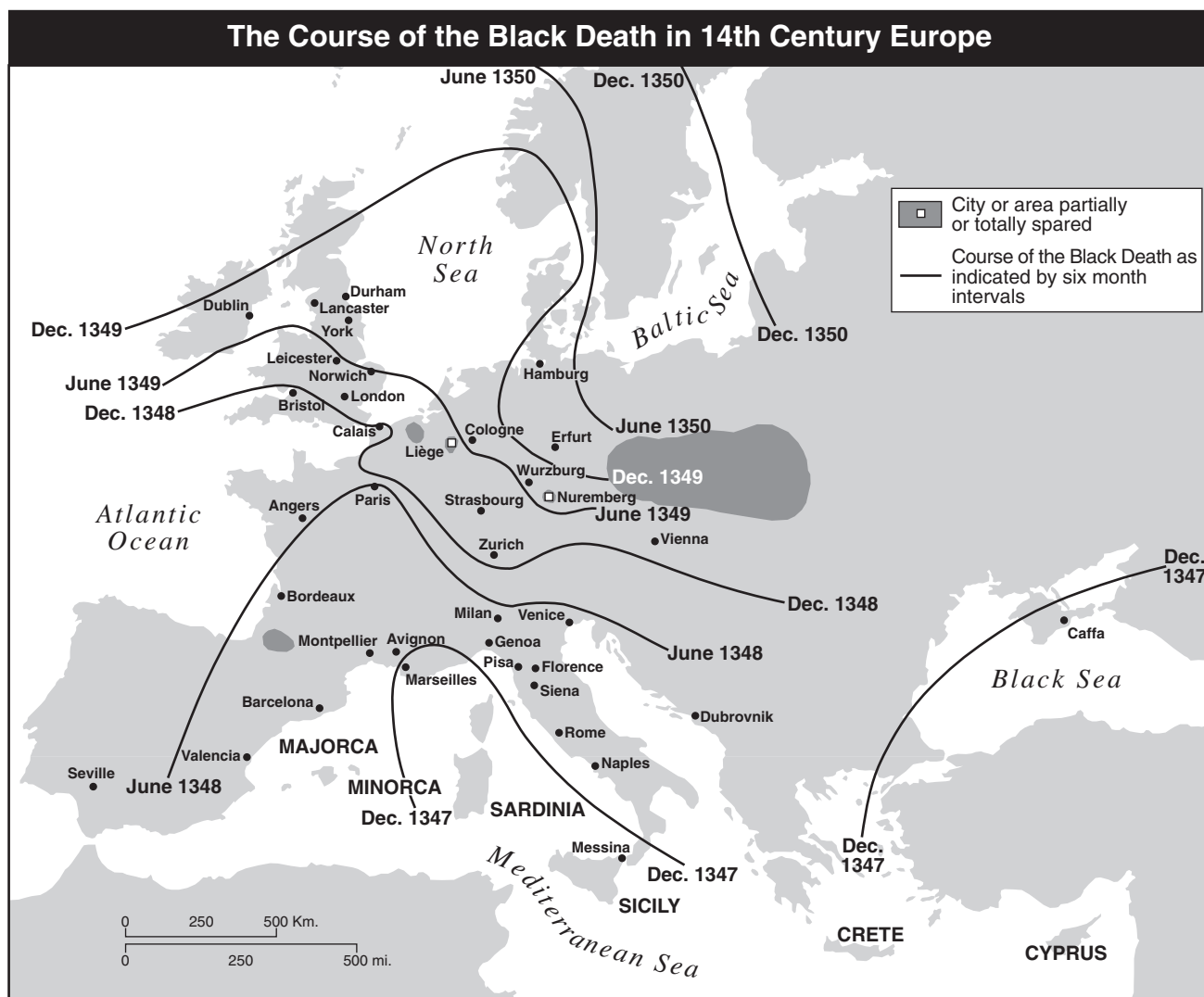
12 This author would most likely agree with the idea that the

- (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.

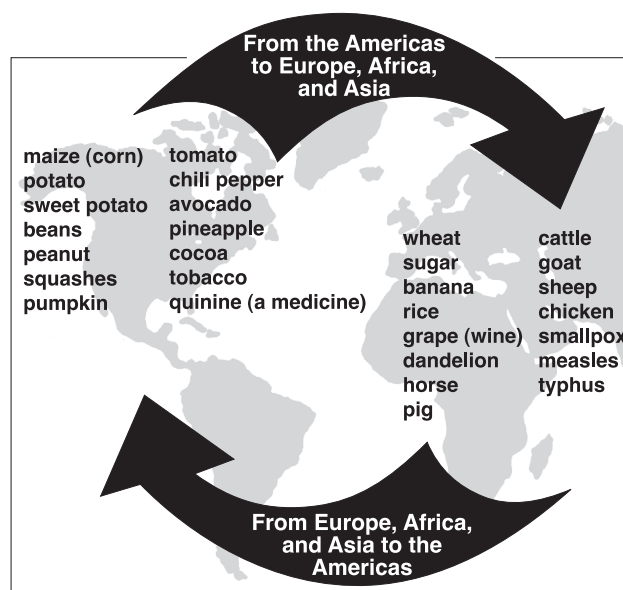
God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince. . . .

— 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

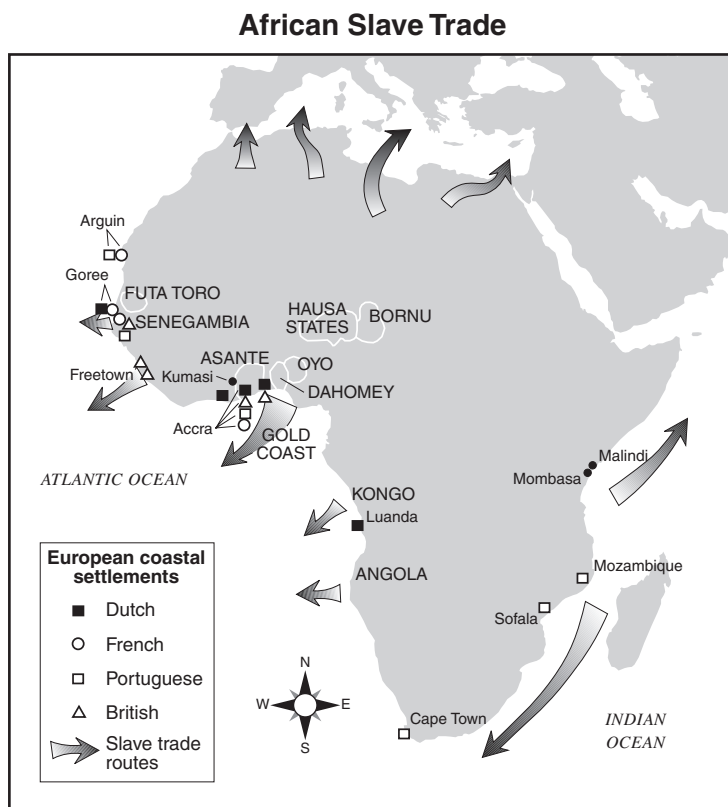
- 22 The Aztec use of the calendar and the Maya writing system both illustrate that pre-Columbian cultures in the Americas

- (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.



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 | (3) Japan |
| (2) China | (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

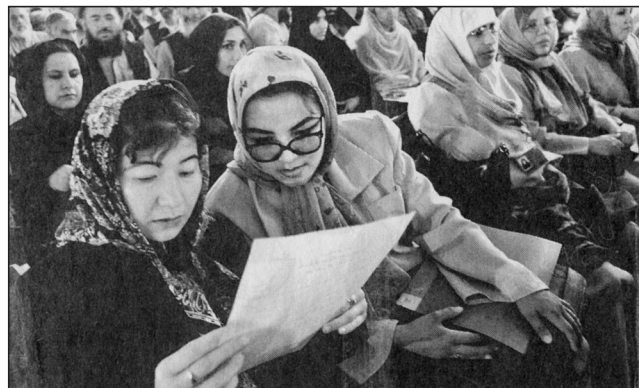
36 "India made detailed preparations for war with Pakistan yesterday, although senior officers said offensive operations would have to wait for the end of searing summer temperatures and the monsoon rain which follows. . . ."

— *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

JOINING THE CLUB?
NATO faces a November deadline on whether to admit nine hopefuls to the alliance.

Legend:
 ■ NATO members
 ▨ NATO candidates
 United States and Canada (not shown) are members

Map Labels:
 NORWAY, SWEDEN, FINLAND, DENMARK, ESTONIA, LATVIA, LITHUANIA, KALININGRAD, BELARUS, UKRAINE, MOLDOVA, ROMANIA, BULGARIA, MACEDONIA, GREECE, ALBANIA, YUGO., BOSNIA HERZ, CROATIA, SLOVENIA, HUNGARY, AUSTRIA, SWITZ., ITALY, FRANCE, LUXEMBOURG, BELGIUM, NETHERLANDS, UNITED KINGDOM, IRELAND, NORTHERN IRELAND, ICELAND, PORTUGAL, SPAIN, TURKEY, RUSSIA, Norwegian Sea, Black Sea, Mediterranean Sea.

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.

- (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.

(1) India (3) China
(2) South Korea (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 | (3) Ming |
| (2) Maya | (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. . . .

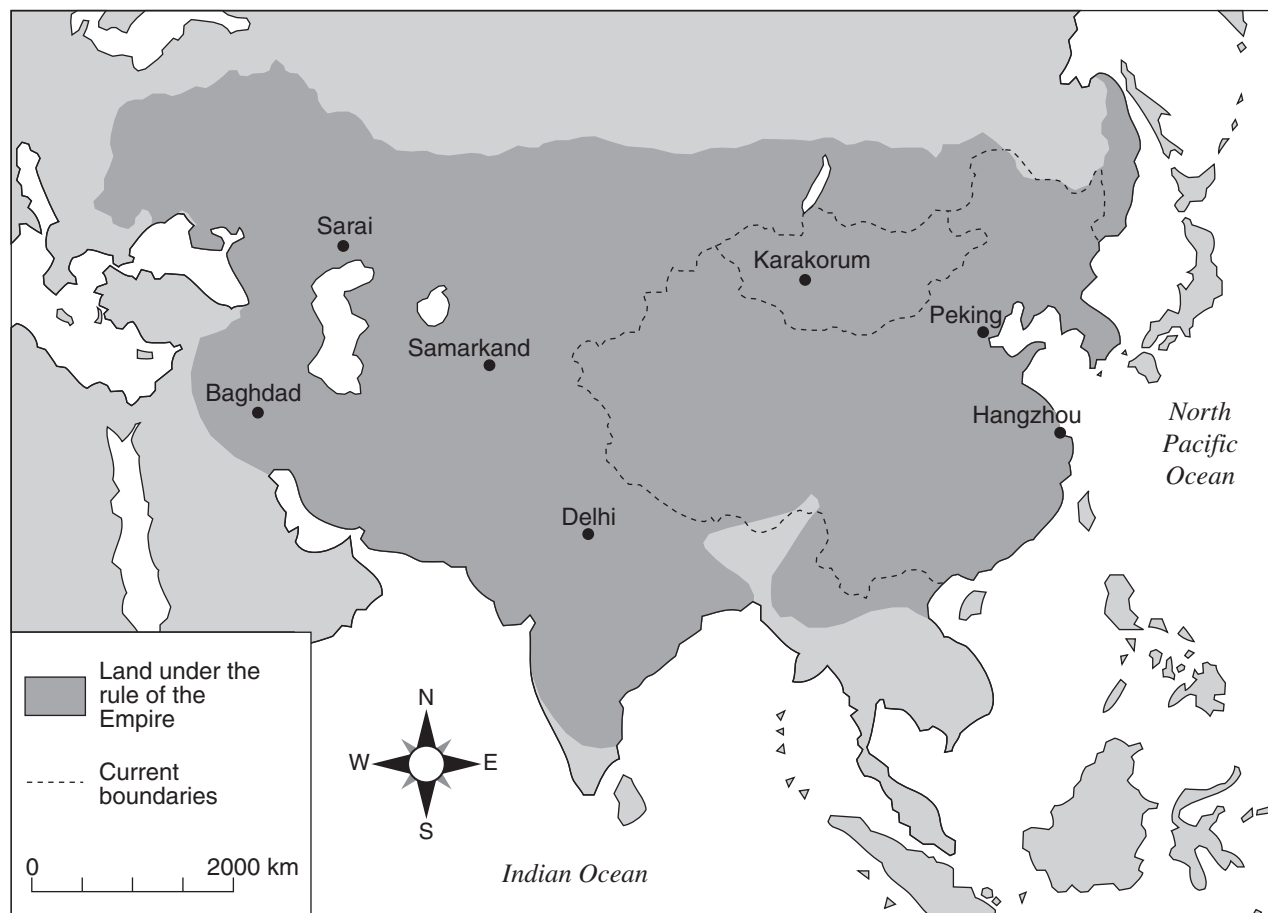
- 46 This passage expresses the ideas of

- (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 | (3) nationalism |
| (2) polytheism | (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. | (3) Leaders won the support of all groups. |
| (2) Voting rights were extended to women. | (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

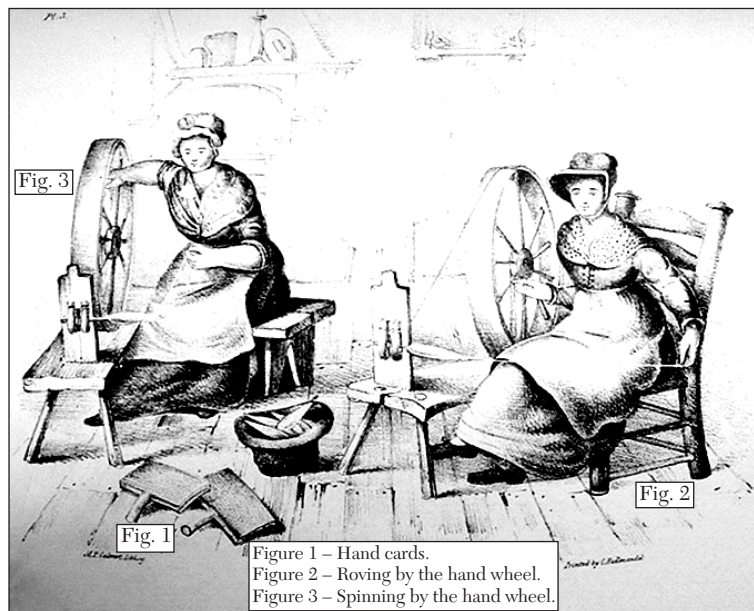
- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society

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 necessities 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]

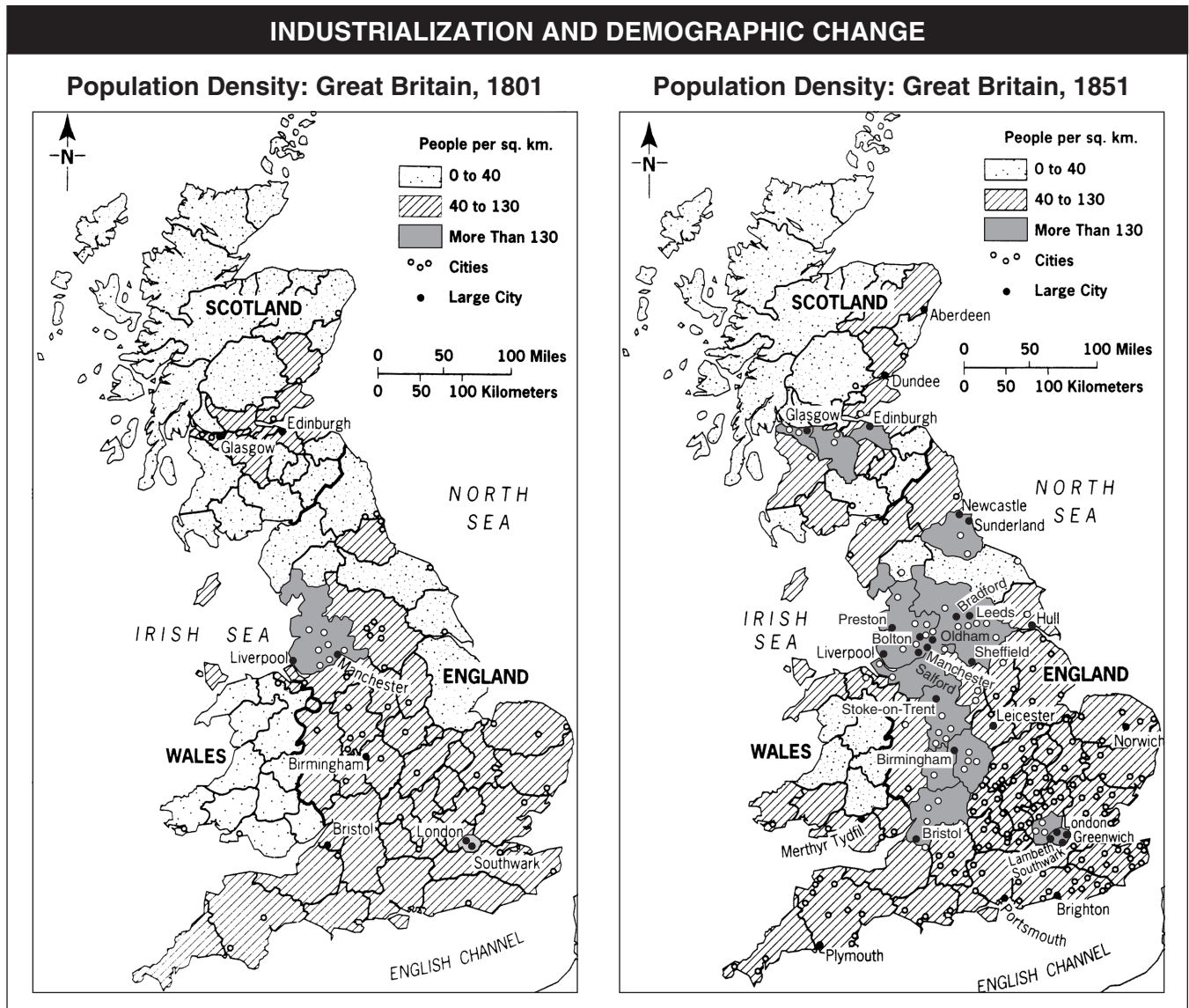
(1) _____

Score

(2) _____

Score

Document 4



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) _____

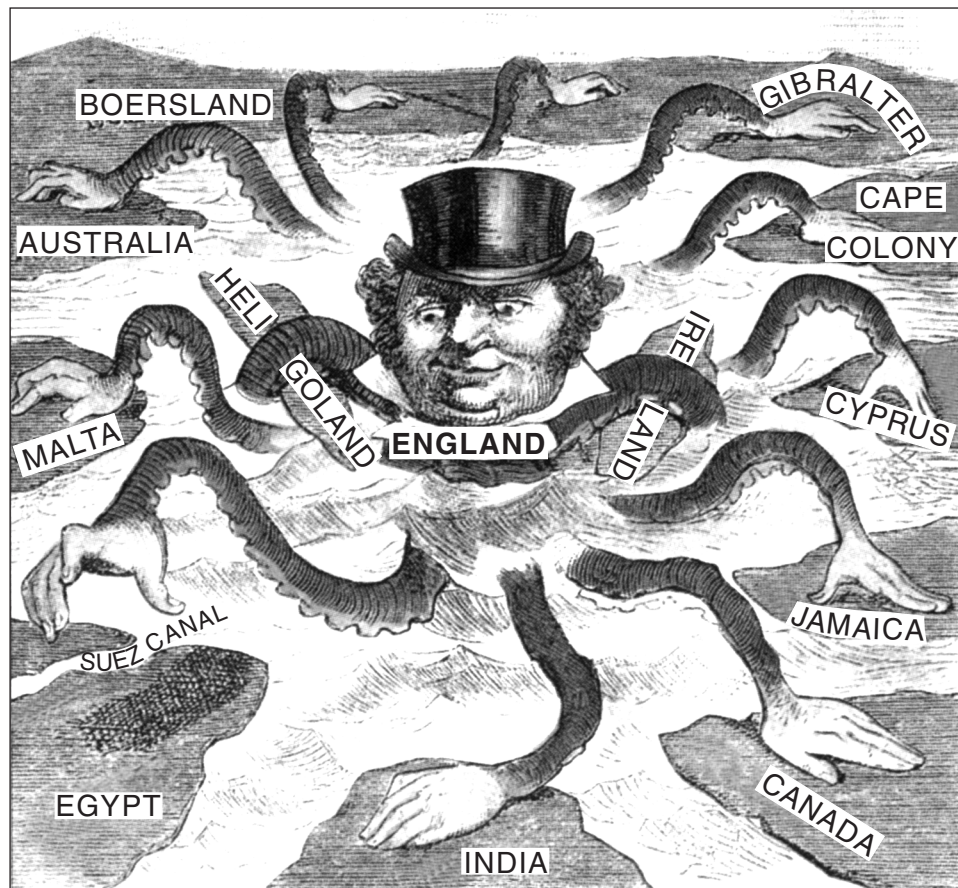
Score

(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

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Wednesday, June 14, 2006 — 1:15 p.m. 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
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| 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

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 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.

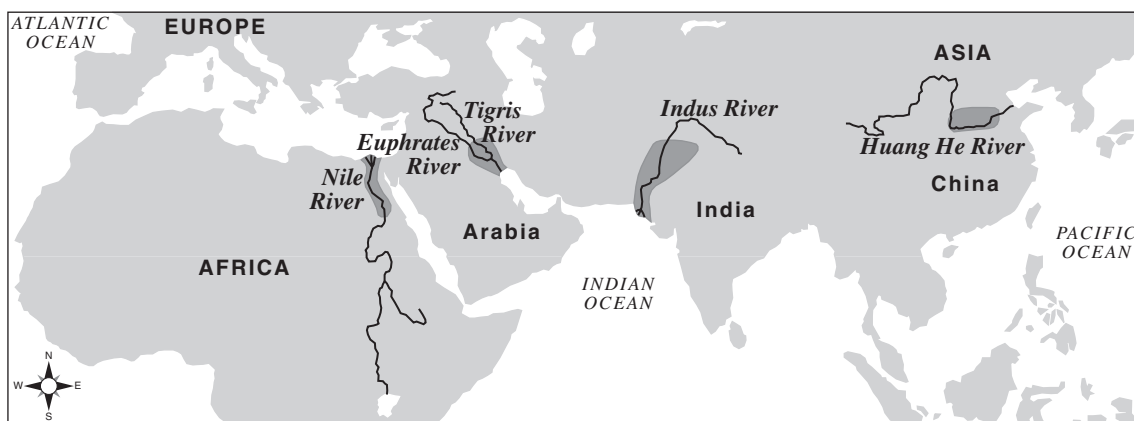
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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

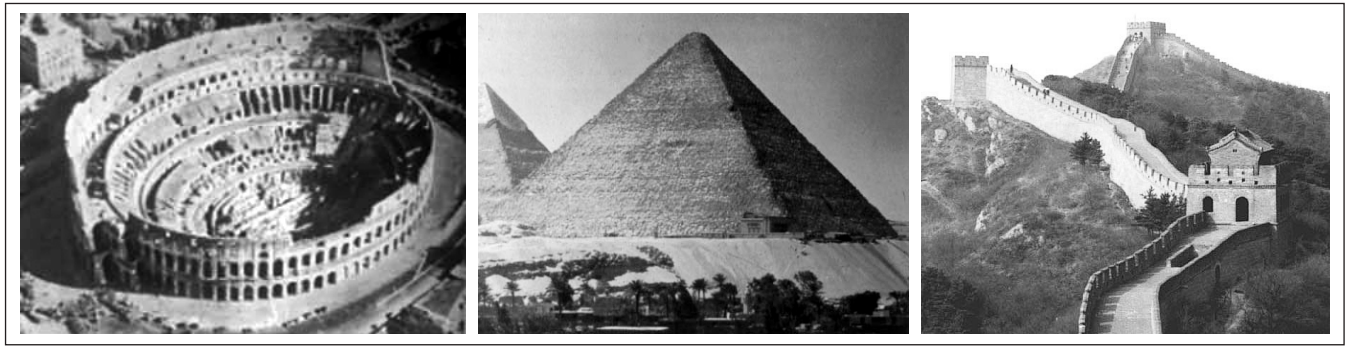
7 What was one result of large armies traveling great distances during the Crusades?

- (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

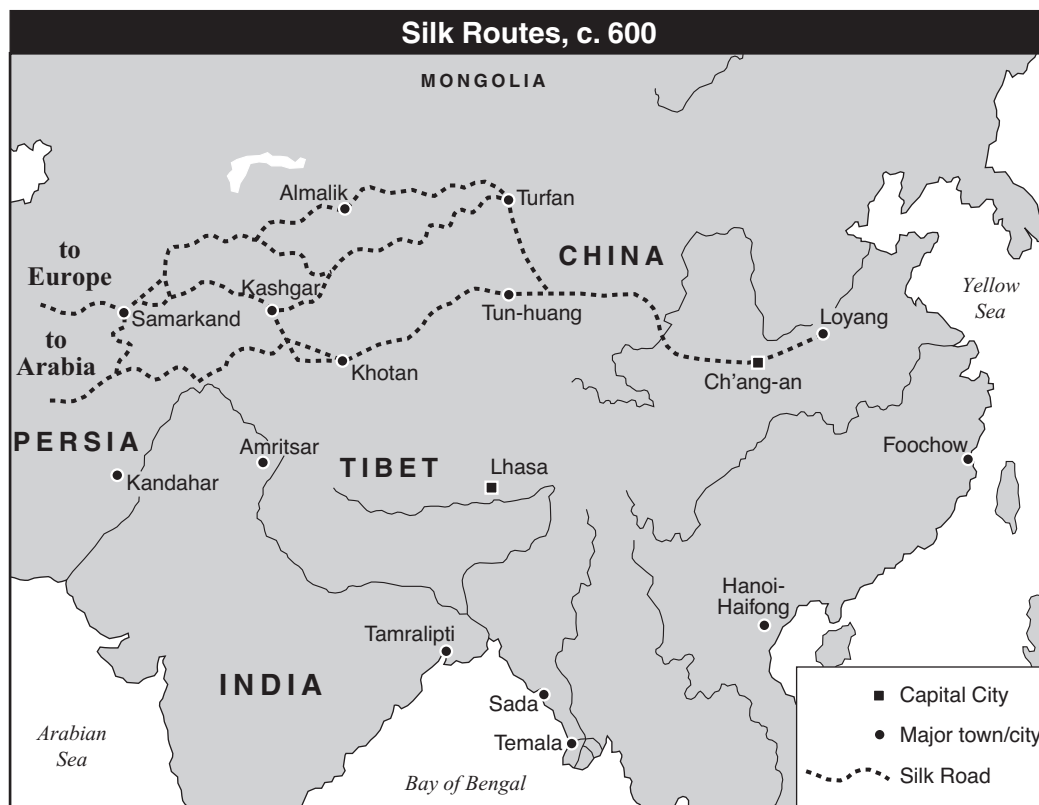
- (1) China and southern Africa
- (2) the Atlantic Ocean and the Baltic Sea
- (3) the Inca Empire and the Aztec Empire
- (4) Asia and eastern Europe

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
-

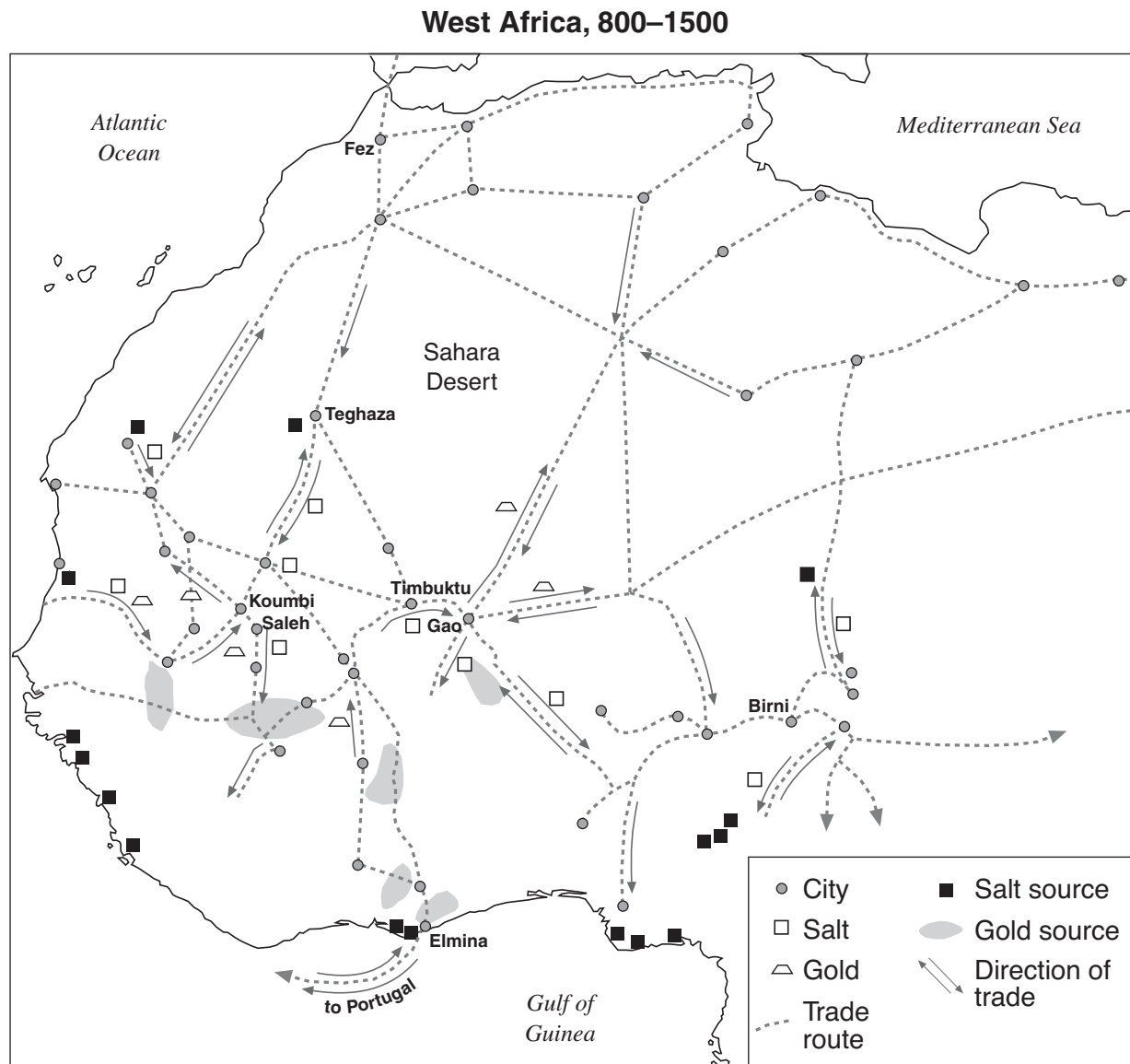
Base your answer to question 10 on the map below and on your knowledge of social studies.



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)

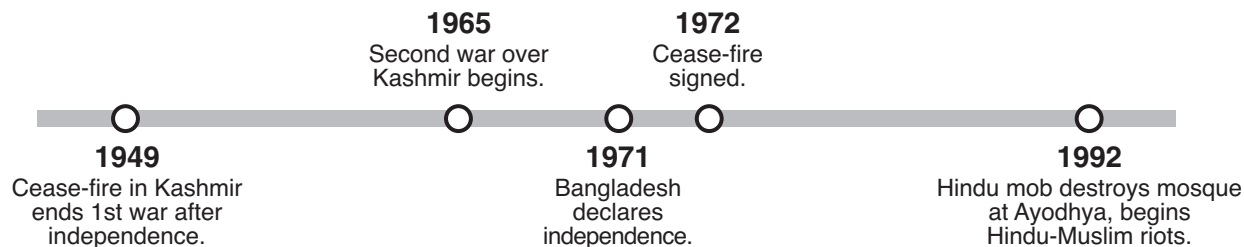
- 28 What is the best title for this map?
- (1) Dominance of Manchukuo
 - (2) Japanese Imperial Expansion
 - (3) East Asian Trade Routes
 - (4) Natural Resources of China and Japan

- 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 | (3) Burma and Thailand |
| (2) India and Pakistan | (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

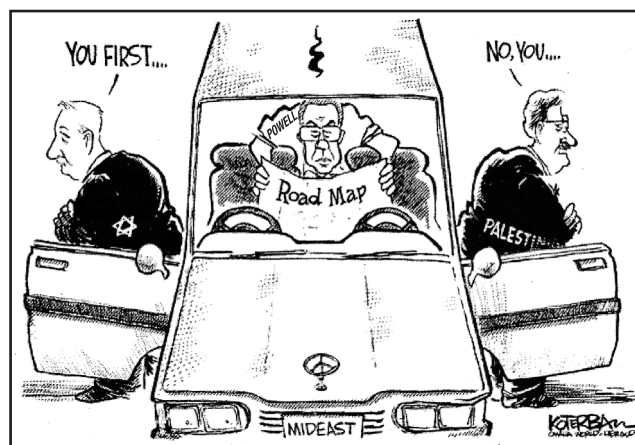
38 Which generalization can be supported by this passage?

- (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.

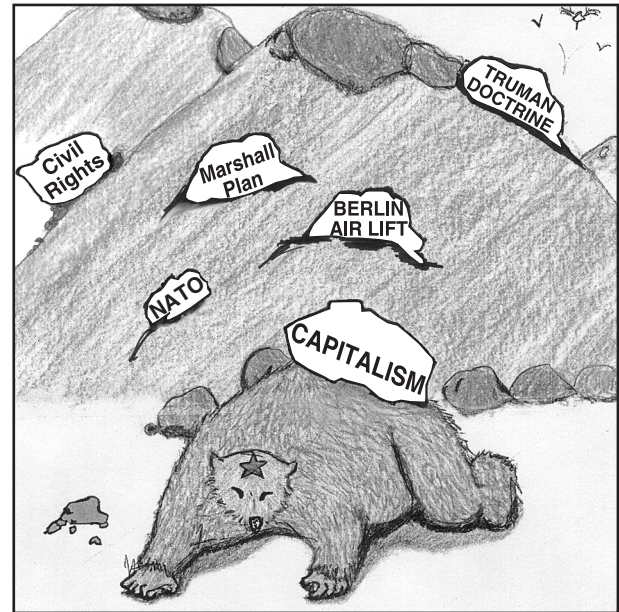
If God were to withdraw his hand, the entire world would return to nothing: if authority ceases in the kingdom, all lapses into confusion. ...

— 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**

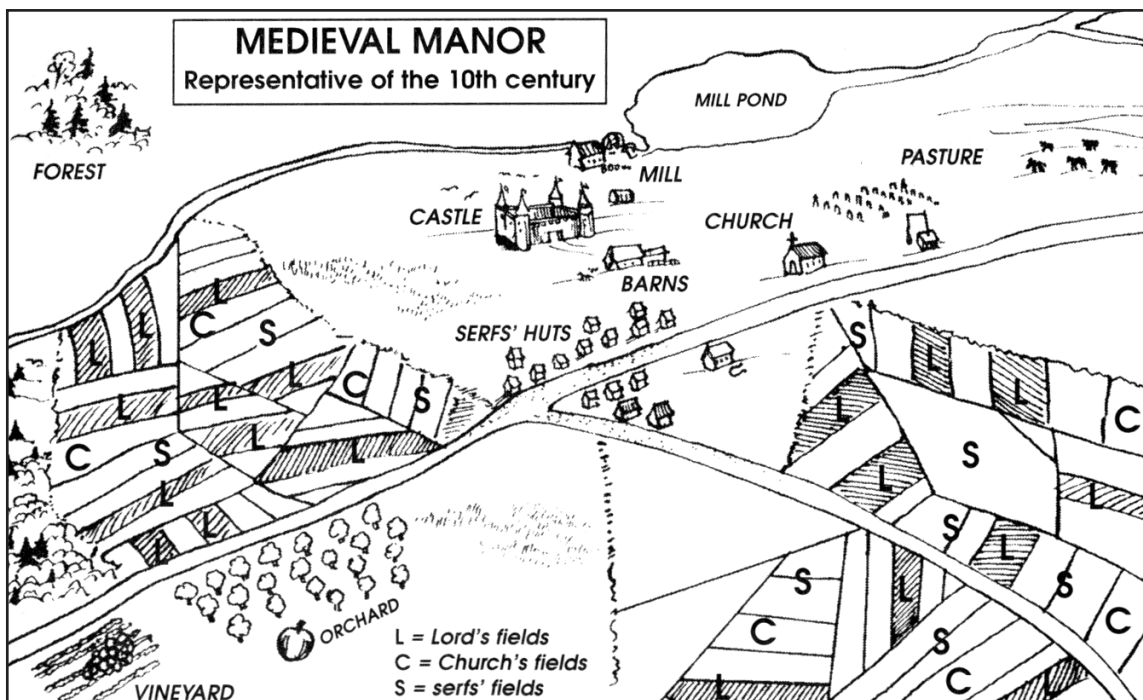
- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation **or** region **or** on a group of people

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

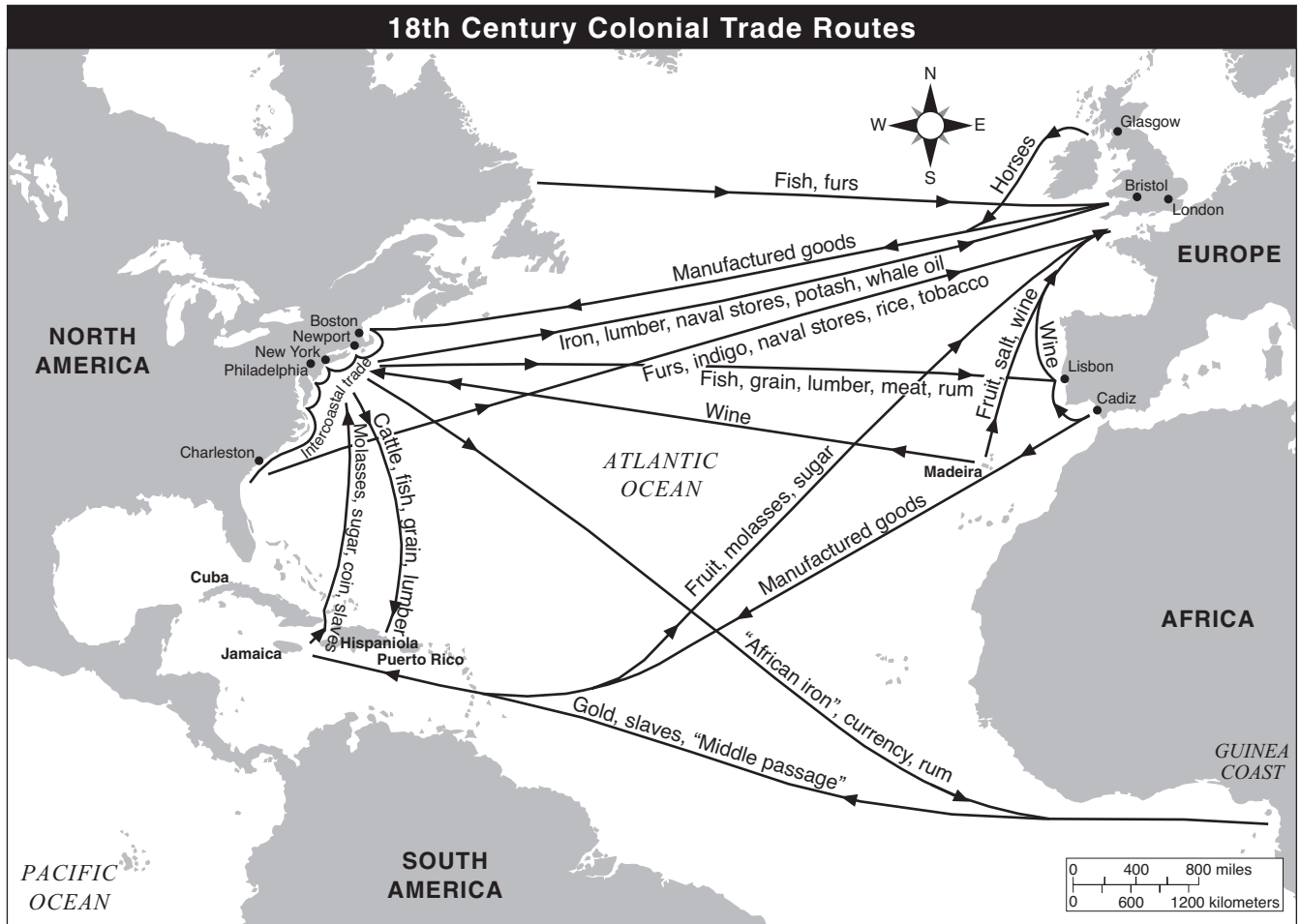


Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

- 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 [quickening] 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

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Wednesday, June 13, 2007 — 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
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| 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

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.

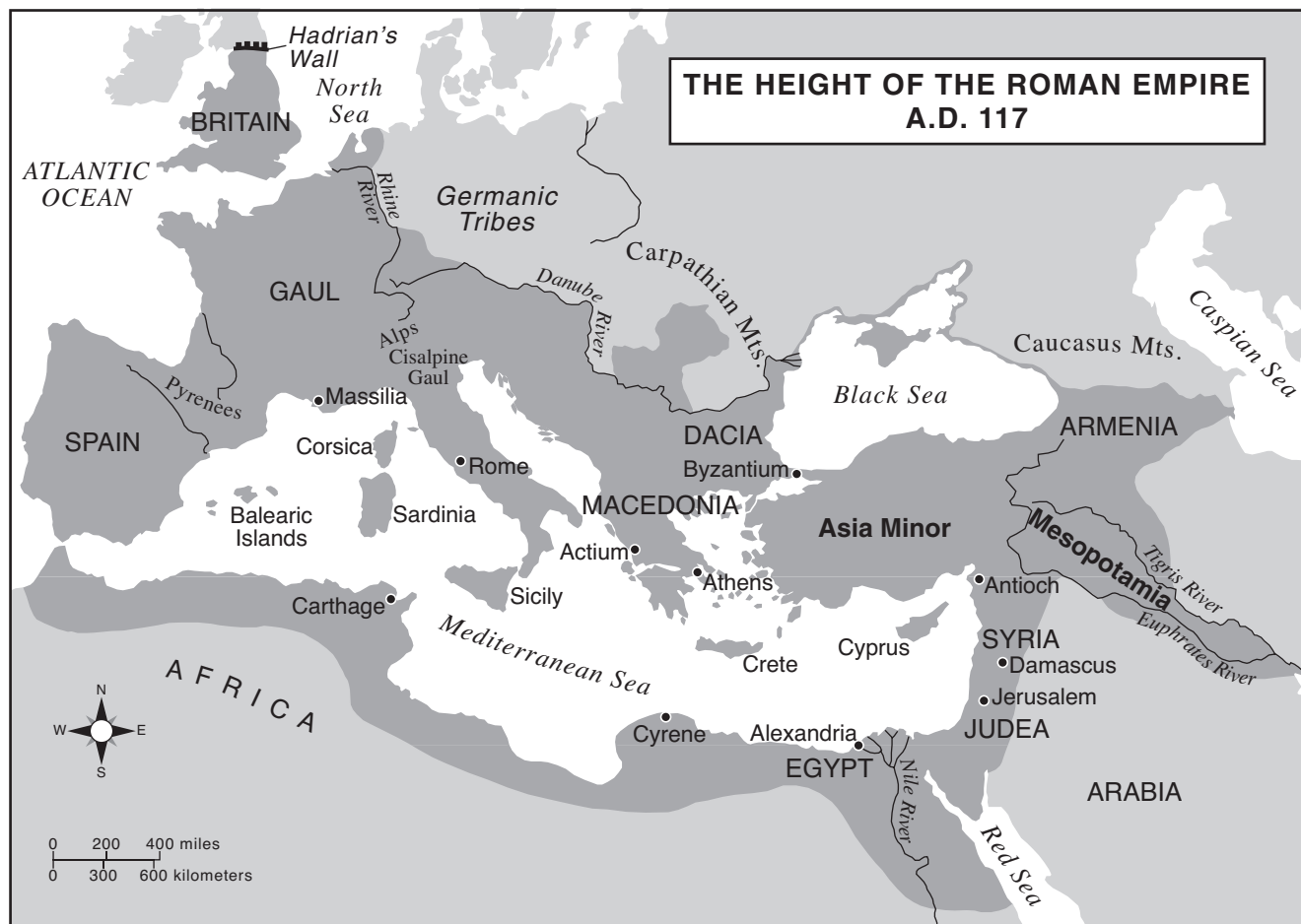
- 7 Confucianism had a strong impact on the development of China mainly because this philosophy

- (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?

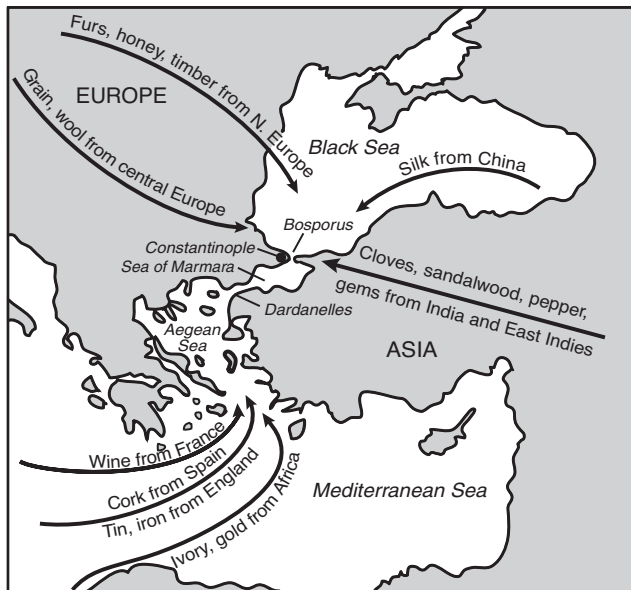
- (1) The Roman Empire extended over three continents.
- (2) Rivers kept invaders out of the Roman Empire.
- (3) Alexandria served as the eastern capital of the Roman Empire.
- (4) Carthage was eventually destroyed by the Romans.

10 Based on the information provided by this map, which body of water was most likely the center of Roman trade?

- | | |
|---------------|-----------------------|
| (1) Red Sea | (3) Atlantic Ocean |
| (2) Black Sea | (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

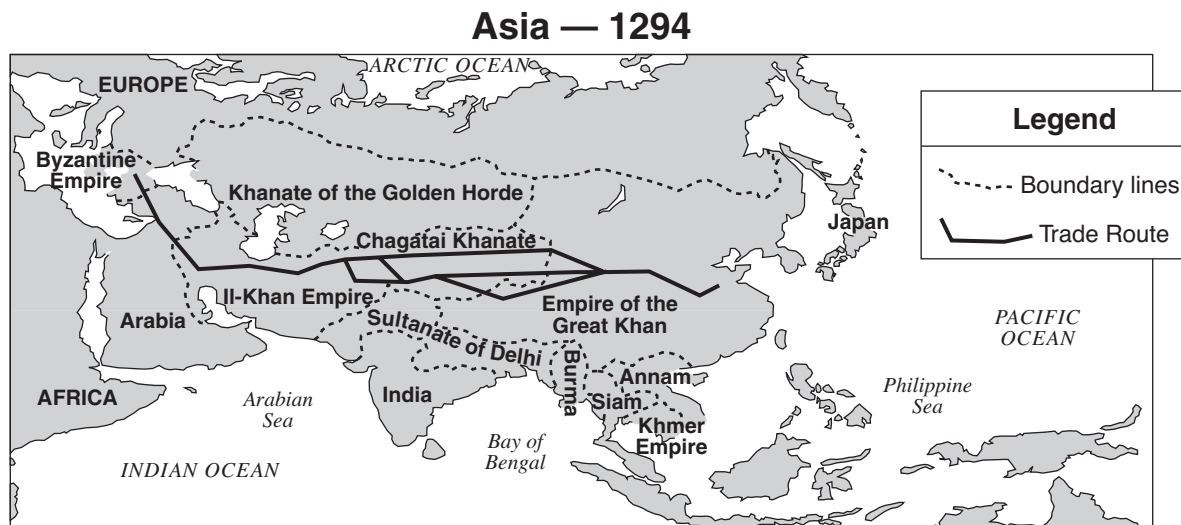
16 What was one effect of the Columbian exchange?

- (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 | (3) Japanese |
| (2) Indian | (4) European |

19 Which person is credited with saying “L’état, c’est moi” (I am the state)?

- | | |
|----------------|--------------------|
| (1) Louis XIV | (3) Karl Marx |
| (2) John Locke | (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 | (3) pogroms |
| (2) collectivization | (4) urbanization |

23 Which heading best completes this partial outline?

- I. _____
- 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 28 on the passage below and on your knowledge of social studies.

. . . In order to obtain Arab support in the War, the British Government promised the Sherif of Mecca in 1915 that, in the event of an Allied victory, the greater part of the Arab provinces of the Turkish Empire would become independent. The Arabs understood that Palestine would be included in the sphere of independence.

In order to obtain the support of World Jewry, the British Government in 1917 issued the Balfour Declaration. The Jews understood that, if the experiment of establishing a Jewish National Home succeeded and a sufficient number of Jews went to Palestine, the National Home might develop in course of time into a Jewish State. . . .

— Summary of the Report of the
Palestine Royal Commission, 1937

28 Which conclusion is best supported by this passage?

- (1) The British made no promises to either the Arabs or the Jews.
 - (2) The Arab-Israeli conflict can be traced in part to British promises.
 - (3) The United Nations did not try to prevent conflict in the Middle East.
 - (4) Only the Jews were promised an independent state in Palestine.
-

- 29 • Led the Russians in a second revolution (1917)
• Promised “Peace, Land, and Bread”
• Established the New Economic Policy (NEP)

Which leader is being described by these statements?

- (1) Czar Nicholas II (3) Vladimir I. Lenin
- (2) Nikita Khrushchev (4) Mikhail Gorbachev

Base your answer to question 30 on the passage below and on your knowledge of social studies.

. . . A weary, exhausted, nerve-racked group of men it was indeed that, about noon November 1, assembled in a gully north of Sommerance [France] to rest and dig in for the night. The artillery was still firing furiously, but the enemy's barrage [bombardment] had ceased very suddenly about 10:00 a.m. and now only occasional shells from long-range rifles would explode in the vicinity. The weather was gloomy and the moist air chilled one to the bones. Yet it was with that meticulous [methodical] care that is characteristic of worn-out men, that we prepared our foxholes, carrying boards and iron sheeting from abandoned machine-gunners' dugouts in order to make our “houses” as comfortable as possible, even though only for one night. . . .

Source: William L. Langer, *Gas and Flame in World War I*, Knopf/Borzoi

30 Which means of warfare is described in this passage?

- (1) guerilla (3) biological
 - (2) nuclear (4) trench
-

31 A major goal of Joseph Stalin's five-year plans was to

- (1) encourage communist revolutions in the colonies of the European powers
- (2) transform the Soviet Union into an industrial power
- (3) expand the Soviet Union's borders to include warm-water ports
- (4) reduce the amount of foreign aid coming from the Western Hemisphere

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)

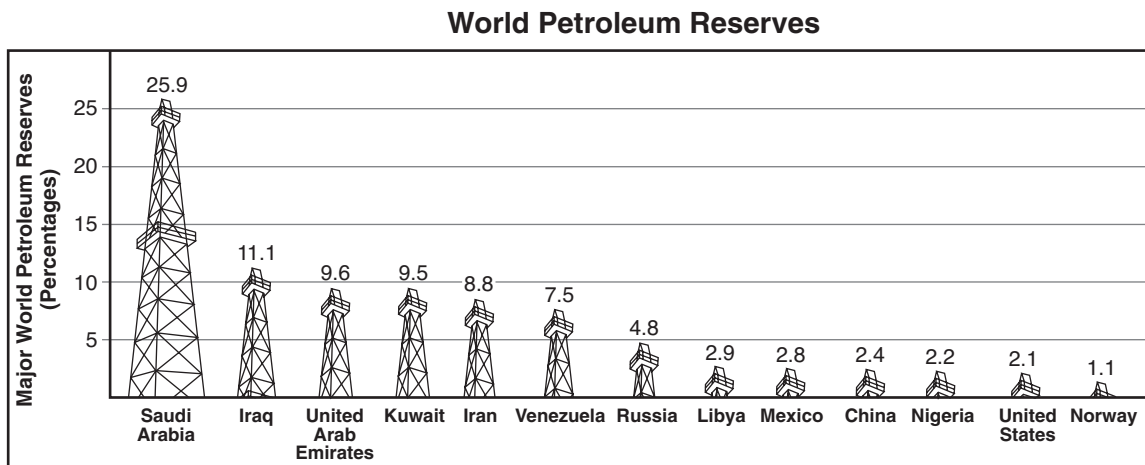
34 The main idea of this 1941 cartoon is that Japan, Italy, and Germany

- (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.



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

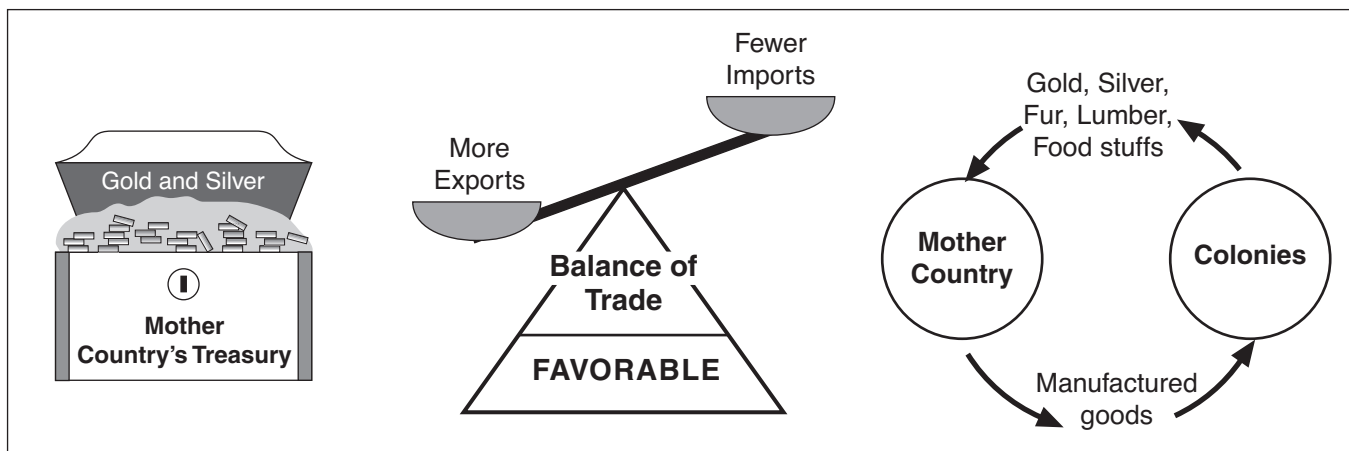
- (1) set up democratic governments
- (2) used Marxist political principles
- (3) overthrew a ruling monarch
- (4) promoted Confucian principles

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 | (3) perestroika |
| (2) laissez-faire capitalism | (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

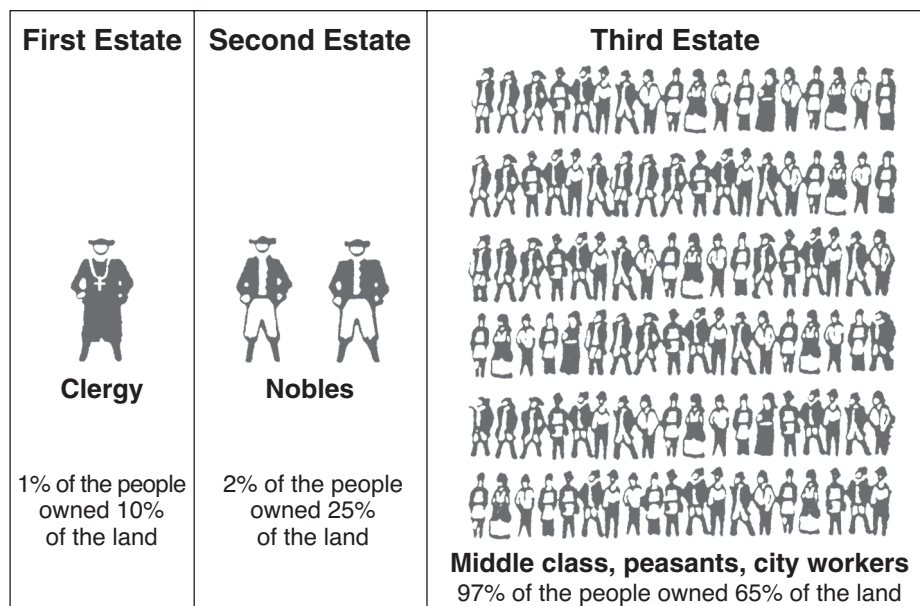
44 Studying the architectural features of the Parthenon, Notre Dame Cathedral, and the Taj Mahal provides information about the

- (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

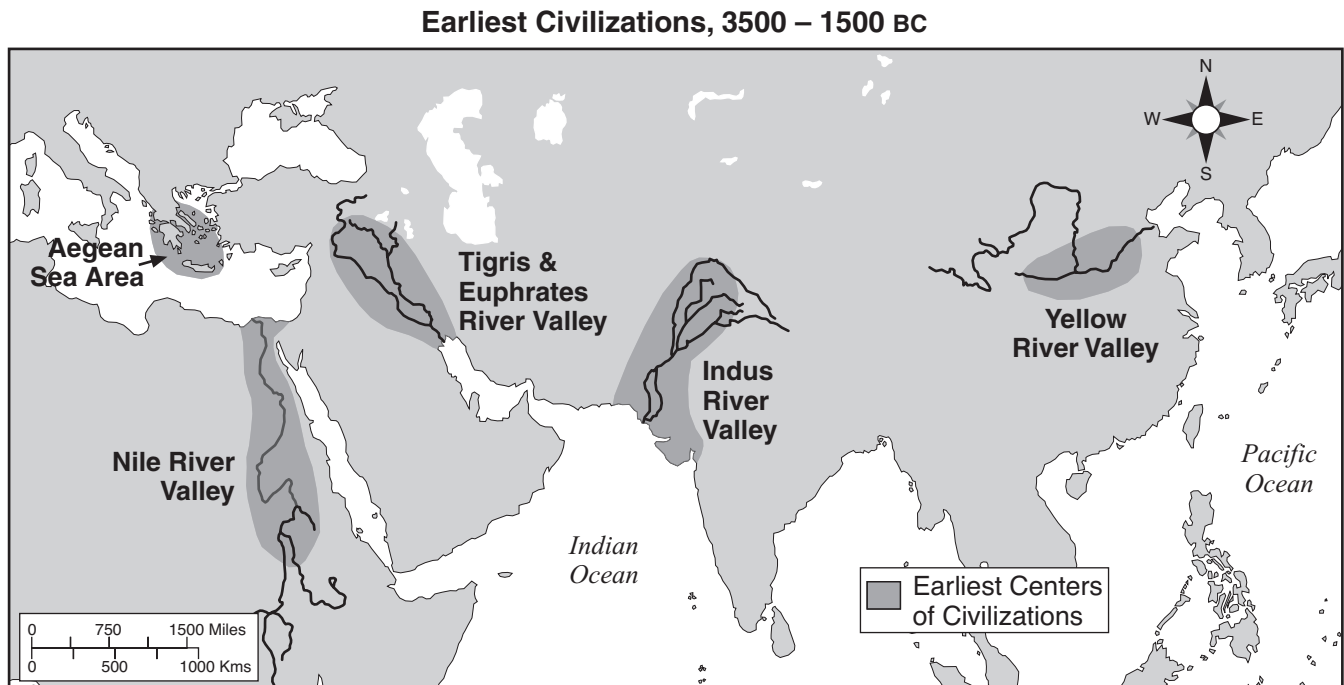
Do *not* use the United States as the specific nation or region.

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



- 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.

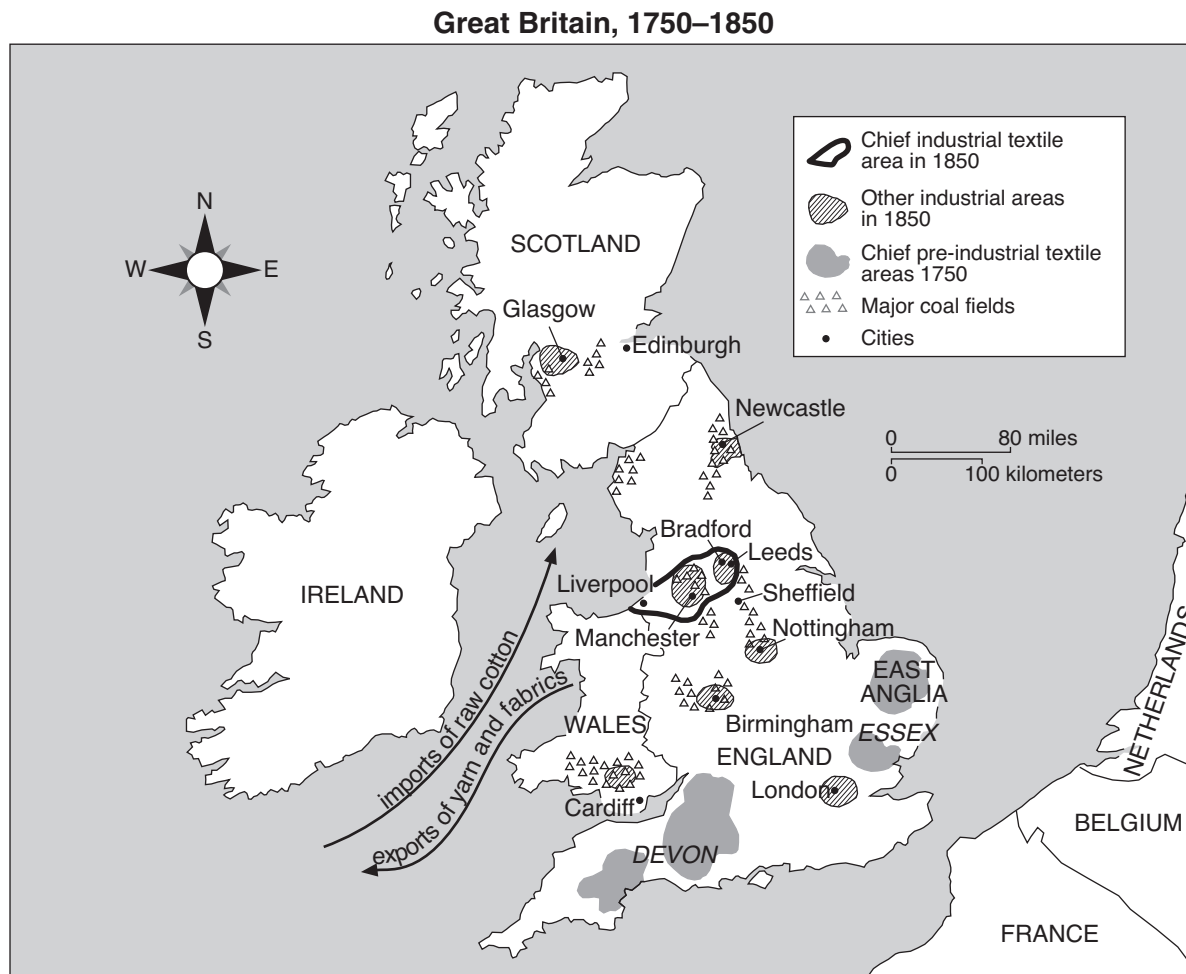
Agriculture still sustains two-thirds of India’s billion-strong population and contributes a quarter of its GDP, which economists predict will expand by as much as 6.5% in the fiscal year ending next March, partly because of the abundant rains and the resurgent [recovered] farm sector. . . .

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



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

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 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- | | |
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| 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

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

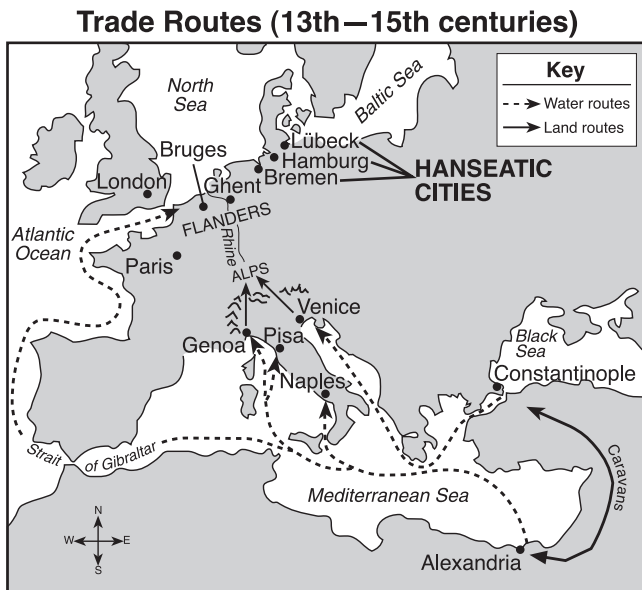
Answer all questions in this part.

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.

- | | |
|--|--|
| <p>1 In which field of study do people learn about the development of early human beings?</p> <p>(1) economics (3) political science
(2) cartography (4) anthropology</p> <p>2 Which document is an example of a primary source?</p> <p>(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</p> <p>3 Hunting and gathering, subsistence agriculture, and the barter system are characteristics of a</p> <p>(1) market economy
(2) command economy
(3) traditional economy
(4) mixed economy</p> <p>4 Hammurabi's code of laws and Qin dynasty legalism are similar in that both promoted the idea that</p> <p>(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</p> <p>5 An important factor that prevented the ancient Greek city-states from uniting to form a single nation was the</p> <p>(1) lack of a common language
(2) size of the desert regions
(3) mountainous topography of the region
(4) cold, hostile climate</p> | <p>6 China under the Han dynasty and the Roman Empire were similar in that both grew wealthy because they</p> <p>(1) developed extensive trade networks
(2) created classless societies
(3) encouraged democratic ideals
(4) established free-market economies</p> <p>7 Judaism, Islam, and Christianity share a belief in</p> <p>(1) papal supremacy
(2) teachings of the Koran (Quran)
(3) reincarnation and the Four Noble Truths
(4) an ethical code of conduct and monotheism</p> <p>8 Feudalism influenced Europe and Japan by</p> <p>(1) providing social stability
(2) fostering the growth of religion
(3) eliminating warfare
(4) encouraging formal education</p> <p>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."</p> <p style="text-align: right;">— St. Bernard of Clairvaux</p> <p>This statement was most likely used to encourage people to</p> <p>(1) repel a Viking invasion
(2) stop advancement of the Huns in Europe
(3) join the Crusades
(4) force Russians to convert to Catholicism</p> |
|--|--|

- 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.



- 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

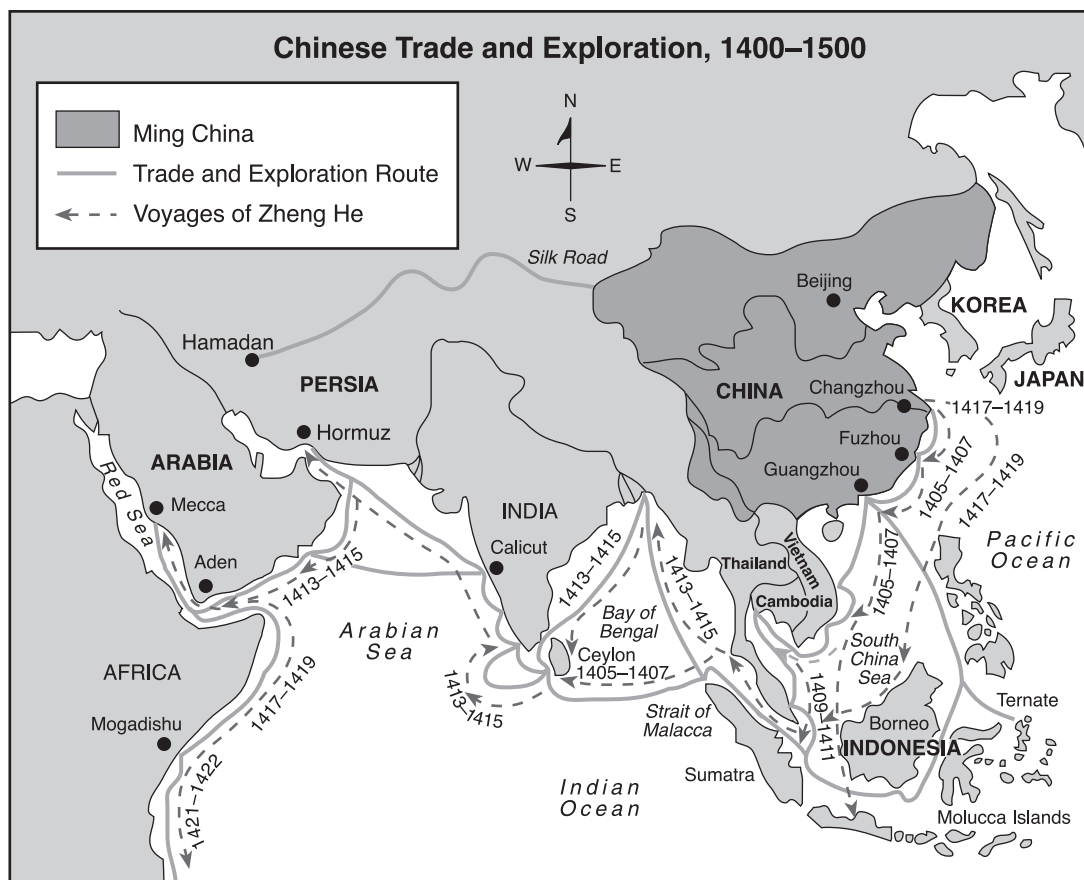
- 14 “. . . The King is a declared enemy of the Jews. He will not allow any to live in the city. If he hears it said that a Berber merchant frequents them or does business with them, he confiscates his goods. There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many hand-written 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.

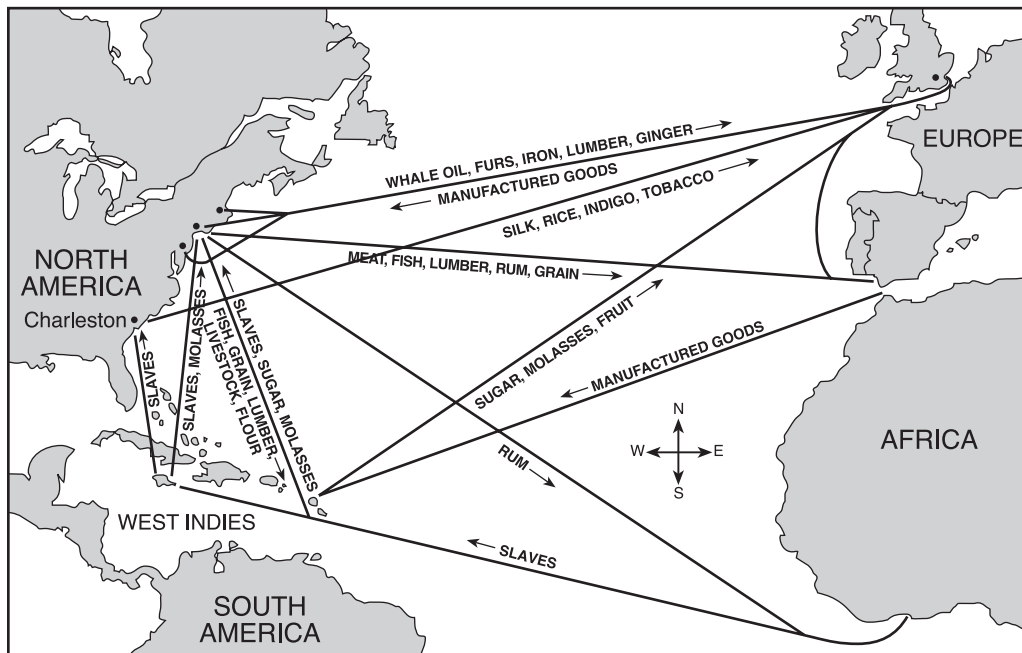
18 The writings of the 18th-century French philosophers Diderot, Rousseau, and Voltaire influenced the

- (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

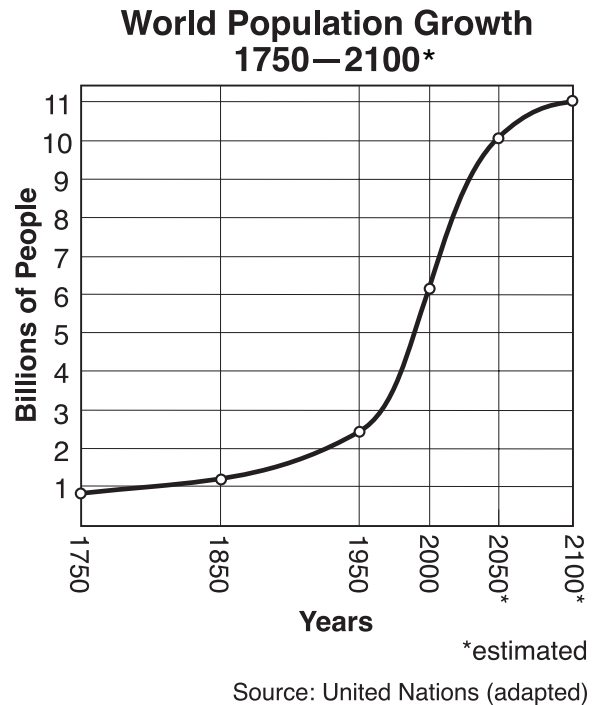
- (1) the fall of apartheid ended racial tensions
- (2) Nelson Mandela was unable to bring about political reform
- (3) another communist government lost power
- (4) a significant step was taken toward racial equality

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.



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

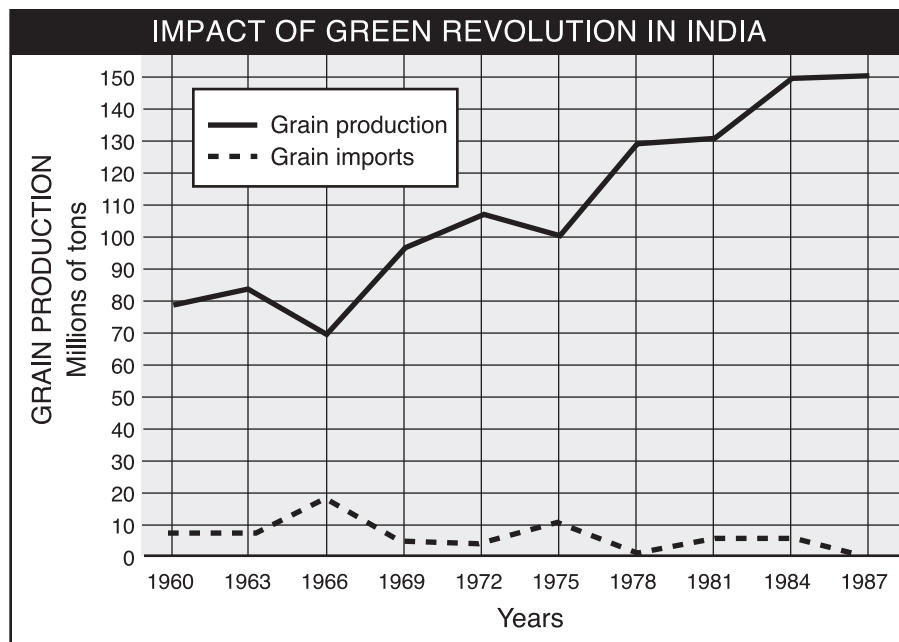
38 What is one explanation for the great change in the world population between 1950 and 2000?

- (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

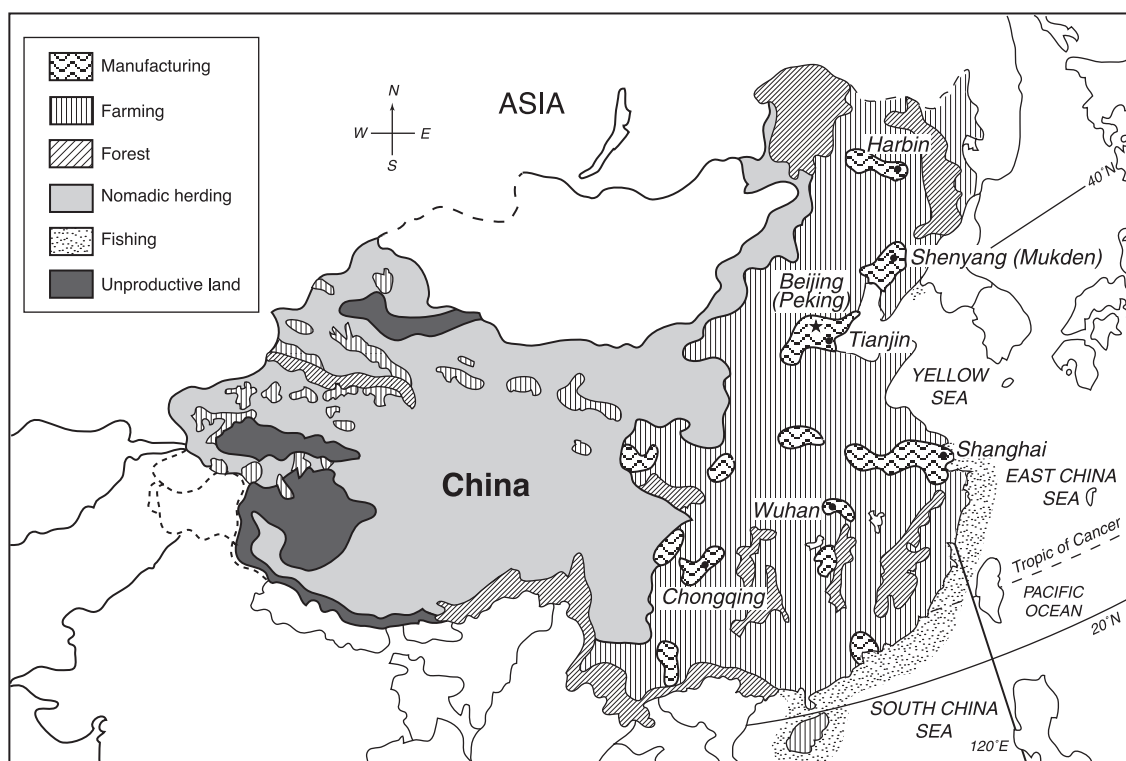
- (1) socialism
- (2) isolationism
- (3) westernization
- (4) democratization

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

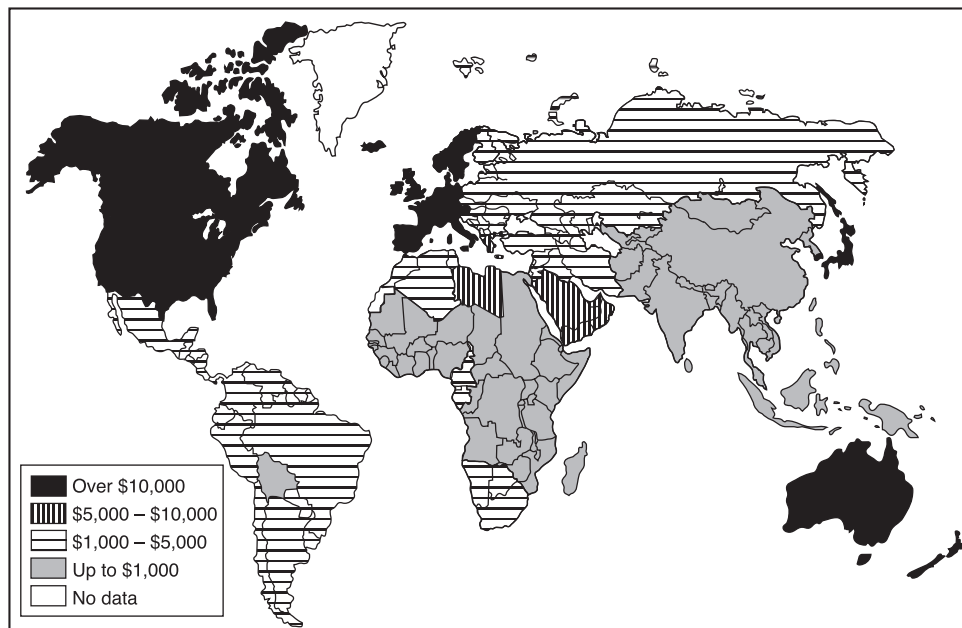
- (1) had greater deposits of natural resources
- (2) encountered government resistance to economic growth
- (3) used isolationism to increase its economic power
- (4) duplicated the factory systems used in China

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.

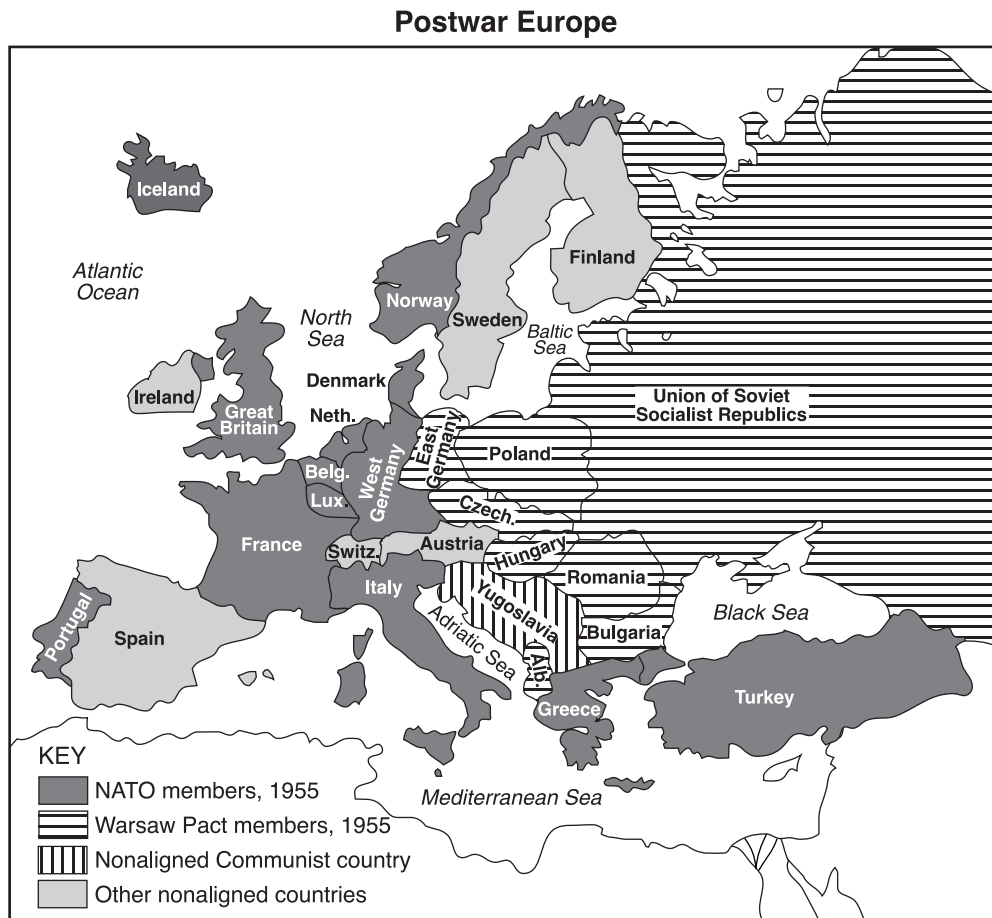
World Levels of Per Capita Income



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

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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

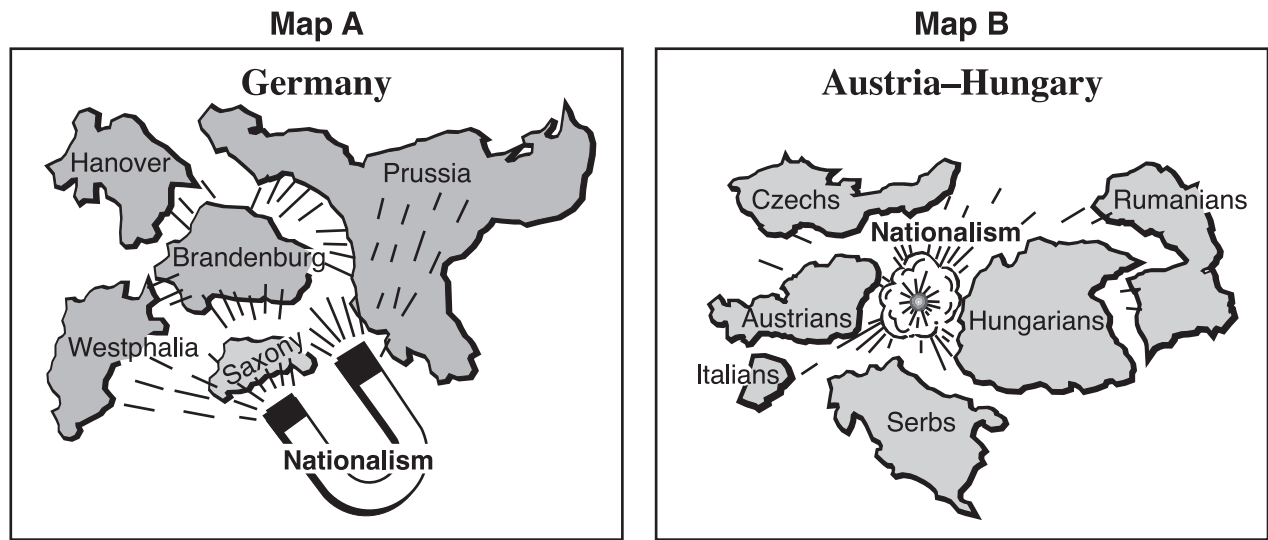
. . . Therefore, if we so ardently desire the emancipation [unification] of Italy — if we declare that in the face of this great question all the petty questions that divide us must be silenced— it is not only that we may see our country glorious and powerful but that above all we may elevate her in 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. . . .

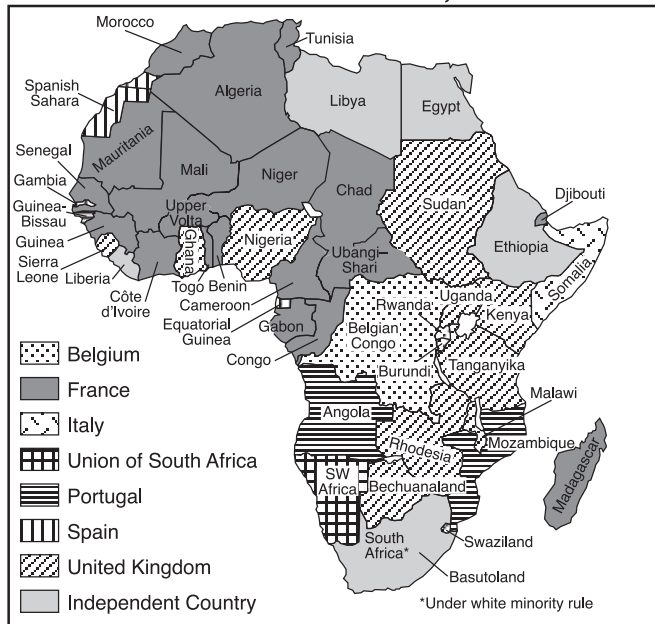
Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing House

5 Based on the document, identify **one** criticism Gandhi expressed about British rule. [1]

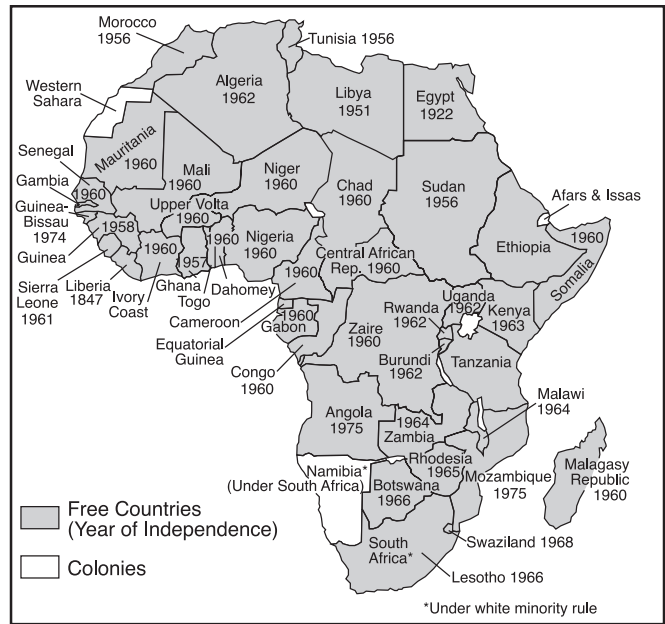
Score

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

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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

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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
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| 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

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.

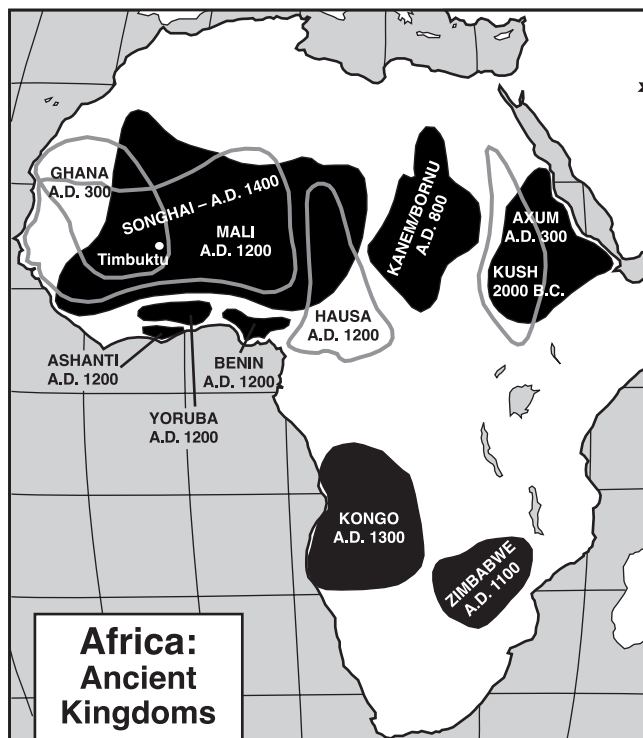
Part I

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.

- | | |
|--|---|
| <p>1 • What to produce?
• How to produce?
• For whom to produce?</p> <p>Which social scientist studies how these questions would be answered for a specific society?</p> <p>(1) a sociologist
(2) an economist
(3) an anthropologist
(4) a geographer</p> <p>2 How did topography and climate affect the history of Africa?</p> <p>(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.</p> <p>3 Italy, Korea, Spain, and India are similar in that each is considered</p> <p>(1) an archipelago
(2) a peninsula
(3) a landlocked nation
(4) an island nation</p> <p>4 Which geographic feature was common to the development of civilizations in ancient Egypt, China, India, and Mesopotamia?</p> <p>(1) river valleys (3) rain forests
(2) deserts (4) mountains</p> <p>5 According to Buddhist principles, believers can end personal suffering by</p> <p>(1) doing good deeds
(2) eliminating selfish desires
(3) making pilgrimages to Mecca
(4) relying on divine help</p> | <p>6 Christianity, Islam, and Judaism are similar in that they all ask their followers to</p> <p>(1) believe in reincarnation
(2) strive for nirvana
(3) follow a code of behavior
(4) practice polytheism</p> <p>7 Shintoism and animism share a belief in the importance of</p> <p>(1) reincarnation
(2) spirits in nature
(3) holy books
(4) missionaries</p> <p>8 In a comparison of the ancient cities of Athens and Sparta, Sparta placed more emphasis on</p> <p>(1) education
(2) military service
(3) family order
(4) human rights</p> <p>9 One way in which the Twelve Tables and Justinian's Code were similar is that both provided</p> <p>(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</p> <p>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</p> <p>(1) Byzantine Empire
(2) Carthaginian Empire
(3) Islamic Empire
(4) Persian Empire</p> |
|--|---|

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

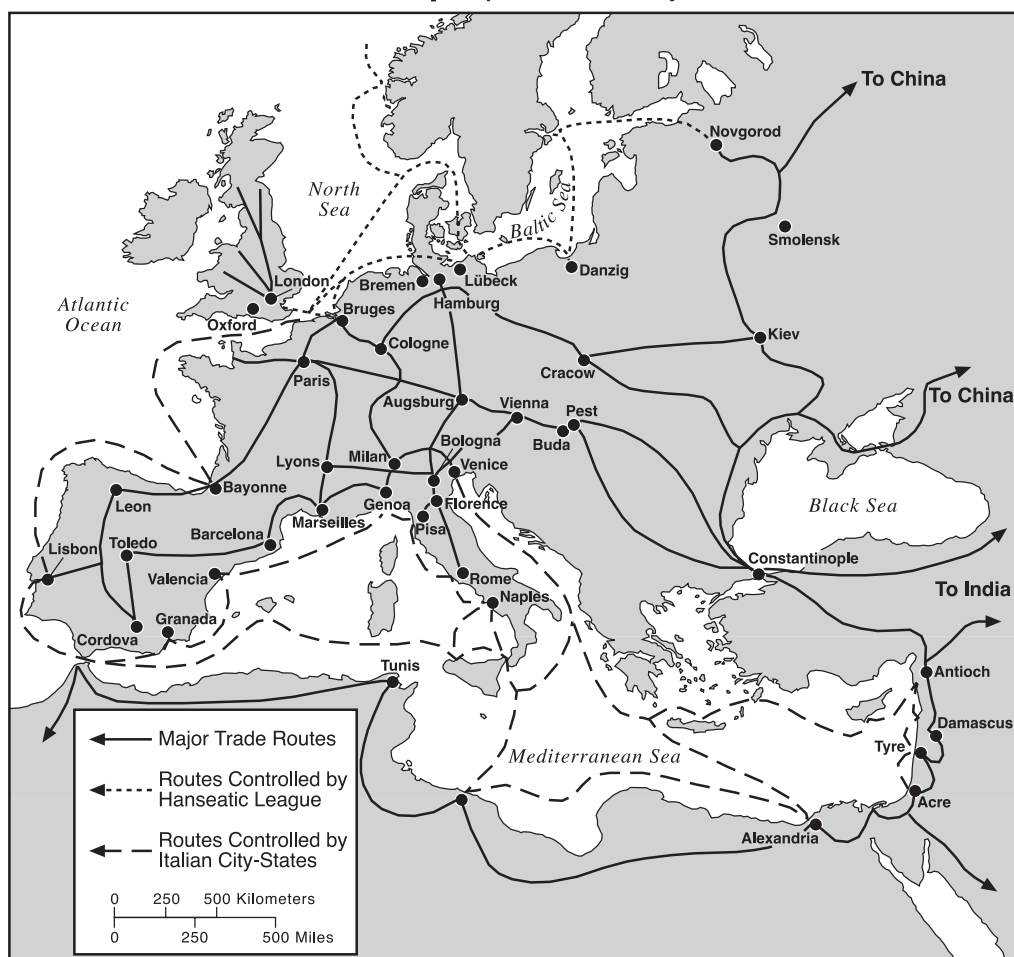
- (1) power of monarchies
- (2) power of the pope
- (3) belief in polytheism
- (4) unity of Europe

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
- (2) Joan of Arc
- (3) Louis XIV
- (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

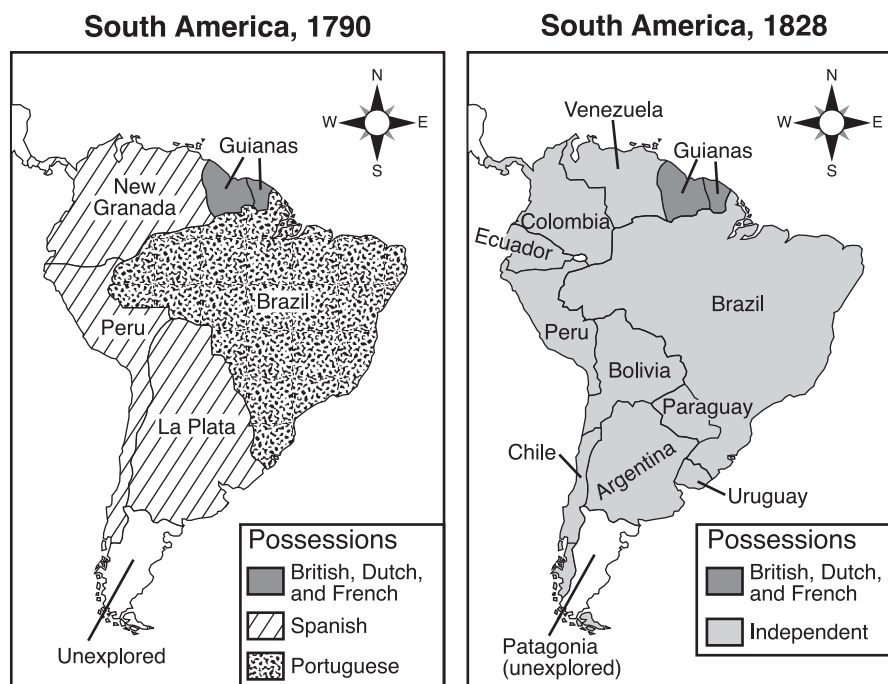
27 “. . . But after a long period of commercial intercourse [trade], there appear among the crowd of barbarians both good persons and bad, unevenly. Consequently there are those who smuggle opium to seduce the Chinese people and so cause the spread of the poison to all provinces. Such persons who only 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. . . .”

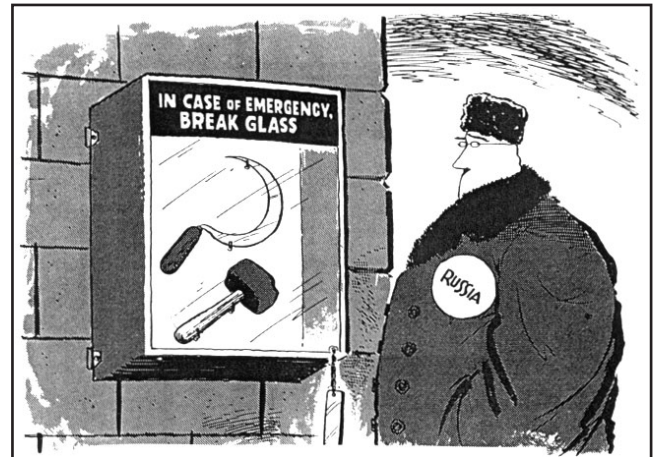
Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing

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.

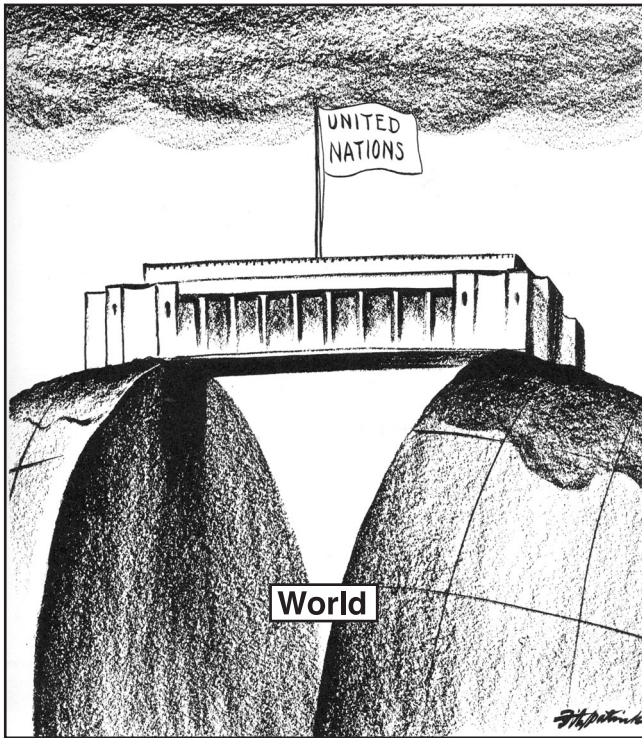


Source: Jack Ohman, *The Oregonian*, 1995

- 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

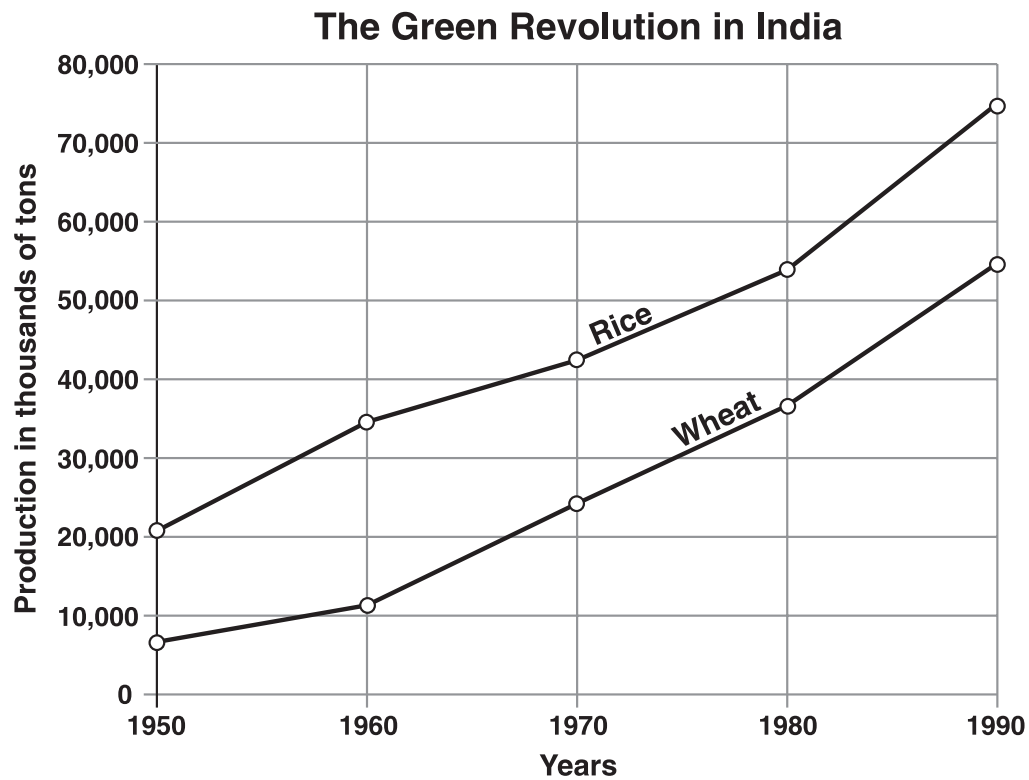
. . . As in Mathematicks, so in natural philosophy, the investigation of difficult things by the method of analysis [scientific method], ought ever to precede the method of composition. This analysis consists in making experiments and observations, and in drawing general conclusions from them by induction [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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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

ANSWER SHEET

☐ Male

StudentSex: ☐ 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
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| 11..... | 36..... |
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| 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

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.

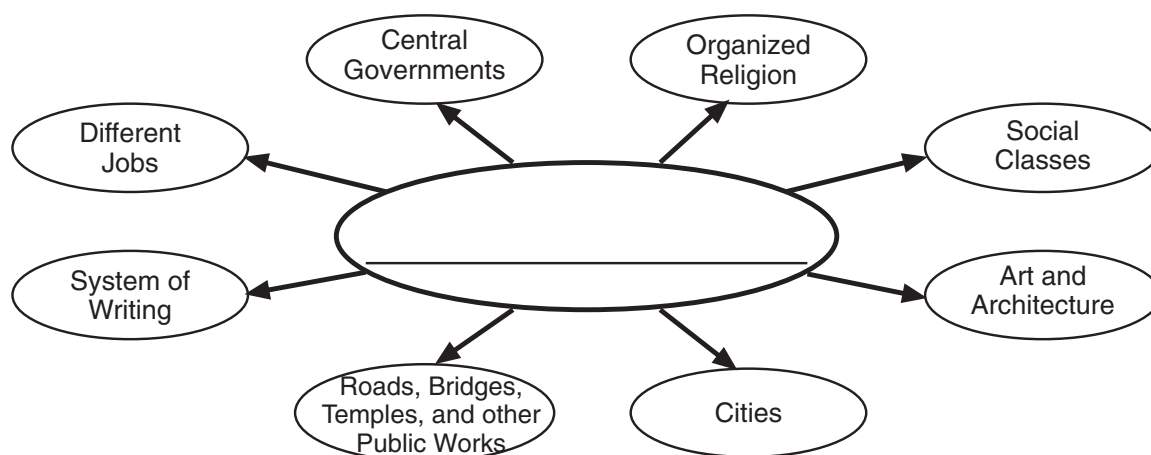
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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

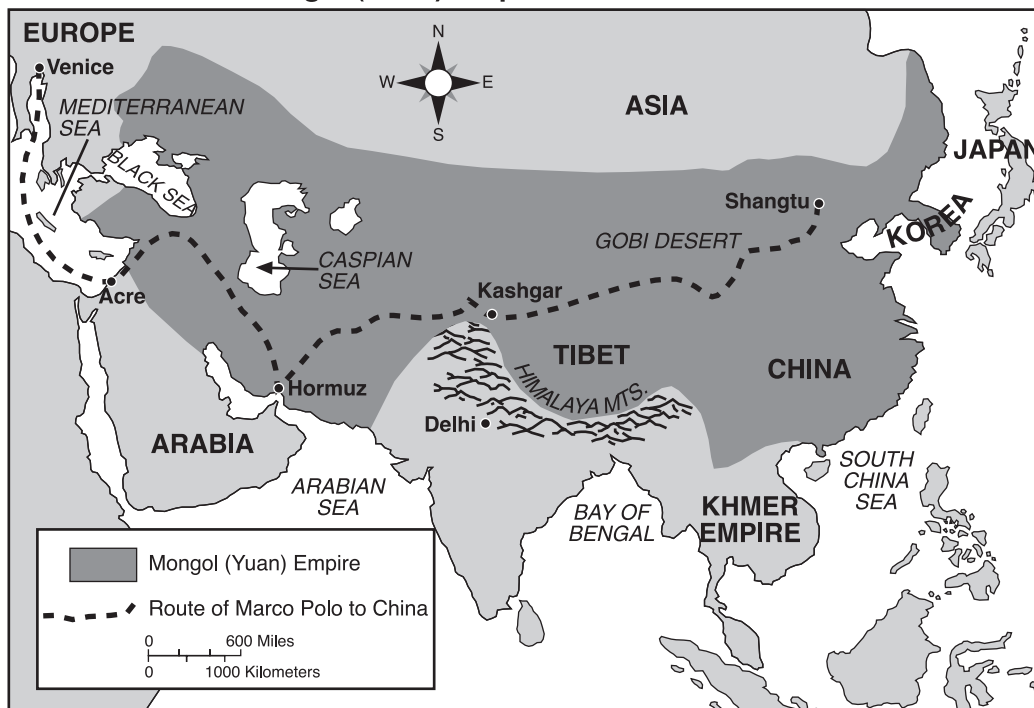
- (1) borders and elevations that were easy to defend
- (2) rich deposits of coal and iron ores
- (3) the means for irrigation and transportation
- (4) locations in regions of moderate climate and abundant rainfall

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?

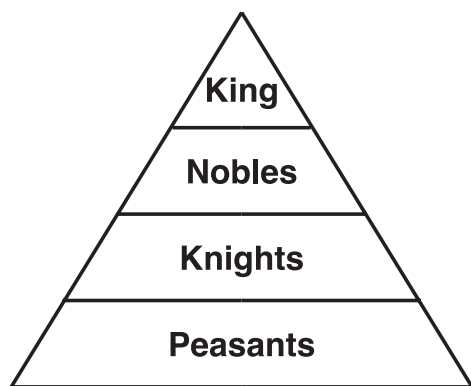
- (1) "If a ruler is upright, all will go well without orders."
- (2) "By nature, men are pretty much alike. It is learning and practice that set them apart."
- (3) "While a father or mother is alive, a son should not travel far."
- (4) "Do not do to others what you do not wish for yourself."

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

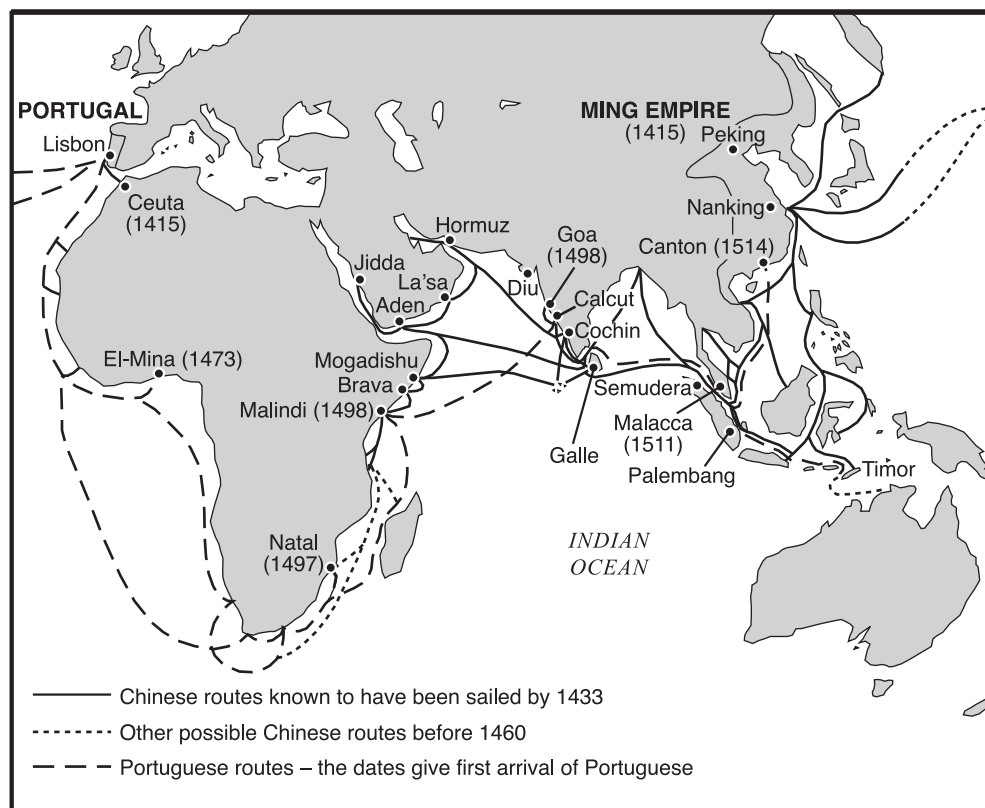


- 11 The illustration represents a society based on
- (1) social class
 - (2) educational achievement
 - (3) accumulated wealth
 - (4) political ability
- 12 This illustration suggests that the European feudal system was
- (1) designed to promote political and economic equality
 - (2) controlled by a 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 (3) creoles
- (2) mestizos (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)

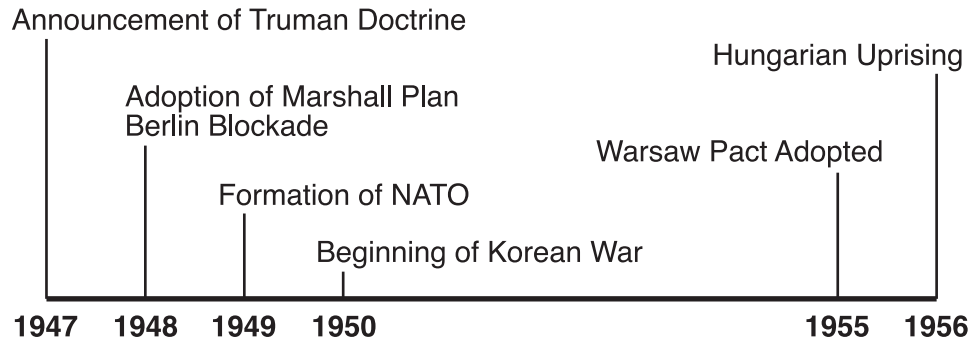
38 One similarity in the actions of Ho Chi Minh and Jomo Kenyatta was that both leaders

- (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.

<i>Article 3:</i>	Everyone has the right to life, liberty and security of person. . . .
<i>Article 5:</i>	No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .
<i>Article 19:</i>	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

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) **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***:

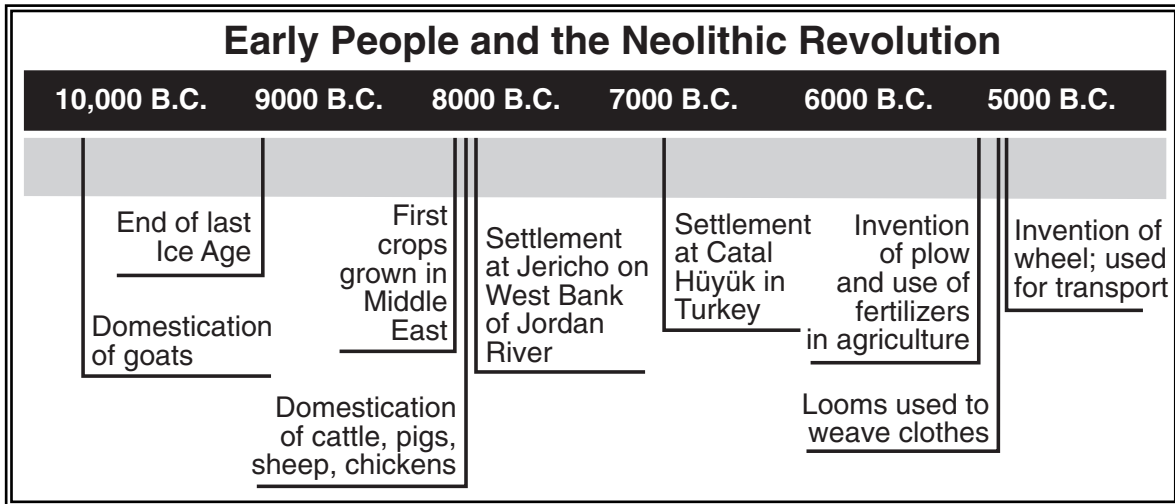
- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

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. . . .

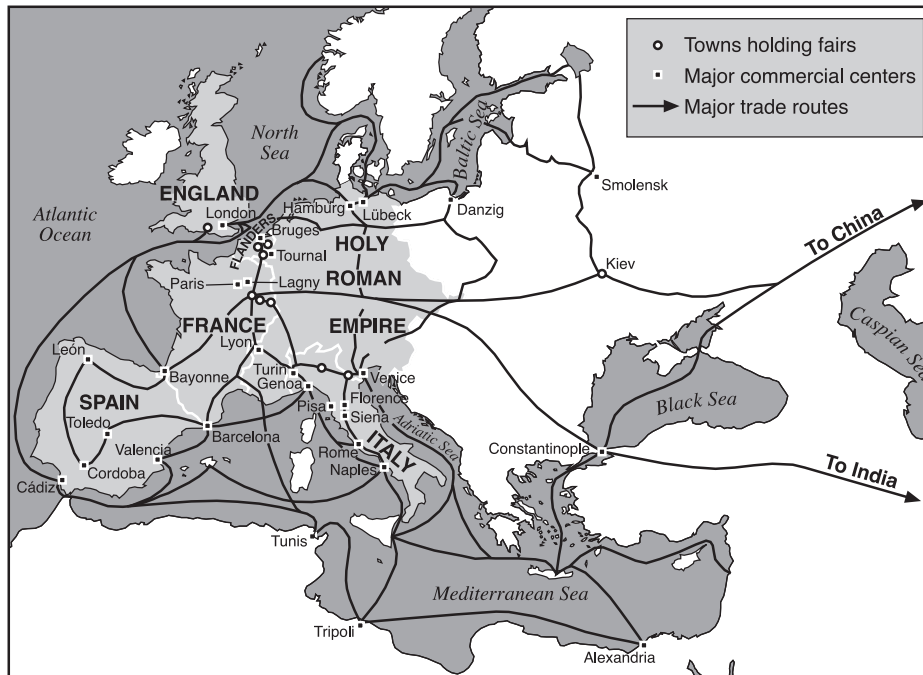
— William Howells, *Back of History*, Doubleday & Co.

- 3 Based on this document, identify **one** important result of the Neolithic Revolution. [1]

Score

Document 4A

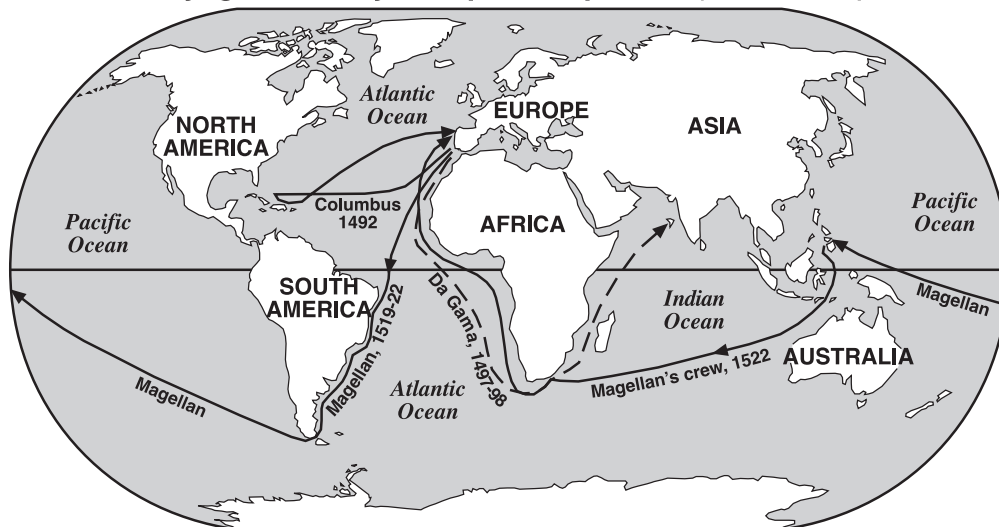
Trade in Medieval Europe



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]

Document 5

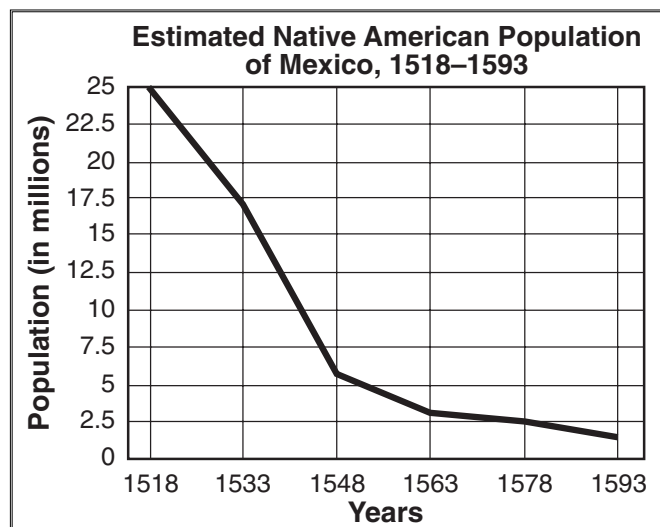
The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. 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

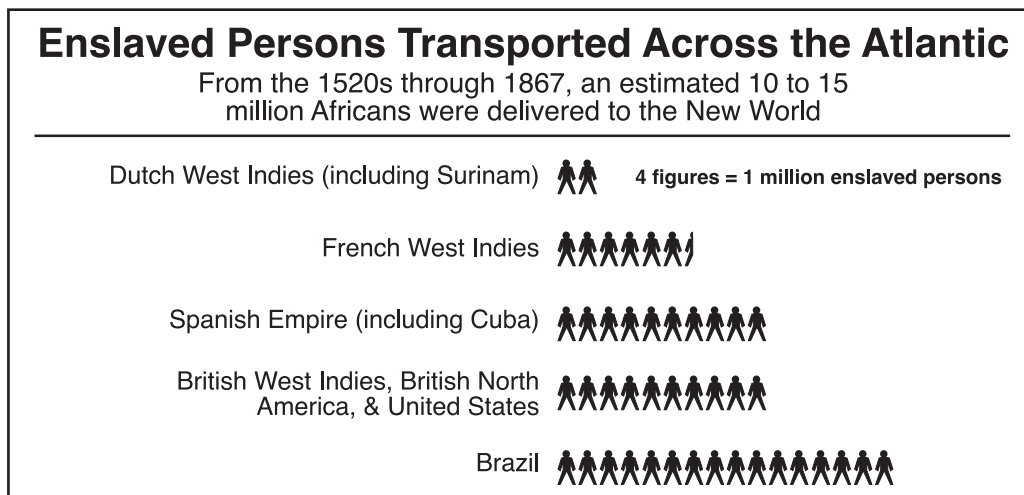


Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

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.

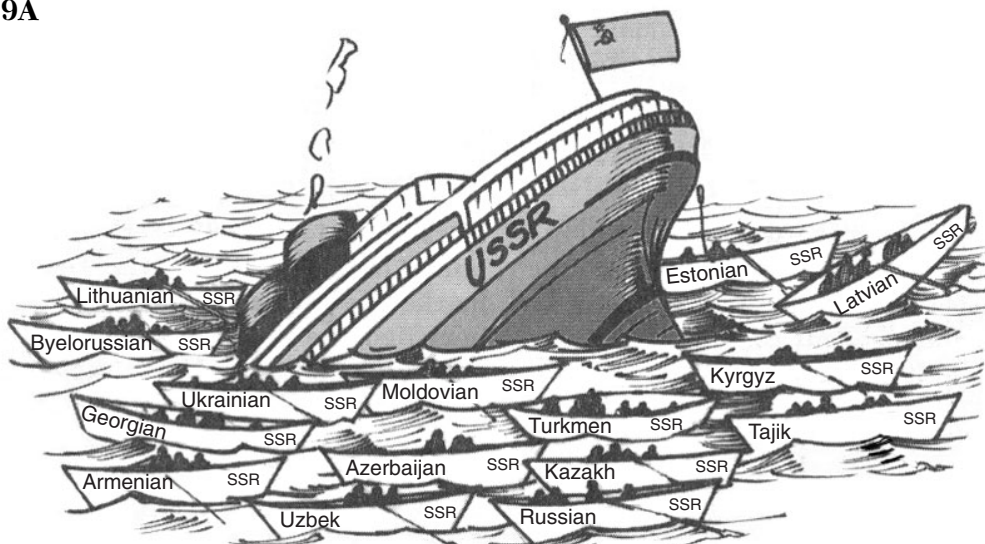
We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— 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

Tear Here

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Wednesday, June 18, 2003 — 1:15 to 4:15 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- 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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- 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 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 (3) smooth coastlines
- (2) mountain passes (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 (3) numerous deserts
- (2) unnavigable rivers (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

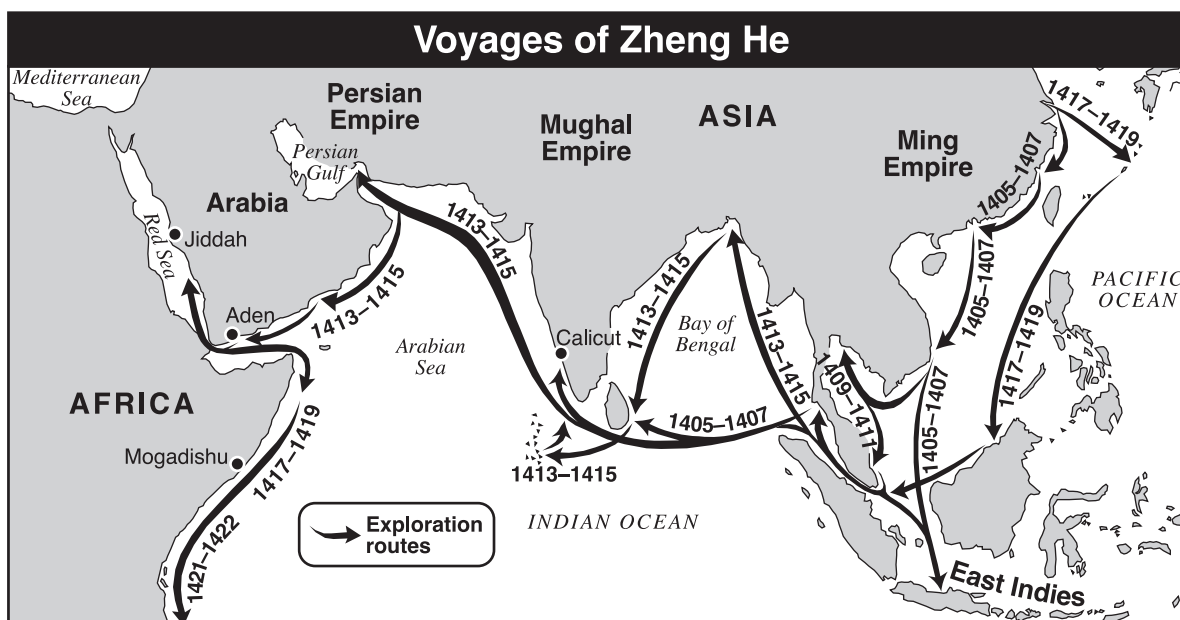
6 What is the main idea of this passage?

- (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

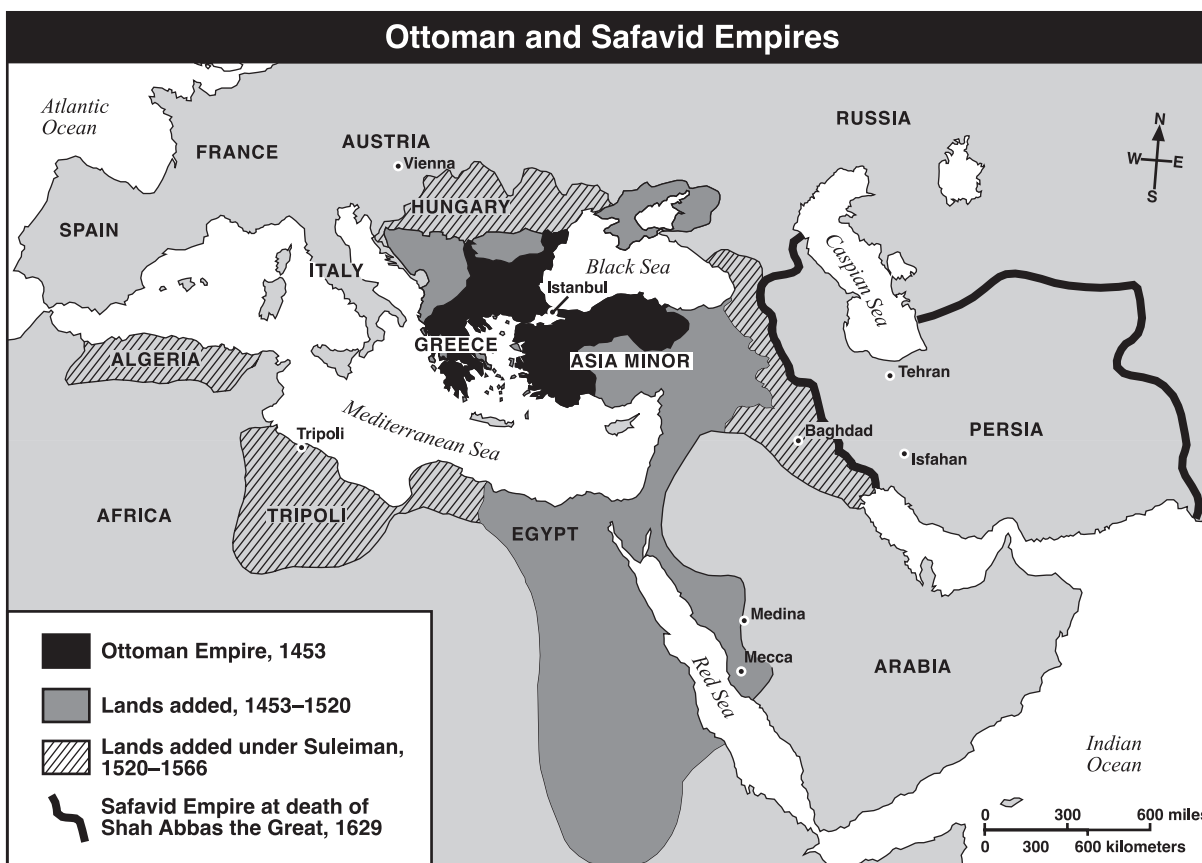
10 Many achievements of Islamic civilization reached European society by way of the

- (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

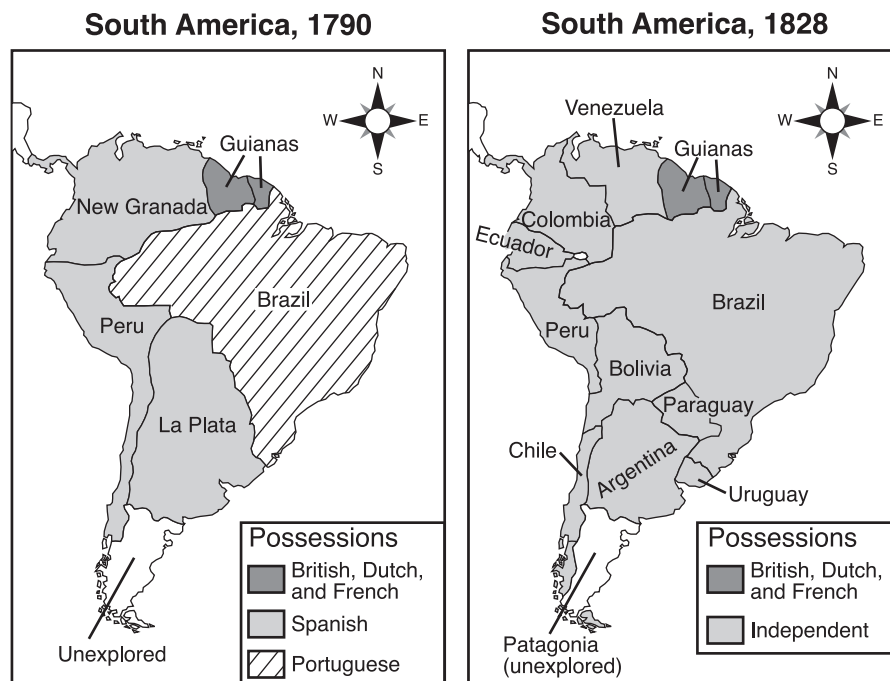
- 21 During the late 19th century, which geographic factor helped attract European investors to southern Africa and southeast Asia?

- (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.’ . . .”

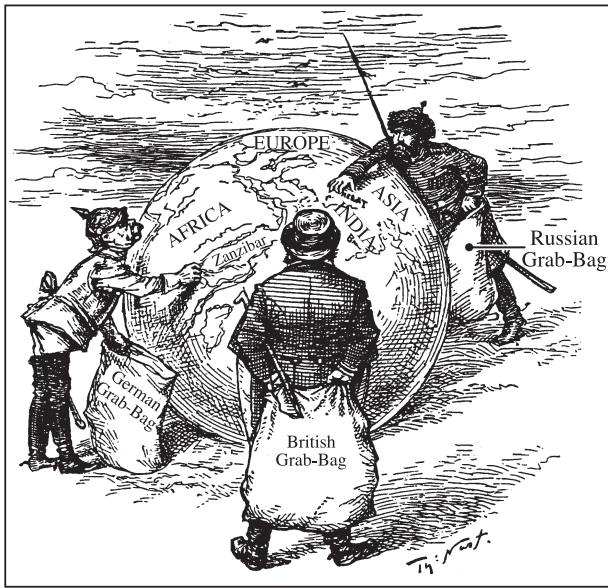
— V. I. Lenin, *State and Revolution*, 1917

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

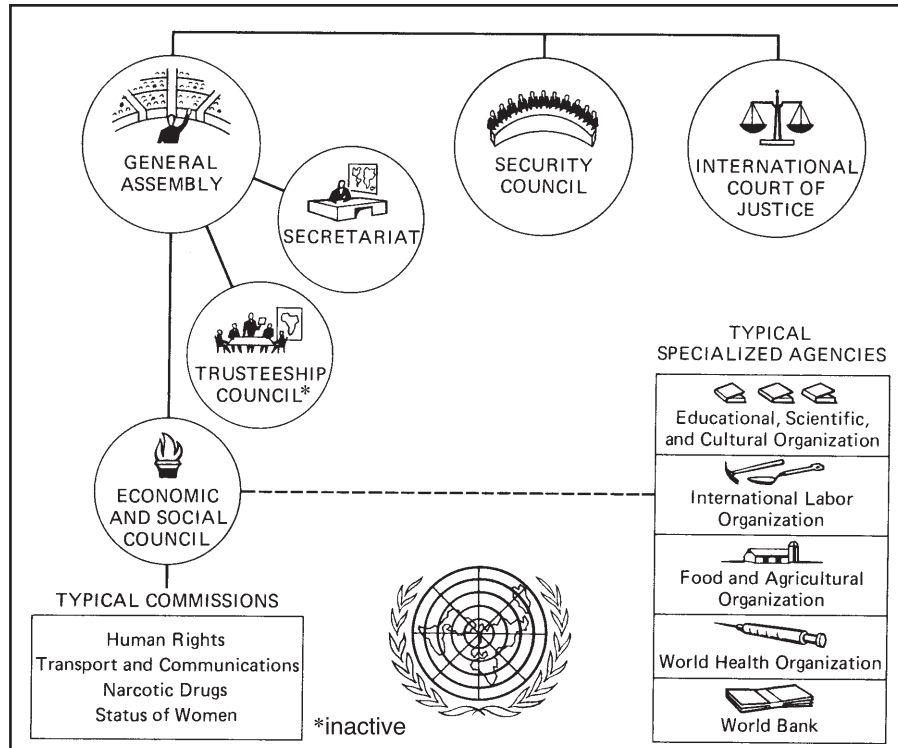
34 A major result of the Nuremberg trials after World War II was that

- (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.



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

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.

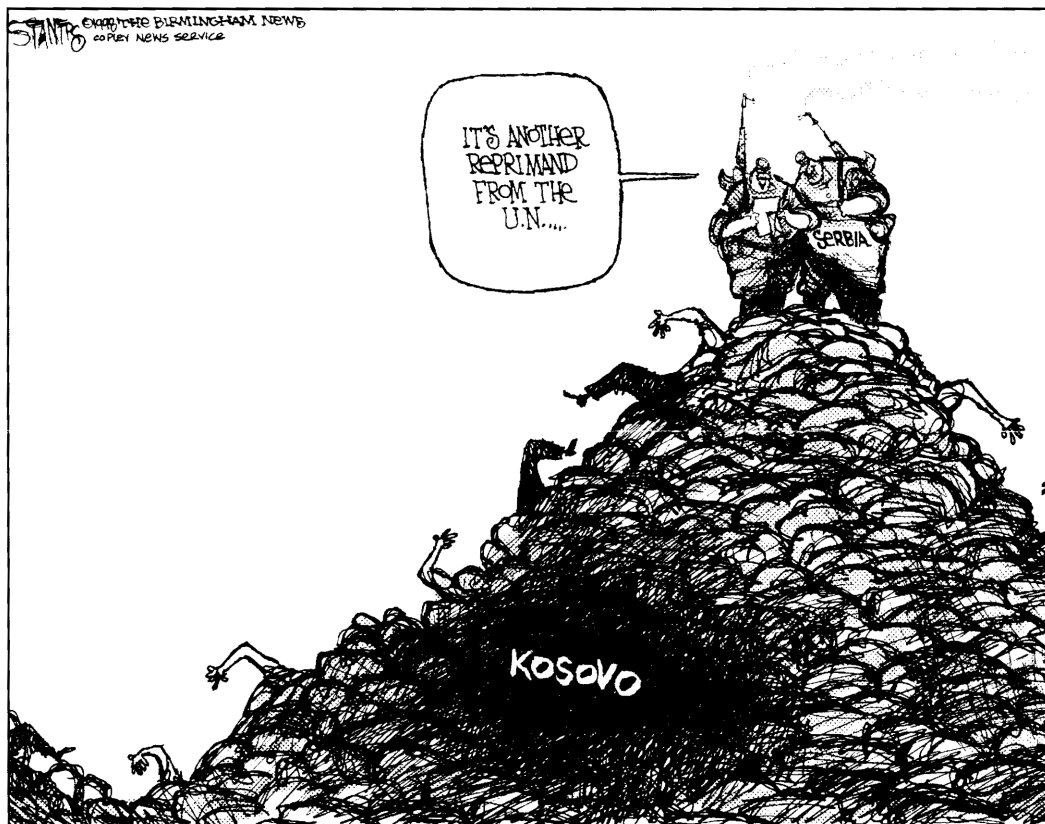
45 Which belief is shared by an African who practices animism and a Japanese who practices Shinto?

- (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

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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]

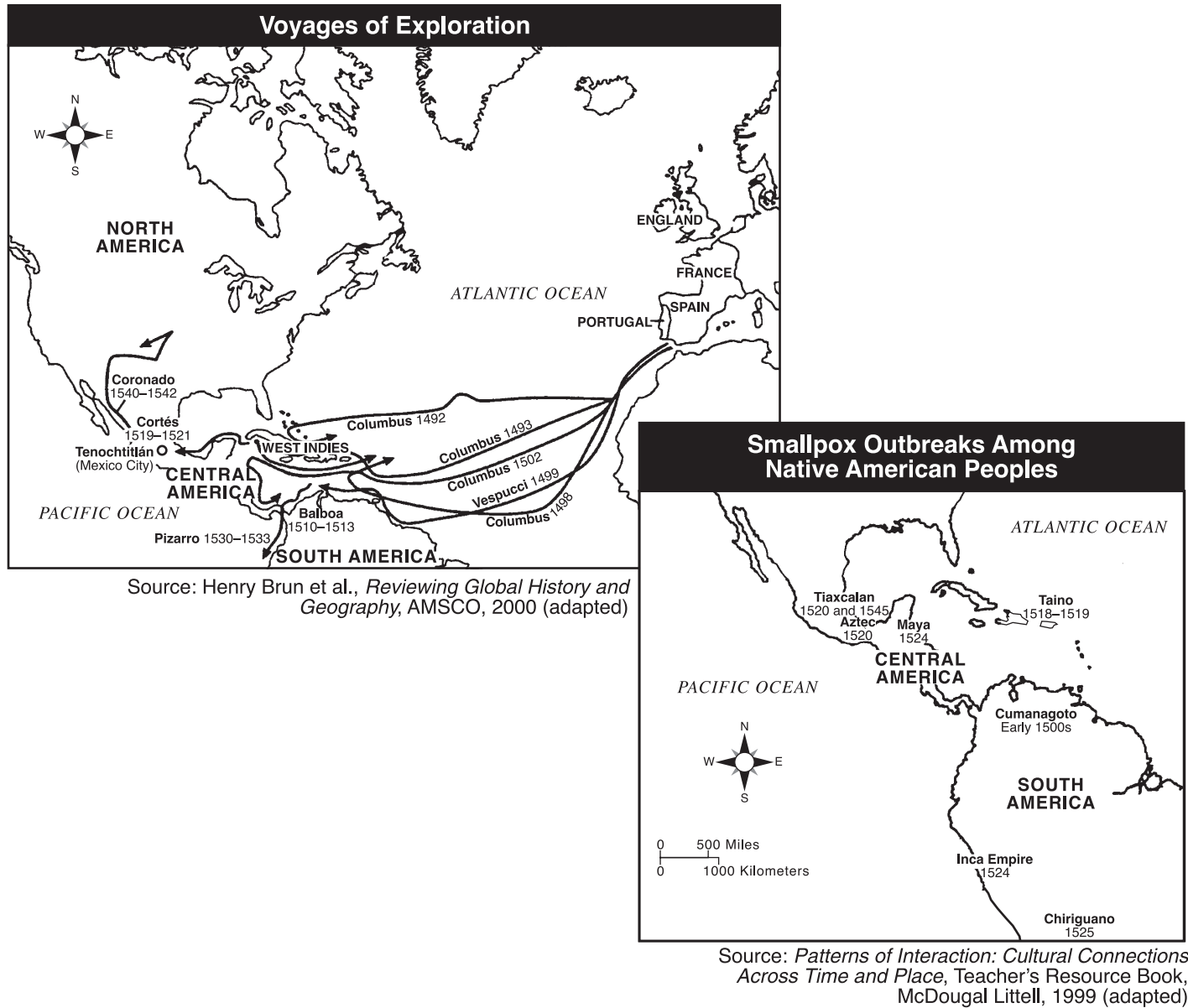
(1) _____

Score

(2) _____

Score

Document 4



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]

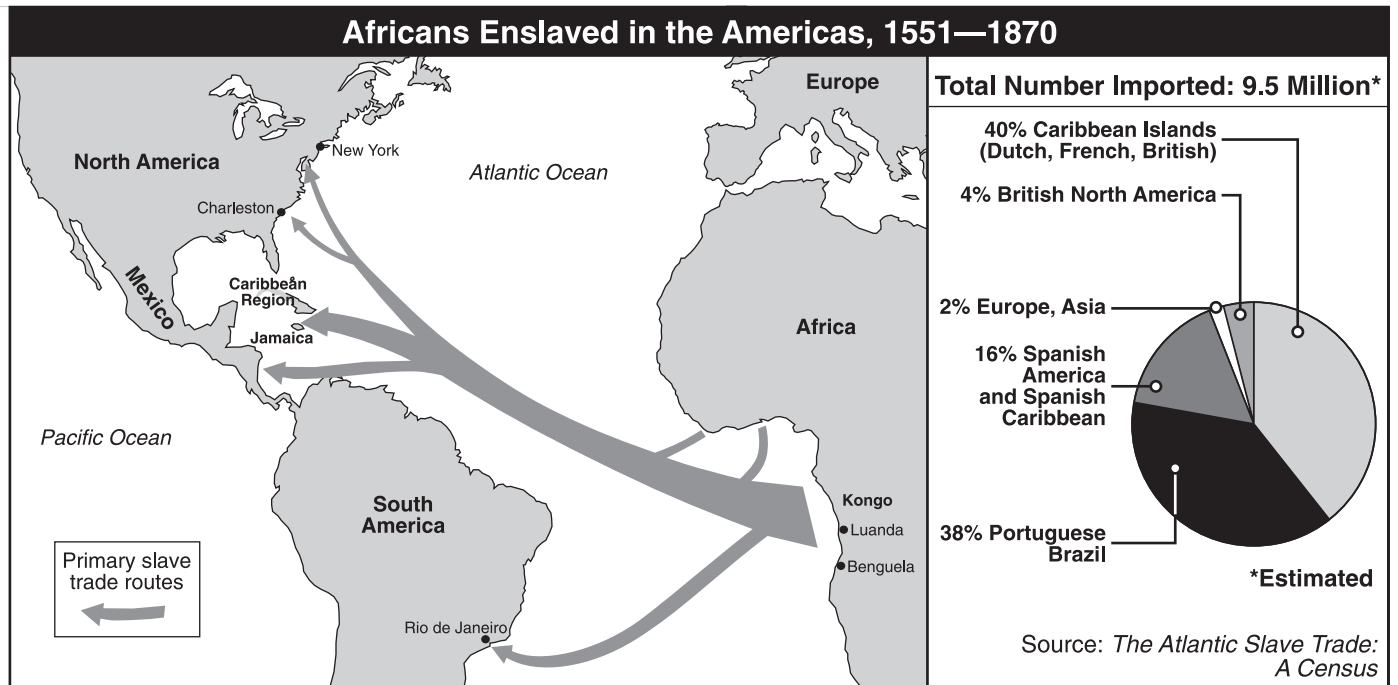
(1) _____

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

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

ANSWER SHEET

☐ Male

StudentSex: ☐ 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
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| 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

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

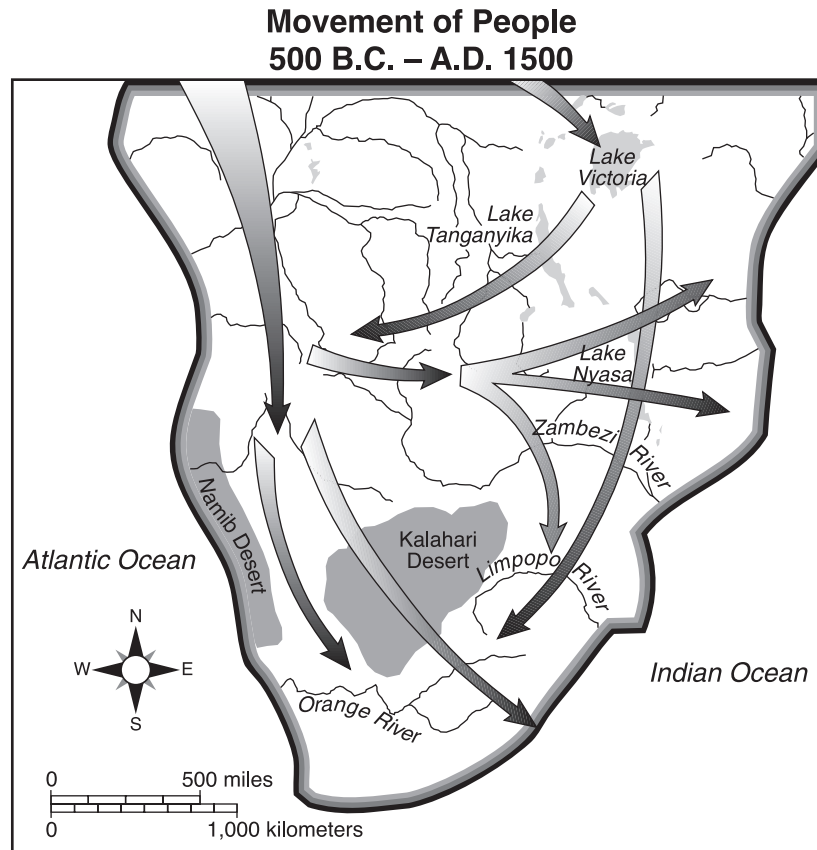
- (1) absolute monarchies
(2) separate, independent city-states
(3) extensive trade with the Persians
(4) belief in one God

- 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.



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
- “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

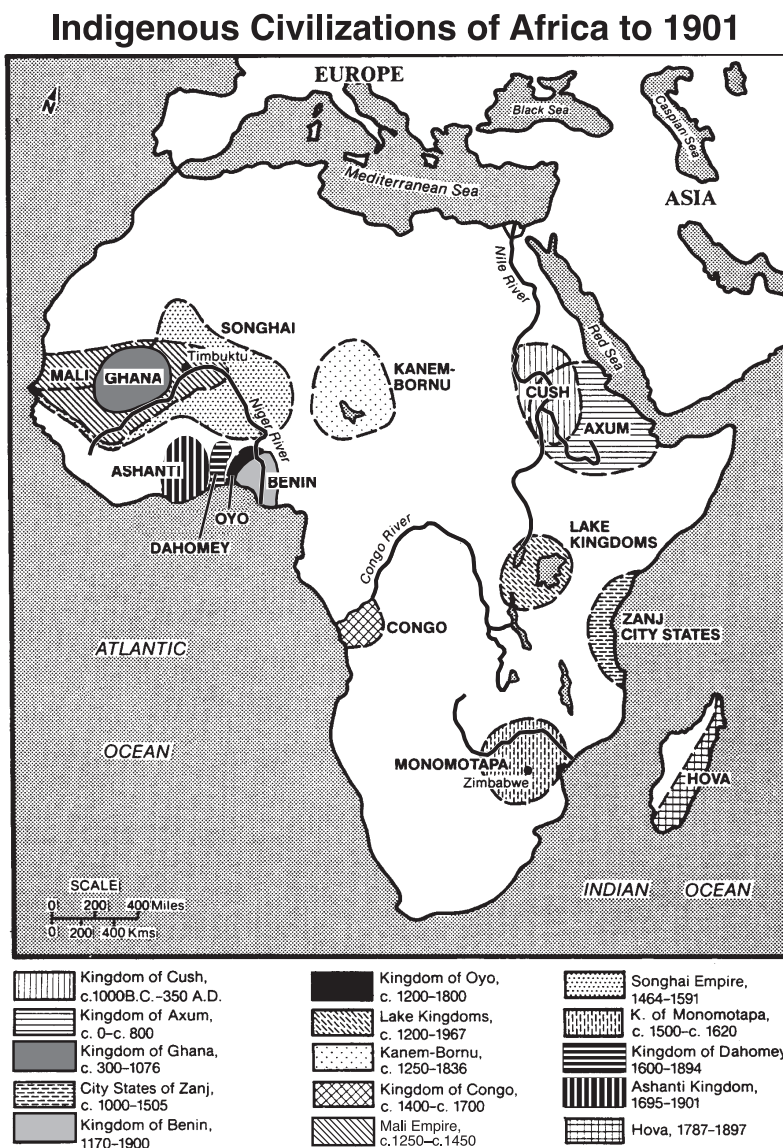
17 The archaeological evidence found at the Mesoamerican sites of Tenochtitlan and Machu Picchu suggests that these societies

- (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.

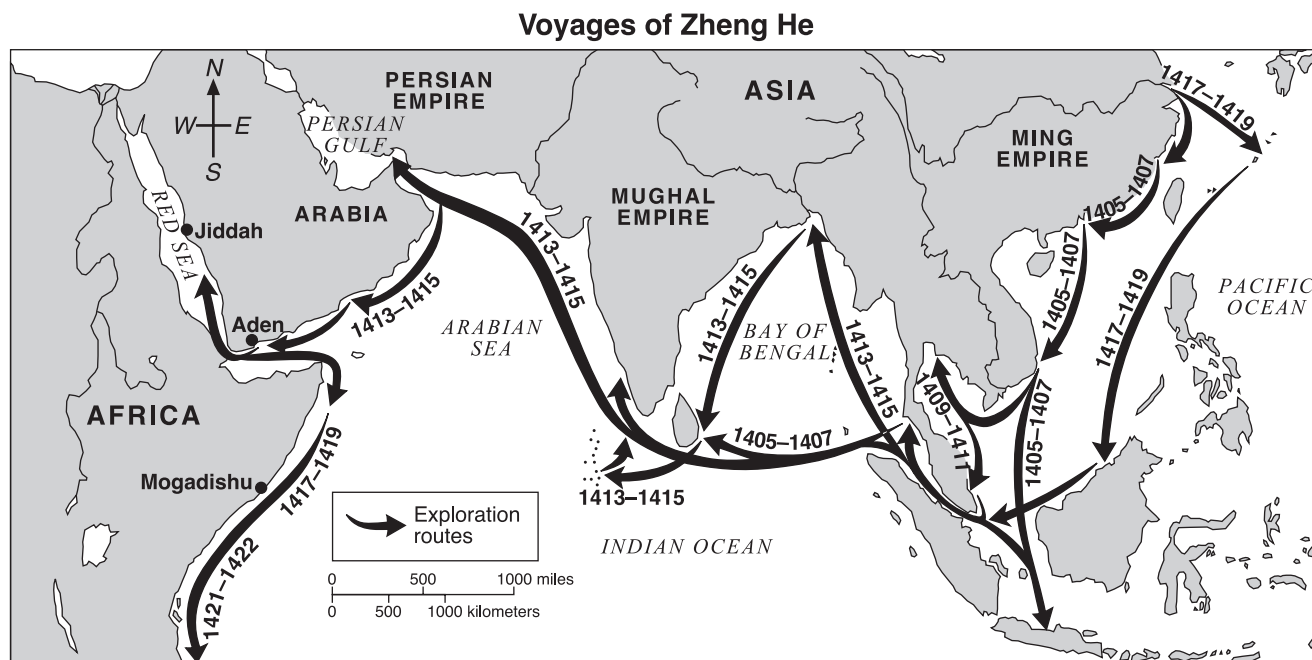
Base your answers to questions 19 and 20 on the map below and on your knowledge of social studies.



Source: Martin Greenwald Associates, *Historical Maps on File*, Facts on File, Inc. (adapted)

- 19 Which civilization was located at the mouth of the Niger River?
- (1) Ghana
 - (2) Congo
 - (3) Benin
 - (4) Ashanti
- 20 Which statement about the civilizations of Africa before 1901 can best be inferred by the information on the map?
- (1) Christianity and Islam played a minor role in the development of African civilizations.
 - (2) Most African civilizations existed for only a few years.
 - (3) Very little interaction occurred between these civilizations.
 - (4) African civilizations were located in a variety of physical environments.

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



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.

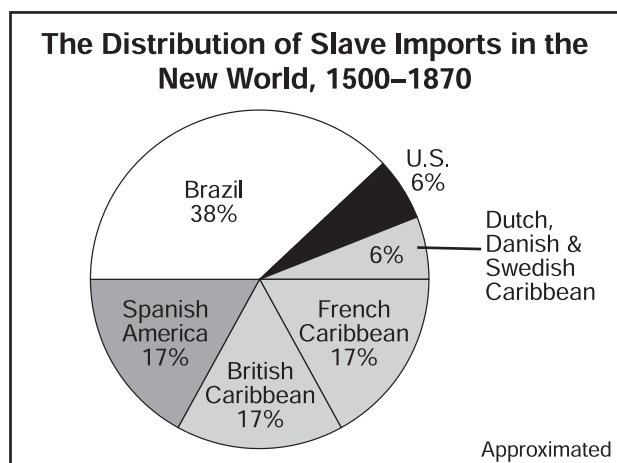


Source: Sue A. Kime et al., *World Studies: Global Issues & Assessments*, N & N Publishing Co. (adapted)

26 All the elements identified in the illustration contributed to German

- | | |
|---------------------|-----------------|
| (1) interdependence | (3) imperialism |
| (2) unification | (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

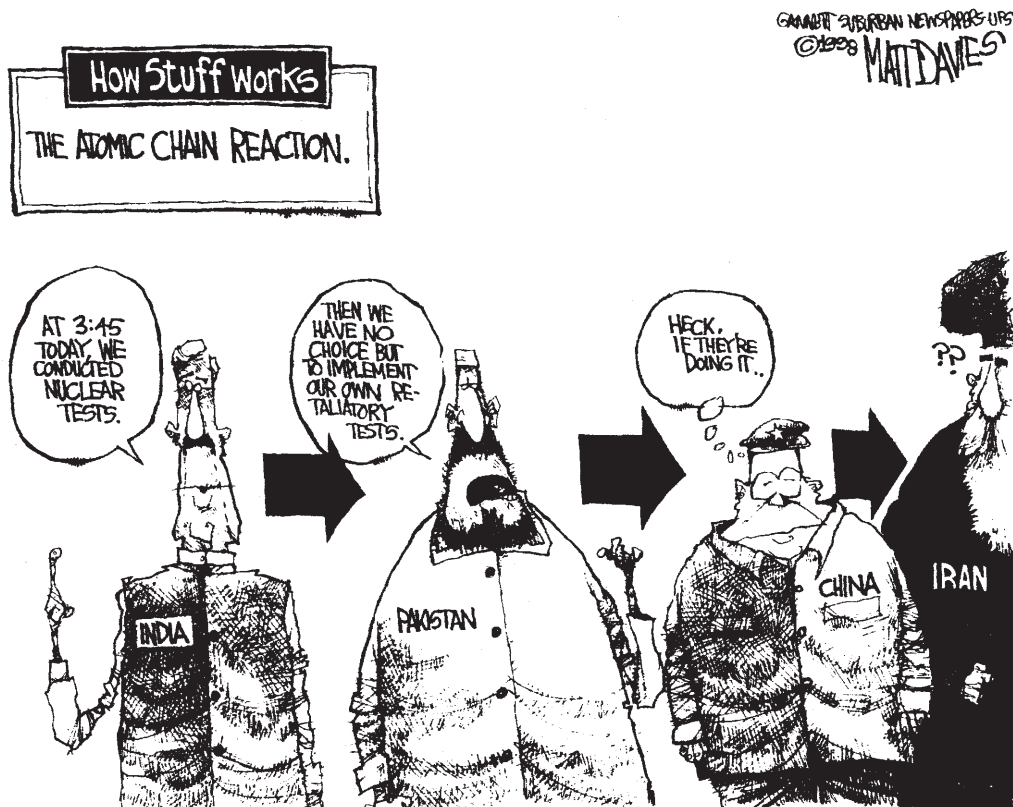
43 The late 20th-century conflicts in Rwanda, Yugoslavia, and India were similar in that each was caused by the

- (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> <p>A. Maurya</p> <p>B. Gupta</p> <p>C. Delhi sultanate</p>
--

- (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

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 (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

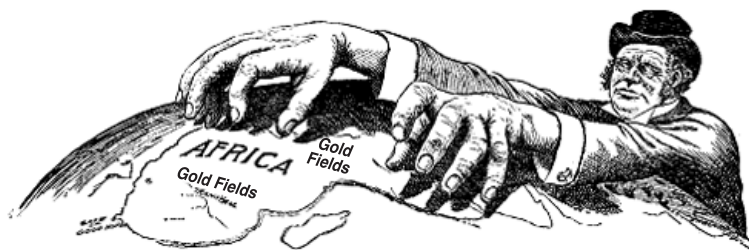


Source: Andrea and Overfield, *The Human Record*, Houghton Mifflin, 2001

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

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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

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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- | | |
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| 1..... | 26..... |
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| 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

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2002 — 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.

- | | |
|---|--|
| <p>1 The term “subsistence farmers” refers to people who grow</p> <ul style="list-style-type: none">(1) enough food to feed an entire village(2) food to sell in village markets(3) just enough food to meet the needs of the immediate family(4) a single cash crop <p>2 Which statement is a description of a market economy?</p> <ul style="list-style-type: none">(1) Government planning agencies make some economic decisions and private businesses make others.(2) Individual decision making and supply and demand greatly influence basic economic decisions.(3) The national government controls all resources, labor supply, and means of production.(4) Customs, religions, and traditions determine most economic decisions. <p>3 The Neolithic Revolution was characterized by the</p> <ul style="list-style-type: none">(1) change from nomadic herding to settled farming(2) growth of iron toolmaking technology(3) migration of early peoples to the Americas(4) decline of large empires <p>4 In which region did China’s earliest civilizations develop?</p> <ul style="list-style-type: none">(1) Gobi Desert(2) Himalaya Mountains(3) Yellow River Valley(4) Tibetan Plateau <p>5 The phrase “from southern Spain, across northern Africa, occupying the Arabian peninsula to Southeast Asia” once described the extent of the</p> <ul style="list-style-type: none">(1) Aztec Empire(2) Pax Romana(3) Gupta Empire(4) Muslim world | <p>6 In China, Confucianism emphasized the idea that</p> <ul style="list-style-type: none">(1) equality should exist between all members of society(2) salvation could be attained by prayer, meditation, and good deeds(3) individual goals should be placed ahead of the needs of the group(4) harmony could be achieved by the proper behavior of each member of a family or society <p>7 How did geography influence the development of ancient Greece?</p> <ul style="list-style-type: none">(1) Rich farmland led to dependence on agriculture.(2) Excellent harbors encouraged seafaring trade.(3) Flat plains made centralized rule possible.(4) Tropical climate discouraged urban development. <p>Base your answer to question 8 on the quotation below and on your knowledge of social studies.</p> <p>“Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks. . . . Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight. . . . And in your coming you will find your reward in heaven. . . .”</p> <p style="text-align: right;">— Emperor Alexius Comnenus,
quoted in <i>The Dream and the Tomb</i></p> <p>8 Which event is referred to in this quotation?</p> <ul style="list-style-type: none">(1) Enlightenment(2) French Revolution(3) Glorious Revolution(4) Crusades <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> |
|---|--|

9 “The Peace of God declared that feudal warfare could not take place on church property, and it promised sanctuary in churches and abbeys to fugitives from combat. The Truce of God forbade fighting from Wednesday evening until Monday morning, on holidays, and during the religious seasons of Christmas and Lent. . . .”

— *Medieval and Early Modern Times*

This quotation implies that

- (1) the church had considerable political power during this time
 - (2) war was limited to religious holidays
 - (3) religion was dictated by feudal law
 - (4) landlords determined when warfare took place
- 10 The Eastern Orthodox Church and the Cyrillic alphabet originated in the Byzantine Empire. What does the practice of this religion and the use of this alphabet in Russia indicate?
- (1) Russia was conquered by the Byzantine Empire.
 - (2) Russia’s leaders eliminated the influence of the Mongols.
 - (3) Russia was influenced by cultural diffusion.
 - (4) Russia’s geographic isolation led to cultural diversity.
- 11 The rise of the West African kingdoms of Ghana, Mali, and Songhai can be attributed to
- (1) their emphasis on nationalism
 - (2) the spread of Christianity
 - (3) the rise of European imperialism
 - (4) their locations near the trans-Saharan trade routes
- 12 Mansa Musa commissioned great mosques to be built in Timbuktu, Mali’s capital, and in other Mali cities. Under Musa’s patronage, Muslim scholarship flourished, and Timbuktu began its tenure as an important center of learning. This public display of wealth and power enhanced Mali’s reputation and prestige throughout the world.
- Which phrase best describes Mali under the rule of Mansa Musa?
- (1) a golden age
 - (2) a poverty-stricken era
 - (3) a decade of colonial unrest
 - (4) a period of political chaos

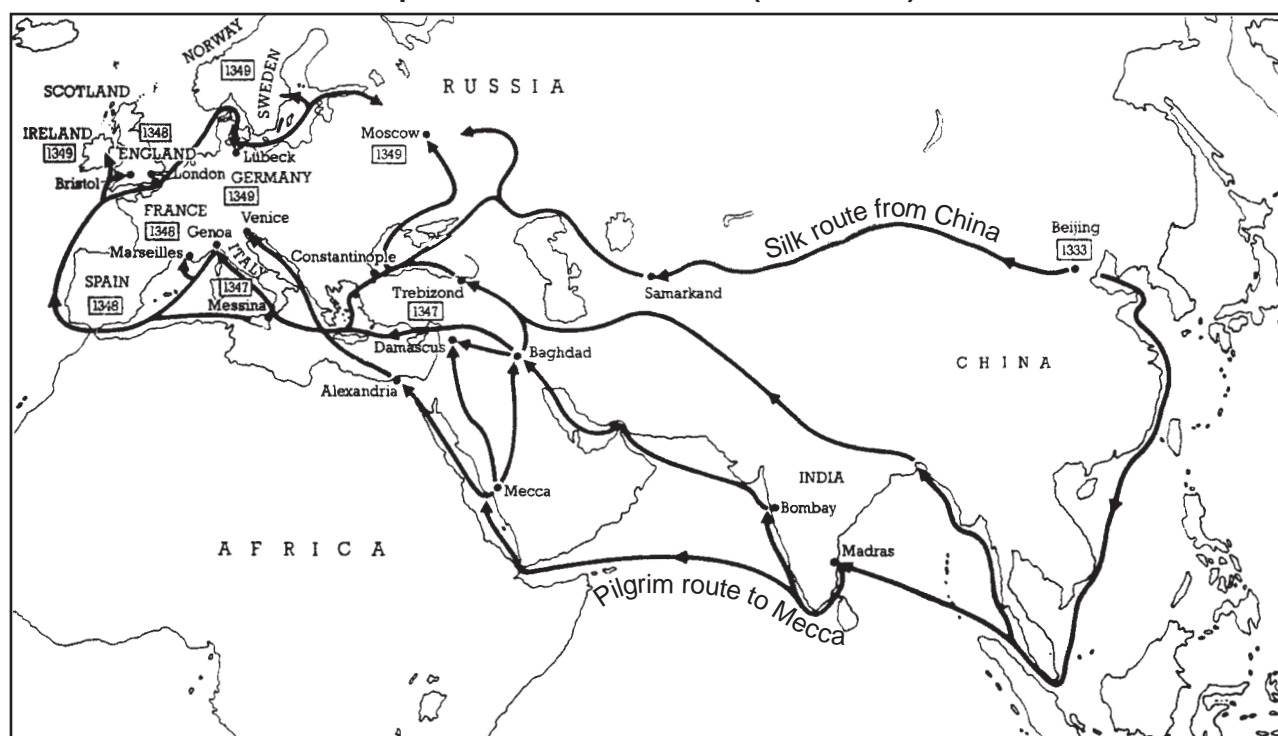
- 13 • Sale of indulgences authorized by Pope Leo X to raise money to build St. Peter’s Basilica in Rome (1515)
• Ninety-five Theses posted (1517)
• Hearing held at Worms, Germany (1521)

These events are most closely associated with

- (1) Charles V and absolutism
 - (2) Martin Luther and the Protestant Reformation
 - (3) John Locke and the Enlightenment
 - (4) Karl Marx and scientific socialism
- 14 Inca terrace farming and Aztec floating gardens are examples of
- (1) the ability of civilizations to adapt to their region’s physical geography
 - (2) slash-and-burn farming techniques
 - (3) Mesoamerican art forms symbolizing the importance of agriculture
 - (4) colonial economic policies that harmed Latin American civilizations
- 15 Which statement best illustrates the concept of European mercantilism during the Age of Exploration?
- (1) England encouraged free trade among its colonies.
 - (2) Spain reduced exports to its South American colonies.
 - (3) Portugal sought trade benefits from its colonial possessions.
 - (4) France refused to give financial support to weak national industries.
- 16 The primary goal of most of Europe’s absolute monarchs was to
- (1) support political freedom for the new middle classes
 - (2) prevent contact with areas beyond Europe’s borders
 - (3) centralize their political control over their nations
 - (4) maintain peaceful relations with neighboring nations

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

Spread of the Black Death (1333–1349)



17 Which groups of people were most closely associated with the spread of the Black Death?

- | | |
|----------------------------|------------------------------------|
| (1) merchants and pilgrims | (3) missionaries and slave traders |
| (2) bankers and explorers | (4) soldiers and diplomats |

18 Which statement about the encomienda system during the 16th and 17th centuries is accurate?

- (1) Aztec and Inca civilizations prospered.
- (2) Life expectancy among Native American populations increased.
- (3) Spanish influence declined in its colonies.
- (4) Many Native Americans were forced to labor on large estates.

19 • France gained control over Algeria.
• Great Britain gained control over North America.
• Portugal gained control over Angola.

What do these statements describe?

- | | |
|-----------------|---------------------|
| (1) imperialism | (3) alliances |
| (2) revolution | (4) totalitarianism |

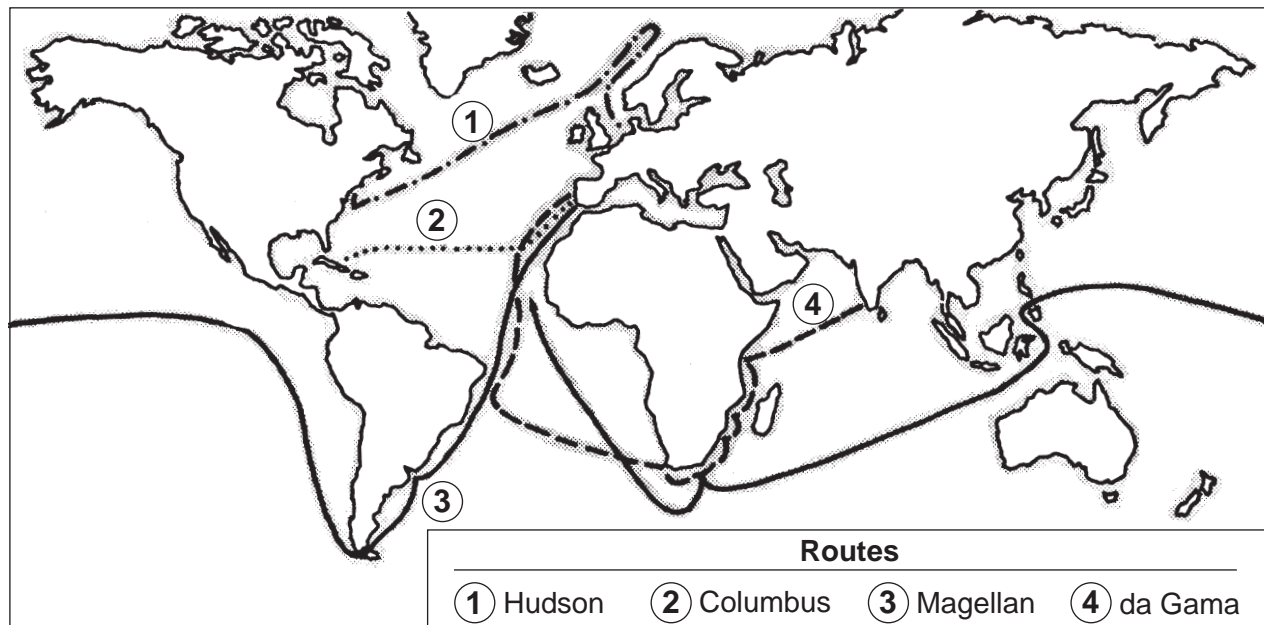
20 “In three or four months . . . more than seven thousand children died of hunger, their fathers and mothers have been taken to the mines. . . . Thus they [Spaniards] ruined and depopulated all this island [Cuba].”

— Bartolome de Las Casas, 1552,
The Brief Account of the Destruction of the Indies

The event described in the quotation illustrates

- (1) a result of the “Encounter”
- (2) the forced migration of Native Americans to Spain
- (3) the dangerous effects of mining without proper equipment
- (4) an impact of Enlightenment philosophers

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



- 21 What was a result of the explorers' voyages illustrated on this map?
- (1) Europe became increasingly isolated.
 - (2) European trade with Africa and South America increased.
 - (3) Southeast Asia became Europe's greatest trading partner.
 - (4) European nations created colonial governments throughout central Asia.

22 One similarity between the rule of Peter the Great of Russia and that of Akbar the Great of India was that both leaders

- (1) implemented strict religious codes of conduct within their nations
- (2) modernized and expanded their empires using ideas from other cultures
- (3) relied on peaceful resolutions of conflicts with neighboring peoples
- (4) introduced democratic ideas into their political systems

23 The Enlightenment philosophers believed that the power of government is derived from

- (1) divine right rulers
- (2) the middle class
- (3) a strong military
- (4) those who are governed

24 Therefore, the Parliament declares:

That the [king's] pretended power of suspending laws . . . without consent of Parliament is illegal.
That levying money [taxes] for or to the use of the crown [king] . . . without grant [consent] of Parliament . . . is illegal.

This 17th-century excerpt is found in the

- (1) English Bill of Rights
- (2) Declaration of the Rights of Man and the Citizen
- (3) Napoleonic Code
- (4) Balfour Declaration

25 One similarity in the actions of Simón Bolívar and Napoleon Bonaparte is that both leaders

- (1) encouraged nationalism
- (2) relied on diplomatic negotiations
- (3) established a representative form of government
- (4) rebelled against imperialism

26 **“Estates General Meet for First Time in 175 Years”**
“National Assembly Issues *Declarations of the Rights of Man*”
“Reign of Terror Ends; Robespierre Dies”

Which event in European history is most closely associated with these headlines?

- (1) Puritan Revolution
- (2) Hundred Years War
- (3) French Revolution
- (4) signing of the Magna Carta

27 The needs of the Industrial Revolution in 19th-century Europe greatly contributed to the

- (1) growth of overseas empires
- (2) beginning of the triangular trade
- (3) development of international peacekeeping organizations
- (4) promotion of political and economic equality in Asia and Africa

28 Which statement is supported by the ideas of Karl Marx?

- (1) Private ownership of businesses helps workers.
- (2) Industrialization benefits the wealthy and exploits the poor.
- (3) Countries should benefit from the wealth of their colonies.
- (4) Industrial capitalism allows workers and employers to work together for a common purpose.

29 In Russia, the events of Bloody Sunday, the heavy casualties during World War I, and the ineffective leadership of the czar led directly to the

- (1) Revolution of 1917
- (2) institution of perestroika
- (3) signing of the Munich Pact
- (4) creation of the Warsaw Pact

30 One characteristic of a totalitarian state is that

- (1) minority groups are granted many civil liberties
- (2) several political parties run the economic system
- (3) citizens are encouraged to criticize the government
- (4) the government controls and censors the media

31 Which statement is the most appropriate heading for the partial outline below?

- I. _____

 - A. Atatürk and nationalists overthrow sultan
 - B. Secular constitution adopted
 - C. Women granted the right to vote and hold office
 - D. Government funds industrial programs

- (1) Turkish Republic Established
- (2) Islamic Fundamentalism Increases
- (3) Constantinople Falls
- (4) Turks Capture Jerusalem

32 What was a major reason for Japan's invasion of Manchuria in 1931?

- (1) The province of Manchuria was originally a Japanese territory.
- (2) The government of Japan admired Manchurian technical progress.
- (3) The people of Manchuria favored Japanese control.
- (4) Japan needed the natural resources available in Manchuria.

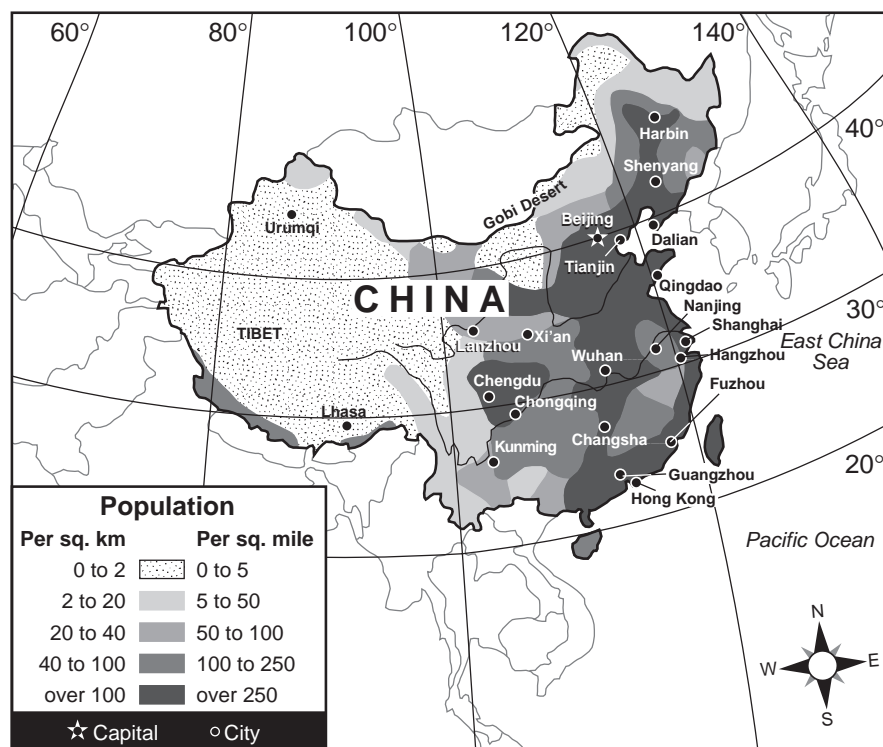
33 During World War II, which geographic features contributed most to the Soviet Union's defense against the German invasion?

- (1) deposits of many natural resources
- (2) size and climate
- (3) Atlantic ports and rivers
- (4) mountainous territory and desert areas

34 One way in which Chiang Kai-shek (Jiang Jieshi) of China, Ho Chi Minh of Vietnam, and Jomo Kenyatta of Kenya were similar is that they all

- (1) supported close ties with their former colonial powers
- (2) opposed United Nations membership for their governments
- (3) led nationalistic movements in their nation
- (4) resisted attempts to modernize their nation's political and social institutions

Base your answers to questions 35 and 36 on the map below and on your knowledge of social studies.



Source: NYSTROM World Atlas, Herff Jones, Inc. (adapted)

35 Which Chinese city shown on this map is located closest to the equator?

- (1) Beijing
- (2) Chengdu
- (3) Shanghai
- (4) Hong Kong

36 Which conclusion is best supported by the map?

- (1) The Gobi Desert is located in southern China.
- (2) Many mineral resources are located along the East China Sea.
- (3) The least populated areas in China are found in the north and west.
- (4) Beijing is one of China's busiest seaports.

37 The Truman Doctrine and the Marshall Plan were designed to

- (1) promote economic and political stability in Europe
- (2) end German demands for the Sudetenland
- (3) restore democratic rule in Haiti
- (4) prevent Iraq's takeover of Kuwait

38 Which term is often used to describe the actions of Adolf Hitler in Germany and Pol Pot in Cambodia?

- (1) nonalignment
- (2) neocolonialism
- (3) scorched-earth policy
- (4) genocide

39 The main purpose of the European Union (EU) and the North American Free Trade Agreement (NAFTA) is to

- (1) reduce the spread of nuclear weapons
- (2) address the problem of international political corruption
- (3) increase educational opportunities for under-developed nations
- (4) stimulate economic growth for participating countries

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



(adapted)

40 This 1998 cartoon depicts religious tensions in which nation?

- (1) Israel
- (2) Ireland
- (3) Iran
- (4) India

41 Which development took place in China under Mao Zedong?

- (1) The family became the dominant force in society.
- (2) The Four Modernizations became the basis for economic reform.
- (3) The people adopted the practice of ancestor worship.
- (4) Communist teachings became required learning in all schools and universities.

42 One way in which the partition of India in 1947 and the breakup of Yugoslavia in 1992 are similar is that after each event

- (1) stable democratic governments were established
- (2) problems arose between ethnic and religious groups
- (3) economic prosperity produced high standards of living
- (4) traditional beliefs were abandoned for Western ideas

43 Which environmental issue most concerns Central Africa, the Amazon River Basin, and the Malay Peninsula?

- (1) nuclear contamination
- (2) desertification
- (3) overpopulation
- (4) deforestation

44 One way in which the Boxers in China and the Islamic fundamentalists in revolutionary Iran were similar is that each group attempted to

- (1) encourage cultural and economic ties with Western nations
- (2) eliminate foreign influence in their nation
- (3) establish national religious movements
- (4) expand overseas colonies

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

“The Allied . . . governments . . . affirm, and Germany accepts, the responsibility . . . for causing all the loss and damage to which the Allied . . . governments and their nationals have been subjected as a consequence of the war imposed on them by the aggression of Germany. . . .”

45 This passage is taken from which historical document?

- (1) United Nations Charter
- (2) Treaty of Portsmouth
- (3) Atlantic Charter
- (4) Treaty of Versailles

46 What was a result of the provisions of this document?

- (1) Allied governments helped rebuild the German economy.
- (2) Resentments about these provisions contributed to the growth of Nazism in Germany.
- (3) The ideas in these provisions served as the basis for the European Union.
- (4) The provisions became a blueprint for lasting peace in Germany.

47 Several historic events are listed below.

- A. Partition of India and Pakistan
- B. Establishment of the caste system
- C. British colonization of the Indian subcontinent
- D. Gandhi's Salt March

What is the correct chronological order of this set of events?

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

Base your answers to questions 48 and 49 on the chart below and on your knowledge of social studies.

Socioeconomic Status of Asian Countries			
Country	Per Capita GDP	Life Expectancy	Infant Mortality (per 1,000 births)
Bangladesh	200	55	107
India	270	58	78
Philippines	860	63	51
Japan	19,800	79	4
Thailand	1,800	68	37

Country	Percent Urban Population	Percent Literate	Birthrate (per 1,000 people)
Bangladesh	14	47	35
India	26	48	28
Philippines	44	88	27
Japan	77	99	10
Thailand	19	89	19

Source: *The World Almanac Book of Facts*, 1995

48 According to the chart, which of these Asian nations is the least urbanized and the least industrialized country?

- (1) Bangladesh
- (2) India
- (3) Philippines
- (4) Thailand

49 Which statement about Japan's socioeconomic status is an opinion?

- (1) Japan's gross domestic product (GDP) is high and its birthrate is low.
- (2) Japan has the most efficient educational system and the best culture in Asia.
- (3) Japan's infant mortality rate is low and its life expectancy is high.
- (4) Japan has a high percentage of urban population and a high rate of literacy.

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

Universal Declaration of Human Rights

- Article 2: Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as . . . colour, sex, language, . . . national or social origin, property, birth or other status.
- Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 9: No one shall be subjected to arbitrary arrest, detention or exile.
- Article 13: Everyone has the right to leave any country, including his own, and to return to his country.
- Article 18: Everyone has the right to freedom of thought, conscience and religion. . . .
- Article 20: Everyone has the right to freedom of peaceful assembly and association.
- Article 21: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

—United Nations, December 10, 1948

50 The ideas expressed in the United Nations Universal Declaration of Human Rights most closely reflect the political philosophy of the

- | | |
|---------------------------|---------------------------|
| (1) Scientific Revolution | (3) Commercial Revolution |
| (2) Age of Enlightenment | (4) Middle Ages |
-

Answers to the following 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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (c) **describe** means “to illustrate something in words or tell about it”
- (d) **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: Geography

Geographic factors have influenced historical developments and historical events of nations and regions.

Task:

Choose *two* nations and/or regions and for each:

- Identify and describe *two* geographic factors in each nation and/or region
- Explain how *each* factor has influenced the historical development or a specific historical event in each nation and/or region

You may use any nation and/or region and any geographic factors from your study of global history and geography. **Do not use the United States in your answer.** Some factors you might wish to consider include deserts, river valleys, or oil in the Middle East; river valleys, monsoons, or the Himalaya Mountains in India; natural resources or the island location of Japan or Great Britain; the river valley or the desert in Egypt; the regular coastline or resources in South Africa; the Amazon rain forest or the Andes Mountains in South America.

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many nations have attempted to change their economic systems with mixed results.

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 a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

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

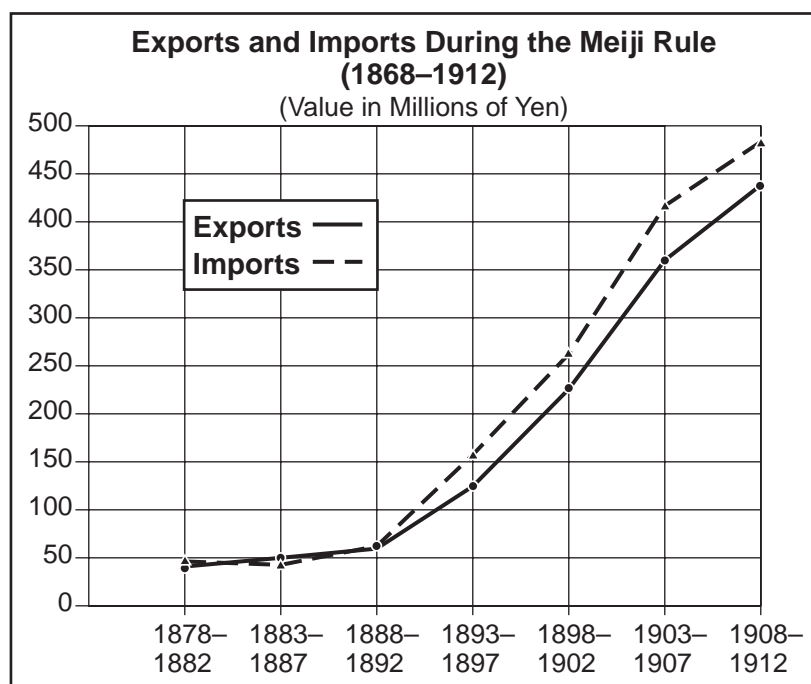
Tokugawa Laws of Japan in 1634

- Japanese ships shall not be sent abroad.
 - No Japanese shall be sent abroad. Anyone breaking this law shall suffer the penalty of death. . . .
 - All Japanese living abroad shall be put to death when they return home.
 - The arrival of foreign ships must be reported to Edo [Tokyo] and a watch kept over them.
 - The samurai shall not buy goods on board foreign ships.

1 What was the Tokugawa policy toward foreign trade? [1]

Score

Document 2



2 According to this graph, what economic change occurred during the Meiji rule? [1]

Score

Document 3

In *The Wealth of Nations* (1776), Adam Smith described laissez-faire philosophy:

Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interests his own way, and to bring both his industry [efforts] and capital into competition with those of any other men or order of men.

3 According to this document, what limits should the government place on an individual's actions in the economy? [1]

Score

Document 4

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?
Cooper: When I was ten years of age.
Sadler: What were your usual hours of working?
Cooper: We began at five in the morning and stopped at nine in the night.
Sadler: What time did you have for meals?
Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.
Sadler: What means were taken to keep you awake and attentive?
Cooper: At times we were frequently strapped.
Sadler: When your hours were so long, did you have any time to attend a day school?
Cooper: We had no time to go to day school.

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R ____ Mill?
Hebergam: There were about a dozen died during the two years and a half that I was there. At the L ____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.
Sadler: Did the accident occur because the shaft was not covered?
Hebergam: Yes.

4 To what extent are the conditions described in this testimony a result of the economic system in place in 1832? [1]

Score

Document 5

British Factory Legislation

1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

1880 The first Employers' Liability Act granted compensation to workers for on-the-job injuries not their own fault.

5 Identify *two* actions taken by the government to change economic policy. [2]

(1) _____

Score

(2) _____

Score

Document 6

Stalin's first Five-Year Plan, adopted by the party in 1928, called for rapid industrialization of the economy, with an emphasis on heavy industry. It set goals that were unrealistic—a 250 percent increase in overall industrial development and a 330 percent expansion in heavy industry alone. All industry and services were nationalized, managers were given predetermined output quotas by central planners, and trade unions were converted into mechanisms for increasing worker productivity.

. . . the Socialist way . . . is to set up collective farms and state farms which leads to the joining together of the small peasant farms into large collective farms, technically and scientifically equipped, and to the squeezing out of the capitalist elements from agriculture. . . .

6a What was Stalin's economic policy toward industry? [1]

Score

b What was Stalin's economic policy toward agriculture? [1]

Score

Document 7

The economic reforms urged by Gorbachev were called "market socialism." . . . He proposed that the central planning system be altered [changed] so that government ministries would no longer closely regulate economic enterprises, and so that regional managers would play a more important role. He also advised that . . . wages be reformed to reflect more realistically the demands of a market economy.

— "Perestroika" from *The Collapse of Communism in The Soviet Union*

7 Identify *one* economic change recommended by Mikhail Gorbachev. [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:

Throughout history, many nations have attempted to change their economic systems, with mixed results.

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

- Discuss a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

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

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GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, January 22, 2002 — 9:15 a.m. to 12:15 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.....
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- 14..... 39.....
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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 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2001 — 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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.

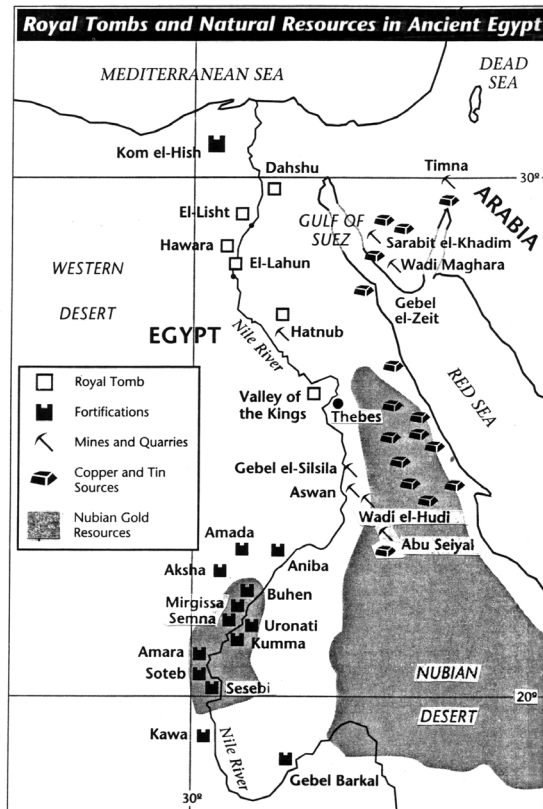
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 map below and on your knowledge of social studies.



1 What does this map show about the Nile River in ancient Egypt?

- 1 It was important for the transportation of soldiers and resources.
- 2 It was needed for trade between the Red Sea and the Western Desert.
- 3 It brought fresh water from the Mediterranean Sea to the Valley of the Kings.
- 4 It flowed through a populated region in Arabia.

2 The river valleys of the Tigris-Euphrates, Huang He (Yellow River), and Indus were centers of early civilization because they

- 1 had rich deposits of iron ore and coal
- 2 were isolated from other cultural influences
- 3 contained rich soils from annual floods
- 4 were easy to defend from invasion

3 Which statement concerning how geography has influenced Africa is most accurate?

- 1 The lack of natural barriers has made it easy to conquer Africa.
- 2 The expanse of the Sahara Desert has encouraged trade to develop in this region.
- 3 The rainfall in the Sahel has provided Africa with most of its crops.
- 4 The topography of Africa has limited migration and economic development.

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

- Indian scholars contributed to mathematics by developing the decimal system and the concept of zero.
- Arab mathematicians transmitted the decimal system and the concept of zero to the Western world.

4 Based on these statements, which conclusion is valid?

- 1 Indians and Arabs developed the first civilizations.
- 2 Through contact, ideas were exchanged and then spread.
- 3 Trade is an inefficient way to spread ideas.
- 4 Western civilization had few ideas to share with Indians and Arabs.

5 “If a son has struck his father, they shall cut off his hand. If a nobleman has destroyed the eye of a member of the aristocracy, they shall destroy his eye. . . .”

The idea expressed in this quotation is found in the

- 1 Ten Commandments
- 2 Twelve Tables
- 3 Justinian Code
- 4 Code of Hammurabi

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

“Harmony should be valued and quarrels should be avoided. Everyone has his biases, and few men are far sighted. Therefore some disobey their lords and fathers and keep up feuds with neighbors. But when the superiors are in harmony with each other and inferiors are friendly, then the affairs are discussed quietly and the right view of matters prevails.”

—Prince Shotoku of Japan (A.D. 604)

6 Prince Shotoku’s statement indicates the influence of the ideas of

- | | |
|-------------|--------------------|
| 1 Confucius | 3 Genghis Khan |
| 2 Muhammad | 4 Emperor Hirohito |
-

7 One way in which the Eightfold Path and the Five Pillars of Faith are similar is that these rules

- 1 represent codes of behavior
- 2 restrict social mobility
- 3 stress the spiritual being in all natural objects
- 4 suggest a deep respect for nature and reincarnation

8 Which statement best describes the role of the Roman Catholic Church in Europe during the Middle Ages?

- 1 The Church encouraged individuals to question authority.
- 2 Church leaders were only involved in spiritual activities.
- 3 The Church gained influence as people became more interested in secular affairs.
- 4 The Church provided a sense of stability, unity, and order.

9 Which cultural element spread from the Byzantine Empire to early Russia?

- 1 Latin language
- 2 democratic ideas
- 3 Orthodox Christianity
- 4 silk cloth

10 One conclusion that can be reached from the evidence about Mansa Musa’s rule of Mali is that

- 1 Christianity was a dominant religion in Africa in ancient times
- 2 complex civilizations existed in West Africa before the arrival of Europeans
- 3 trade was not necessary for a civilization to survive
- 4 the slave trade originated in West Africa

11 One way in which the writers of the Renaissance were influenced by the writers of ancient Greece was that the Renaissance writers

- 1 stressed the power of human reason
- 2 promoted the religious doctrines of the Roman Catholic Church
- 3 showed little interest in secular affairs
- 4 produced few new scientific ideas

12 “. . . and in the actions of men, and especially of princes, . . . the end justifies the means.”

Which philosopher most likely wrote this statement?

- 1 Baron de Montesquieu
- 2 Niccolò Machiavelli
- 3 Voltaire
- 4 John Locke

13 A major reason that the Spanish were able to conquer the peoples of the Americas was the

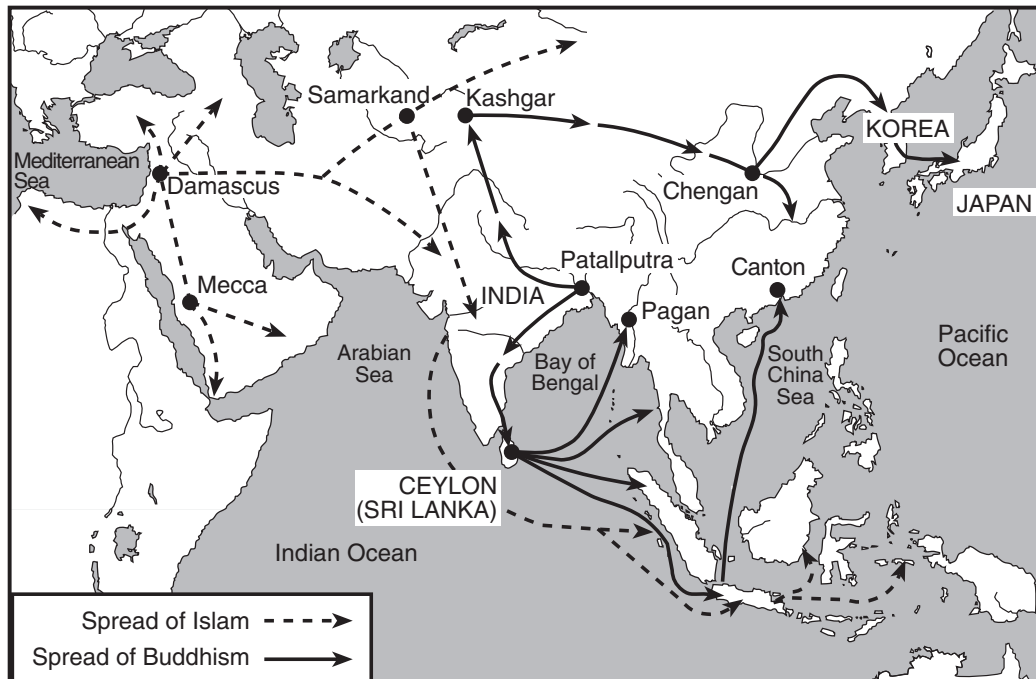
- 1 military technology of the Spanish conquerors
- 2 inability of the native peoples to adapt to Spanish culture
- 3 enforced slavery of the native peoples by the Spanish
- 4 unified resistance of native peoples to Spanish demands

14 The purpose of the encomienda system in Latin America was to

- 1 control overpopulation in urban centers
- 2 convert native peoples to Protestantism
- 3 obtain labor and taxes from the native peoples in the Spanish colonies
- 4 introduce political ideas into the colonies gradually

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

The Spread of Islam and Buddhism, 200 B.C. — A.D. 1450



15 Which area was most affected by the spread of both Islam and Buddhism in the period from 200 B.C. to A.D. 1450?

- | | |
|-----------------------|---------------------|
| 1 Indian subcontinent | 3 Arabian peninsula |
| 2 Japanese islands | 4 coastal China |

Base your answer to question 16 on the passage below and on your knowledge of social studies.

“I was immediately handled and tossed up to see if I were sound, by some of the crew, and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions, too, differing so much from ours, their long hair, and the language they spoke . . . united to confirm me in this belief. . . . The closeness of the place and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us.”

16 Which event is described in this passage?

- 1 the Aztec invasion of Mayan cities
- 2 the Ottoman invasion of Hungary
- 3 immigration from Europe to the New World
- 4 the transatlantic slave trade

17 Which statement supports the claim that diversity was an important characteristic of the Mongol Empire (1200–1350)?

- 1 All people in the Mongol Empire were Hindu.
- 2 The Mongol Empire ruled peoples from China, Russia, eastern Europe, and India.
- 3 Genghis Khan organized a network of communication across the Empire.
- 4 The Mongol Empire covered only central Asia.

18 Which event was an example of Asian reaction to European imperialism?

- | | |
|-----------------------|----------------------|
| 1 Boxer Rebellion | 3 Boer War |
| 2 Glorious Revolution | 4 Congress of Berlin |

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

“During the greater part of the day the guillotine had been kept busy at its ghastly work Every aristocrat was a traitor For two hundred years now the people had sweated, and toiled, and starved to keep a lustful court in lavish extravagance; now the descendants of those who had helped to make these courts brilliant had to hide for their lives.”

- 19 Which event is referred to in this passage?
- 1 French Revolution
 - 2 Sepoy Mutiny
 - 3 Protestant Reformation
 - 4 Mexican Revolution
- 20 Which generalization best summarizes the views of the author of this passage?
- 1 The common people of the nation deserved to be punished for violating the country's laws.
 - 2 The goals of fraternity, equality, and liberty were achieved in this period.
 - 3 The nobility was being punished for bringing benefits to the nation.
 - 4 Because of past abuses by the nobility, the common people staged a bloody revolt.
-
- 21 Which aspect of life in India demonstrates the influence of the British colonial period?
- 1 constitutional government
 - 2 arranged marriages
 - 3 religious tradition of Hinduism
 - 4 caste system
- 22 Which title would be most appropriate for this list of characteristics?
- I. _____

A. “Cash crop” economies

B. Class systems based on birth and skin color

C. Ethnic and racial diversity
- 1 Problems of the Cold War
 - 2 Results of colonialism in Latin America
 - 3 Effects of feudalism on medieval Europe
 - 4 Causes of the Korean War

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

British Suffrage (voting rights)

Year	Suffrage Granted
1815	to less than 50% of the male Anglican population
1820's	to wealthy male Roman Catholics and wealthy non-Anglican Protestants
1832	to men with a certain amount of property
1860's	to a large category of working-class men
1880's	to farmworkers and most other men

- 23 Which group was still excluded from suffrage in the 1880's?
- 1 men with a certain amount of property
 - 2 working-class men
 - 3 farmworkers
 - 4 women
- 24 Which conclusion can be drawn from the table?
- 1 Anglicans gained the right to vote after the Catholics.
 - 2 Revolutions gained the right to vote for men.
 - 3 The right to vote was gradually extended over a period of time.
 - 4 By 1860, all men had the right to vote.
-
- 25
- Japan annexes Korea (1910)
 - Japan attacks Manchuria (1931)
 - Japan invades French Indochina (Vietnam, Laos, and Cambodia) (1940)

Based on these events, the most valid conclusion about Japan's foreign policy is that Japan

- 1 needed raw materials
- 2 based its aggression on the concept of isolation
- 3 was only interested in spreading its religion
- 4 readily accepted Western culture and values

- 26 During the Meiji Restoration, Japan's leaders focused on
- 1 isolating Japan from the influence of foreign ideas
 - 2 existing peacefully with their Asian neighbors
 - 3 increasing the Emperor's power by returning Japan to a feudal political system
 - 4 modernizing Japan's economy to compete with Western nations
- 27 The Bolshevik Revolution of 1917 was a major turning point in history because
- 1 Russia became the first nation with a communist economic system
 - 2 it was the last revolution in the 20th century
 - 3 Russia ceased to be an important force in world affairs
 - 4 the royal family was exiled to Mexico
- 28 Which type of political system did V. I. Lenin, Adolf Hitler, and Benito Mussolini establish in their countries?
- 1 constitutional monarchy
 - 2 totalitarianism
 - 3 representative democracy
 - 4 theocracy
- 29 An economic accomplishment of the Soviet Union under Joseph Stalin was
- 1 achieving the highest standard of living in Eastern Europe
 - 2 filling retail stores with an abundance of consumer goods
 - 3 exporting large surpluses of wheat and other grains
 - 4 increasing production of heavy industrial machinery
- 30 "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent."
— Winston Churchill (1946)
- This statement refers to the
- 1 beginning of the Cold War
 - 2 unification of Germany
 - 3 end of World War I
 - 4 Russian Revolution
- 31 The Holocaust is an example of
- 1 conflict between political parties
 - 2 violations of human rights
 - 3 limited technological development
 - 4 geography's influence on culture
- 32 The Berlin Blockade in 1948, the Hungarian Revolt of 1956, and the invasion of Afghanistan in 1979 all demonstrated that the Soviet Union
- 1 wanted to join the North Atlantic Treaty Organization (NATO)
 - 2 used economic sanctions to achieve its foreign policy goals
 - 3 was willing to use military force in situations that challenged its power
 - 4 hoped to advance its economy through cultural exchange
- 33 What was one factor that contributed to the downfall of apartheid in the Republic of South Africa?
- 1 The African National Congress was outlawed.
 - 2 Afrikaners demanded that only they should have ruling power.
 - 3 Many foreign countries boycotted South African products.
 - 4 President de Klerk and Desmond Tutu were imprisoned.
- 34 During the last two decades, a problem that slowed industrialization in many developing nations was the
- 1 limited supply of labor
 - 2 shortage of money for capital investment
 - 3 rapid decline in population growth
 - 4 refusal of these nations to make trade agreements with other nations
- 35 Which situation contributed to the success of Mohandas Gandhi's campaign of civil disobedience in India?
- 1 Pakistan and Bangladesh were involved in civil wars.
 - 2 The United States came to Gandhi's aid with food and clothing.
 - 3 Sikhs and Muslims wanted to create a new nation.
 - 4 Great Britain was weakened by World War II.

Base your answers to questions 36 through 37 on the discussion below and on your knowledge of social studies.

Speaker A: I think that this plan is an excellent one. By expanding membership, the North Atlantic Treaty Organization (NATO) can change its role as we enter the 21st century. Since its original enemy is no longer a threat, we should use NATO to maintain peace in Europe.

Speaker B: I strongly disagree. NATO is a military organization that requires its members to spend money on military equipment and training. The nations at risk would better help themselves by spending money on improving infrastructure and strengthening their economies.

Speaker C: Both of you are missing the point. The whole reason we want to join NATO is for protection against Russian expansionism. This has happened before in our history, with dire consequences for us. We do not want it to happen again.

Speaker D: We will never accept anyone's right to build up troops or weapons in the areas along our borders. Those are our traditional spheres of influence. We will not accept any action that dictates our defense policy to us.

36 The speakers are discussing the question of whether NATO should

- 1 send troops to stop ethnic strife in Iraq
- 2 expel the United States and Canada
- 3 dissolve and turn over its assets to the European Union
- 4 expand its organization to include the nations of Eastern Europe

37 Which nation is *Speaker C* most likely representing?

- | | |
|-----------|----------|
| 1 France | 3 Poland |
| 2 Germany | 4 China |

Base your answers to questions 38 and 39 on the statement below and on your knowledge of social studies.

“The Pope is no judge of matters pertaining to God's word and faith; the true Christian must examine and judge for himself.”

38 Who is the most likely author of this statement?

- | | |
|-----------------|--------------|
| 1 Martin Luther | 3 John Locke |
| 2 Socrates | 4 Adam Smith |

39 Which historic era was based on the spirit of this statement?

- | | |
|--------------|-----------------|
| 1 Pax Romana | 3 Enlightenment |
| 2 Crusades | 4 Reformation |

40 The use of terrace farming by the Inca and Japanese cultures is an example of

- 1 economic improvement through trade
- 2 social change through assimilation
- 3 adaptation to the surrounding geography
- 4 destruction of the environment

Base your answers to questions 41 and 42 on the statement below and on your knowledge of social studies.

“The royal power is absolute. . . . Without this absolute authority the king could neither do good nor repress evil. It is necessary that his power be such that no one can escape him.”

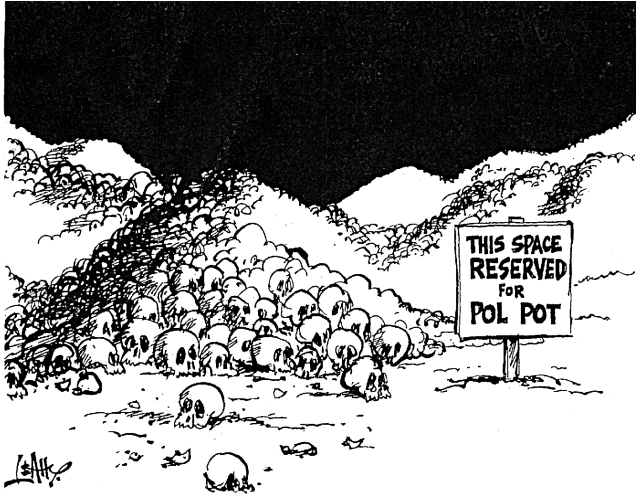
41 Which person would most likely have agreed with this statement?

- 1 Jean Jacques Rousseau
- 2 Louis XIV
- 3 Karl Marx
- 4 Sun Yat-sen

42 Which event was based on ideas that are in direct contrast to the ideas expressed in this statement?

- 1 signing of the Magna Carta in England
 - 2 forced collectivization in the Soviet Union
 - 3 Cultural Revolution in China
 - 4 rise of the National Socialist Party in Germany
-

Base your answers to questions 43 and 44 on the cartoon below and on your knowledge of social studies.



Leahy/Courier-Mail/Brisbane

- 43 Which group is represented by the skulls in this 1996 cartoon?
- 1 Armenians in the Ottoman Empire during World War I
 - 2 dissidents in the Soviet Union during the 1930's
 - 3 anti-Maoists in China during the 1960's
 - 4 intellectuals in Cambodia during the 1970's
- 44 The policy of Pol Pot that is shown in this cartoon is called
- | | |
|------------------------|----------------|
| 1 appeasement | 3 genocide |
| 2 peaceful coexistence | 4 nonalignment |

- 45 One way in which Simón Bolívar, Camillo di Cavour, and Ho Chi Minh were similar is that they
- 1 encouraged a spirit of nationalism among their people
 - 2 enlisted the support of European nations to achieve their goals
 - 3 opposed territorial expansion of their nations
 - 4 followed the ideas of Thomas Hobbes in establishing systems of government
- 46 Which primary source would most likely provide a Latin American perspective rather than a European perspective on history?
- 1 a journal written by a Spanish missionary
 - 2 an eyewitness account by a follower of Emiliano Zapata in the Mexican Revolution
 - 3 a painting of the city of Rio de Janeiro done by a Portuguese merchant
 - 4 a letter from Hernando Cortés about his conquest of the Aztecs to the King of Spain
- 47 One way in which Maximilien Robespierre, Joseph Stalin, Mao Zedong, and Saddam Hussein are similar is that these leaders all
- 1 purged their nations of political opponents
 - 2 followed the teachings of Karl Marx
 - 3 supported the ideals of the European Enlightenment
 - 4 obtained their goals through the use of passive resistance

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



- 48 What is a major reason for the trend illustrated by the graph?
- 1 the fall of communist governments in Eastern Europe
 - 2 the formation of oil cartels, such as the Organization of Petroleum Exporting Countries (OPEC)
 - 3 an increase in global interdependence resulting from modern technology and expanded trade agreements
 - 4 a general decline in the standard of living for people in developing countries
-

GO RIGHT ON TO THE NEXT PAGE. ➡

Base your answers to questions 49 and 50 on the cartoon below and on your knowledge of social studies.



49 The main idea of this cartoon is that Deng Xiaoping will be remembered most for the

- 1 destruction of Western art
- 2 bloodshed in Tiananmen Square
- 3 preservation of Chinese historical sites
- 4 adoption of a capitalist economy

50 Which global issue is addressed in this cartoon?

- 1 human rights
- 2 environmental pollution
- 3 ethnic strife
- 4 Cold War tensions

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) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) compare and contrast means “to discuss similarities and differences”
- (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 Change

Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

Task:

- Define the term “industrialization”
- Select *one* nation you have studied and discuss *two* specific examples of the ways in which industrialization changed the lives of workers in that nation
- Discuss the response of the workers, reformers, and/or government to these changes

You may use any nation from your study of global history *except the United States*. Some suggestions you might wish to consider include: Great Britain (19th century), Japan (19th or 20th century), Russia (19th or 20th century), Korea (post–World War II), and Brazil (20th century).

You are *not* limited to these suggestions.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Revolutions seek to reform political, economic, and social conditions. Three examples are the French Revolution (1789–1799), the Chinese Communist Revolution (1927–1949), and the Iranian Revolution (1979).

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 *two* of these revolutions
- Compare and contrast the results of these two revolutions
- Evaluate the extent to which these two revolutions accomplished their goals of reform

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

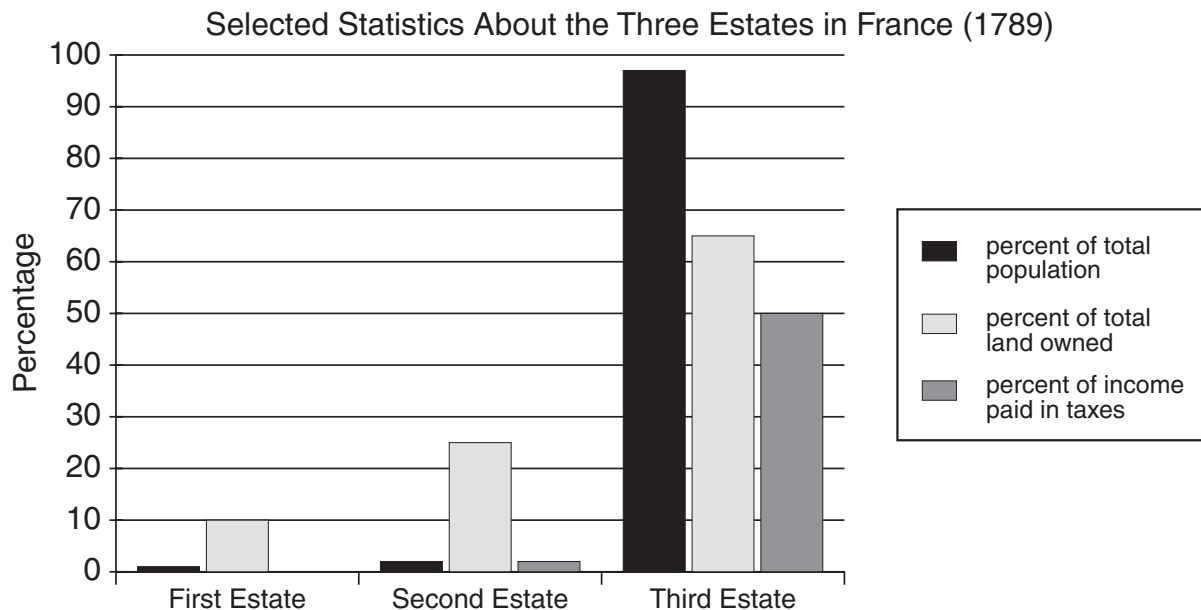
Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

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



1a What percentage of income did a person in the Third Estate pay in taxes? [1]

Score

b How does the tax burden of the Third Estate compare to that of the Second Estate? [1]

Score

c How is this taxation unfair to the Third Estate? [1]

Score

Document 2

The representatives of the French people, organized as a National Assembly . . . recognize and proclaim, . . . the following rights of man and of the citizen.

Article 1. Men are born and remain free and equal in rights. . . .

2. The aim of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression. . . .

—*A Declaration of the Rights of Man and of the Citizen*, 1789

2 What was one goal of the French National Assembly? [1]

Score

Document 3

From this moment, until the time when the enemy shall have been driven from the territory of the Republic, all Frenchmen are permanently requisitioned for the service of the armies.

Young men will go into combat; married men will manufacture arms and transport supplies; women will make tents and uniforms and will serve in the hospitals; children will make old linen into bandages; old men will be carried into the public squares to arouse the courage of the soldiers, excite hatred for kings, and inspire the unity of the republic.

—*Decree of the National Convention*, 1793

3a How did the average citizen participate in the French Revolution? [1]

Score

b What factor united the citizens during the French Revolution? [1]

Score

Document 4

A revolution is an uprising, an act of violence whereby one class overthrows another. A rural revolution is a revolution by which the peasantry overthrows the authority of the feudal landlord class. If the peasants do not use the maximum of their strength, they can never overthrow the authority of the landlords which has been deeply rooted for thousands of years.

—Mao Zedong, 1927

- 4 According to Mao Zedong, a revolution would involve struggle between which two classes of people?
[1]

Score

Document 5

This selection is an excerpt from a memoir of Nien Cheng, who is describing the personal experiences of a friend during the Great Leap Forward, an industrialization program after the Chinese Communist Revolution.

When Li Zhen [a Chinese woman] returned to Shanghai, the city was suffering from a severe food shortage as a result of the catastrophic economic failure of the Great Leap Forward Campaign launched by Mao Zedong in 1958. Long lines of people were forming at dawn at Shanghai police stations, waiting to apply for exit permits to leave the country. This was such an embarrassment for the Shanghai authorities that they viewed Li Zhen's return from affluent Hong Kong to starving Shanghai as an opportunity for propaganda . . . to help project an image of popular support for the Communist Party. . . . The government granted members of this organization [the Communist Party] certain minor privileges, such as better housing and the use of a special restaurant.

— *Life and Death In Shanghai*, Cheng, 1986

5a What was the effect of the Great Leap Forward on the people? [1]

Score

b How did the Chinese Communist Party treat members of its organization differently from nonmembers? [1]

Score

c How would an official of the Chinese Communist Party react to this excerpt? [1]

Score

Document 6

We don't say that the Government must be composed by the clergy but that the Government must be directed and organized according to the divine law, and this is only possible with the supervision of the clergy.

— Ruhollah Khomeini, *Unveiling the Mysteries*, 1941

6 According to Ruhollah Khomeini, which group should control the government? [1]

Score

Document 7

This passage is an excerpt from a speech given by Ruhollah Khomeini prior to the Iranian Revolution in 1979.

When you enter Tehran, you see all the cars and that deceptive [misleading] exterior, but you haven't gone to the other side of Tehran. . . . Take a look south of the city. Look at those pits, those holes in the ground where people live, dwellings you reach by going down a hundred steps into the ground, homes people have built out of rush matting or clay so their poor children can have somewhere to live.

— Ruhollah Khomeini

7 Compare the standard of living of the two classes living in Tehran before 1979. [1]

Score

Document 8

Thousands Clash with Police in Tehran

Tehran residents are increasingly dissatisfied over rising prices and workers' protests.

Thousands of people in the Iranian capital, Tehran, have clashed with the police in what correspondents say is an unusual show of public anger. Local newspapers say that about 5,000 demonstrators threw stones and bottles at policemen and blocked a main road with burning [tires].

The violence in the southwestern suburb . . . followed the death of a teenage peddler. Large numbers of people have taken to peddling food and other goods in Tehran, where unemployment has risen dramatically in recent years.

Iranian papers have recently reported increasing dissatisfaction among Tehran residents over rising prices and strikes and protests by workers across the country, partly due to nonpayment of wages.

— BBC News, May 26, 1998

- 8 According to this news report, what have been the results of the rule of Ruhollah Khomeini and his successors in Iran? [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 to support your response.
- Include additional related information.

Historical Context:

Revolutions seek to reform political, economic, and social conditions. Three examples are the French Revolution (1789–1799), Chinese Communist Revolution (1927–1949), and Iranian Revolution (1979).

Task: Using 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 *two* of these revolutions
- Compare and contrast the results of these two revolutions
- Evaluate the extent to which these two revolutions accomplished their goals of reform

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, January 23, 2001 — 9:15 a.m. to 12:15 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
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| 6..... | 31..... |
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| 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2000 — 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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.

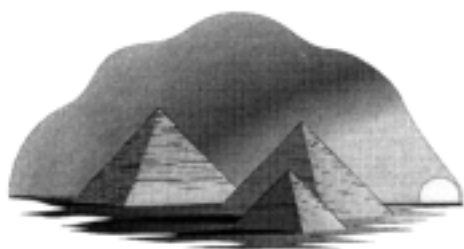
Part I

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 The code of Hammurabi is an example of
 - 1 written rules for legal procedures
 - 2 the power of strong kings to control trade
 - 3 regulations on the way to conduct wars against neighboring nations
 - 4 the power of a legislature to veto laws passed by absolute monarchs
- 2 A belief of animism is that
 - 1 after death the soul is reborn in another human form
 - 2 holy wars must be fought to gain entry into heaven
 - 3 meditation leads followers to nirvana
 - 4 spirits of nature inhabit all living and nonliving objects

Base your answer to question 3 on the diagrams below and on your knowledge of social studies.



- 3 A study of these structures will show that the ancient civilizations who built these structures
 - 1 practiced monotheism
 - 2 originated along major rivers
 - 3 used advanced technology
 - 4 respected human rights

- 4 Which term is used to describe the spread of Buddhism from India through Southeast Asia?

- | | |
|-----------------|----------------------|
| 1 ethnocentrism | 3 imperialism |
| 2 isolation | 4 cultural diffusion |

- 5 *Hebrew text:* "Honor your father and mother . . .
You shall not murder . . .
You shall not steal."

The Analects:

"In his (the leader) personal conduct,
he was respectful.
In his serving his superiors, he was reverent.
In his nourishing the people, he was kind.
In governing the people, he was righteous."

— Confucius

These selections show that the ancient civilizations who developed these concepts placed emphasis on

- | | |
|-----------|----------------|
| 1 anarchy | 3 trade |
| 2 law | 4 architecture |

- 6 Which factor influenced the development of ancient civilizations along river valleys?

- | | |
|----------------|----------------------|
| 1 fertile soil | 3 oil-rich tundra |
| 2 dry climate | 4 dense rain forests |

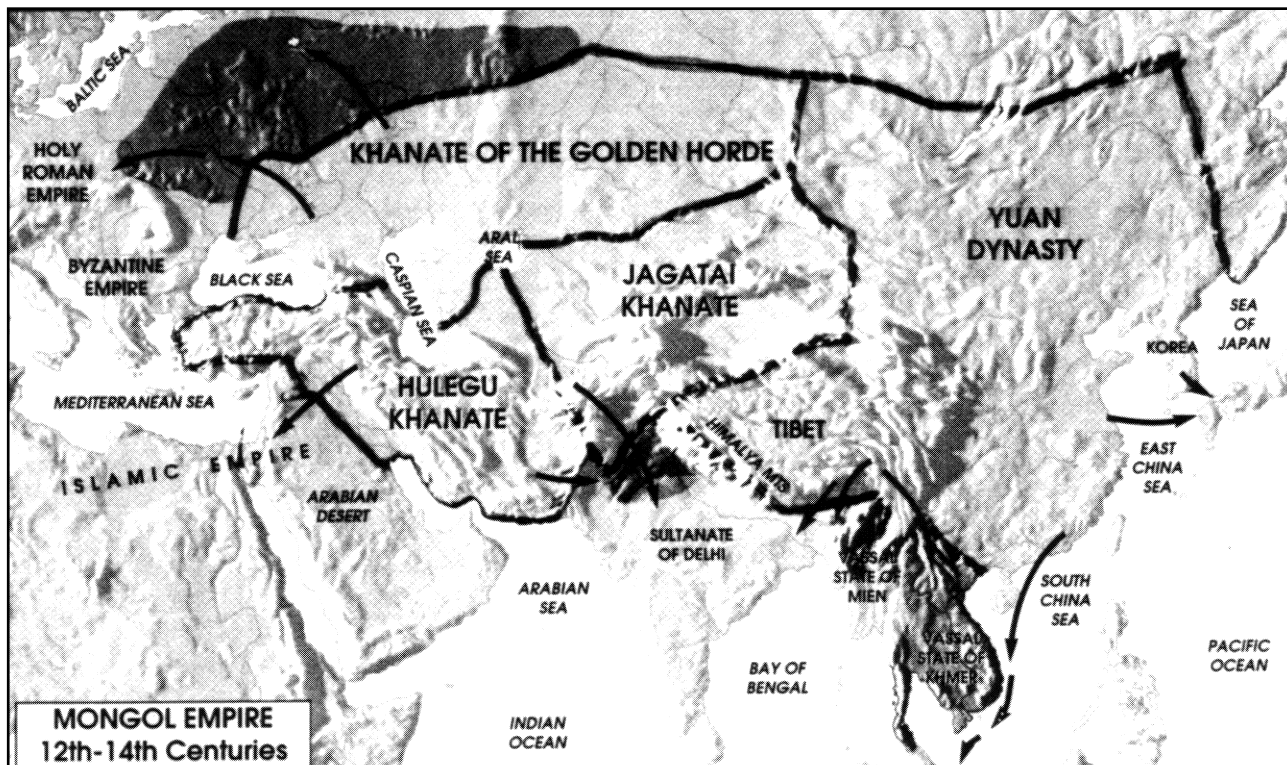
- 7 The contributions of the Golden Age of Islamic civilization include

- 1 advances in mathematics
- 2 irrigation systems
- 3 polytheistic beliefs
- 4 gunpowder and guns

- 8 A similarity between the ancient western African kingdoms of Mali, Ghana, and Songhai is that these kingdoms

- 1 limited the power of their rulers
- 2 practiced Christianity
- 3 established economies based on trade
- 4 isolated themselves from contact with other cultures

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



9 The map shows that the Mongol Empire stretched across

- | | |
|-----------------------------|--------------------------|
| 1 Africa and Southeast Asia | 3 Europe and Asia |
| 2 North America and Europe | 4 South America and Asia |

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

Statement A: The might of a country consists of gaining surpluses of gold and silver.

Statement B: A nation's strength is found in economic independence and the maintenance of a favorable balance of trade.

Statement C: We need to gain colonies both as sources for raw materials and as markets for our manufactured goods.

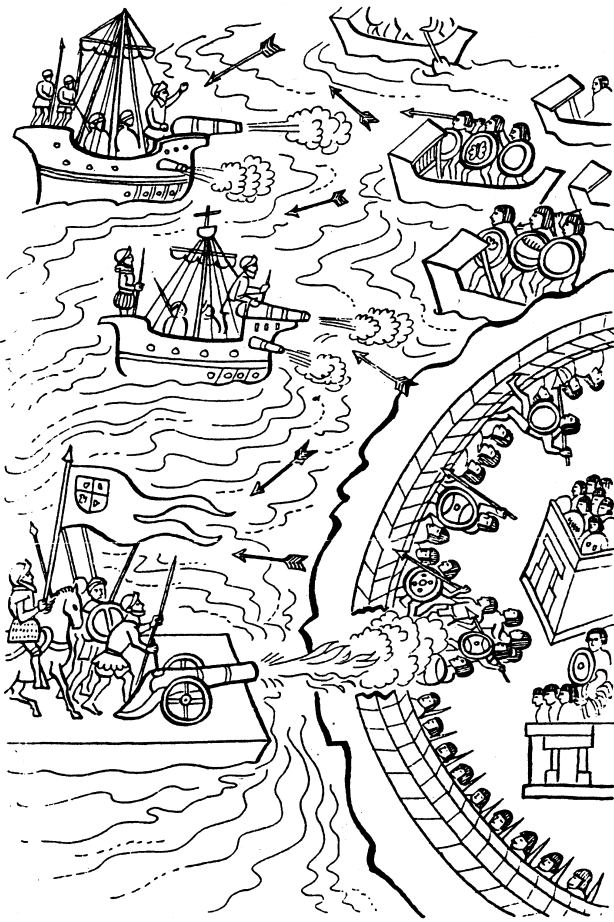
10 Which economic system is being described by these statements?

- | | |
|---------------|--------------|
| 1 traditional | 3 command |
| 2 feudal | 4 mercantile |

11 Which statement concerning the Renaissance in Europe is based on opinion rather than on fact?

- 1 Literature began to appear in languages other than Latin.
- 2 The art of the Northern Renaissance was superior to that of the Italian Renaissance.
- 3 Art reflected the ideas of humanism and individualism.
- 4 Art produced during the Renaissance had religious as well as secular themes.

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



12 Which explanation for the Spanish conquest of the Aztec Empire is best supported by this illustration?

- 1 The Aztec religion encouraged nonviolence.
- 2 The nations of Europe allied with the Spanish against the Aztec rulers.
- 3 The conquistadors were defending their homeland.
- 4 Spanish technology was a major factor in the defeat of the Aztecs.

13 "... suspending laws . . . , by regal [royal] authority without consent of Parliament is illegal."

—English Bill of Rights, 1689

Which form of government does the quotation support?

- | | |
|--------------------|----------------|
| 1 limited monarchy | 3 totalitarian |
| 2 dynastic rule | 4 theocracy |

14 The Magna Carta, the Glorious Revolution, and the writings of John Locke all contributed to Great Britain's development of

- 1 absolute monarchy
- 2 ethnic rivalries
- 3 parliamentary democracy
- 4 imperialist policies

15 Which statement best describes the effects of the works of Nicolaus Copernicus, Galileo Galilei, Sir Isaac Newton, and René Descartes?

- 1 The acceptance of traditional authority was strengthened.
- 2 The scientific method was used to solve problems.
- 3 Funding to education was increased by the English government.
- 4 Interest in Greek and Roman drama was renewed.

16 A major concept promoted by philosophers of the Enlightenment was the need for

- 1 a return to traditional medieval ideas
- 2 the use of reason for rational and logical thinking
- 3 overseas expansion by western European nations
- 4 strengthening the power of the organized religions

17 **"Congress of Vienna Restores Monarchy to France"**
"Czar Nicholas I Limits Freedom of the Russian Press"
"Reform Movements Crushed in Hungary, Italy, and the German States"

These headlines could be described as

- 1 reactions to the French Revolution
- 2 movements to unify all of western Europe
- 3 efforts to improve the conditions of factory workers
- 4 attempts to promote trade between European nations

18 The French people supported Napoleon Bonaparte because they hoped he would

- 1 adopt the ideas of the Protestant Reformation
- 2 restore Louis XVI to power
- 3 provide stability for the nation
- 4 end British control of France

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

Statement 1: “This organization is created for the purpose of realizing the national ideal: the union of all Serbs.”

—Bylaws of the Black Hand

Statement 2: “. . . people . . . would think themselves happier even under their bad government than they might be under the good government of a foreign power.”

—Mohandas Gandhi,
adapted from *Indian Opinion*, 1905

Statement 3: “. . . above all, we want Germany to be considered one land and the German people one people.”

—Heinrich von Gagern,
The Call for German Unity

Statement 4: “We ardently wish to free Italy from foreign rule. We agree that we must put aside all petty differences in order to gain this most important goal. We wish to drive out the foreigners not only because we want to see our country powerful and glorious, but also because we want to elevate the Italian people in intelligence and moral development.”

—Count Camillo di Cavour, 1810–1861

19 The foreign power referred to in Statement 2 is

- | | |
|----------|-----------------|
| 1 Russia | 3 Great Britain |
| 2 Brazil | 4 Japan |

20 Which idea is expressed by all the statements?

- 1 War is a means of achieving national policies.
- 2 Industrial growth is critical to a country’s prosperity.
- 3 Social class differences are the source of all conflicts.
- 4 Self-determination of the people is an important goal.

21 Which statement best describes events in Japan during the period of the Meiji Restoration?

- 1 Japan sought to isolate itself from world affairs.
- 2 Rapid industrialization and economic growth occurred.
- 3 Local lords increased their power over the Japanese emperor.
- 4 Agriculture was taken over by the government.

22 During the 19th century, one effect of European imperialism on Africa was the

- 1 exploitation of African natural resources by colonial powers
- 2 improvement of working conditions in Africa
- 3 African dependence on exportation of manufactured goods
- 4 African acceptance of the doctrine of the “White Man’s Burden”

23 **“Archduke Franz Ferdinand Assassinated!”**
“Germany Declares War on Russia and France!”
“Peace Treaty Signed at Versailles!”

Which event is referred to in these headlines?

- | | |
|-----------------------|---------------|
| 1 Franco-Prussian War | 3 World War I |
| 2 Crimean War | 4 Cold War |

24 One reason the Fascist governments of Benito Mussolini and Adolf Hitler came to power in Italy and Germany was that these nations

- 1 were threatened by the United States
- 2 supported civil liberties for all
- 3 failed to join the League of Nations
- 4 faced economic and political difficulties

25 Since the end of World War II, the nations of Western Europe have improved their economic position by

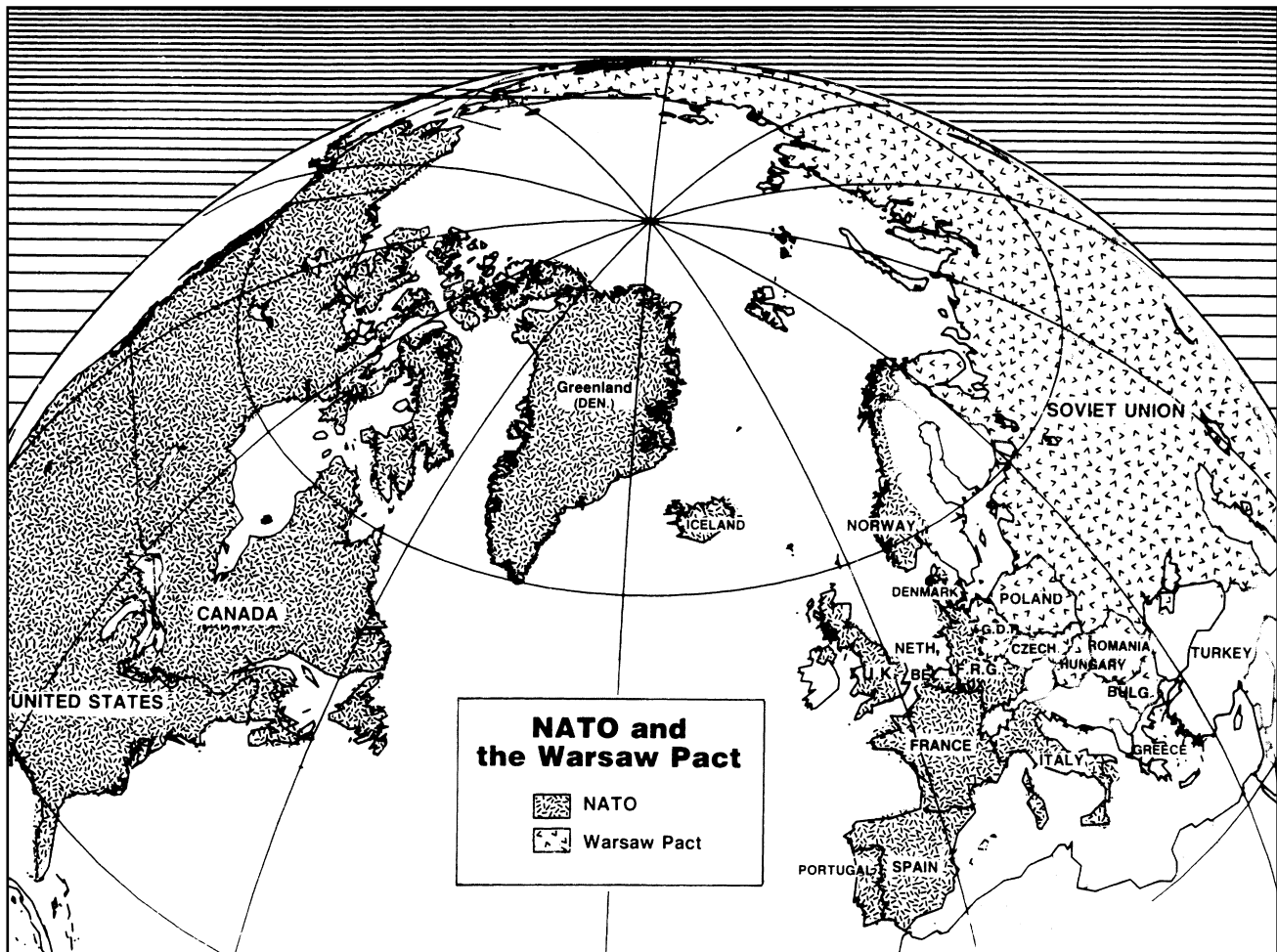
- 1 increasing communication and cooperation in the region
- 2 colonizing African and Asian nations
- 3 isolating themselves from the rest of the world
- 4 rejecting membership in the United Nations

26 In the Soviet Union, Joseph Stalin governed by means of secret police, censorship, and purges. This type of government is called

- | | |
|----------------|--------------------|
| 1 democracy | 3 limited monarchy |
| 2 totalitarian | 4 theocracy |

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

NATO and the Warsaw Pact



- 27 The organizations represented on the map were formed as a direct result of
- 1 a need to improve the economy of Europe by limiting trade restrictions
 - 2 environmental concerns that resulted from rapid industrialization
 - 3 conflicts caused by the Cold War
 - 4 the collapse of the Soviet Union

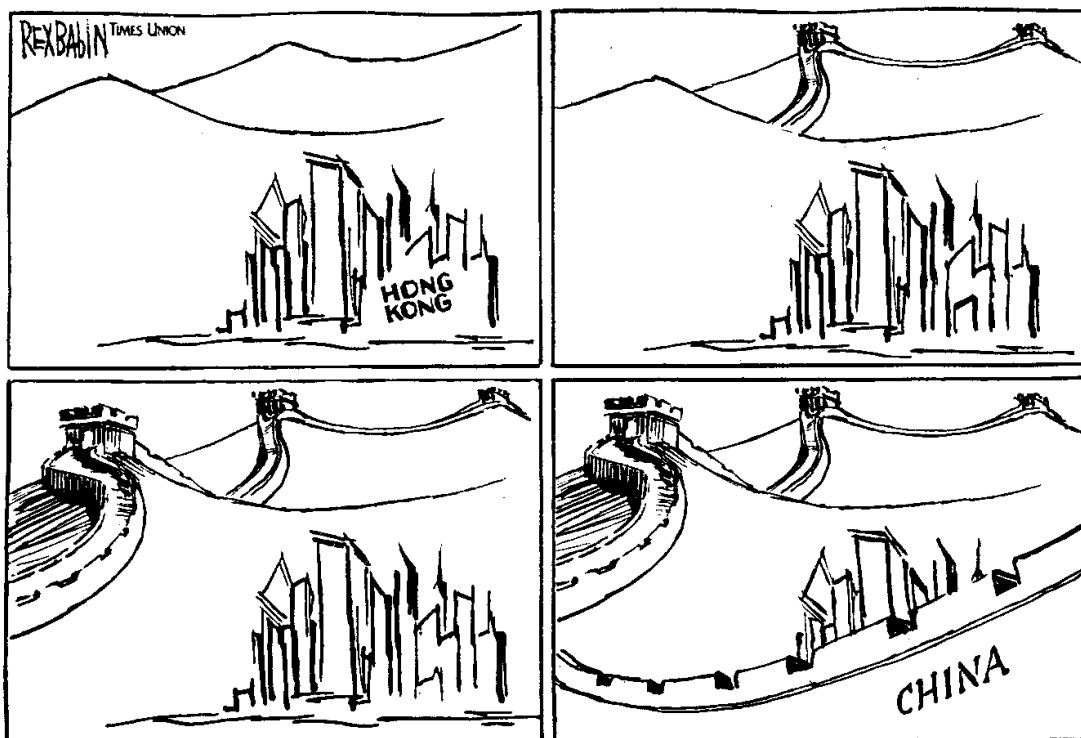
28 Which political trend exists in present-day Latin America?

- 1 Most countries are becoming military juntas.
- 2 Communism is spreading throughout the region.
- 3 Democracy is replacing dictatorship.
- 4 Religious leaders are making government policy.

29 A scarcity of natural resources and the limits of its land area have forced Japan to focus on

- 1 exporting agricultural products
- 2 expanding its command economy
- 3 returning to an isolationist policy
- 4 developing technological products for export

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.



THE GREAT WALL

30 The main idea of this 1997 cartoon is that

- 1 China's Great Wall is a minor achievement
- 2 China has taken control of Hong Kong
- 3 Hong Kong lacks natural boundaries to protect its extensive land area
- 4 Hong Kong seeks Chinese economic assistance

31 Which statement about the problems of Indian independence is a fact rather than an opinion?

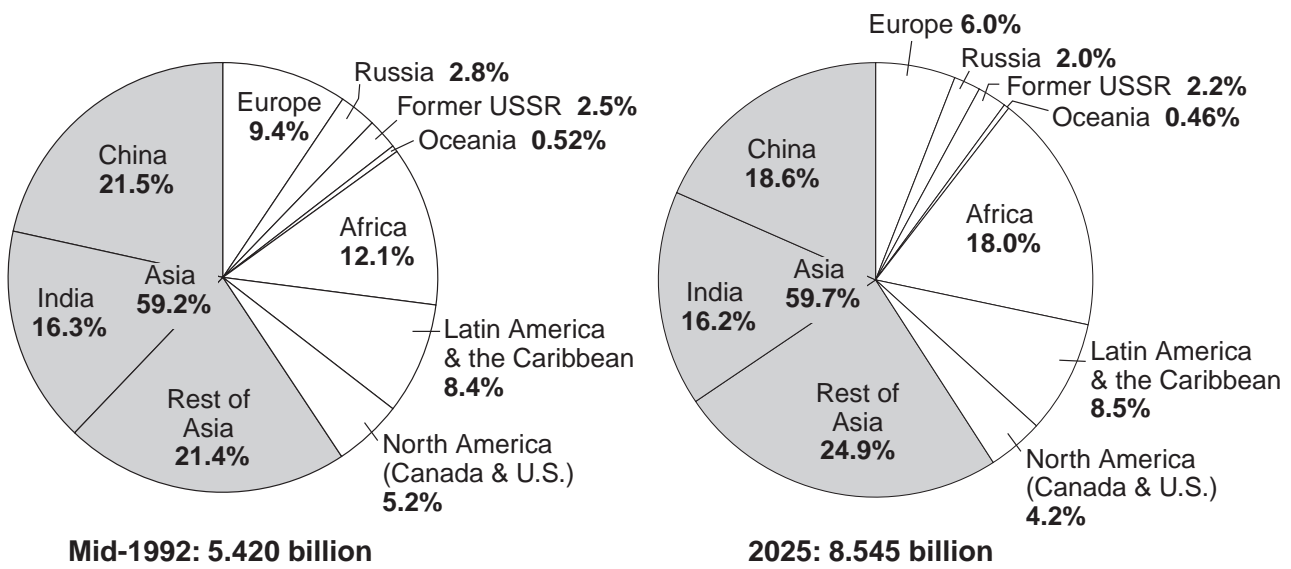
- 1 Stronger government leadership would have prevented bloodshed.
- 2 Control of India by Great Britain brought more benefits than difficulties.
- 3 Muslim leaders wanted their own separate Muslim state.
- 4 India would have been more prosperous if it had remained a colony.

32 The main goal of the Green Revolution was to

- 1 prevent further destruction of the world's rain forests
- 2 solve chronic food shortages through the use of technology
- 3 expand the economies of developing nations with foreign investment
- 4 insure that foreign aid was received by people with the greatest need

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

Distribution of World Population by Region



Data from Population Reference Bureau, Inc., 1992 World Data Sheet

- 33 Which factor best explains the projected change in China's population by 2025?
- 1 increased immigration to China
 - 2 religious doctrines discouraging birth control
 - 3 government limits on family size
 - 4 increased agricultural production in China
- 34 Which conclusion about world population in the next 25 years is supported by the information in these charts?
- 1 Technological improvements will cause a population decline throughout Asia.
 - 2 Developed nations will be home to a majority of the world's population.
 - 3 Efforts to curb population growth in developing nations will be successful.
 - 4 Africa may experience problems with overpopulation.

- 35 The principal aim of the North American Free Trade Agreement (NAFTA) and the European Union is to
- 1 keep communism out of the Western Hemisphere
 - 2 reduce environmental pollution
 - 3 increase economic cooperation between the member nations
 - 4 eliminate global terrorism

- 36 One way in which Simón Bolívar, Jomo Kenyatta, and Ho Chi Minh are similar is that each leader
- 1 sought independence from colonial rule
 - 2 ruled during a period of peace and prosperity
 - 3 demanded human rights for all citizens
 - 4 established a totalitarian government

Base your answer to question 37 on the chart below and on your knowledge of social studies.

Internet Usage		
Heavy Use		
Canada	United States	Iceland
Norway	Sweden	Finland
Medium Use		
Chile	Argentina	Costa Rica
Britain	France	Ireland
Denmark	Netherlands	Belgium
Little Use		
Mexico	Nicaragua	Panama
Colombia	Ecuador	Venezuela
Peru	Brazil	Puerto Rico
Jamaica	Senegal	Guinea
Algeria	Egypt	Turkey
Cyprus	Saudi Arabia	Kuwait

37 Which conclusion about Internet usage can be drawn from this chart?

- 1 Developing nations have easier access to the Internet than developed nations do.
- 2 A high standard of living in a nation is linked to high Internet usage.
- 3 Internet usage limits international cooperation.
- 4 Eastern Hemisphere nations use Internet connections more than Western Hemisphere nations do.

38 The printing press, the astrolabe, and the Mercator projection were technological advances that contributed to the

- 1 exploration and overseas expansion of the 1400's and 1500's
- 2 unification of Germany and Italy in the late 1800's
- 3 growth of industry in Latin America during the late 1900's
- 4 spread of Islam in the 700's and 800's

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

“East Africa is changing. . . . When my children go . . . with us to visit my parents . . . they feel out of place. They see bare floor, the different food, and they cannot understand it as we can. . . . They will never scorn [reject] their origins, but it is just no longer their way of life. They have something better to look forward to.”

39 Which facet of African life is described in this quotation?

- 1 political problems of developing nations
- 2 ethnic conflicts
- 3 conflict between tradition and modernization
- 4 prejudice against elderly family members

40 Which factor has contributed to the change discussed in this quotation?

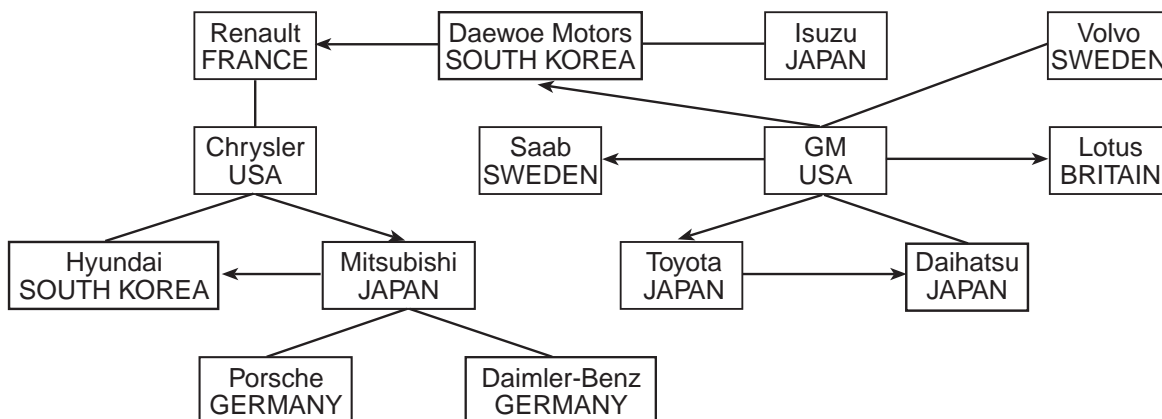
- 1 boundaries drawn by Europeans in the colonial era
- 2 lack of natural resources in Africa
- 3 continued political control by European governments
- 4 increased urbanization and education in Africa

41 Which historical events are in the correct chronological order?

- 1 Crusades Æ Renaissance Æ Neolithic Revolution Æ Roman Empire
- 2 Roman Empire Æ Neolithic Revolution Æ Crusades Æ Renaissance
- 3 Renaissance Æ Neolithic Revolution Æ Crusades Æ Roman Empire
- 4 Neolithic Revolution Æ Roman Empire Æ Crusades Æ Renaissance

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

Automobile Production



42 Which conclusion can be drawn about global economics in the 1990's?

- 1 Countries became more economically isolated.
- 2 Higher tariffs reduced trade between nations.
- 3 France dominated the world automobile industry.
- 4 Economies of the world were increasingly interdependent.

43 Which empire introduced the Eastern Orthodox Church and the Cyrillic alphabet to Russia?

- | | |
|-------------|-----------|
| 1 Mongol | 3 British |
| 2 Byzantine | 4 Gupta |

44 Which revolution inspired Karl Marx and Friedrich Engels to express their ideas in *The Communist Manifesto*?

- | | |
|--------------|-------------|
| 1 Industrial | 3 Glorious |
| 2 Scientific | 4 Neolithic |

45 • The United Nations Declaration of Human Rights
• Article from Mohandas Gandhi's *Indian Opinion*
• Excerpt from the letters of Catherine the Great

These three documents are considered

- 1 secondary sources
- 2 examples of oral traditions
- 3 primary sources
- 4 statements of different religious beliefs

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The gods approached Vishnu, the lord of creatures, and said: "Indicate to us that one person among mortals who alone is worthy of the highest rank . . ." Vishnu reflected, and brought forth a glorious son who became the first king.

Speaker B: The traditional African society, whether it had a chief or not, was a society of equals and it conducted its business through discussion.

Speaker C: Ideally, the best form of government is one where every citizen not only has a voice but also, at least occasionally, is called on to take actual part.

Speaker D: A monarch's authority comes directly from God, and this is how the leadership and power in a society should be determined.

46 Which speakers would support the theory explaining the power of France's Louis XIV, Spain's Philip II, and England's Elizabeth I?

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

47 Which speakers would agree with the idea that some form of democracy is the best way to govern a society?

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

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

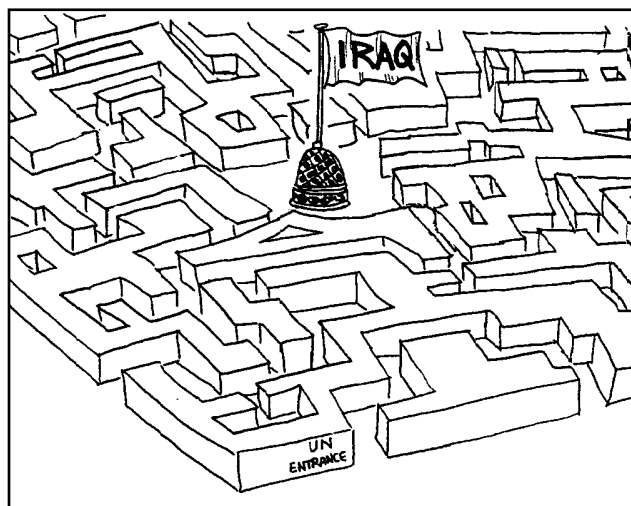


Brookes/The Times/London

48 The main theme of the cartoon is that Nelson Mandela has been

- 1 imprisoned for life for his antiapartheid actions
- 2 faced with economic and social problems that limit change
- 3 opposed to granting human rights to blacks in South Africa
- 4 forced to lead the nation against his will

Base your answer to question 49 on the cartoon below and on your knowledge of social studies.



49 What is the main idea of this cartoon?

- 1 The lack of national unity has caused problems for Iraq.
- 2 The United Nations has gained easy access to Iraq's capital.
- 3 The Iraqi Government has avoided cooperating with the United Nations.
- 4 Iraq is the center of the Islamic world.

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

The Kirghiz with whom we stopped was very well off. . . . After some tea our host asked me, “Where is the Ak Padsha now, the White Tsar Nikolai?”

“He and all his family, the Tsaritsa, their daughters and son, have been killed by the Bolsheviks,” I answered.

The old man gave a deep sigh . . . “And you . . . Are you one of the men of the regime of Nikolai?”

“Yes, of course,” I replied. “I detest and despise the Bolsheviks.”

The old man . . . began to blink and a tear rolled down his cheek, while the rest of the family sobbed . . .

I was deeply touched by the scene. On this remote frontier of the Empire, . . . a family of nomad herdsmen was weeping for the tragic death of their White Pasha, as the Tsar was known.

50 In which period of time did this scene take place?

- 1 during the Napoleonic Wars
 - 2 after Mao Zedong came to power
 - 3 after the Russian Revolution
 - 4 during World War II
-

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) 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: Justice and Human Rights

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations.

Task:

- Define the term “human rights”
- Identify *two* examples of human rights violations that have occurred in a specific time and place
- Describe the causes of these human rights violations
- For *one* of the violations identified, discuss *one* specific effort that was made or is being made to deal with the violation

You may use any example from your study of global history. Do *not* use the United States in your answer. Some suggestions you might wish to consider include: Christians in the early Roman Empire, native peoples in Spain’s American colonies, untouchables in India, blacks in South Africa, Jews in Nazi Germany, Muslims in Bosnia, Kurds in Iraq or Turkey, or Tibetans in China.

You are *not* limited to these suggestions.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Economic systems attempt to meet the needs of the people. Capitalism and communism represent two different ways to meet people's economic needs.

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:

- Describe how these two economic systems attempt to meet the needs of the people
- Evaluate how successful each system has been at meeting the economic needs of the people

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

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

Capitalists are rich people who own factories and have lots of money and workers. . . . A factory can belong to one person in Capitalism but in [Communism] it belongs to the government. . . . I am for the idea of [Communism]. It seems to me that you have more of an opportunity to live well. You won't lose your job in [Communism]. . . . I've heard about the unemployment problem in America. People can't find any kind of job That's the way we heard about it — that [in] the West, unemployment, everything there is bad, a real mess.

— “Katia,” a 16-year-old ninth grader from Moscow, 1980's

- 1 Describe the speaker's point of view about capitalism. [1]

Score

Document 2

Wealth brings with it its own checks and balances. The basis of [a capitalist] economy is noninterference [by the government]. The only safe rule is found in the self-adjusting meter of demand and supply. Open the doors of opportunity to talent and virtue and they will do themselves justice, and property will not be in bad hands. In a free and just commonwealth [society], property rushes from the idle [non-working] and imbecile [fool] to the industrious [hard working], brave and persevering [dedicated].

—Adapted from Ralph Waldo Emerson

- 2 According to the author, why is capitalism successful? [1]

Score

Document 3

Above all, [the government] . . . will have to take the control of industry and of all branches of production out of the hands of . . . competing individuals, and instead institute a system as a whole, that is for the common account [good], according to a common plan, and with the participation of all members of society. It will . . . abolish [eliminate] competition. . . . Private property must therefore be abolished.

—Friedrich Engels, *Principles of Communism*

3a Who controls the means of production and all property in a communist system? [1]

Score

b What happens to competition in a communist system? [1]

Score

Document 4

Andrei, his wife, his father, and [his] elder son all have to work on the collective farm-lands . . . He is not stupid and sees that almost all the produce ends up in the hands of the Government. The local Communist party boss is always coming back . . . for more and more. Andrei and his family know ahead of time that they are going to get [a] very small return for working on the collectivized fields. Naturally this conditions [changes] their attitudes. They are constantly on a sort of slow-down strike . . .

—T. P. Whitney, “The Russian Peasant Wars on the Kremlin,” 1954

4 Why are Andrei and his family slowing down the pace of their work? [1]

Score

Document 5

The Wealth of Nations carries the important message of *laissez faire*, which means that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people . . .

— Adam Smith, *The Wealth of Nations*

5 According to the document, what role should the government play in the economy? [1]

Score

Document 6

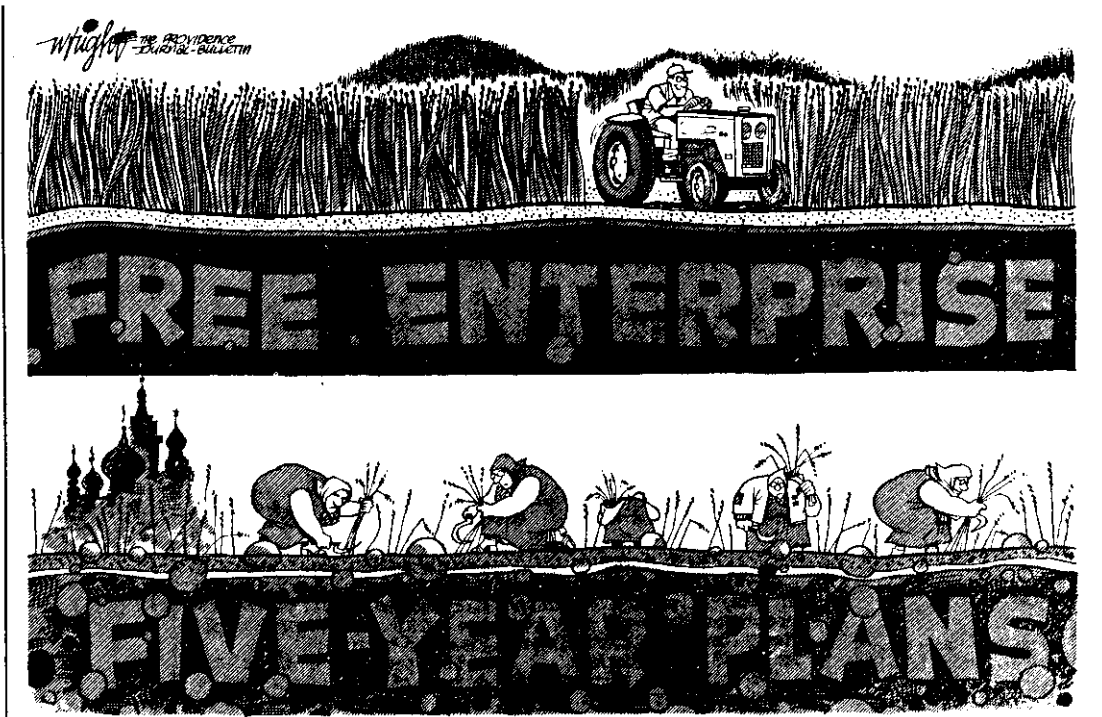
. . . masses of laborers . . . crowded into factories. They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty . . .

— Karl Marx and Friedrich Engels, *The Communist Manifesto*

6 According to Marx and Engels, what was the effect of the capitalist factory system? [1]

Score

Document 7



7a Is capitalism or communism associated with these 1930's Five-Year Plans? [1]

Score

b Which system does the cartoon suggest is more successful at meeting the agricultural needs of people? [1]

Score

Document 8

The [communist] worker's standard of living is raised by several benefits the government provides. He receives free medical care. He does not have to worry about being unemployed. Old and disabled people receive social insurance. . . . The government also provides nurseries and kindergartens for the children of working mothers. . . .

— Harry Schwartz, *The New York Times*, 1952

- 8 Based on this document, identify *two* ways that the worker's standard of living is improved in a communist economy. [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.
- Include additional related information.

Historical Context:

Economic systems attempt to meet the needs of the people. Capitalism and communism represent two different ways to meet people's economic needs.

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

- Describe how these two economic systems attempt to meet the needs of the people
- Evaluate how successful each system has been at meeting the economic needs of the people

Tear Here

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Thursday, June 15, 2000 — 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.

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)

Part I

- 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2000 — 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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 factor was most important to the development of the early river valley civilizations?

1 fertile soils	3 vast deserts
2 high mountains	4 smooth coastlines

- 2 The Church of the Holy Sepulchre, the Dome of the Rock, and the Western (Wailing) Wall are religious sites in Jerusalem. These sites symbolize the

1 Roman domination of the Mediterranean region in the 1st century
2 cultural diversity of the Middle East
3 limited architectural skills of builders in the Middle East
4 geographic isolation of the city

- 3 Which values are most closely associated with the fundamental principles of Buddhism?

1 competition and financial success
2 maintaining the caste system and providing education for all people
3 practicing nonviolence and giving up worldly desires
4 self-determination and democracy

- 4 A major goal of the Christian Church during the Crusades (1096–1291) was to

1 establish Christianity in western Europe
2 capture the Holy Land from Islamic rulers
3 unite warring Arab peoples
4 strengthen English dominance in the Arab world

- 5 An important contribution of the Byzantine Empire to Russia is the establishment in Russia of

1 Orthodox Christianity
2 representative democracy
3 a free-market economy
4 a jury system

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

The Kingdom of Mali (c. 1300)

Ibn Battuta

The [people] possess some admirable qualities. They are seldom unjust, and have a greater abhorrence [hatred] of injustice than any other people. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence.

- 6 Which point of view about the culture of Mali does Ibn Battuta express in this passage?

1 It was considered more primitive than those of the rest of the world.
2 It was heavily influenced by European culture.
3 It was centered around peace and justice.
4 It was generally concerned with establishing democratic principles.

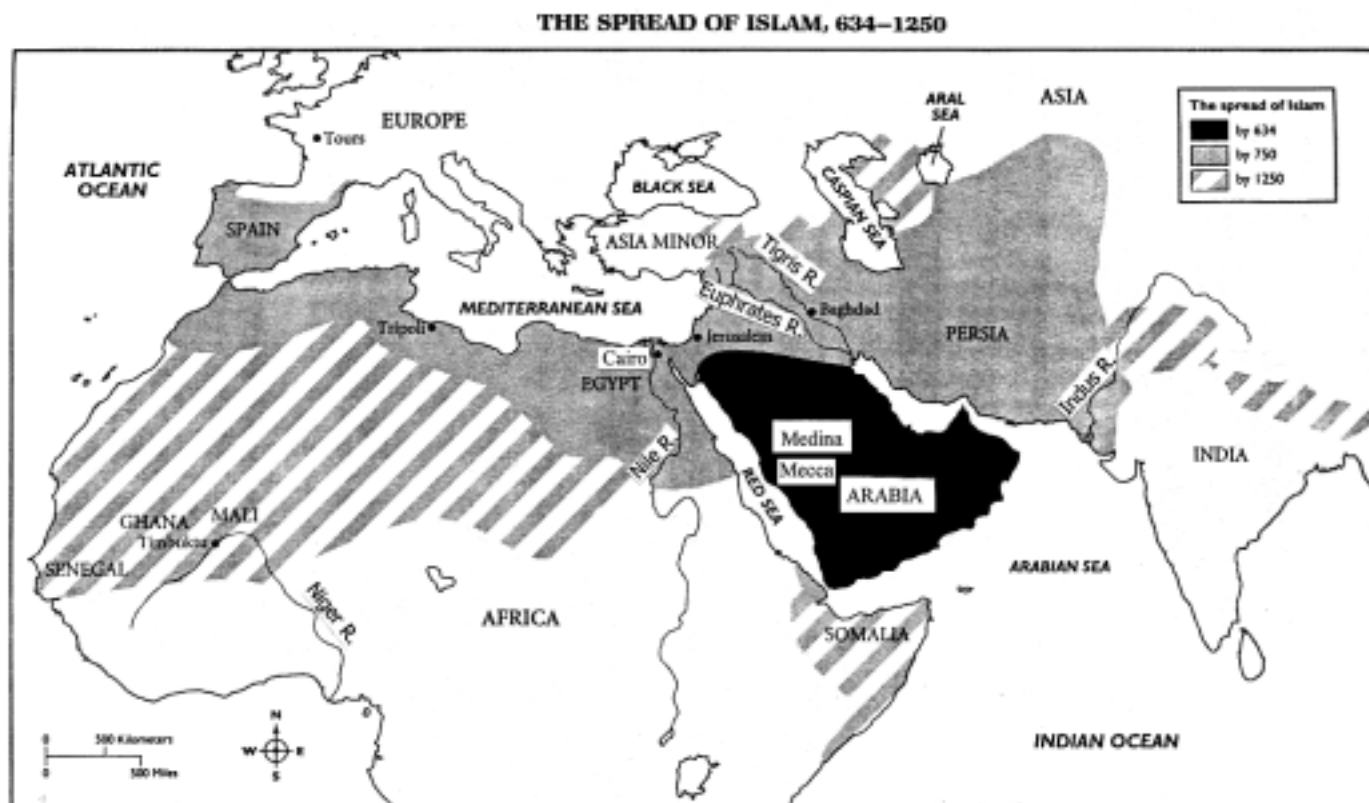
- 7 Martin Luther's posting of the Ninety-Five Theses is considered by many to be a turning point in history because

1 the Pope's right to sell indulgences was strengthened
2 Luther soon became the leader of Germany
3 the power of the Roman Catholic Church was lessened and royal power grew
4 the Roman Catholic Church unified the German states

- 8 In the 1600's, the interest of Europeans in Africa was based mainly on Europe's need to

1 market its surplus agricultural products
2 obtain workers for its colonies in the Americas
3 establish collective security arrangements
4 settle its surplus population on new lands

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.



9 What is the best conclusion based on the information provided by the map?

- 1 Islam has become the dominant religion in many diverse cultures over time.
- 2 Islam was very slow to expand from its original development in Persia.
- 3 Islam spread to regions that had cultures similar to those of Arabia.
- 4 Islam's influence is rapidly decreasing in the modern world.

10 According to the map, by A.D. 750 Islam had spread from

- 1 Mecca to Asia Minor
- 2 Cairo to Tours
- 3 Senegal to India
- 4 the Indus River to Spain

Base your answers to questions 11 and 12 on the excerpt below and on your knowledge of social studies.

“...The person of the King is sacred, and to attack him in any way is an attack on religion itself. Kings represent the divine majesty and have been appointed by Him to carry out His purposes. Serving God and respecting kings are bound together.”

—Bishop Jacques Bossuet

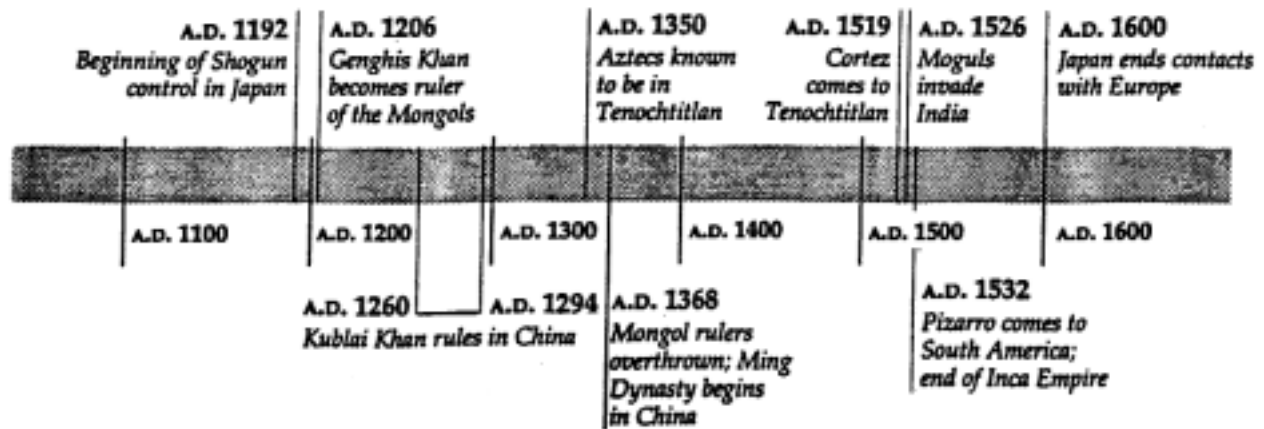
11 This statement describes the philosophy that existed during the

- 1 Enlightenment
- 2 Age of Absolutism
- 3 Renaissance
- 4 Industrial Revolution

12 Which person would most agree with this statement?

- | | |
|--------------|----------------|
| 1 John Locke | 3 Elizabeth II |
| 2 Karl Marx | 4 Louis XIV |

Base your answer to question 13 on the time line below and on your knowledge of social studies.



13 Which conclusion about this period can be drawn from the time line?

- 1 Many areas of the world were governed by totalitarian rule.
- 2 Much of Central and South America came under the rule of Cortez by A.D. 1519.
- 3 The rule of China was unchanged during the entire period.
- 4 European nations controlled most of the world between A.D. 1206 and 1532.

14 In Spain, an effect of the Inquisition during the 16th century was to

- 1 prevent the introduction of Protestant religions
- 2 reintroduce Moorish culture to the Iberian Peninsula
- 3 encourage the development of the Industrial Revolution
- 4 implement the ideas of the Renaissance in major cities

15 • Suleiman held complete religious and political power.
• Charles I stormed the English Parliament.
• Peter the Great expanded serfdom in Russia.

The actions of these leaders reflect the concept of

- | | |
|---------------------|----------------|
| 1 scientific theory | 3 mercantilism |
| 2 natural rights | 4 absolutism |

16 • Europeans sought new markets for their goods.
• Many Europeans migrated to the cities in search of jobs.
• European middle class gained political power.

What was the major cause of these changes in Europe?

- | | |
|-------------------------|----------------------|
| 1 Industrial Revolution | 3 Congress of Vienna |
| 2 rise of feudalism | 4 French Revolution |

17 Simón Bolívar, José de San Martín, and Toussaint l'Ouverture are important in Latin American history because they were

- (1) 20th-century caudillos
- (2) leaders of liberation movements
- (3) members of the Organization of American States (OAS)
- (4) winners of the Nobel Peace Prize

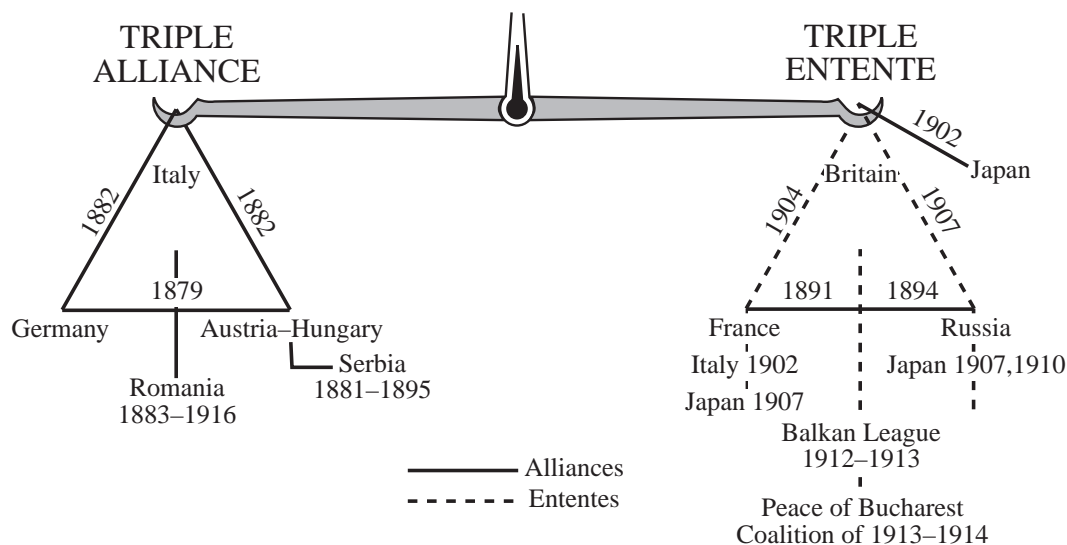
18 An analysis of the Russo-Japanese War and the Boer War shows that one reason nations go to war is to

- 1 assist oppressed people
- 2 spread religious beliefs
- 3 satisfy imperialist goals
- 4 honor provisions of a treaty

19 What did Karl Marx and Friedrich Engels believe would be the result when communism finally emerged as the dominant political and economic system?

- 1 Only two classes would exist in society.
- 2 All the evils of industrial society would disappear.
- 3 The Soviet Union would become the world's only superpower.
- 4 Citizens would own their individual homes and farms.

Base your answers to questions 20 and 21 on the chart below and on your knowledge of social studies.



- 20 Which statement best expresses the main idea of the chart?
- 1 Many nations favor triangular foreign policy relationships.
 - 2 Throughout the 20th century, Great Britain, Italy, and Russia have been allies.
 - 3 Foreign affairs are often based on a balance of power.
 - 4 Alliances are stronger than ententes.
- 21 The Triple Alliance and the Triple Entente were established in the decades just
- 1 before the Congress of Vienna
 - 2 before World War I
 - 3 after the Treaty of Versailles
 - 4 after the formation of the United Nations
- 22 Which statement best expresses the motive for 19th-century European imperialism?
- 1 Living space was needed for the excess population in western Europe.
 - 2 European leaders believed imperialism was an effective method of reducing the number of wars.
 - 3 European nations would benefit from some aspects of the conquered nation's culture.
 - 4 Imperialism would benefit the economies of the colonial powers.
- 23 In the 1920's and 1930's, the rise of totalitarian governments in Germany, Italy, and Spain was largely the result of
- 1 the success of the Communists in establishing a command economy in the Soviet Union
 - 2 severe economic and social problems that arose in Europe after World War I
 - 3 the active support of the United States
 - 4 movements demanding the return of the old monarchies
- 24 The borders that were established for many African nations during the late 1800's were based primarily on
- 1 natural geographic barriers
 - 2 easy access to natural resources
 - 3 territorial claims of colonial rulers
 - 4 cultural differences between ethnic groups
- 25 Which statement best describes a relationship between World War I and the Bolshevik Revolution?
- 1 World War I created conditions in Russia that helped trigger a revolution.
 - 2 World War I postponed the revolution in Russia by restoring confidence in the Czar.
 - 3 Opposing Russian forces cooperated to fight the foreign invaders.
 - 4 World War I gave the Czar's army the needed experience to suppress the revolution.

- 26 The major impact of the Treaty of Versailles on Germany was that the treaty led to
- 1 an era of peace and international good will in Germany
 - 2 a stable Germany that was both democratic and strong
 - 3 an increase in Germany's desire to regain its power and prestige
 - 4 a leadership position for Germany in the League of Nations
- 27 During the mid-1930's, which characteristic was common to Fascist Italy, Nazi Germany, and Communist Russia?
- 1 government ownership of the means of production and distribution
 - 2 one-party system that denied basic human rights
 - 3 encouragement of individual freedom of expression in the arts
 - 4 emphasis on consumer goods rather than on weapons
- 28 "It has impoverished the dumb millions by a system of progressive exploitation. . . . It has reduced us politically to serfdom. It has sapped the foundation of our culture . . . and degraded us spiritually."
—Mohandas K. Gandhi, 1930
- In the statement, the "It" referred to by Gandhi is
- 1 British imperialism in India
 - 2 India's involvement in World War II
 - 3 the exploitation of the proletariat by the bourgeoisie
 - 4 the British endorsement of apartheid in South Africa
- 29 "(William) Hague and his supporters are skeptical of further integration into the European Union, saying it undermines British sovereignty, and fear that the single currency—scheduled to go into effect in 1999—would increase European influence in Britain."
- In this news report, William Hague seems to support the concept of
- | | |
|------------------|--------------|
| 1 westernization | 3 oligarchy |
| 2 nationalism | 4 liberalism |
- 30 Since the creation of the Organization of Petroleum Exporting Countries (OPEC), member nations have joined together to
- 1 determine the supply of oil on the world market
 - 2 establish a policy of independence in trade
 - 3 maintain a low price of oil per barrel
 - 4 isolate themselves from the rest of the world
- 31 To maintain its economic position, Japan has often limited the number of cars or the quantity of farm products that the United States can sell in Japan. Japan has imposed these limits to develop
- 1 an equality-of-trade position
 - 2 a favorable balance of trade
 - 3 a more open market
 - 4 a belief system
- 32 A main goal of the European Union (European Economic Community) in the 1990's has been to strengthen European
- | | |
|----------------|-------------------|
| 1 isolationism | 3 interdependence |
| 2 socialism | 4 colonization |
- 33 A sense of national unity has been difficult to maintain in India because of
- 1 its reliance on foreign aid
 - 2 the emergence of a mixed economic system
 - 3 the continuing influence of militarism
 - 4 the desire of religious groups for greater autonomy
- 34 What would a study of the recent civil wars in Cambodia, Bosnia-Herzegovina, and Rwanda show about these conflicts?
- 1 Ethnic conflict was not a factor in the late 20th century.
 - 2 The United Nations was successful in resolving these disputes.
 - 3 Genocide was used as a political and military tactic.
 - 4 Civilians were not affected by these disputes.

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



35 What is the main idea of the cartoon?

- 1 The majority of people in China do not support the recent changes.
- 2 China is improving its record on human rights.
- 3 Economic freedom in China has not led to political reforms and freedom.
- 4 China's system of criminal justice is based on Western traditions and laws.

36 A negative impact of the use of modern technology is that

- 1 levels of air and water pollution often increase
- 2 economic opportunities are frequently limited
- 3 contacts with other cultures decrease
- 4 international trade is limited

37 In Latin America, the deforestation of the Amazon rain forest has led to

- 1 the maintenance of a traditional way of life
- 2 the discovery of new medicines
- 3 overpopulation in rural regions
- 4 environmental dangers

38 In recent years, companies from industrialized nations have been building production facilities in Latin American nations. This economic change is mostly due to the region's

- 1 favorable climate
- 2 supply of inexpensive labor
- 3 capital resources
- 4 political stability

39 The statements below refer to changes in Afghanistan in the 1990's.

- The Taliban controls the government.
- Women must clothe themselves from head to toe.
- Men are required to grow beards.
- Girls are not allowed to attend school.

These changes in Afghanistan have resulted from a movement toward

- 1 Marxist ideology
- 2 liberation theology
- 3 constitutional reforms
- 4 Islamic fundamentalism

40 A similarity of the goals of Nelson Mandela and Mohandas Gandhi is that both leaders wanted to

- 1 secure political power for the majority of the people
- 2 encourage a greater degree of industrialization
- 3 improve the economy by expanding governmental control
- 4 gain independence from the Soviet Union

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

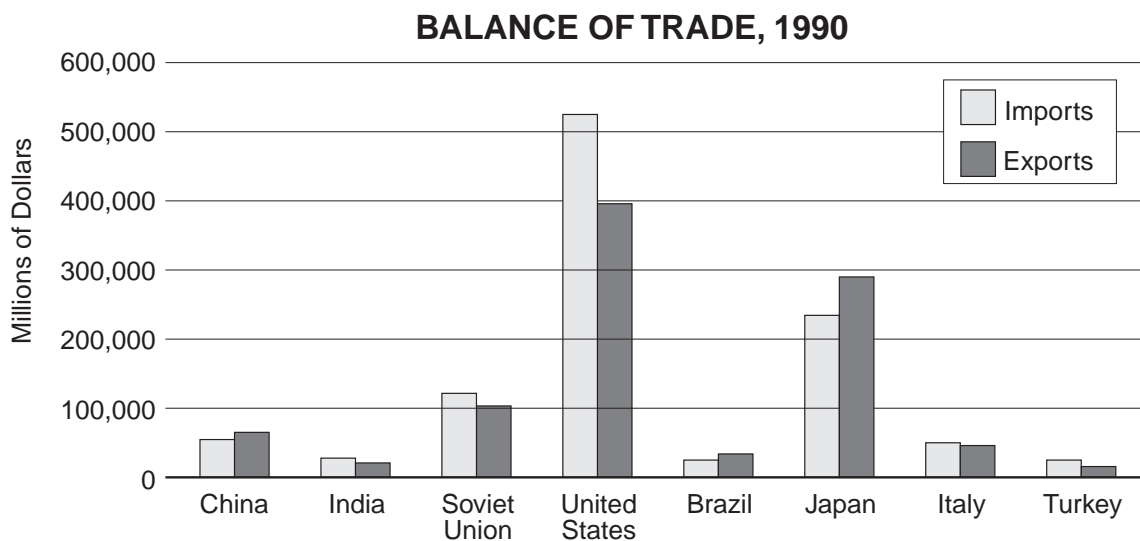


Stuttmann/Freitag/Berlin

41 What is the main idea of this cartoon about Cuba?

- 1 The people have rebelled against their unpopular Communist leader.
- 2 Fidel Castro's strong Communist leadership has assured the prosperity of the Cubans.
- 3 Castro is struggling to maintain a Communist state.
- 4 Castro's regime is being destroyed by the policies of the United States.

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



Source: Department of International Economic and Social Affairs, United Nations, 1991.

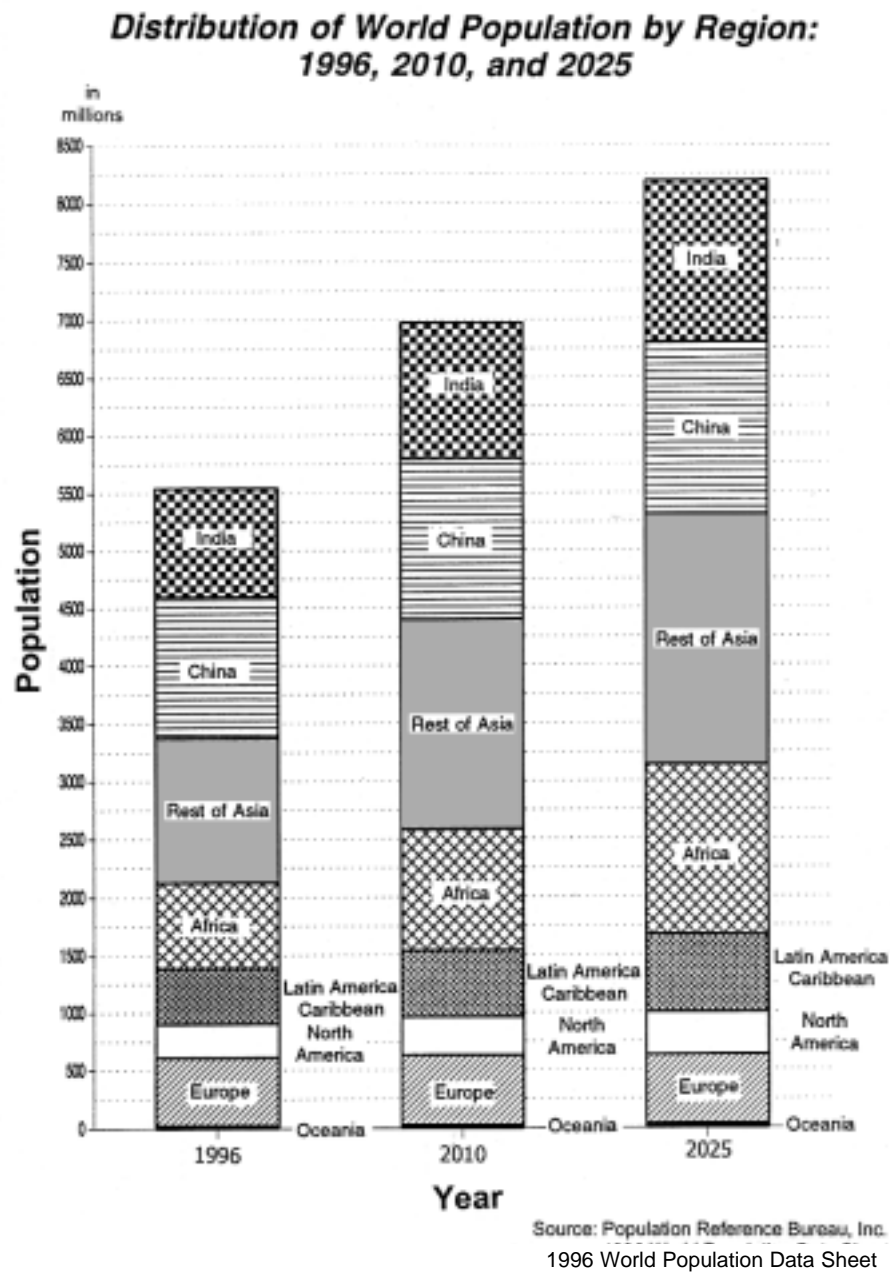
42 According to the graph, which of these nations had a favorable balance of trade in 1990?

- | | |
|----------------|-----------------|
| 1 India | 3 United States |
| 2 Soviet Union | 4 China |

43 According to the graph, which nation has the largest trade imbalance?

- | | |
|-----------------|----------|
| 1 India | 3 Brazil |
| 2 United States | 4 Japan |

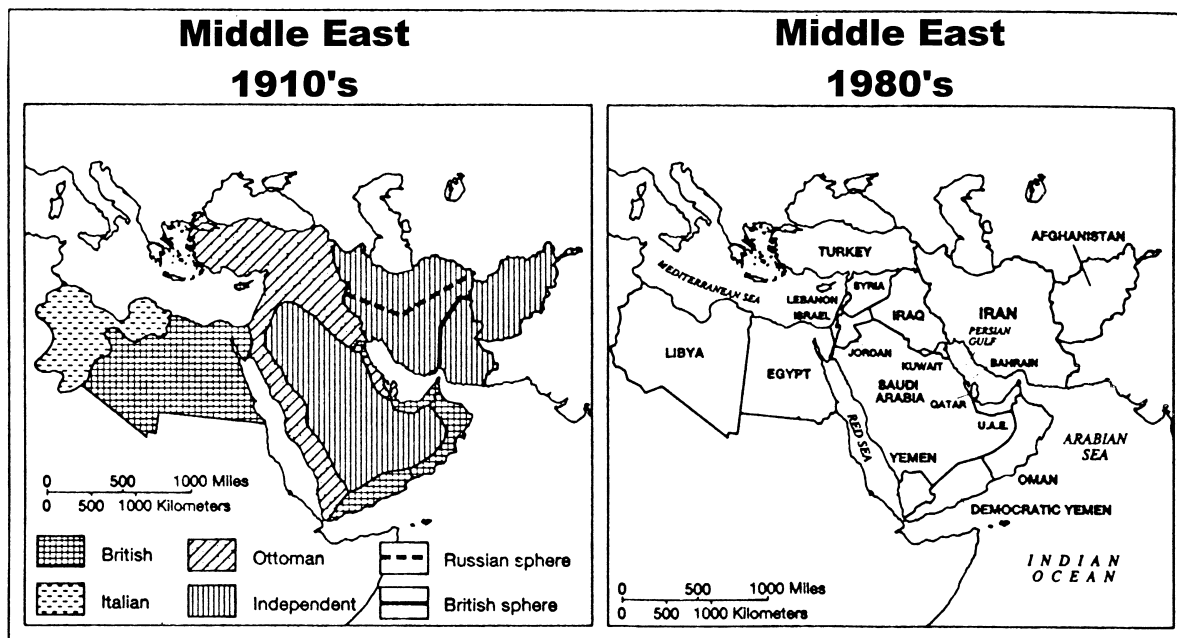
Base your answer to question 44 on the graph below and on your knowledge of social studies.



44 What does the graph predict about world population?

- 1 China's population will double before 2025.
- 2 Europe's population will remain relatively stable between 1996 and 2025.
- 3 India's population will triple between 1996 and 2025.
- 4 Africa's population will decrease by 2025.

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



- 45 The political changes between the 1910's and the 1980's were most directly a result of the
- 1 increase in oil production to meet increased world demand
 - 2 increased role of the Palestine Liberation Organization in the region
 - 3 pressure applied by Zionists for the recognition of Israel as an independent nation
 - 4 effect of nationalist movements after World War I and World War II

46 Throughout much of history, both China and Japan held a common view that other nations were

- 1 valued sources of worthwhile knowledge
- 2 envoys of an advanced civilization
- 3 barbarians not worthy of their attention
- 4 sources of cheap labor and goods

47 The economic policy of mercantilism first developed during the

- 1 Age of Exploration
- 2 Enlightenment
- 3 Cold War
- 4 Green Revolution

48 Which factor was common to the societies in ancient Athens (6th–5th centuries B.C.) and in Renaissance Italy (A.D. 1400)?

- 1 Leaders were elected by a parliament.
- 2 Humanism was the central philosophy.
- 3 Civil liberties were given to all inhabitants.
- 4 Rich landowners had little power.

49 Historians are interested in studying Maya ruins in Mexico, the haiku poetry of Japan, and the music of Chopin because such cultural and intellectual developments

- 1 reflect the values of that society
- 2 illustrate the economic status of individuals in that society
- 3 help to explain the role of geography in that society
- 4 reveal the political structure of that society

50 A similarity of the rule of the ancient Mongols and the ancient Greeks is that both

- 1 protected the human rights of the peoples they controlled
- 2 destroyed the civilizations they defeated
- 3 remained isolated and peaceful for centuries
- 4 established vast empires and spread their cultures to the people they conquered

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) **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”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”
- (d) **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: Science and Technology

Science and technology have played a critical role in altering the course of human history.

Task:

- Identify *two* scientific or technological advances that had a major impact on global history
- Explain the relationship between the scientific or technological advance and a specific historic event or period in history
- Analyze how these advances changed the course of history

You may use any scientific or technological advance from your study of global history. Some suggestions you might wish to consider include development of agriculture, irrigation systems, the astrolabe, the printing press, the telescope, nuclear power, steam power, and the microscope.

You are *not* limited to these suggestions.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, children have frequently suffered from human rights abuses. Some people believe that significant progress has been made toward eliminating these abuses.

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:

- Identify and explain *two* specific human rights abuses that children have suffered
- Discuss *two* attempts that have been made to eliminate human rights abuses against children
- Evaluate the extent to which progress has been made in eliminating human rights abuses against children

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

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 rights of children and adolescents is another progress deriving its legitimacy from the 1948 declaration [of human rights]. Children do have rights—rights to survival, rights to health and rights to health care. One hundred and ninety-one countries have ratified the Convention on the Rights of the Child. But much needs to be achieved. UNICEF [United Nations International Children’s Emergency Fund] . . . is making a renewed call on Member States to live up to their commitments. It is a timely reminder that WHO [World Health Organization] fully supports.

Every day 3000 children die from malaria. Malaria spreads and kills where the right of individuals to a healthy environment is not fulfilled. We are mobilizing against the deadly spread of malaria—the single biggest killer in sub-Saharan Africa. Through Roll Back Malaria, WHO calls for action with UNICEF, the World Bank, and UNDP [United Nations Development Program]—as well as a number of other partners.

—G. H. Brundtland, 50th Anniversary of the *Universal Declaration of Human Rights*

- 1 According to this document, what are the human rights of children? [1]

Score

Document 2

Child labor is a . . . problem throughout the world, especially in developing countries. Africa and Asia together account for over 90 percent of total child employment. . . . Children work for a variety of reasons, the most important being poverty and the . . . pressure upon them to escape from this plight. Though children are not well paid, they still serve as major contributors to family income in developing countries. Schooling problems also contribute to child labor, whether it be the inaccessibility of schools or the lack of quality education which spurs parents to enter their children in more profitable pursuits. . . .

Working children are the objects of extreme exploitation in terms of toiling [working] for long hours for minimal pay. Their work conditions are especially severe, often not providing . . . proper physical and mental development. . . . However, there are problems with the . . . solution of immediately abolishing child labor to prevent such abuse. First, there is no international agreement defining child labor, making it hard to isolate cases of abuse, let alone abolish them. Second, many children may have to work in order to attend school so abolishing child labor may only hinder their education. . . . The state could help make it worthwhile for a child to attend school, whether it be by providing students with nutritional supplements or increasing the quality and usefulness of obtaining an education. There must be an economic change in the condition of a struggling family to free a child from the responsibility of working. Family subsidies can help provide this support.

—Siddigi and Patrinos, *Child Labor: Issues, Causes and Intervention*

2a What issue related to children is the focus of this passage? [1]

Score

b What are *two* reasons this issue continues to be a problem in many developing nations? [2]

(1) _____

(2) _____

Score

c What are *two* reasons this issue is *not* easy to resolve? [2]

(1) _____

(2) _____

Score

Document 3

Peter Fischel described everyday life for the children of Terezin concentration camp. His story, along with the poetry, prose, and artwork of other children, was published in *I Never Saw Another Butterfly*.

We got used to standing in line at seven o'clock in the morning, at twelve noon, and again at seven o'clock in the evening. We stood in a long queue [line] with a plate in our hand, into which they ladled a little warmed up water with a salty or a coffee flavor. Or else they gave us a few potatoes. We got used to sleeping without a bed, to saluting every uniform, not to walk on the sidewalks and then again to walk on the sidewalks. We got used to undeserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing helpless doctors. We got used to it from time to time, one thousand unhappy souls would come here, and that from time to time, another thousand unhappy souls would go away.

- 3 What human rights violations against children does Peter Fischel describe in his writing on life in a concentration camp? [1]

Score

Document 4

This is “Maria’s story” describing her life in Guatemala.

Only thirteen years old, Maria works at Sung Sil S.A., a . . . machine shop . . . which is located in a recently constructed factory park ten miles outside Guatemala City. Maria lives with her brothers, her parents, and her grandmother in a two-room shack on a dirt road near the modern factory. She does not attend school and cannot read. But Maria can sew—for eleven hours a day, six days a week she sews. When management requires, she works until 3:00 a.m. and then rises four hours later to begin again.

- 4 How are Maria’s human rights being violated in present-day Guatemala? [1]

Score

Document 5

Tunisia: High-level support for child rights

“Tunisia is determined to continue its efforts to create a civil society which accords to the child a privileged place based on tolerance, solidarity and moderation,” said the Minister of Youth and Childhood of Tunisia, Abderrahim Zouari, to the Committee on the Rights of the Child on June 1, 1995, . . . With the personal involvement of President Ben Ali and several high-level ministers, Tunisia has demonstrated its commitment to children through a series of initiatives undertaken since ratifying the Convention on the Rights of the Child in 1992. . . .

Education

- Changes were made to child-related legislation even before ratification of the Convention. Education laws were passed in 1991, for example, mandating education for all 6- to 16-year-olds and penalizing parents who do not send their children to school.
- The basic education curriculum was reviewed to include in all textbooks values of tolerance, conflict resolution, love for peace, responsibility and solidarity.
- A new system of teacher training has recently been set up. Students are now encouraged to speak out and express their views freely through dialogue, thus becoming partners in the learning process. As a result of the new system, physical punishment in school appears to be declining.

Juvenile Justice

- The juvenile justice structure has been reorganized and the range of physical punishments allowable for minors has been limited.

—UNICEF, *First Call for Children*

- 5 Identify *two* changes that have been made in the educational system of Tunisia to improve the welfare of children. [2]

(1) _____

(2) _____

Score

Document 6

Vietnam: Honoring Child Rights

Vietnam signed the Convention on the Rights of the Child [on] 26 January 1990. . . . This commitment to honor children's rights has continued in the post-ratification era. . . . Vietnam upholds human development as key to . . . social and economic development. . . . Under the 1992 Constitution, children's rights to protection, care and education are considered fundamental. . . .

Juvenile Justice

A review of judicial processes for juveniles was conducted with support from the Committee for the Protection and Care of Children (CPCC), the Ministry of Justice, Swedish Save the Children and UNICEF. The review resulted in [the] amendment of all legal documents related to juvenile justice and triggered discussions about establishing a juvenile court. In 1995, with support from Swedish Save the Children and UNICEF, 150 judges, correctional officers, social workers and law enforcement officials were trained on the practical application of the Convention with children in conflict with the law. . . .

Education

Child-centered approaches are promoted in primary schools. As part of the Government's effort to achieve universal primary education among ethnic minorities, UNICEF supported the development of training modules for pre-service and in-service training for teachers in ethnic minority schools. . . . The 1992 Constitution . . . states that "children enjoy protection, care and education by the family, State and society" and prohibits discrimination against children. . . .

—UNICEF, *First Call for Children*

6 Identify *two* specific actions taken by the government of Vietnam to address the rights of children. [2]

(1) _____

(2) _____

Score

Document 7

Indonesia Integrates Child Rights Into Development Programs

Increasing Budget Allocations for Children

Despite falling oil prices and cuts in the development budget in the 1980's, the Government has maintained improvements in health services and, with ratification of the Convention, continues to give high priority to children's health. National immunization weeks (budgeted at \$24 million) are currently underway, and health centers and mobile health posts now cover all 68,000 villages in the country. . . .

Strengthening Child-Related Legislation

The Government is working to strengthen existing legislation in support of children's health, education and social welfare, including the 1948/1951 child labor laws and the 1979 child welfare law.

—UNICEF, *First Call for Children*

7 Identify *two* specific examples of how Indonesia has attempted to protect the rights of children. [2]

(1) _____

(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.
- Include additional related information.

Historical Context:

Throughout history, children have frequently suffered from human rights abuses. Some people believe that significant progress has been made toward eliminating these abuses.

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

- Identify and explain *two* specific human rights abuses that children have suffered
- Discuss *two* attempts that have been made to eliminate human rights abuses against children
- Evaluate the extent to which progress has been made in eliminating human rights abuses against children

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Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Wednesday, August 16, 2000 — 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.

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)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
| 10..... | 35..... |
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| 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

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 (3) philosophers
(2) anthropologists (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?

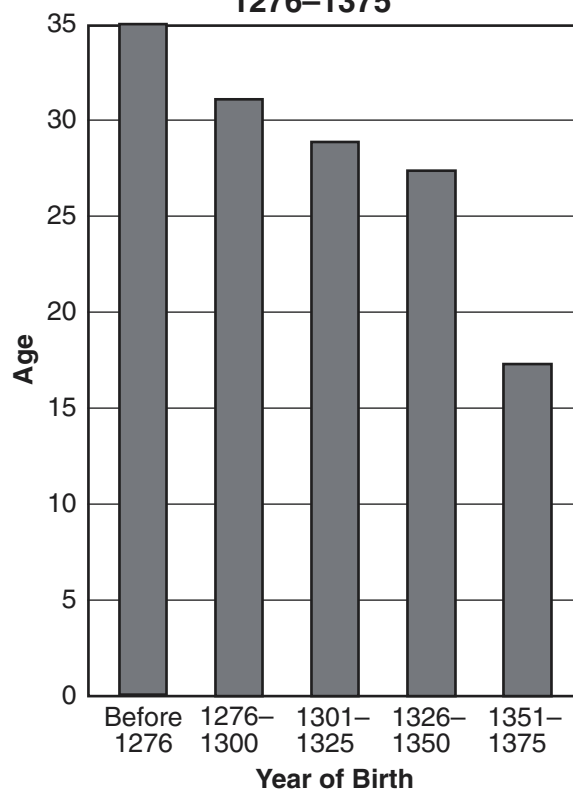
(1) Judaism (3) Hinduism
(2) Islam (4) animism

- 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**



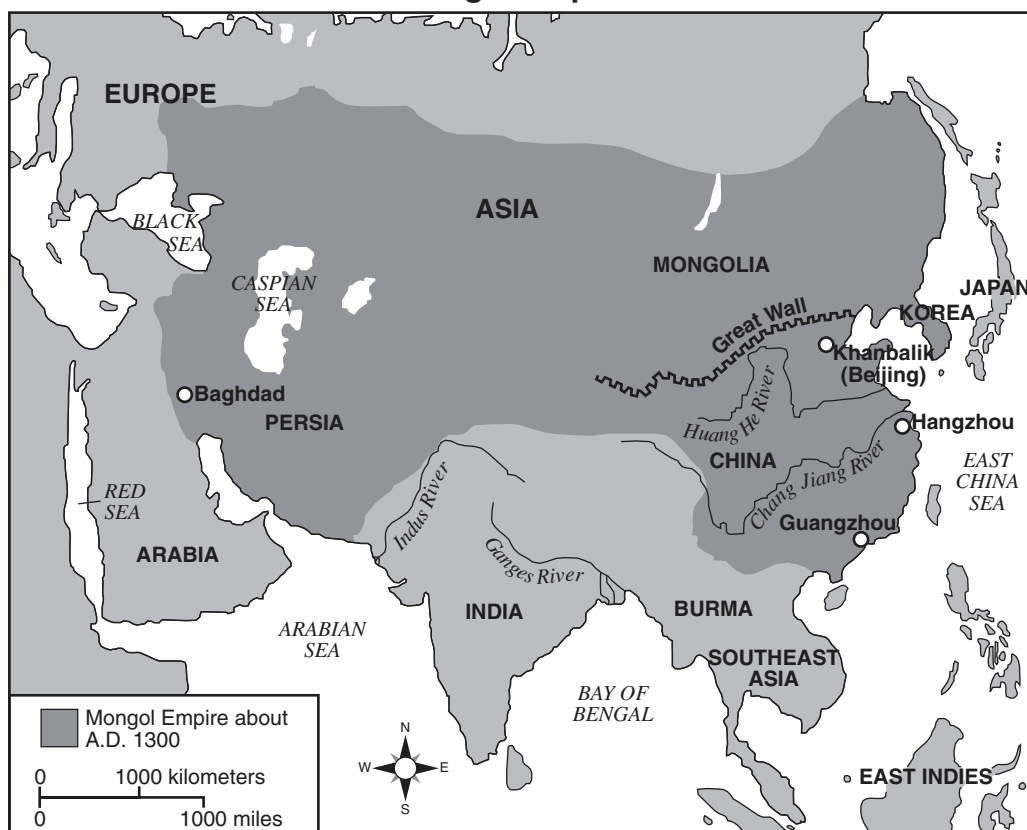
Source: *World History Strategies*, Glencoe (adapted)

- 8 The principal cause of the trend in England shown in the graph was

(1) famine (3) immigration
(2) disease (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

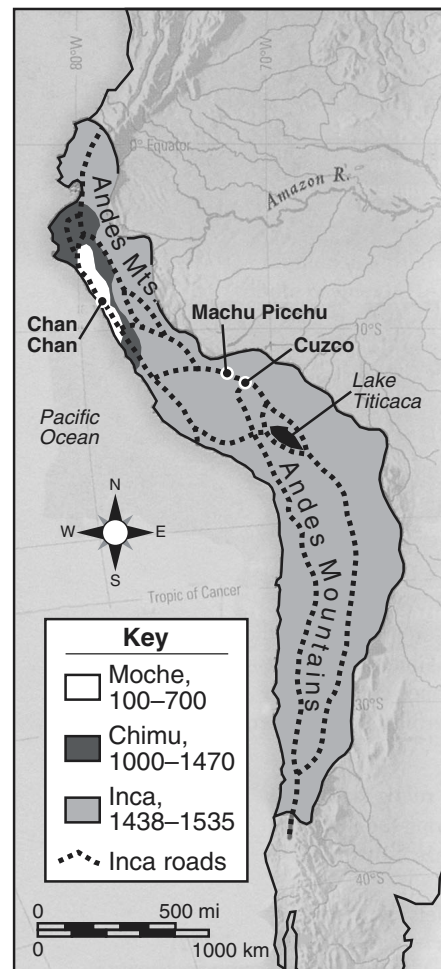
- (1) political independence of the Caribbean nations
- (2) emphasis on free trade in European nations
- (3) slave trade in the Western Hemisphere
- (4) industrialization of the South American colonies

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



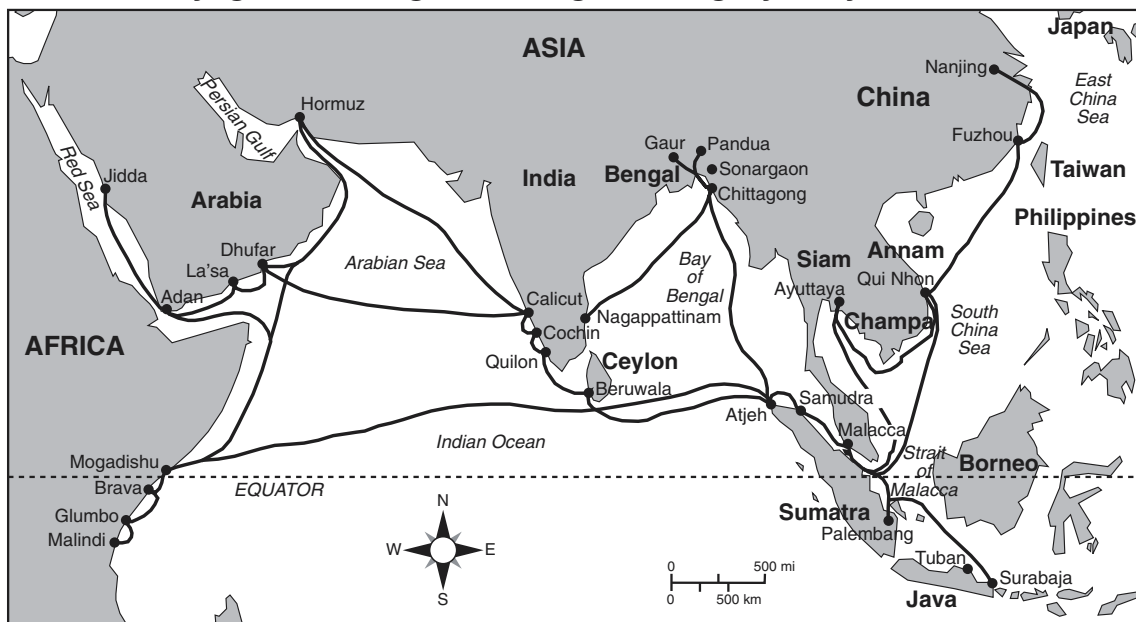
Source: *World History: Patterns of Interaction*, McDougal Littell

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

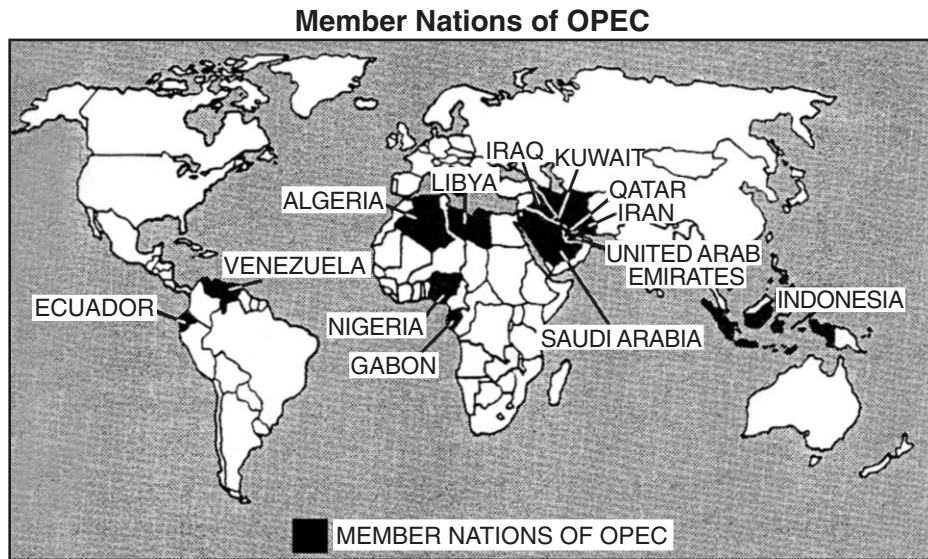
35 The Japanese invasion of Manchuria in 1931 and Hitler's rebuilding of the German military in 1935 demonstrate the

- (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.



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

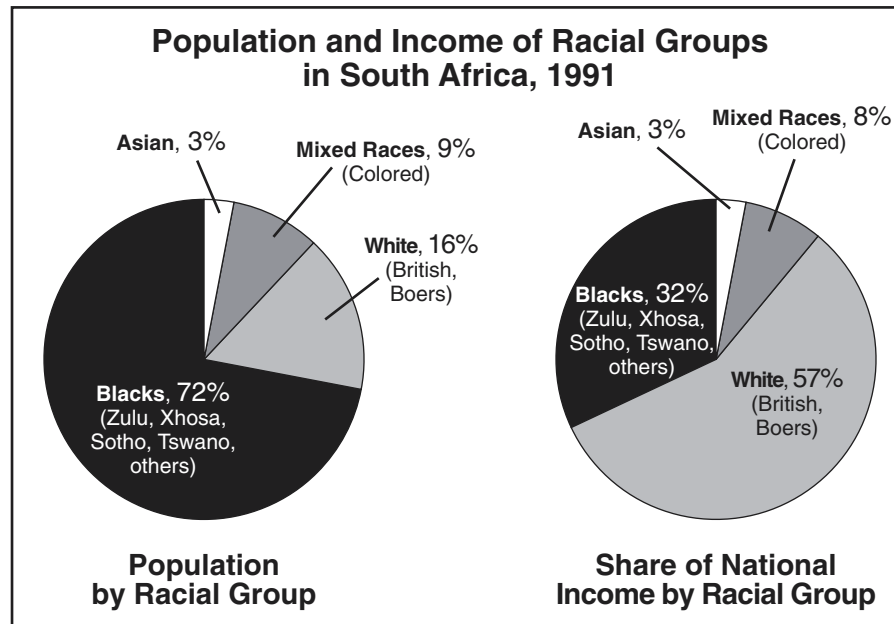
41 Mikhail Gorbachev instituted the policies of glasnost and perestroika to

- (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

NAME _____

SCHOOL _____

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:

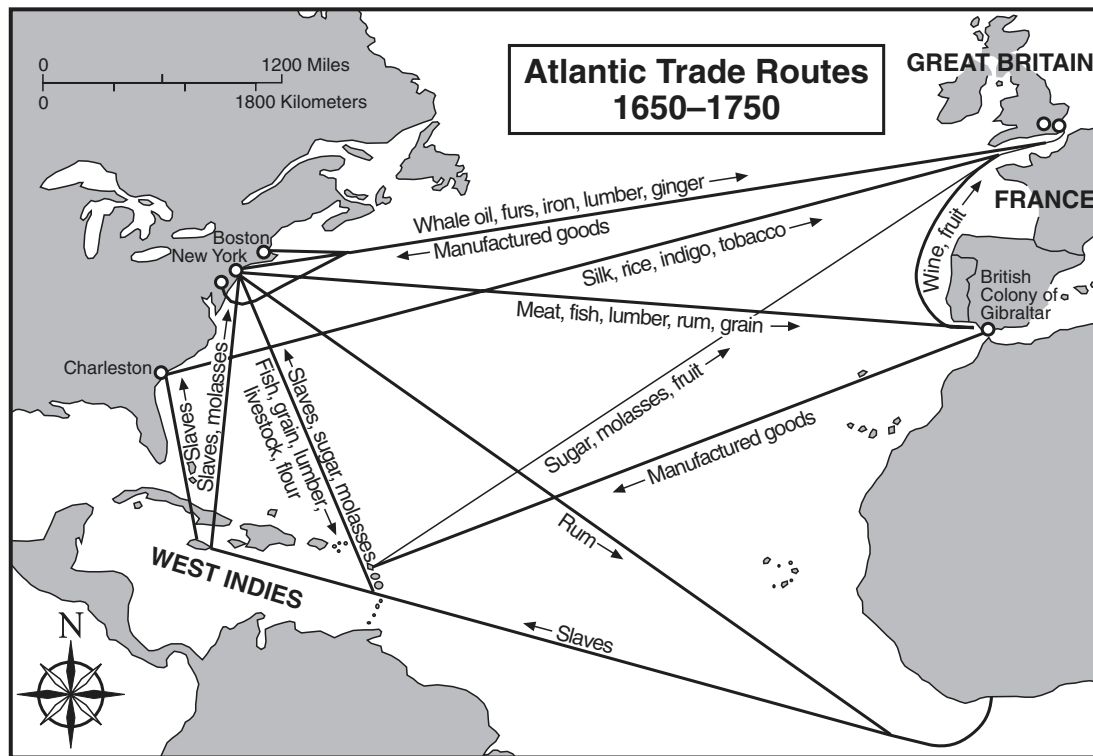
- Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

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

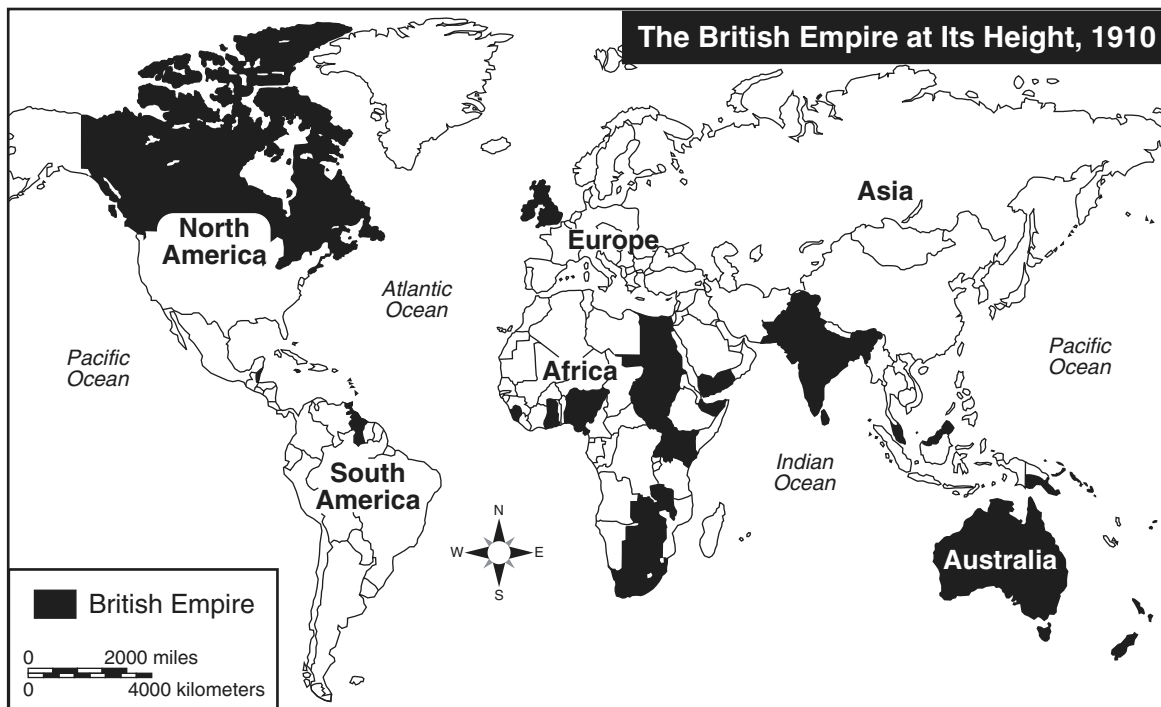
3 According to this document, what are **two** ways Great Britain has benefited from its geography? [2]

(1) _____

(2) _____

Score

Document 4



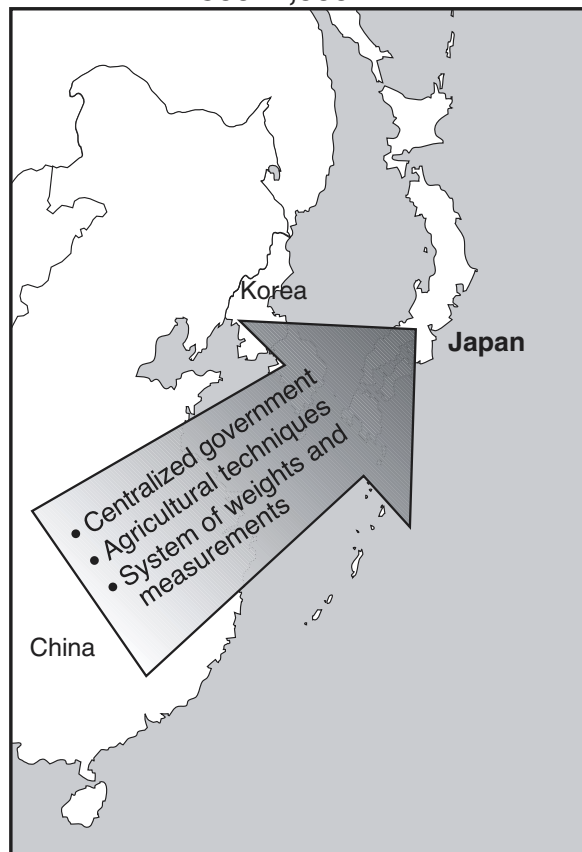
Source: Roger Beck and Linda Black et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

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

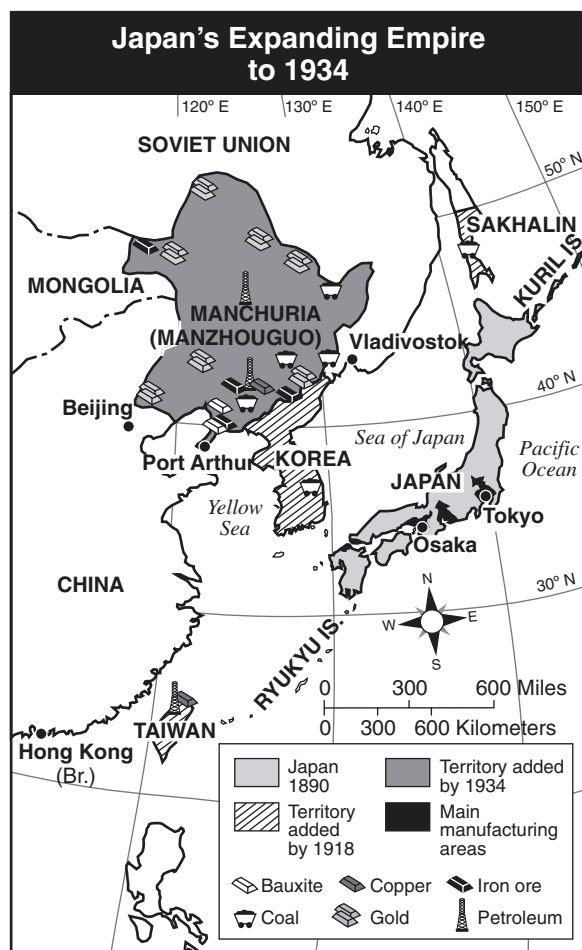
7a Identify **one** feature of Japanese economic life before the Meiji Restoration. [1]

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

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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

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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
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| 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2001 — 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.

- | | |
|--|---|
| <p>1 Which example is a primary source of information for historians?</p> <p>(1) textbook (3) almanac
(2) encyclopedia (4) autobiography</p> <p>2 • A British bank makes a loan to a South American nation.
• A United States corporation purchases large amounts of land in Guatemala.
• A Japanese investment firm becomes the major shareholder in a Bolivian silver mine.</p> <p>Which concept is illustrated by these situations?</p> <p>(1) nationalization (3) interdependence
(2) isolationism (4) protectionism</p> <p>3 Why did ancient civilizations develop in valleys of rivers such as the Nile, Indus, Tigris and Euphrates?</p> <p>(1) The river valleys provided a source of fresh water and good farmland.
(2) The rivers aided in the exploration of new territories.
(3) The rivers provided power for industries.
(4) The river valleys provided areas for recreation.</p> <p>4 Early peoples who moved frequently as they searched for the food they needed for survival are called</p> <p>(1) hunters and gatherers
(2) village dwellers
(3) subsistence farmers
(4) guild members</p> <p>5 “Just as a man, having cast off old garments, puts on others, even so does the embodied one, having cast off old bodies, take on other, new ones.”</p> <p>Which belief or practice is expressed in this quotation?</p> <p>(1) rigid class structure (3) monotheism
(2) reincarnation (4) fasting and prayer</p> | <p>6 The use of the Silk Road in Asia and caravan routes in northern Africa and southwestern Asia encouraged</p> <p>(1) self-sufficiency (3) ethnocentrism
(2) cultural isolation (4) cultural diffusion</p> <p>7 Hieroglyphic and cuneiform systems provided the basis for the development of</p> <p>(1) subsistence farming
(2) painting and sculpture
(3) oral traditions
(4) recorded history</p> <p>8 One similarity between the Gupta Dynasty (A.D. 320–550) in India and the Tang Dynasty (A.D. 618–907) in China is that each dynasty</p> <p>(1) promoted equality for women
(2) made advances in the arts, sciences, and mathematics
(3) gained overseas colonies
(4) developed a representative government</p> <p>9 A direct result of the Crusades was that</p> <p>(1) the pope lost control of the Church
(2) Europeans increased their demands for goods from the East
(3) Christians gained permanent control of the Holy Land
(4) nobles gained power over the monarchs</p> <p>10 Which development in Russian history led to the other three?</p> <p>(1) Orthodox Christianity was adopted in Russia.
(2) Trade developed along rivers linking Russia and the Byzantine Empire.
(3) The Cyrillic alphabet became the basis of Russian written language.
(4) Russian rulers took the title of czar, or caesar.</p> |
|--|---|

11 Which factor contributed to the decline in the power of the European nobles in the late Middle Ages?

- (1) decreasing importance of towns and cities
- (2) collapse of international trade
- (3) rise of nation-states
- (4) increase in the influence of serfs

12 A major goal of the Counter-Reformation was to

- (1) reinstate the power of the Roman Catholic Church
- (2) reduce the authority of absolute monarchs
- (3) encourage new ideas in science and philosophy throughout Europe
- (4) compromise with European Protestants

13 Which term best completes the partial outline below?

I. Rise of Civilizations of Ghana and Mali

A. _____

B. Spread of Islam

C. Development of centers of learning

- (1) Use of gunpowder
- (2) Trade of gold and salt
- (3) Development of Hammurabi's Code
- (4) Distribution of the printing press

14 During the 1400s, the cities of Venice, Constantinople, and Canton achieved prominence because their

- (1) locations were favorable for trade
- (2) pleasant climates led to an increase in population
- (3) democratic governments attracted trade
- (4) military power led to industrialization

15 The term "mercantilism" is defined as an economic system in which

- (1) prices are determined by the laws of supply and demand
- (2) colonies exist for the benefit of the colonial power
- (3) factors of production are owned by the government
- (4) the proletariat benefit at the expense of the bourgeoisie

16 A major reason for the end of the Aztec Empire was

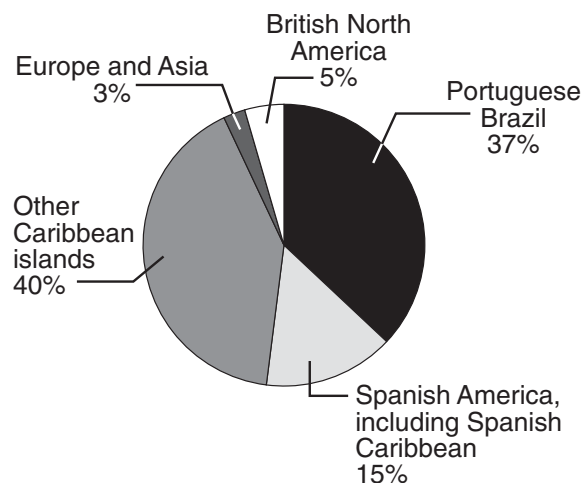
- (1) the refusal of the people to obey their leaders
- (2) a conflict with the Inca Empire
- (3) the technology of the Spanish conquistadors
- (4) political corruption and an unstable government

17 Which statement explains the long-term significance of the travels of Christopher Columbus?

- (1) His interactions with the indigenous peoples served as a model for fair treatment of minorities.
- (2) His ships were the first to complete an around-the-world voyage and prove the earth was round.
- (3) His calculations of the distance between Europe and Asia became the basis for our modern maps.
- (4) His voyages started a vast cultural exchange between the two hemispheres.

Base your answer to question 18 on the chart below and on your knowledge of social studies.

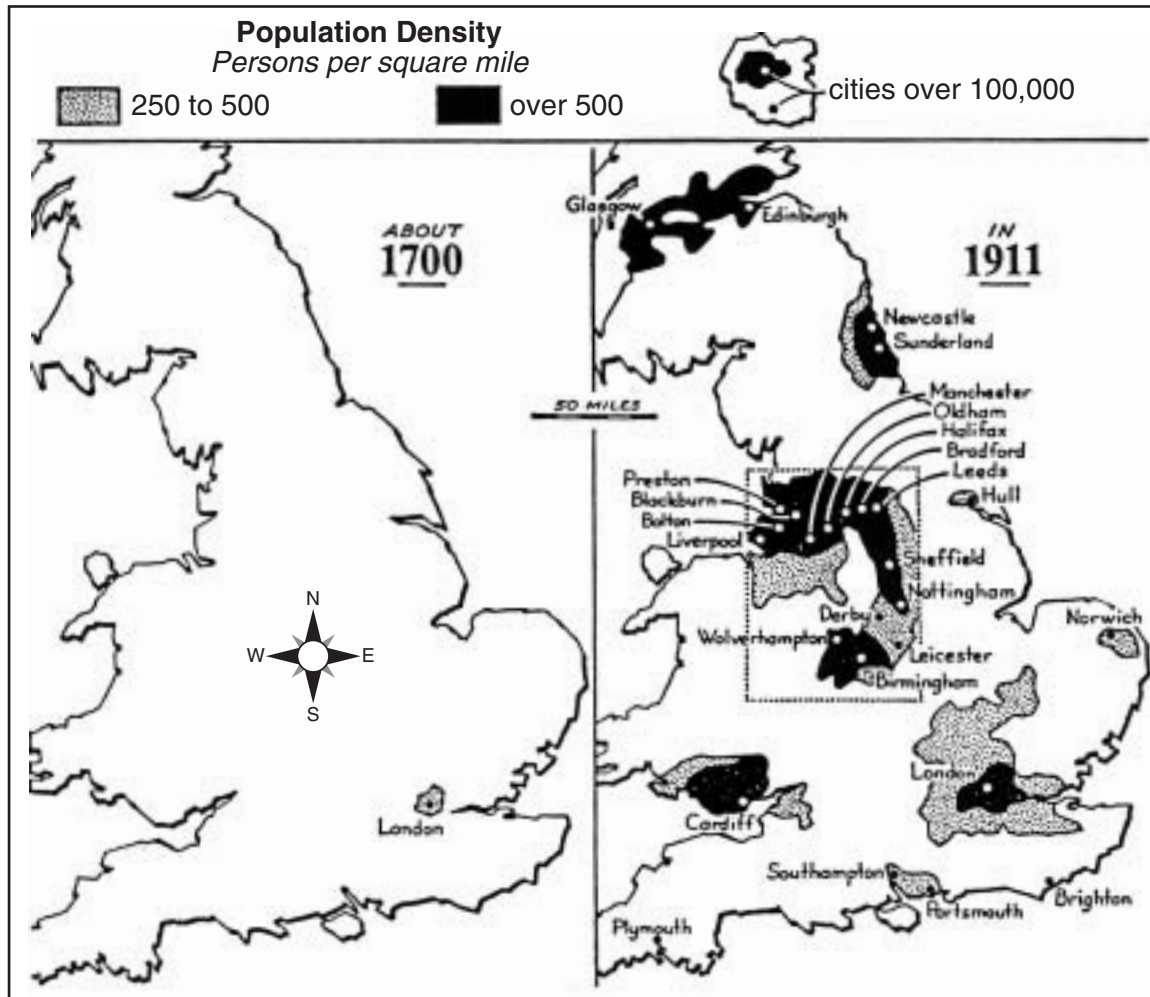
**Destinations of Enslaved Africans
1500–1870**



18 Which area received the largest number of captured Africans as slaves between 1500 and 1870?

- (1) British North America
- (2) Spanish America
- (3) Europe and Asia
- (4) other Caribbean islands

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



19 What is the best title for these maps of Great Britain?

- (1) Declining Urbanization in England
- (2) England During the Scientific Revolution
- (3) Impact of the Industrial Revolution on England
- (4) Growth of the City of London

20 Which statement can be made based on a review of these maps?

- (1) England had only one major city in 1911.
- (2) By 1911, few English cities had more than 100,000 inhabitants.
- (3) Most of England's population was located near the southern coast in 1911.
- (4) By 1911, England's major urban population was centered northwest of London.

- 21 • The Ottoman Empire disrupted overland trade between Europe and Asia.
• Peter the Great established St. Petersburg on the Baltic Sea.
• Mesoamericans relied on terrace farming.

These statements illustrate the

- (1) impact of geography on human activity
 - (2) failure of people to adjust to their environment
 - (3) effect of geographic isolation on different societies
 - (4) movement from a traditional to a command economy
- 22 To which period does the slogan “The Sun never sets on the British Empire” refer?
- (1) Middle Ages
 - (2) Protestant Reformation
 - (3) Age of Imperialism
 - (4) Glorious Revolution
- 23 Which two revolutions most influenced 19th-century Latin American independence movements?
- (1) Agricultural and Industrial
 - (2) French and American
 - (3) English and Russian
 - (4) Commercial and Green
- 24 The result of the Opium War in China was similar to the result of Commodore Perry’s expedition to Japan in that both events
- (1) increased Western trade and influence in Asia
 - (2) established European colonies in China and Japan
 - (3) promoted democratic governments in Asia
 - (4) increased the economic isolation of China and Japan
- 25 A major goal of the Congress of Vienna was to
- (1) establish democratic governments in all European nations
 - (2) maintain a balance of power in Europe
 - (3) return Napoleon Bonaparte to power
 - (4) create independent governments for Austria and Hungary

Base your answers to questions 26 and 27 on the quotations below and on your knowledge of social studies.

“The rule of law is more powerful than the rule of the tyrant.”

— Simón Bolívar

“Whoever has the . . . supreme power . . . is bound to govern by established standing laws.”

— John Locke

- 26 What is the main idea expressed in these quotations?
- (1) Rulers should govern with unlimited power.
 - (2) All governments must be democratic.
 - (3) Rulers must be subject to the law.
 - (4) Governments should be based on the laws of God.
- 27 These ideas were first expressed during which period of European history?
- | | |
|-------------------|-----------------|
| (1) Pax Romana | (3) Middle Ages |
| (2) Enlightenment | (4) Renaissance |
-
- 28 During the Russian Revolution of 1917, the slogan “peace, bread, and land” appealed to many Russian peasants because this slogan
- (1) called for continued Russian expansion in East Asia
 - (2) supported an increase in the power of the Russian czar
 - (3) addressed the needs and concerns of the peasants
 - (4) promised to return all peasants to serfdom
- 29 Joseph Stalin’s rule in the Soviet Union was characterized by the
- (1) introduction of democratic political institutions
 - (2) encouragement of religious beliefs
 - (3) development of a market economy
 - (4) establishment of a totalitarian dictatorship

Base your answers to questions 30 and 31 on the graph below and on your knowledge of social studies.



30 According to the graph, in what year was the difference between British and German unemployment levels the greatest?

- (1) 1914
- (2) 1915
- (3) 1919
- (4) 1920

31 Which global event caused the overall reduction of unemployment between 1914 and 1918?

- (1) the Great Depression
- (2) completion of the Panama Canal
- (3) World War I
- (4) World War II

32 The histories of the serfs in medieval Europe, the harijans in traditional India, and the native population in colonial Latin America are similar in that each group

- (1) used political power to improve living conditions
- (2) successfully revolted against rulers
- (3) was socially mobile
- (4) had little or no political power

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

Date	Event
1948	South Africa introduces apartheid policies.
1956	Sudan is proclaimed an independent republic.
1957	Ghana becomes independent.
1960	Belgian Congo is granted full independence and becomes Zaire.
1962	Algeria gains independence from France.
1963	African nations form Organization of African Unity (OAU).
1967	Civil war breaks out in Nigeria.
1975	Civil war breaks out in Angola.
1990	Repeal of apartheid laws begins in South Africa.
1994	African National Congress wins South Africa's first open, multiracial elections.

33 Which statement can be supported by the information provided on this chart?

- (1) South Africa has supported a policy of apartheid since before World War II.
- (2) Algeria was the first nation in Africa to gain its independence since the end of World War II.
- (3) Independence for African nations has been smooth and orderly.
- (4) Since 1990, South Africa has been moving toward a more democratic society.

34 Which is the best title for this chart?

- (1) Living Standards Improve
- (2) Industrialization of Developing Nations
- (3) The Decline of Imperialism and its Aftermath
- (4) United Nations Membership Grows

Base your answers to questions 35 and 36 on the quotation below and on your knowledge of social studies.

“Kenyatta explained the flag. ‘Black is . . . for black people. Red shows . . . [that] the blood of an African is the same colour as the blood of a European, and green shows . . . [that] when we were given this country by God it was green, fertile, and good.’ What he . . . must mean . . . [is] that our lands could only be regained by the blood (red) of the African (black).”

— Karari Njama

35 As leader of the Mau Mau in the 1950s, Jomo Kenyatta promoted these ideas as a way to

- (1) work for Kenya’s independence
- (2) imitate the practices of Mohandas Gandhi
- (3) develop closer ties with England
- (4) attract foreign investment to his nation

36 Which idea is reflected in this passage?

- (1) imperialism
- (2) nationalism
- (3) totalitarianism
- (4) neocolonialism

37 “By gently pushing open the gates of reform, he unleashed a democratic flood that wiped out the Soviet universe and washed away the Cold War.”

This statement most likely describes the actions of

- (1) Ruholla Khomeini
- (2) Ho Chi Minh
- (3) Pol Pot
- (4) Mikhail Gorbachev

38 Pacts such as the North American Free Trade Agreement (NAFTA), the European Union (EU), and the General Agreement on Tariffs and Trade (GATT) reflect a movement toward

- (1) national policies of protectionism
- (2) the growth of global interdependence
- (3) a rebirth of command economies
- (4) a reliance on social welfare policies

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



Source: Schot/Algemeen, *World Press Review*

39 The cartoon implies that the economic refugees will

- (1) be able to solve problems in their own regions
- (2) not seek refuge in the United States and Canada
- (3) not be admitted to Europe
- (4) be accepted by the members of the European Union

40 One similarity between the pogroms in Russia and the Nazi Holocaust is that both

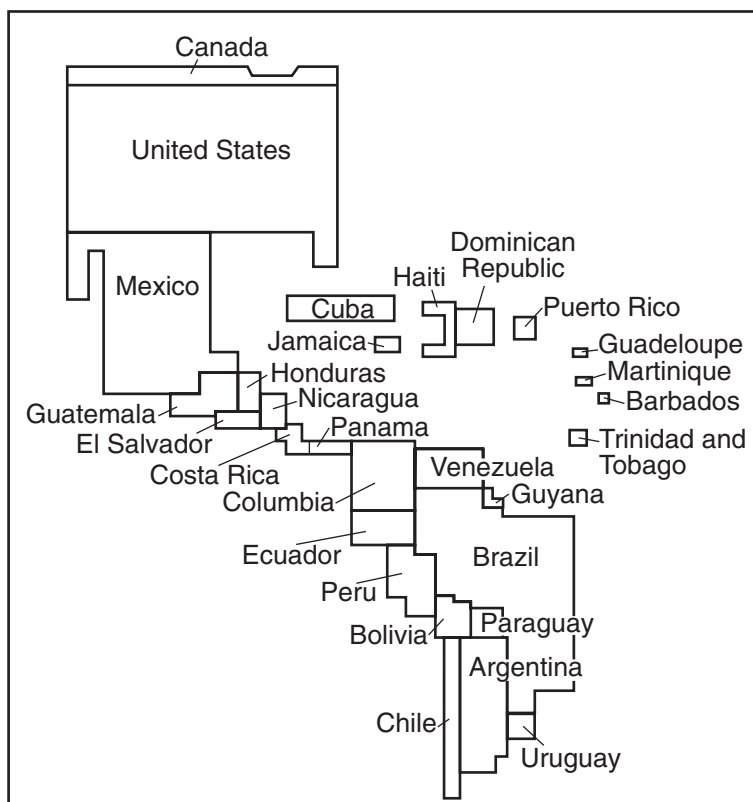
- (1) expanded the power of labor unions
- (2) limited the powers of European rulers
- (3) prohibited government censorship
- (4) violated the human rights of Jews

41 Which factor has been the greatest challenge to political stability in India?

- (1) ethnic and social divisions within the population
- (2) lack of voter participation
- (3) geographic diversity within the nation
- (4) shortage of qualified candidates for elected office

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

A Cartogram of Population in the Western Hemisphere



42 A cartogram provides useful information because it can accurately represent

- (1) the actual size of various nations
- (2) the topography of an area
- (3) relative differences between various nations
- (4) trade and travel routes

43 According to the cartogram, which of these nations has the smallest population?

- (1) Cuba
- (2) Mexico
- (3) Brazil
- (4) Argentina

Base your answers to questions 44 and 45 on the quotation below and on your knowledge of social studies.

“Why should freedom of speech and freedom of the press be allowed? Why should a government, doing what it believes is right, allow itself to be criticized? It would not allow opposition by lethal weapons. Ideas are much more fatal things than guns.”

44 Which political belief would this speaker support?

- (1) Societies need war to bring about progress.
- (2) Education is a necessary ingredient for a stable society.
- (3) All people are born with certain natural rights.
- (4) The needs of the state are more important than the rights of individuals.

45 Which individual would most likely agree with the ideas expressed in this quotation?

- (1) Nelson Mandela
- (2) Lech Walesa
- (3) Benito Mussolini
- (4) Mohandas Gandhi

- 46 In India, the population movement from rural to urban areas has resulted in
- (1) a revival of interest in traditional values
 - (2) the weakening of the nuclear family
 - (3) the end of hostilities between Hindus and Muslims
 - (4) a decrease in rigid class distinctions
- 47 One reason the Persian Gulf War (1990–1991) was fought was to protect
- (1) the agricultural interests of Southwest Asia
 - (2) deposits of much of the world's oil supply
 - (3) direct access to the Mediterranean Sea
 - (4) British control of Saudi Arabia
- 48 Which issue continues to raise concern from the world community regarding the nations of India, Iraq, Pakistan, and North Korea?
- (1) overpopulation
 - (2) ethnic cleansing
 - (3) desertification
 - (4) nuclear proliferation
- 49 Four events in world history, labeled A, B, C, and D, are listed below.
- A Passage of the English Bill of Rights
B Signing of the Magna Carta
C Latin American Revolutions
D French Revolution
- The correct chronological order for these events is
- (1) $D \rightarrow C \rightarrow B \rightarrow A$
 - (2) $A \rightarrow D \rightarrow C \rightarrow B$
 - (3) $B \rightarrow A \rightarrow D \rightarrow C$
 - (4) $D \rightarrow B \rightarrow C \rightarrow A$
- 50 Which geographic characteristic has had a similar influence on Turkey, Egypt, and Panama?
- (1) isolation of people by mountain ranges
 - (2) location near strategic waterways
 - (3) expansion of deserts into fertile lands
 - (4) possession of large deposits of oil
-

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) 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) compare and contrast means “to express similarities and differences”
- (d) 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 — Turning Points

Political, economic, and social conditions have often led to turning points that have changed the course of history for nations and peoples.

Task:

Identify *two* turning points from your study of global history and for *each*:

- Describe the causes and key events that led to the turning point
- Explain how *each* turning point changed the course of history for nations and peoples

You may use any turning point from your study of global history. Do *not* use the United States in your answer. Some suggestions you might wish to consider include: Neolithic Revolution, the fall of the Roman Empire, Commercial Revolution, the year 1492, French Revolution, the year 1914, Chinese Communist Revolution, the collapse of European imperialism, the fall of the Berlin Wall/collapse of Soviet Union.

You are *not* limited to these suggestions.

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

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 role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those 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

Seven Feminine Virtues

As a woman, she should always be modest and respectful, should keep herself constantly in the background, whatever she does, should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come. This is . . . the acknowledgement of her own inferiority — her inability to live up to it should be her constant worry and fear.

—Ban Zhao, a scholar and teacher
during the Han Dynasty, B.C. 202–220 A.D.

1 What were *two* rules women were expected to follow during the Han Dynasty? [2]

(1) _____

Score

(2) _____

Score

Document 2

You ask me how Mexican women are educated . . . When very young, they occasionally attend the schools, where boys and girls learn to read in common, or any other accomplishment that the old women can teach them; but at twelve they are already considered too old to attend these [schools] . . . It frequently happens that the least well-informed girls are the children of the cleverest men, who, keeping to the customs . . . are content if (their daughters) confess regularly, attend church constantly . . .

— Madame Calderon de la Barca,
wife of the Spanish Ambassador to Mexico, 19th century

2a According to the document, what is the difference between the education of Mexican boys and of Mexican girls? [1]

Score

b State *one* reason for this difference. [1]

Score

Document 3

Women in the Labor Force, Great Britain, 1914–1918			
Number of Women Working	In July 1914	In July 1918	In July 1918, over (+) or under (–) Numbers in July 1914
On their own account or as employers	430,000	470,000	+40,000
In industry	2,178,600	2,970,000	+792,000
In domestic service	1,658,000	1,258,000	–400,000
In commerce, etc.	505,500	934,500	+429,000
In national and local government, including education	262,200	460,200	+198,000
In agriculture	190,000	228,000	+38,000
In employment of hotels, public houses, theaters, etc.	181,000	220,000	+39,000
In transport	18,200	117,200	+99,000
In other, including professional employment and as home workers	542,500	652,500	+110,000
Altogether in occupations	5,966,000	7,311,000	+1,345,000
Not in occupations but over 10	12,946,000	12,496,000	–450,000
Under 10	4,809,000	4,731,000	–78,000
Total females	23,721,000	24,538,000	+817,000

3a According to the chart, in which occupation did the number of women in the labor force in Great Britain increase the most between 1914 and 1918? [1]

Score

b Identify *one* reason for this change. [1]

Score

Document 4

Today's girl knows that there are no insurmountable obstacles [unreachable goals] to . . . her intelligence; that the question of whether her entire sex [gender] is intelligent will not be raised before she is permitted to engage in any intellectual activity; that in the eyes of the majority, her womanhood does not mark her with the stigma [label] of . . . inferiority, and that if she has talent she will be allowed to display it.

— Amanda LaBarca Hubertson, *A Donde Va la Mujer*, 1934

4 According to the document, what has changed for Latin American women? [1]

Score

Document 5

Sierra Leone: One Woman's Day	
Time	Activity
Morning	
4:00 to 5:30	Fish in local pond
5:00 to 6:00	Carry water and firewood
6:00 to 8:00	Light fire, heat washing water, cook breakfast, clean dishes, sweep compound
8:00 to 11:00	Work in rice fields with baby on back and with four-year-old son
11:00 to 12:00	Collect berries, leaves, and bark; carry water
Afternoon	
12:00 to 2:00	Process and prepare food, cook lunch, wash dishes
2:00 to 3:00	Wash clothes, carry water, clean and smoke fish
3:00 to 5:00	Work in the gardens
5:00 to 6:00	Fish in local pond
Evening	
6:00 to 8:00	Process and prepare food, cook dinner
8:00 to 9:00	Clean dishes, clean children
9:00 to 11:00	Converse around fire while shelling seeds and making fish nets

- 5 Based on the schedule, what *two* generalizations can be drawn about the role of women in rural Sierra Leone? [2]

(1) _____

Score

(2) _____

Score

Document 6

In this excerpt, Thema Khumalo describes her role in supporting the revolution against the Rhodesian Government and the renaming of the state as Zimbabwe (1979–1980).

We women, also fought the war and I still feel proud of this . . . It was only after the war that we started to hear discussions about women . . . We women fought together and even now we do things together. Some men ran away and went to towns. They only came back after the war was over. . . . If our affairs were now to be decided on how each of us fought, I can tell you that all the homes would now belong to the women. . . . Some [men] sent parcels [packages] and money at weekends but still they never came home because they were afraid of being killed. The women stayed, whether it meant death or life, because we wanted our country.

6 State *one* reason the women of Zimbabwe feel they should be appreciated by the new state. [1]

Score

Document 7

In this excerpt, Liu Tao responds to a letter asking for advice concerning conflict in a household between the wife and the mother-in-law in the *Zhong-guo Ginnian Bao*.

What was the main cause of this conflict? In the old society, the mother-in-law ruled the family. People believed that “the daughter-in-law is like a purchased horse.” But things are different now. The daughter-in-law has an independent income; she is literate and articulate [well spoken]. When there is conflict, the daughter-in-law is the main cause of it.

— *China Youth News*, 1980

7 How has the role of the daughter-in-law in the family changed in China? [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:

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

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

- Compare and contrast the role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those societies

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
- 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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Thursday, August 16, 2001 — 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

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**GLOBAL HISTORY
AND GEOGRAPHY**

Tuesday, August 13, 2002 — 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.

R

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	<table><tr><th>Job Requirements</th></tr><tr><td>Locate places according to latitude and longitude</td></tr><tr><td>Interpret life expectancy data or charts</td></tr><tr><td>Examine how humans adapt to different environments</td></tr><tr><td>Investigate ways in which ideas are spread throughout the world</td></tr><tr><td>Collect information on how regions form and change</td></tr></table>	Job Requirements	Locate places according to latitude and longitude	Interpret life expectancy data or charts	Examine how humans adapt to different environments	Investigate ways in which ideas are spread throughout the world	Collect information on how regions form and change
Job Requirements							
Locate places according to latitude and longitude							
Interpret life expectancy data or charts							
Examine how humans adapt to different environments							
Investigate ways in which ideas are spread throughout the world							
Collect information on how regions form and change							

Which occupation is being described in this list of activities?

- | | |
|----------------|-------------------------|
| (1) geographer | (3) psychologist |
| (2) economist | (4) political scientist |

- 2 “I am lucky enough to have been involved for half a century with work, mostly in East Africa, that very much belongs to everyone, since it concerns the human origins that are common to the whole human race.”

— Mary Leakey, *Autobiography*

In this quotation, the author is implying that early humans

- (1) migrated from Africa to Eurasia
- (2) first appeared in Africa
- (3) invented tools and mastered the use of fire
- (4) appeared shortly after the Neolithic Age

- 3 One reason early civilizations developed in China, Egypt, and the Tigris-Euphrates Valley in Mesopotamia is because

- (1) vast mineral deposits existed for manufacturing
- (2) climate and geography favored agriculture
- (3) rivers contributed to nomadic lifestyles
- (4) natural barriers provided protection from invasions

- 4 The ideals developed in the Athens of Pericles and in Republican Rome influenced the development of

- (1) a parliament in Britain
- (2) military juntas in Latin America
- (3) a communist government in China
- (4) a theocracy in Iran

- 5 • Art and literature flourished during the Gupta Empire.

- Indian scholars developed the concept of zero.
- Indian provinces were united after 200 years of civil war.

The information in these statements refers to

- (1) effects of European involvement in India
- (2) India's Golden Age
- (3) effects of isolationism
- (4) Islamic achievements in India

- 6 One reason for the growth and success of 9th-century cities such as Baghdad, Constantinople, and Ch'ang-an (Xian) was that they

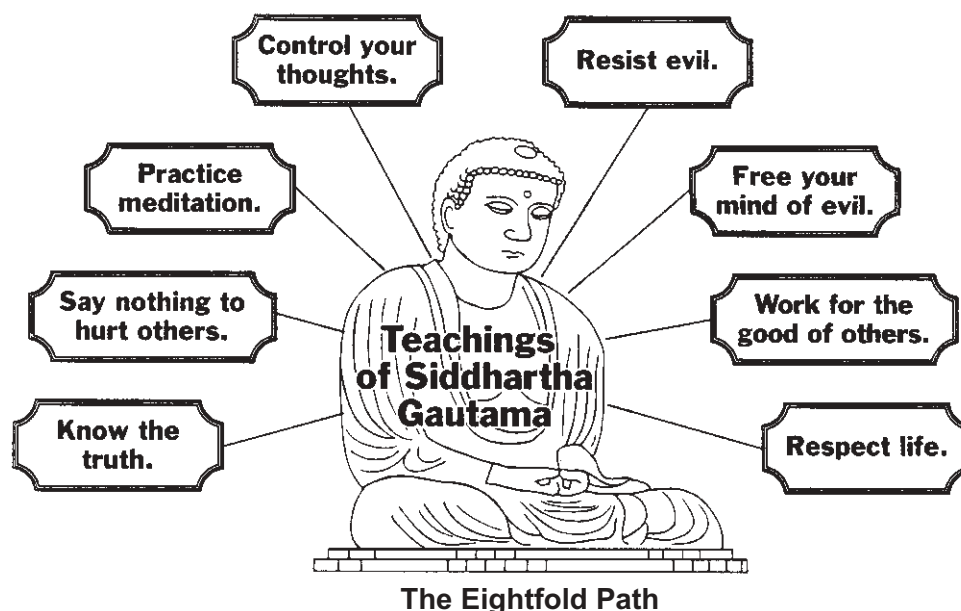
- (1) were part of the Roman Empire
- (2) tolerated religious diversity
- (3) traded only with people from their immediate region
- (4) were located on major trade routes

- 7 • Developed a tribute system
- Reestablished trade along the Silk Roads
 - Created an empire from Eastern Europe to the Pacific coast of Asia

Which group was responsible for the results described above?

- | | |
|--------------|-------------|
| (1) Huns | (3) Koreans |
| (2) Japanese | (4) Mongols |

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



Source: *The Human Experience*, Glencoe

8 The diagram illustrates the key concepts of which religion?

- | | |
|------------------|--------------|
| (1) Islam | (3) Hinduism |
| (2) Christianity | (4) Buddhism |

9 During the early Middle Ages, western European societies were most influenced by

- (1) national monarchies
- (2) the Roman Catholic Church
- (3) elected parliaments
- (4) the Byzantine emperors

10

Items travelers found on a study tour

Masks, expressing supernatural forces
 Bronze plaques, providing detailed descriptions of life in Benin
 Tension drums and rattles that can produce polyrhythmic music
 Drawings of Kilwa's Great Mosque

From this evidence, a social scientist could conclude that the tour visited sites that reflect the culture of the

- (1) Mughal Empire of South Asia
- (2) Ottoman Empire
- (3) African civilizations of West Africa
- (4) Frankish Empire

11 Between A.D. 800 and 1600, the West African city of Timbuktu became prosperous with the trading of

- | | |
|-----------------------|-------------------------|
| (1) spices and silk | (3) gold and salt |
| (2) iron ore and coal | (4) rifles and diamonds |

12 In the partial outline below, which heading belongs after Roman numeral I?

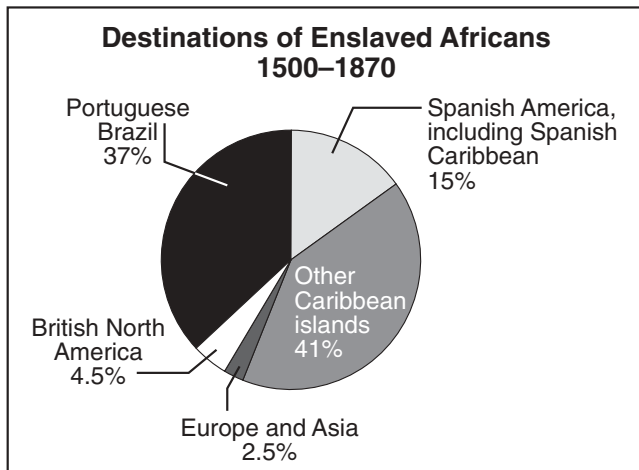
- I. _____

 - A. Louis XIV
 - B. Phillip II
 - C. Henry VIII

- (1) Divine Right Monarchs
- (2) Supporters of Democracy
- (3) Religious Reformers
- (4) Leaders of the Crusades

- 13 In western Europe, a long-term effect of the invention of Gutenberg's printing press was that the
- (1) monarchies were restored to absolute power
 - (2) feudal system declined
 - (3) literacy rate increased
 - (4) development of new ideas was discouraged

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



Source: Albert M. Craig, *World Civilizations*

- 14 Which idea is best supported by this graph?
- (1) Slavery had its greatest effect on Europe and Asia.
 - (2) Slavery was more important in North America than it was in South America.
 - (3) The Portuguese made early efforts to outlaw the slave trade.
 - (4) Many slaves were transported to the Caribbean islands.

- 15 Which statement about the Columbian exchange is a fact rather than an opinion?
- (1) The Columbian exchange had a positive effect on the Americas.
 - (2) The Columbian exchange benefited Europe more than it benefited the Americas.
 - (3) The Columbian exchange brought new foods and products to Europe and the Americas.
 - (4) The Columbian exchange created a modern Europe.

- 16 Zheng He contributed to the prosperity of China under the Ming dynasty by
- (1) defeating the Manchu invaders
 - (2) constructing the Great Wall along the northern frontier
 - (3) expanding trade with nations of Asia and Africa
 - (4) establishing colonies in Korea and Japan

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



Source: *What is Evidence?* John Murray, Ltd.

- 17 The cartoon is commenting on the efforts of Peter the Great to force the Russian nobility to
- (1) conform to Asian social values
 - (2) adopt Western culture
 - (3) prepare for military battle
 - (4) bow to pressures from the Ottoman Empire
- 18 What was one effect of the Russo-Japanese War (1904–1905)?
- (1) Japan emerged as a major world power.
 - (2) Korea gained its independence.
 - (3) Czar Nicholas II gained power in Russia.
 - (4) Russia formed a military alliance with Japan.

- 19 “Not by democracy or liberal standards will our goal be achieved but by blood and iron. Then we will be successful, no nation is born without the traumatic experience of war.”

—Otto von Bismarck

This statement was used to justify a policy of

- (1) ethnocentrism (3) containment
(2) militarism (4) appeasement
- 20 “. . . They [the Communists] openly declare that their ends can be attained [achieved] only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Working men of all countries, unite!”

—Friederich Engels and Karl Marx,
Communist Manifesto, 1848

These views, expressed by Engels and Marx, were developed in reaction to the

- (1) unification of Germany
(2) Commercial Revolution
(3) Congress of Vienna
(4) Industrial Revolution
- 21 A lasting result of colonial rule in many Latin American nations has been the
- (1) elimination of national debts
(2) control of power by wealthy landowners
(3) decrease in the power of the Catholic Church
(4) creation of industrial economics
- 22 The American and French Revolutions were turning points in global history because the results of these revolutions
- (1) led to the abolition of slavery
(2) inspired other peoples seeking democracy and independence
(3) marked the end of European influence in the Western Hemisphere
(4) demonstrated the need for strong international peacekeeping organizations

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



Source: *The Way We Saw It: ...*, Highsmith, Inc., 1998

- 23 This drawing illustrates conditions that contributed primarily to the beginning of the
- (1) Protestant Reformation
(2) French Revolution
(3) Napoleonic Wars
(4) European Renaissance
- 24 Which conclusion can be drawn from this drawing?
- (1) One group paid heavy taxes that supported the other two groups.
(2) Hard work, prayer, and a good example allowed for a stable government in France.
(3) Peasants and professionals in this society were gaining political and economic power.
(4) French society emphasized the importance of natural law and social equality.

- 25 Which geographic factor most limited the growth of Latin American unity of the early 19th century?
- (1) the region's diverse landforms
 - (2) most of the region's rivers flowed north to south
 - (3) the region's location close to the equator
 - (4) the region's lack of natural resources
- 26 The economic theory of laissez-faire capitalism proposes that
- (1) command economies should provide the greatest opportunity for national growth
 - (2) the nobility should have strict control over business and industry
 - (3) the practices of mercantilism should be expanded
 - (4) governments should not interfere with business

Base your answers to questions 27 and 28 on the quotation below and on your knowledge of social studies.

"With sincere heart and unpretended faith I [reject] . . . , and detest the aforesaid errors and heresies [of Copernicus] and also every other error . . . contrary to the Holy Church, and I swear that in the future I will never again say or assert . . . anything that might cause a similar suspicion toward me."

— Galileo

- 27 The best explanation as to why Galileo made this statement is that he
- (1) was a strong supporter of Church doctrine
 - (2) feared that the Church might excommunicate him
 - (3) had lost faith in the teachings of science
 - (4) wanted to advance his ideas through the Church
- 28 The historical issue referred to in this quotation is the conflict between
- (1) privileged upper classes and exploited lower classes
 - (2) 16th-century Protestants and Catholics
 - (3) city-states and nation-states
 - (4) established institutions and new ideas

- 29 Kemal Atatürk's efforts to modernize Turkish culture were most strongly opposed by
- (1) Indian nationalists
 - (2) republicans
 - (3) industrialists
 - (4) religious forces
- 30 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

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



Source: Life Publishing Co.

- 31 The main idea of this early 20th-century British cartoon was that women
- (1) had little chance of getting the right to vote
 - (2) should emphasize their responsibilities as workers
 - (3) were well prepared to assume the duties of citizenship
 - (4) wanted to end World War I

Base your answers to questions 32 and 33 on the maps below and on your knowledge of social studies.



Source: *Regional Extensions*, 1999

- 32 In 1919, European boundaries were changed in an attempt to
- (1) satisfy the demands for self-determination by ethnic nationalities
 - (2) allow for communist expansion in Eastern Europe
 - (3) establish a European common market
 - (4) balance economic needs and natural resources

- 33 Which nation lost the most territory as a result of World War I?
- (1) Belgium
 - (2) France
 - (3) Austria-Hungary
 - (4) Germany

- 34 “Don’t pay your taxes or send your children to an English supported school . . . Make your own cotton cloth by spinning the thread at home, and don’t buy English-made goods. Provide yourselves with homemade salt, and do not buy government-made salt.”

— Mohandas Gandhi

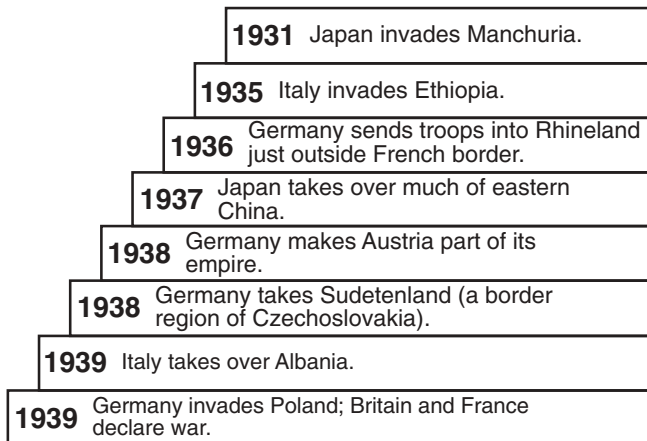
In this statement, Gandhi was expressing his commitment to

- (1) armed rebellion
- (2) civil disobedience
- (3) criminal acts
- (4) guerrilla tactics

- 35 Which situation was a direct result of the Holocaust and other atrocities committed by the Nazis during World War II?

- (1) development of the Cold War
- (2) war crimes trials in Nuremberg
- (3) formation of the League of Nations
- (4) separation of Germany into Eastern and Western zones

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



Source: *Guide to Essentials*, Prentice Hall

36 Based on the information provided by the diagram, which statement is a valid conclusion about the 1930s?

- (1) The United States led international peace-keeping efforts.
- (2) Aggression led to the start of World War II.
- (3) The actions of Italy, Germany, and Japan united Europe.
- (4) Economic and social upheaval led to the rise of democracy in Asia.

37 Since the late 1970s, which measure has the Chinese government taken to reduce the effects of overpopulation?

- (1) supported a policy of forced migration to other nations
- (2) reduced food production
- (3) emphasized the teachings of Confucius
- (4) imposed a one-child policy that limits family size

38 Since the 1970s, the wealth of many Middle Eastern nations was increased by the

- (1) formation of the Palestine Liberation Organization (PLO)
- (2) expansion of Islamic fundamentalism
- (3) creation of the Organization of Petroleum Exporting Countries (OPEC)
- (4) development of communes in Israel

39 During the late 1900s, the Sahel region of Africa has been faced with problems resulting from

- (1) increasing desertification
- (2) the lack of rainfall from the monsoons
- (3) the effects of acid rain
- (4) water pollution

40 After World War II, India and many other developing nations sought to avoid being dominated by the superpowers by following a policy of

- (1) containment
- (2) nonalignment
- (3) militarism
- (4) isolationism

41 Which type of economic system was used by both Joseph Stalin and Mao Zedong to accelerate the economic growth of their respective nations?

- (1) mixed
- (2) market
- (3) command
- (4) traditional

42 • Nuclear accident at Chernobyl in the former Soviet Union

- Dumping of toxic waste in the ocean
- Cutting down the rain forest in Africa and South America

Which conclusion can be drawn from these situations?

- (1) Environmental problems need global solutions.
- (2) The fall of the Soviet Union has caused severe environmental hazards.
- (3) Technology has helped the world stop polluting the environment.
- (4) Only nations that create environmental problems will suffer from them.

43 In which way were the developments of the Renaissance in Italy similar to the developments of the Tang dynasty in China?

- (1) The rebirth of art, technology, and learning was a central theme in both regions.
- (2) Warfare and insurrection led to the devastation of both societies.
- (3) Religious reform was a main focus in both regions.
- (4) The peasant class was responsible for the emergence of both eras.

Base your answers to questions 44 and 45 on the map below and on your knowledge of social studies.



Source: *The Key to Understanding Global History*, Killoran

- 44 Both alliances shown on the map were formed after World War II primarily to
- (1) increase military defense
 - (2) promote democracy in Europe
 - (3) compete in the global economy
 - (4) expand trade between the members

- 45 Which of these countries was not a member of either the North Atlantic Treaty Organization (NATO) or of the Warsaw Pact?
- (1) East Germany
 - (2) Great Britain
 - (3) Rumania
 - (4) Austria

- 46 The influence of geographic factors in England was *most* evident in the development of
- (1) the Anglican Church under Henry VIII
 - (2) English literature under Elizabeth I
 - (3) the English industrial system
 - (4) the English constitutional monarchy

- 48 One way in which the Twelve Tables, the Justinian Code, and the Napoleonic Code were similar is that they
- (1) emphasized social equality
 - (2) provided a written set of laws
 - (3) established democratic governments
 - (4) proposed economic goals

- 47 Which newspaper headline illustrates a policy of appeasement?
- (1) **"Dien Bien Phu Falls; French to Leave Vietnam"**
 - (2) **"Chamberlain Agrees to German Demands: Sudetenland to Germany"**
 - (3) **"Marshall Plan Proposes Economic Aid Program for Europe"**
 - (4) **"Soviet Troops and Tanks Crush Hungarian Revolt"**

- 49 The Boxer Rebellion, the Salt March, and the Iranian Revolution were reactions against
- (1) Mongol rule
 - (2) rapid industrialization
 - (3) Western influence
 - (4) economic depression

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

[When] the legislature shall . . . grasp [for] themselves, or put into the hands of any other, an absolute power over their lives, liberties, and estates of the people, . . . they forfeit the power the people had put into their hands for quite contrary ends, and it [passes] to the people, who have a right to resume their original liberty. . . .

— John Locke, *Two Treatises on Civil Government*

50 Which idea is expressed in this passage?

- (1) The people should give up their liberty to create an orderly society.
 - (2) People have the right to rebel if their natural rights are denied.
 - (3) Governments should be obeyed regardless of their actions.
 - (4) Liberty can only be guaranteed in a direct democracy.
-

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) **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

Individuals have brought about great changes in history. These individuals have had positive and/or negative effects on nations or regions.

Task:

Choose **two** individuals from your study of global history and geography and for **each** individual chosen:

- Discuss **two** specific changes made by the individual in a specific nation or region
- Evaluate whether these changes have had a positive or a negative effect on that nation or region

You may use any example from your study of global history and geography. Some suggestions you might wish to consider include Elizabeth I, Genghis Khan, Muhammed, Martin Luther, Napoleon Bonaparte, Toussaint L'Ouverture, Nelson Mandela, Fidel Castro, Boris Yeltsin, Deng Xiaoping, and Yasir Arafat.

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:

- 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

NAME _____

SCHOOL _____

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 the documents have been edited for the purposes of the 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, people have migrated as a result of political, social, and economic conditions.

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 reasons for the mass movement of peoples throughout global history.

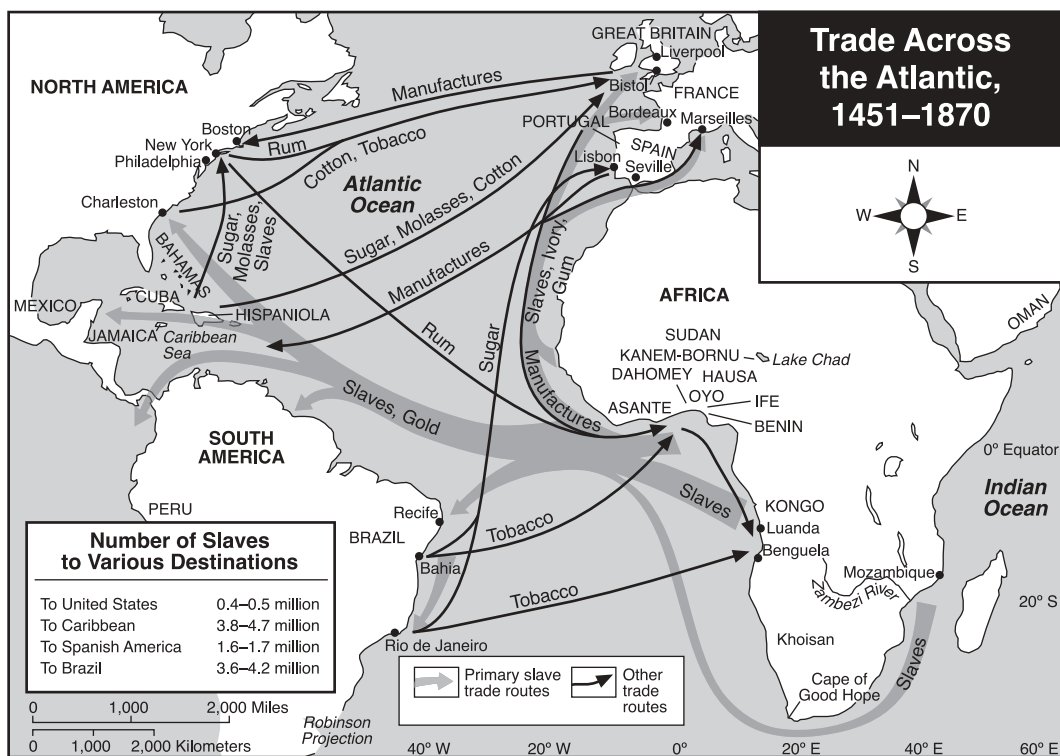
Do *not* use examples from the United States in your answer.

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the questions that follow each document in the space provided. Your answers to the questions will help you write the essay.

Document 1



- 1 According to this map, what is **one** reason African slaves were traded to countries in the Western Hemisphere? [1]

Score

Document 2a

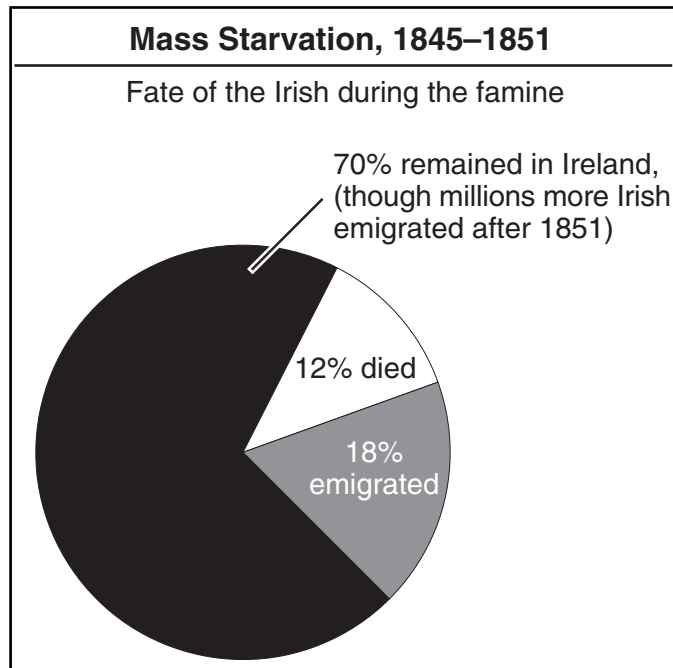
We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs— on removing a portion of the filthy covering— perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

—William Bennett, *The Peoples of Ireland*

2a According to this passage, what was **one** reason for Irish emigration between 1845 and 1851? [1]

Score

Document 2b



Source: R.F. Foster, *Modern Ireland, 1600–1972*

2b According to this graph, state **one** impact of the mass starvation on the Irish population between 1845 and 1851. [1]

Score

Document 3

. . . Hundreds of thousands of Hindus and Sikhs who had lived for centuries on the Northwest Frontier [of India] abandoned their homes and fled [the riots] toward the protection of the predominantly Sikh and Hindu communities in the east. They traveled on foot, in bullock carts, crammed into [trucks], clinging to the sides and roofs of trains. Along the way — . . . at crossroads, at railroad stations — they collided with panicky swarms of Muslims fleeing to safety in the west. The riots had become a rout. By the summer of 1947, when the creation of the new state of Pakistan was formally announced, ten million people — Muslims, Hindus and Sikhs — were in flight.

— Khushwant Singh, *Train to Pakistan*

- 3 According to the document, why did Hindus, Sikhs, and Muslims abandon their homes during this period? [1]

Score

Document 4

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.

— David Ben-Gurion, “Declaration of the State of Israel” (1948)

- 4 Why did many Jews move to Israel (Palestine) after World War II? [1]

Score

Document 5

When I was in the Sinai with Anwar [Sadat], I was shocked by what I saw. The war had left its mark on everything and everyone. Wherever I went I saw Palestinians who had been forced from their homeland by the creation of Israel and the fighting that had ensued [followed] in 1948. Dressed in black, mothers with their children squatted silently alongside the roads, in the towns. . . . More than one million Arabs had suddenly become homeless, depending on the United Nations Relief Fund for subsistence. . . .

Refugee camps lined the roads, the tents so close they seemed like a canvas city.

“Is your family faring well?” I asked our cook, a Palestinian woman from one of the refugee camps.

She dropped her eyes. “It is not like before,” she said quietly.

. . . “From the camp we can see the tops of the lemon and orange trees on our old farm,” she said slowly, as if reluctant to remember. “On our land it was always green and warm, but here in the desert it is very cold. . . .”

. . . “Tell me about your husband,” I pressed. “What work does he do?”

The woman’s eyes dropped even lower. “At home he was a farmer. Here in the desert there is nothing for him. . . .”

— Jehan Sadat, *A Woman of Egypt*

- 5 According to the document, state **one** reason Palestinians were forced into refugee camps in the Sinai. [1]

Score

Document 6

Where is the village of Asyaf? . . . It had been eighteen years since he left the village . . . With every passing year he dreamt of his village. . . . Now they said the village was taken over by the desert sand, its people deserted [abandoned] it . . . there remained nothing but the thorn and tall bushes, a few palm trees and some goats . . .

— Sudanese short story of a man returning to his village

- 6 According to the document, what caused the abandonment of the village of Asyaf? [1]

Score

Document 7

Late on a cool summer evening, against a faint glow from the city lights below, 18 Mexicans struggled up the side of a towering hill in the Mexican state of Sonora . . . Most were new arrivals at the northern edge of Mexico. Pushed from the south by rural poverty and vast unemployment, pulled to the north by the promise of jobs in . . . factories, they had joined the productive work force of a new industrial revolution on the border. Now their arms laden with clothes, blankets, and flattened cardboard boxes, they move slowly up the darkened hillside to claim a place to live.

— Sandy Tolan, *Hope and Heartbreak*

7 According to the document, why have many Mexicans moved to the northern part of Mexico? [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 to support your response.

Historical Context:

Throughout global history, people have migrated as a result of political, social, and economic conditions.

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 reasons for the mass movement of peoples throughout global history

Do not use examples from the United States in your answer.

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
- 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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, August 13, 2002 — 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- 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 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
- (2) Byzantine
- (3) Egyptian
- (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

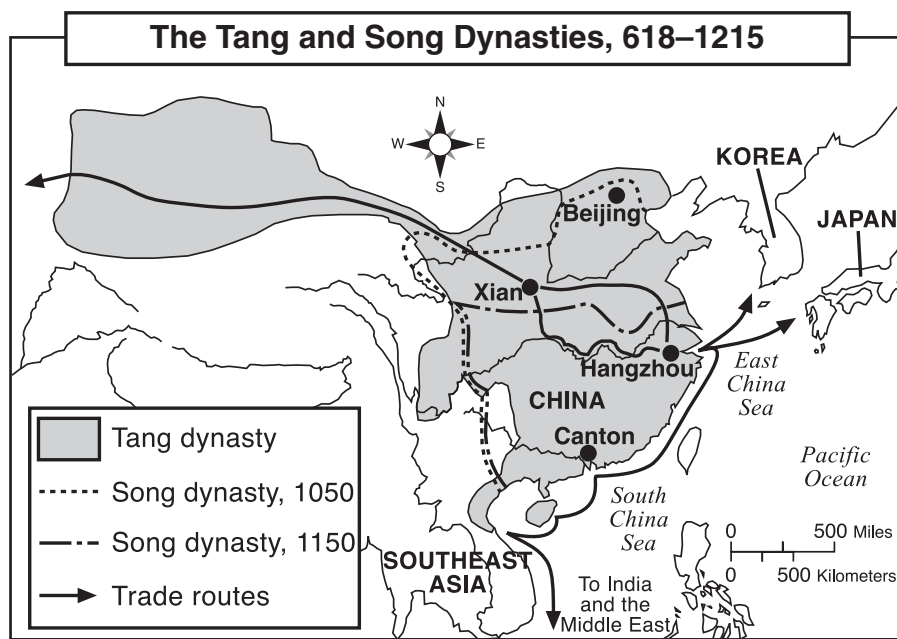
- 14 These rules reflect the Japanese policy of

- (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.

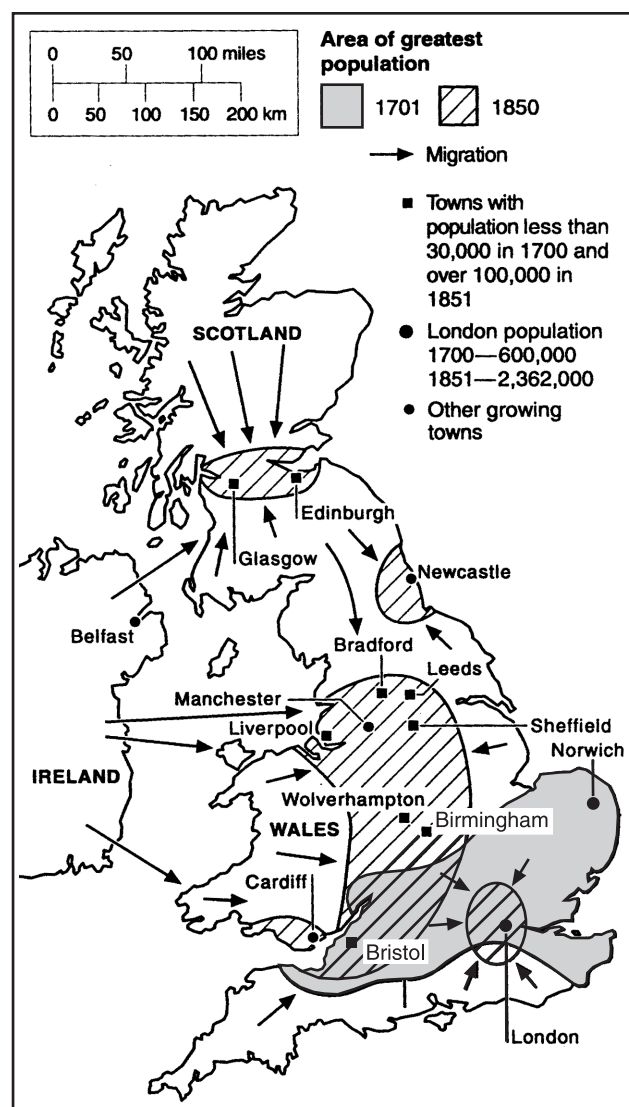
22 All of these statements describe events or viewpoints that relate to the

- (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.

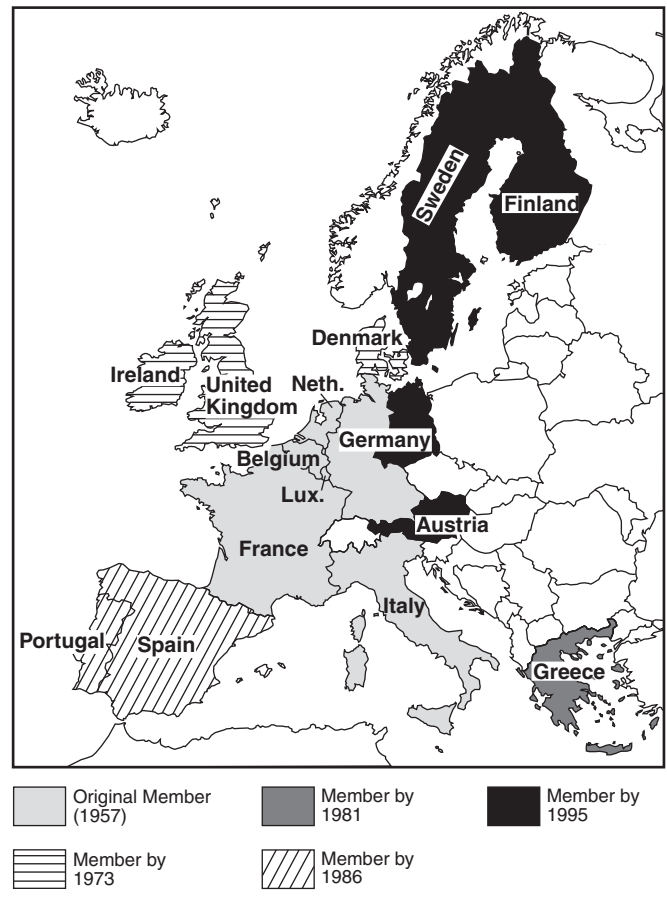
Their cooperation will make it possible to attain the ultimate goal of Perestroika: to renew our society within the framework of the socialist choice, along the lines of advance to a humane democratic socialism. ..."

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)

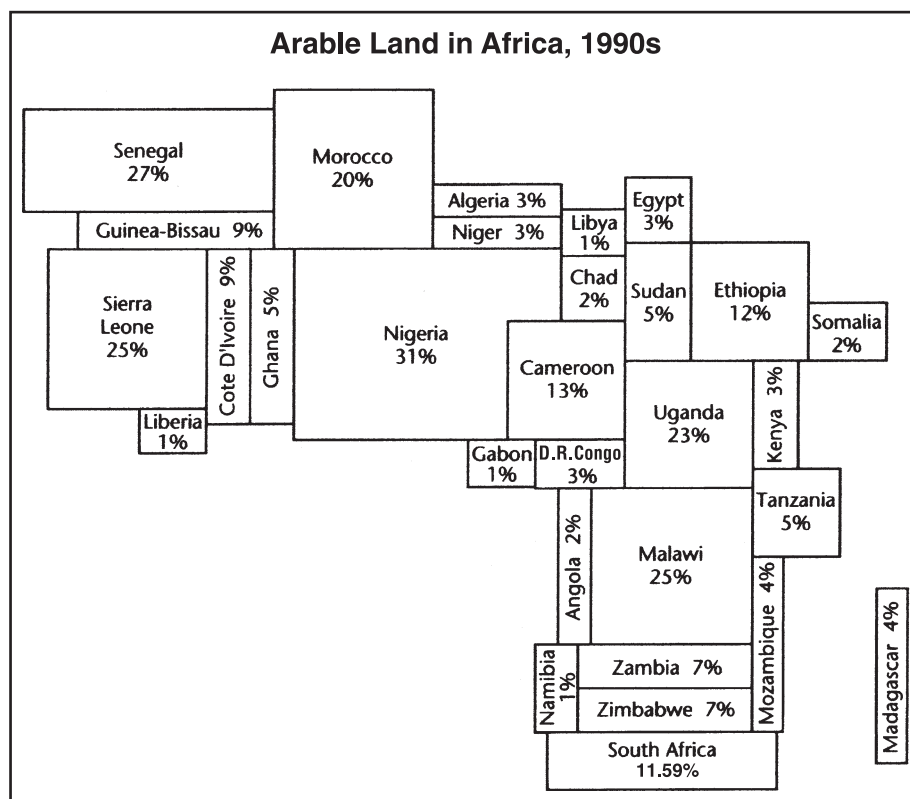
37 Which statement about the European Union (EU) is most accurate?

- (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.

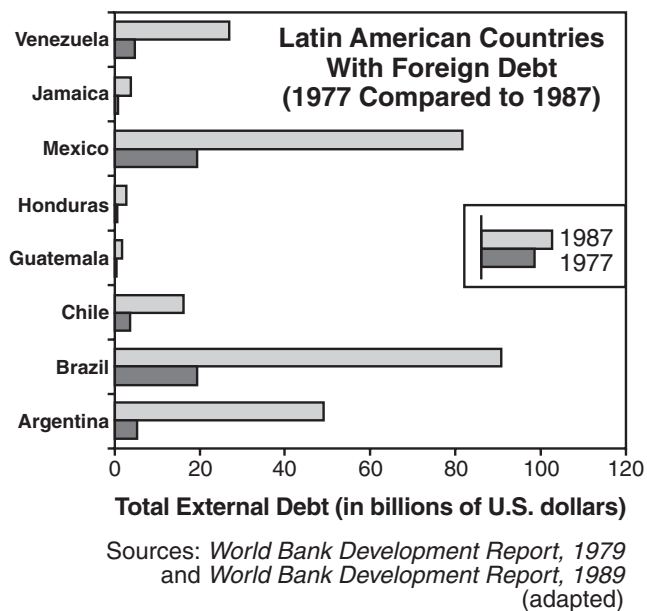
40 Deforestation, acid rain, and the greenhouse effect are major world problems that indicate a need for

- (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.



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 | (3) Mexico |
| (2) Argentina | (4) Venezuela |

43 The terms *cottage industries*, *mercantilism*, *guilds*, and *laissez-faire* are most closely associated with

- | | |
|-----------------------|----------------------|
| (1) political systems | (3) economic systems |
| (2) social 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)

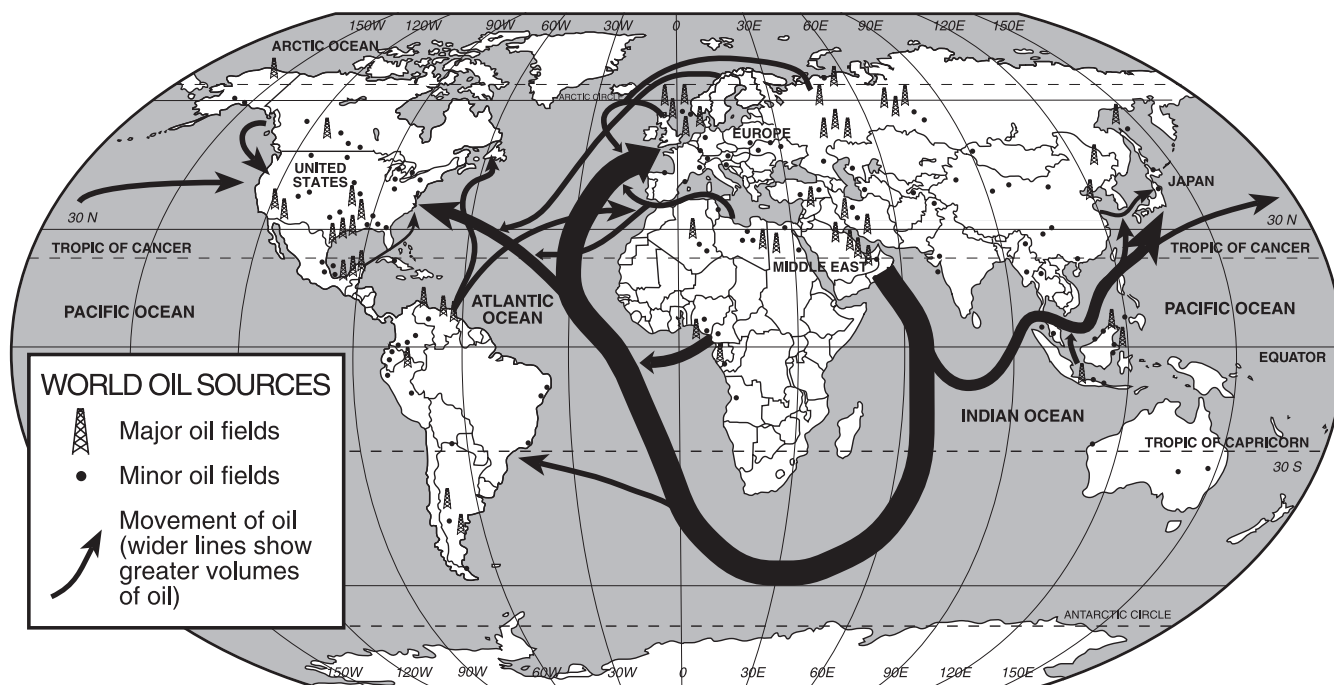
45 The best title for this map would be

- (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. . . .

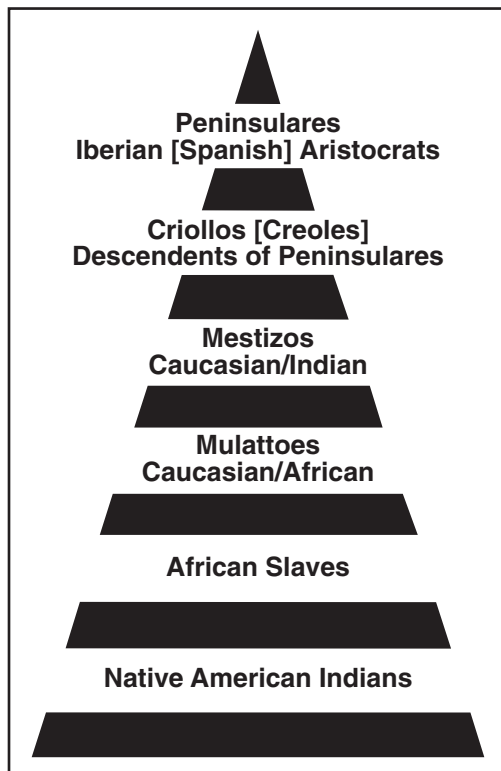
Source: Robert Ryal Miller, *Mexico: A History*, University of Oklahoma Press

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

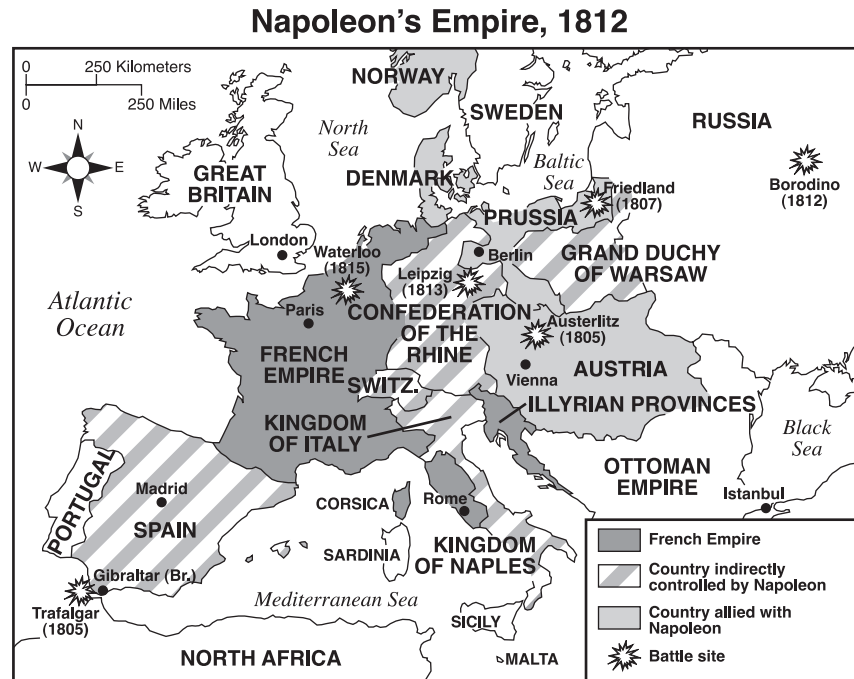


Source: John Osborne et al., *Global Studies*,
N & N Publishing (adapted)

- 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

Tear Here

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

ANSWER SHEET

☐ Male

StudentSex: ☐ 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.

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)

Part I

- | | |
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| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
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| 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

Tear Here

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 14, 2001 — 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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 An example of economic interdependence is
 - (1) South Africans mining their gold and diamond resources
 - (2) the government of France issuing new currency
 - (3) Japan selling technological goods to buy Middle Eastern oil
 - (4) an Indian subsistence farmer waiting for the rains to water his crops
- 2 • The state sets the price of consumer goods.
• A factory manager meets production quotas for the month.
• A central planning agency determines wages for agricultural workers.
Which type of economy is illustrated by these statements?
 - (1) market
 - (2) command
 - (3) traditional
 - (4) laissez faire
- 3 Which factor led to the prosperity and success of the world's early civilizations?
 - (1) formation of democratic governments
 - (2) development of monotheism
 - (3) acceptance of gender equality
 - (4) location in river valleys
- 4 Archaeological studies of the Indus Valley cities of Harappa and Mohenjo-Daro show evidence of
 - (1) dynastic rule
 - (2) monotheism
 - (3) social equality
 - (4) urban planning
- 5 The importance of the Code of Hammurabi, the Twelve Tables, and the Justinian Code is that they
 - (1) established legal principles
 - (2) instituted democratic governments
 - (3) provided religious freedom
 - (4) promoted equality for all classes

Base your answers to questions 6 and 7 on the statements below and on your knowledge of social studies.

Speaker A: We must return to the ideas of the Bible. We should encourage people to read and interpret religious scripture for themselves.

Speaker B: Our people worship many gods, who control the peoples' activities, such as birth, death, and commerce.

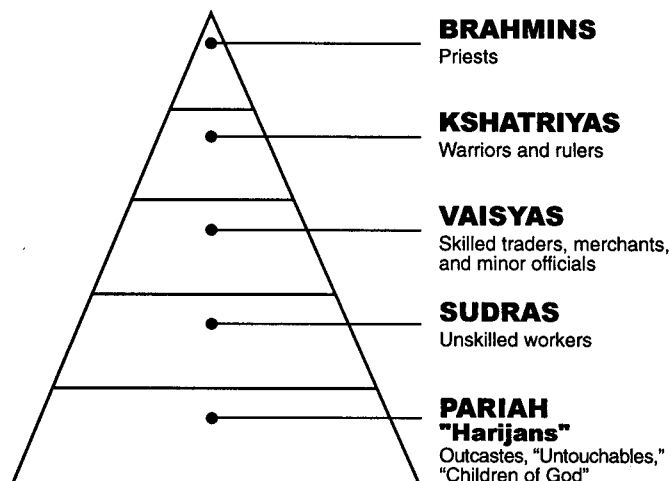
Speaker C: Our people received the Ten Commandments at Mount Sinai. We are few in number, but we will bring these commandments to all people.

Speaker D: We trace our religion's birth to the flight of our greatest prophet from Mecca to Medina.

- 6 Which speaker is expressing an idea from a polytheistic religion?
 - (1) A
 - (2) B
 - (3) C
 - (4) D
- 7 Which speaker refers to the establishment of Islam?
 - (1) A
 - (2) B
 - (3) C
 - (4) D

- 8 In almost every society, the problem of scarcity must be dealt with because
 - (1) resources are limited
 - (2) governments tend to overspend on the military
 - (3) farmers tend to overestimate their crop yields
 - (4) goods are distributed evenly

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



9 The diagram represents the rigid social class system of

- (1) colonial Latin America
- (2) traditional India
- (3) feudal Japan
- (4) dynastic China

Base your answers to questions 10 and 11 on the quotation below and on your knowledge of social studies.

“Kings and Princes coin money only out of metals, but the Pope coins money out of everything — indulgences, ceremonies, dispensations, pardons; all fish come to his net.

—Martin Luther, 1519

10 The ideas presented in this passage led directly to the

- (1) Commercial Revolution
- (2) Spanish Inquisition
- (3) Protestant Reformation
- (4) French Revolution

11 In this passage, Martin Luther presents his

- (1) objections to practices of the Catholic Church
- (2) plan for economic change in Central Europe
- (3) objections to using only metals as the basis for money
- (4) justification for the dethroning of an absolute monarch

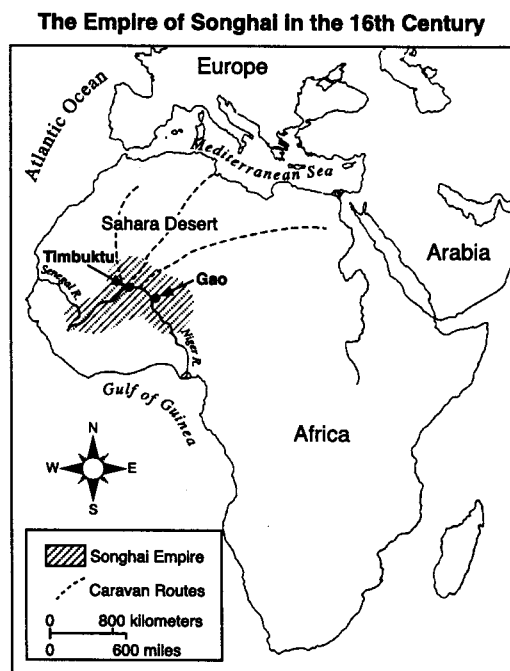
12 The Byzantine Empire made its most important contribution to later civilizations by

- (1) recognizing the Pope as the head of the Byzantine Church
- (2) preserving much of the Greco-Roman heritage
- (3) establishing trade routes to the Americas
- (4) encouraging the spread of Buddhism

13 Which situation is considered a cause of the other three?

- (1) development of a European middle class
- (2) increase in European demand for Eastern goods
- (3) European renewal of interest in learning
- (4) European involvement in the Crusades

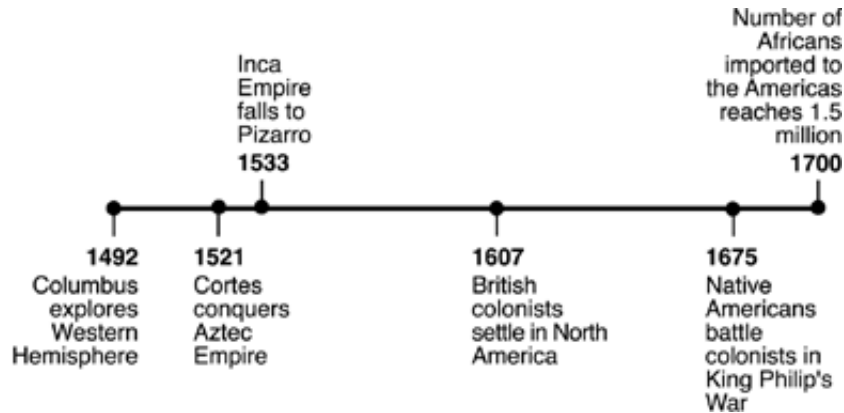
Base your answer to question 14 on the map below and on your knowledge of social studies.



14 Which conclusion can be drawn from the information provided by the map?

- (1) Songhai was the only inhabited area of Africa.
- (2) The Sahara Desert blocked Songhai's trade with other parts of Africa.
- (3) Songhai traded exclusively with central and eastern Africa.
- (4) Rivers and overland trade routes helped Songhai become powerful.

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



15 The events illustrated in this time line show the effects of European

- (1) isolationism
- (2) imperialism
- (3) socialism
- (4) fundamentalism

16 The Aztec, Inca, and Maya civilizations all achieved great progress in developing

- (1) a written language and great literature
- (2) strong naval forces
- (3) the arts and architecture
- (4) a monotheistic religion

17 Which development led to the shortages of labor in 14th-century Europe and in 16th- and 17th-century North and South America?

- (1) rise of nation-states
- (2) outbreak of the Black Death and smallpox
- (3) fall of Constantinople
- (4) introduction of new military technologies

18 The Magna Carta and the English Bill of Rights are similar in that they both

- (1) reinforced the theory of divine right
- (2) decreased the rights of citizens
- (3) limited the power of the monarchy
- (4) encouraged colonialism

19 Under the policy of mercantilism, colonial powers considered their colonies to be

- (1) independent nations that traded throughout the world
- (2) independent nations that had special relationships with European powers
- (3) possessions to benefit the imperial power
- (4) possessions being prepared for independence

Base your answers to questions 20 and 21 on the quotation below and on your knowledge of social studies.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. . . .”

20 This statement best expresses the philosophy of

- (1) Adam Smith
- (2) Karl Marx
- (3) Thomas Hobbes
- (4) John Locke

21 The statement best represents the values of

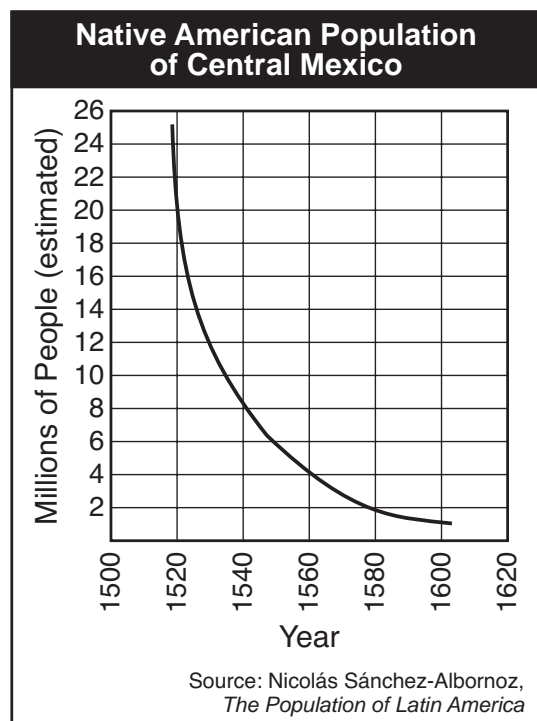
- (1) the Enlightenment
- (2) Social Darwinism
- (3) feudalism
- (4) communism

22 Which title is best for the partial outline below?

- I. _____
- A. Indian Ocean sea lanes
 - B. Central Asian Silk Road
 - C. Trans-Saharan trade
 - D. East African coastal trading system

- (1) Areas in the Hanseatic League
- (2) Routes of European Crusaders
- (3) Movement of People and Goods
- (4) Regions Under Mongol Control

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



23 Between 1540 and 1580, what happened to the native population of Central Mexico?

- (1) It decreased by approximately 6 million people.
- (2) It increased to a high of 26 million people.
- (3) It increased by approximately 2 million people per year.
- (4) It decreased to 8 million people.

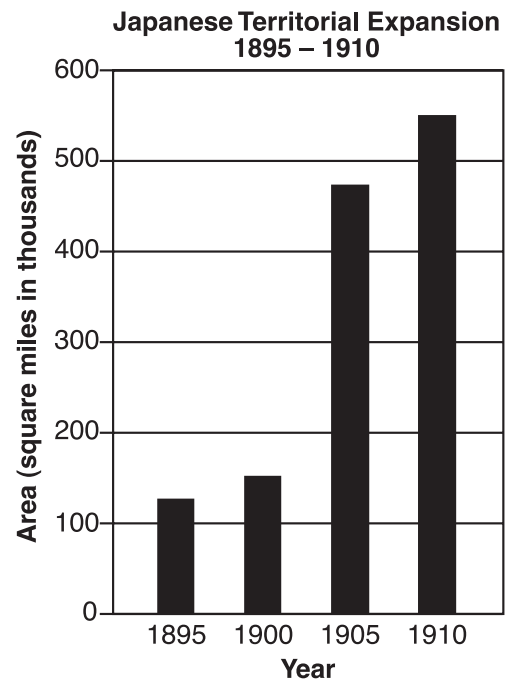
24 Which statement best explains the population trend shown on this graph?

- (1) Native beliefs included human sacrifice.
- (2) Tribal warfare raged during this time period.
- (3) Native traditions encouraged polygamy.
- (4) Europeans brought diseases to Latin America.

25 The main cause of the mass starvation in Ireland during the 19th century was the

- (1) British blockade of Irish ports
- (2) failure of the potato crop
- (3) war between Protestants and Catholics in northern Ireland
- (4) environmental damage caused by coal mining

Base your answers to questions 26 and 27 on the bar graph below and on your knowledge of social studies.



26 What conclusion can be drawn from the information on this graph?

- (1) Japan stopped its territorial expansion before 1910.
- (2) By 1905, Japan had acquired less than 400,000 square miles of additional territory.
- (3) Japanese territorial expansion increased most rapidly between 1900 and 1905.
- (4) Most of Japan's territory was acquired between 1895 and 1900.

27 The primary reason for Japan's territorial growth during this period was that Japan wanted to

- (1) convert new areas to Shinto
- (2) spread communism as quickly as possible
- (3) obtain raw materials and food for its people
- (4) establish new homes for its surplus population

Base your answers to questions 28 and 29 on the map below and on your knowledge of social studies.



- 28 According to the information provided by the map, which European nation controlled the Union of South Africa?
- | | |
|-------------|-------------------|
| (1) Germany | (3) Great Britain |
| (2) France | (4) Italy |

- 29 The best title for this map would be
- | |
|--------------------------|
| (1) European Imperialism |
| (2) African Nationalism |
| (3) The Growth of Islam |
| (4) Cold War Politics |

- 30 One similarity between the social patterns in medieval Europe and those in colonial Latin America is that both societies
- | |
|---|
| (1) separated religion and politics |
| (2) separated people into distinct classes |
| (3) gave women the power to assume leadership positions |
| (4) followed the rule of the majority |

- 31 The Balkans were referred to as the “Powder Keg of Europe” in the period before World War I because of their
- | |
|-----------------------------|
| (1) manufacturing ability |
| (2) stockpiles of weapons |
| (3) nationalistic rivalries |
| (4) economic strength |

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



Source: Heng/Lianhe ZaoBao/Singapore

32 Which statement best explains the situation shown in the cartoon?

- (1) The world generally supports China's government.
- (2) Many countries are attempting to expand their colonial empires.
- (3) Westerners are promoting Chinese investment in South America.
- (4) China represents a way to expand Western exports.

33 A long-term effect of the Balfour Declaration on the Middle East was the

- (1) oppression of the Kurds by the government of Iraq
- (2) conflict between the Palestinians and the Israelis
- (3) strengthening of parliamentary rule in Turkey
- (4) establishment of a two-party system in Lebanon

34 In Europe during the 1930s, several national leaders, in order to preserve peace at any cost, agreed to the demands of an aggressor. This policy is referred to as

- (1) militarism
- (2) nonalignment
- (3) reparation
- (4) appeasement

35 What was a major reason for Adolf Hitler's rise to power?

- (1) provisions of the Treaty of Versailles
- (2) Germany's military support of Poland and France
- (3) strong German economy
- (4) refusal by the League of Nations to admit Germany as a member

36 What was the major goal of Joseph Stalin's five-year plans in the Soviet Union?

- (1) encouraging rapid industrialization
- (2) supporting capitalism
- (3) improving literacy rates
- (4) including peasants in the decisionmaking process

- 37 After World War II, the United States provided financial aid to West Germany, Turkey, and Greece because these nations were
- (1) beginning their industrial development
 - (2) facing possible communist threats
 - (3) newly independent
 - (4) major military partners of the United States

- 38 Which heading would best complete the partial outline below?

I. _____ A. Signing of the Warsaw Pact B. Creation of Soviet satellite states C. Berlin blockade D. Cuban missile crisis
--

- (1) Actions of the United Nations
 - (2) Formation of the Commonwealth of Independent States
 - (3) Events of the Cold War
 - (4) Causes of World War II
- 39 What is the correct chronological order for this set of events in Chinese history?
- A. Communist Revolution
 - B. Tiananmen Square Massacre
 - C. Return of Hong Kong to Chinese rule
 - D. Opium Wars
- (1) $A \rightarrow D \rightarrow B \rightarrow C$
 - (2) $B \rightarrow A \rightarrow C \rightarrow D$
 - (3) $D \rightarrow A \rightarrow B \rightarrow C$
 - (4) $D \rightarrow B \rightarrow C \rightarrow A$
- 40 The formation of the North Atlantic Treaty Organization (NATO), the division of Germany into East Germany and West Germany, and the Korean War were immediate reactions to
- (1) Japanese military aggression in the 1930s
 - (2) the rise of German nationalism after World War I
 - (3) ethnic conflict and civil war in Africa in the 1950s
 - (4) communist expansion after World War II

- 41 During the 20th century, one effect of industrialization on the culture of India was the
- (1) increased movement of people from rural to urban areas
 - (2) reduction of social class mobility
 - (3) strengthening of cottage industries
 - (4) decline in the economic and political power of women

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



- 42 Which title would best fit this graphic organizer?
- (1) Capitalism in Full Retreat
 - (2) Collapse of the Soviet Union
 - (3) Formation of the Warsaw Pact
 - (4) Buildup of the Cold War
-
- 43 A factor that contributed to the success of both Ho Chi Minh in Vietnam and Mao Zedong in China was their ability to combine
- (1) imperialism and traditionalism
 - (2) nationalism and communism
 - (3) ethnocentrism and democracy
 - (4) isolationism and capitalism

Base your answer to question 44 on the chart below and on your knowledge of social studies.

United Nations (1945–1995)

Year	Members	Annual Operating Budget	Peacekeeping Missions
1945	51	\$147 million	0
1961	58	\$177 million	4
1988	158	\$258 million	8
1995	185	\$1.3 billion	16

Source: *The New York Times*, 10/22/95

- 44 An analysis of this chart shows that the United Nations
- (1) expects individual nations to solve their own problems
 - (2) is very much like the League of Nations and does not have the resources to enforce its decisions
 - (3) relies on the United States to carry out its peacekeeping missions
 - (4) faces an increasing financial burden as it deals with a growing number of crises
-

- 45 The Green Revolution of the 1960s resulted in
- (1) the destruction of large industrial enterprises
 - (2) an increase of food output in many developing nations
 - (3) a decrease in world agricultural output
 - (4) improvements in human genetic engineering

- 46 “My village is changing. A straight road was built in the mid-1960s to carry iron ore from the mines to the port of Paradip, 40 miles away. . . . Nylon, stainless steel, plastic, [soft] drinks have reached the village. Electricity has come too . . . There is a cinema and video hall.”

Which conclusion can be drawn from this quotation?

- (1) Roads in most villages today have fallen into disrepair.
- (2) New technologies will have little effect on village life.
- (3) Modernization often changes village life.
- (4) The best jobs can be found in the cities.

- 47 Which sequence of events is listed in the correct chronological order?

- (1) Crusades → Enlightenment → French Revolution
- (2) French Revolution → Enlightenment → Crusades
- (3) French Revolution → Crusades → Enlightenment
- (4) Enlightenment → Crusades → French Revolution

- 48 “We are moving away from an era of resistance, division, oppression, turmoil, and conflict and starting a new era of hope, reconciliation, and nation building.”

— Nelson Mandela, 1994

With this statement, Nelson Mandela marked the end of South Africa’s policy of

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

Base your answers to questions 49 and 50 on the statements below and on your knowledge of social studies.

Speaker A: “The majesty of the king is borrowed from God, who gives it to him for the good of the people. It is good for the people to be checked by a superior force.”

Speaker B: “Reason . . . teaches that all men are equal and independent, and that no one ought to harm another in his life, health, liberty, or possessions.”

Speaker C: “My view is that it is desirable to be both loved and feared; but it is difficult to achieve both, and, if one of them has to be lacking, it is much safer to be feared than to be loved.”

Speaker D: “The enjoyment of liberty, and even its support and preservation, consists in every man being allowed to speak his thoughts and lay open his sentiments.”

49 Which speaker’s statement best reflects the concept of divine right?

- | | |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |

50 Which two speakers would most likely support the idea of democracy?

- | | |
|--------------------|--------------------|
| (1) <i>A and B</i> | (3) <i>C and D</i> |
| (2) <i>B and C</i> | (4) <i>B and D</i> |
-

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) 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 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 can positively or negatively affect the development of a nation or a region.

Task:

Select *one* geographic feature from your study of global history.

- Explain how this geographic feature has had an effect on the historical development of *two* nations or regions

Be sure to include specific historical examples in your essay.

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include: river valley, mountain, desert, island, rain forest, and climate. Do *not* use the United States in your answer.

You are *not* limited to these suggestions.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

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 the documents have been edited for the purposes of the 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 success of industrialization has led to environmental problems throughout the world. As the 21st century begins, many nations are trying to deal with the environmental effects of industrialization.

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 problems that industrialization has caused in the nations of the world
- Explain how nations are responding to the problems created by industrialization

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

Part A

Short-Answer Questions

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

Document 1

The average . . . Japanese consumes 10 times as much of the world's resources as the average Bangladeshi. Japan and Bangladesh have the same [number of people] but [these people] have a vastly different effect on their ecosystems [environments].

—The “Living Planet” Report

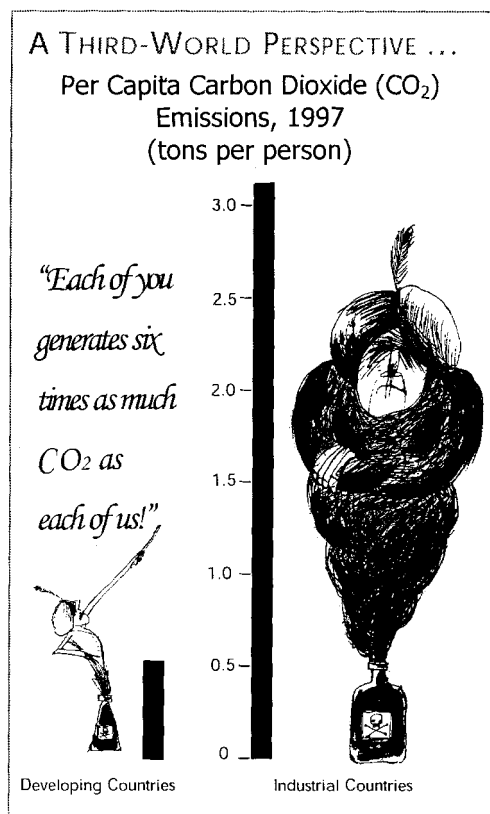
1a How does Japan's use of resources differ from Bangladesh's use of resources? [1]

Score

b What is the reason for this difference? [1]

Score

Document 2



—*World Watch*, November/December 1998

2 According to the cartoon, what is a concern of developing countries? [1]

Score

Document 3

Rich nations point out that developing countries, while responsible for just 26 percent of carbon emissions since 1950, are quickly becoming major emitters in their own right. And, as industrial countries emphasize, booming populations and economic growth are fueling an explosive increase in carbon emissions. The United States Department of Energy projects that carbon output from developing nations will, in the absence of any new policies, outgrow that of their neighbors as early as 2020, with China eclipsing the United States as the world's leading emitter by 2015.

—*World Watch*, 1998

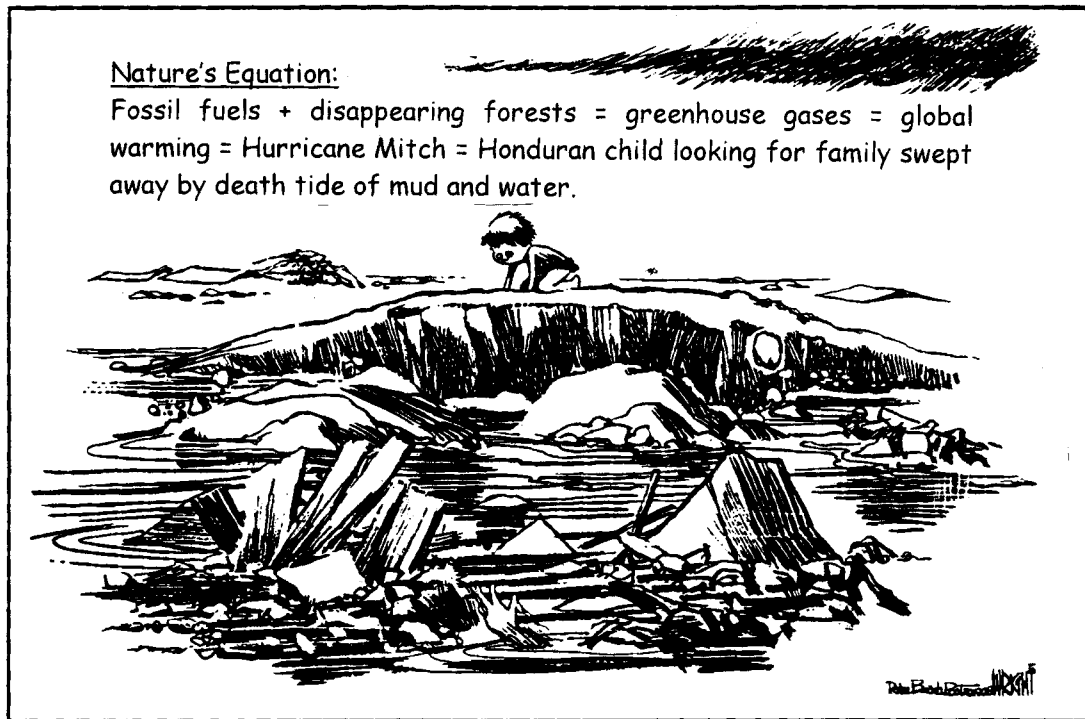
3a What concern about the future of the environment is being expressed in this document? [1]

Score

b According to the document, what current trends have caused the United States Department of Energy to make this projection? [1]

Score

Document 4



4 What is the main idea of this cartoon? [1]

Score

Document 5

Newspaper Reports

- British Petroleum President John Browne surprised the oil industry when he announced last year . . . BP's intention to step up investments in solar energy.
- Toyota stunned the auto world with the delivery to its showrooms of the world's first hybrid electric car—with twice the fuel economy and half the CO₂ [carbon dioxide] emissions of conventional cars.
- After a decade of effort, Denmark now generates [some] of its electricity from wind power and . . . from the combustion of agricultural wastes.

—*World Watch*, November/December 1998

5 Identify *two* ways that nations or corporations of the world are responding to environmental problems. [2]

(1) _____

Score

(2) _____

Score

Document 6

The United States and 34 other industrial countries met in Rio de Janeiro, Brazil, to discuss world environmental concerns.

Rio Pact 1992

Agenda 21

The Agenda establishes the following priorities for international environmental action:

- achieving sustainable growth, as through integrating environment and development in decisionmaking;
- making the world habitable by addressing issues of urban water supply, solid waste management, and urban pollution;
- encouraging efficient resource use, a category which includes management of energy resources, care and use of fresh water, forest development, management of fragile ecosystems, conservation of biological diversity, and management of land resources;
- protecting global and regional resources, including the atmosphere, oceans and seas, and living marine resources;
- managing chemicals and hazardous and nuclear wastes.

6 Identify *two* environmental issues discussed at the Rio Conference. [2]

(1) _____

Score

(2) _____

Score

Document 7

The selections below are taken from information provided by Greenpeace, an international environmental and conservation organization.

Selection 1 —

The most important greenhouse gas is carbon dioxide (CO₂). As part of Greenpeace's campaign to protect the ozone layer, Greenpeace developed Greenfreeze technology, which is a cooling system that is safe for the ozone layer and the climate. Greenpeace wants this solution to be applied throughout the world to replace [current] refrigeration [technology].

In 1992, Greenpeace initiated the development of Greenfreeze, an ozone- and climate-safe refrigeration technology. Greenfreeze uses a mixture of propane and isobutane for the refrigerant. The technology has spread to other parts of the world. Cuba decided in 1997 to convert its existing refrigerator factory to Greenfreeze technology. Companies in Argentina, Turkey, and Russia are also set to produce Greenfreeze. Strong interest in the technology has also been expressed by companies in Tunisia, India, Bangladesh, Ukraine, and Belarus.

—An environmental meeting in Montreal, Canada, September 1997

Selection 2 —

Aerosols

Alternative application methods, such as solid stick and roll-on dispensers, mechanical pump sprays, brushes and pads are among the wide variety of alternatives in commercial use.

Alternative spray propellants include hydrocarbons, . . . and other compressed gases such as air and CO₂. Many developing countries have switched to, or have always employed, propellants such as pentane and butane in industrial uses.

Even in medical applications, progress has been made. In Sweden and the Netherlands over 60% of [people who suffer from asthma] are using dry-powder inhalers.

—“No Excuses Report,” Greenpeace, 1997

7a What is *one* environmental problem identified by Greenpeace? [1]

Score

b Identify *one* way that many nations are responding to this environmental problem. [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:

The success of industrialization has led to environmental problems throughout the world. As the 21st century begins, many nations are trying to deal with the environmental effects of industrialization.

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

- Discuss the problems that industrialization has caused in the nations of the world
- Explain how nations are responding to the problems created by industrialization

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, June 14, 2001 — 1:15 to 4:15 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
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| 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 18, 2002 — 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

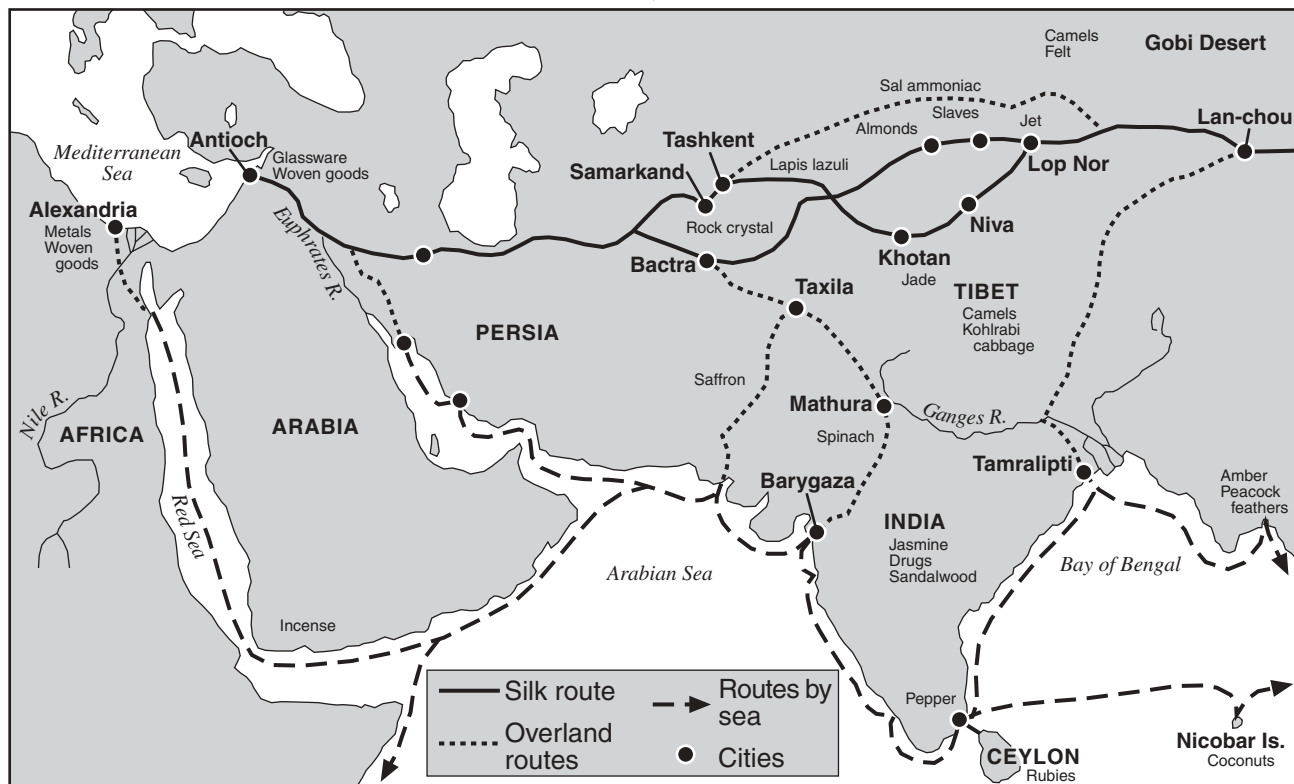
Answer all questions in this part.

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.

- | | |
|--|---|
| <p>1 The development of early civilizations usually depended on</p> <ul style="list-style-type: none">(1) the formation of democratic governments(2) a location near large deposits of gold and silver(3) the existence of large armies(4) a plentiful water supply and fertile land <p>2 The cultural diversity found throughout much of South America, Africa, and Southeast Asia is due in large part to</p> <ul style="list-style-type: none">(1) geographic factors(2) political unity(3) traditional religious practices(4) a market economy <p>3 “In these [economic] structures, people looked to past practices plus cultural and religious beliefs to decide what to produce, how to produce it, how products would be distributed, and even when tasks should be performed.”</p> <p>Which type of economy is the author of this statement describing?</p> <ul style="list-style-type: none">(1) command economy(2) mixed economy(3) traditional economy(4) market economy <p>4 One way in which the Han dynasty and the Roman Empire were similar is that both</p> <ul style="list-style-type: none">(1) governed large areas around the Mediterranean Sea(2) created democratic societies in which people elected their government officials(3) developed a social system in which great equality existed(4) promoted unity and communication by building a strong system of roads | <p>5 The history of which classical civilization was shaped by the monsoon cycle, the Himalaya Mountains, and the Indus River?</p> <ul style="list-style-type: none">(1) Maurya Empire (3) ancient Greece(2) Babylonian Empire (4) ancient Egypt <p>6 One similarity between Japanese Shintoism and African animism is the belief that</p> <ul style="list-style-type: none">(1) everything in nature has a spirit and should be respected(2) only one God exists in the universe(3) people’s moral conduct determines their afterlife(4) religious statues should be erected to honor the gods <p>7 The five relationships taught by Confucius encouraged people to</p> <ul style="list-style-type: none">(1) improve their position in life(2) maintain social and political order(3) respect and worship nature(4) serve the needs of religious leaders <p>8 Which statement explains a cause rather than an effect of the Bantu migration between 500 B.C. and A.D. 1500?</p> <ul style="list-style-type: none">(1) Techniques for herding and cultivating were spread to other peoples.(2) More than sixty million people now speak a Bantu language.(3) Trading cities developed along the coast of east Africa.(4) Population increases put pressure on agriculture. |
|--|---|

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.

Trade Routes, East to West



9 Which conclusion is supported by information provided by the map?

- (1) Traders depended mainly on rivers as avenues of transportation.
- (2) More products were carried on the ocean than across the land.
- (3) Silk was the principal product traded.
- (4) Traders often combined sea and land routes.

10 Which concept is illustrated by the map?

- (1) socialism
- (2) interdependence
- (3) self-sufficiency
- (4) cultural isolation

11 The journals of early travelers such as Ibn Battuta of Morocco, Zheng He of China, and Mansa Musa of Mali are examples of

- (1) primary sources describing observations of the travelers
- (2) works of fiction intended to describe the adventures of the travelers
- (3) secondary sources that record the travelers' interpretations of history
- (4) outdated resources for historical research

12 The Tang dynasty of China, the Gupta Empire of India, and the Mali Empire of Africa were similar in that each experienced a period of

- (1) prosperity and artistic creativity
- (2) feudalism and oppression
- (3) war and constant invasion
- (4) mercantilism and industrial expansion

13 What is a major contribution of the Byzantine Empire to global history?

- (1) preservation of Greek and Roman culture
- (2) construction of the pyramids
- (3) expansion of equal rights
- (4) invention of writing

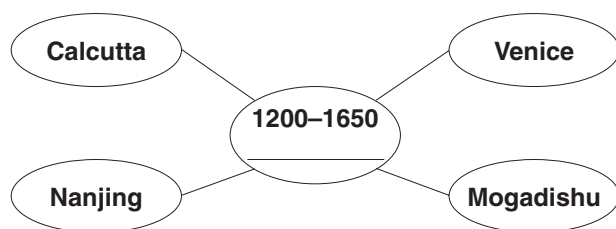
14 Which factor contributed to the success of the vast empire created by the Mongols?

- (1) avoiding contacts with the West
- (2) paying monetary tribute to local rulers
- (3) employing superior military skills
- (4) converting conquered peoples to Confucianism

15 One result of the Crusades was an increase in trade between the Middle East and

- (1) East Asia
- (2) Africa
- (3) North America
- (4) Europe

Base your answer to question 16 on the graphic organizer below and on your knowledge of social studies.



16 Which title best completes this graphic organizer?

- (1) Centers of World Trade
- (2) Latin American Societies
- (3) Cities of Origin for Major Religions
- (4) Sites of Early Civilization

- 17
- Luther posted the Ninety-Five Theses.
 - Calvin preached the theory of predestination.
 - Henry VIII signed the Act of Supremacy.

These events occurred during the

- (1) Crusades
- (2) Neolithic Revolution
- (3) Protestant Reformation
- (4) Glorious Revolution

18 The introduction of banking, letters of credit, joint stock companies, and guilds contributed to the start of the

- (1) Renaissance
- (2) Agricultural Revolution
- (3) Enlightenment
- (4) Commercial Revolution

19 The fall of the Byzantine Empire to the Ottoman Turks (1453) prompted Spain and Portugal to

- (1) seek new trade routes to East Asia
- (2) extend religious tolerance to Muslim peoples
- (3) reform their political systems
- (4) expand the Catholic Inquisition into the Middle East

20 One similarity of the Aztec, Maya, and Inca empires is that they

- (1) developed in fertile river valleys
- (2) maintained democratic political systems
- (3) coexisted peacefully with neighboring empires
- (4) created complex civilizations

- 21
- Smallpox outbreak spreads throughout Mexico.
 - Many Incas convert to Christianity in ceremonies in Lima, Peru.
 - Spanish and Portuguese are introduced to chocolate, peanuts, tomatoes, and corn.
 - Cortés brings Aztec gold and silver treasures to Spain.

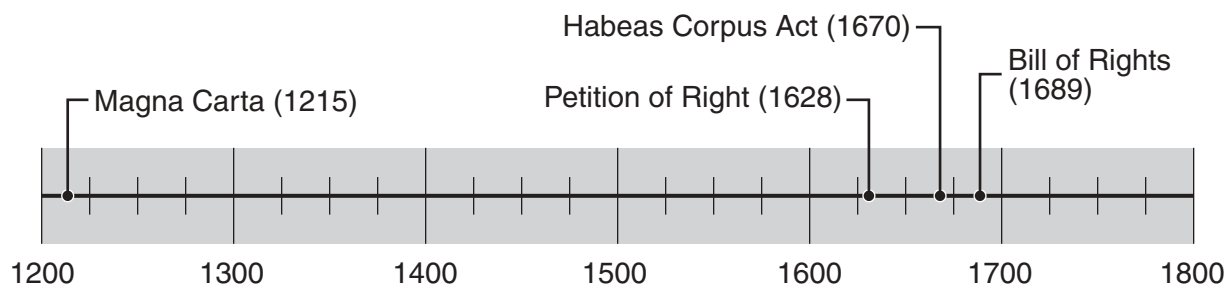
Which situation is illustrated in these statements?

- (1) empathy of Europeans for Native American Indian civilizations
- (2) triangular trade and its effects on agrarian economies
- (3) the relatively high costs of colonialism
- (4) the impact of contact between different peoples

22 Which statement explains why the Renaissance began in Italy?

- (1) Italy was not influenced by a classical heritage.
- (2) The Italian city-states were wealthy centers of trade and manufacturing.
- (3) Italy was politically unified by a strong central government.
- (4) The Catholic Church did not have any influence in Italy.

Base your answer to question 23 on the time line below and on your knowledge of social studies.



23 The events listed on this time line illustrate the development of

- (1) a constitutional monarchy
- (2) a divine right monarchy
- (3) a totalitarian form of government
- (4) universal voting rights

Base your answers to questions 24 and 25 on the poem below and on your knowledge of social studies.

“ . . . Here a new city shall be wrought [built]. . . .
 Shall break a window to the West. . .
 Here flags of foreign nations all
 By waters new to them will call. . . .”

— Alexander Pushkin, *The Bronze Horseman*

24 Which Russian ruler’s goals are described in the poem?

- (1) Ivan the Terrible
- (2) Peter the Great
- (3) Catherine the Great
- (4) Nicholas II

25 Which policy was developed to implement the plans described in the poem?

- (1) westernization
- (2) isolationism
- (3) appeasement
- (4) balance of power politics

26 Niccolò Machiavelli in *The Prince* and Thomas Hobbes in *Leviathan* both advocated that a ruler should

- (1) obtain power from a social contract with the governed
- (2) place the needs of subjects first
- (3) apply Christian teachings to all decisions
- (4) employ absolute power to maintain order in the areas under their rule

27 One of the main purposes of the Congress of Vienna (1814–1815) was to

- (1) promote the unification of Italy
- (2) preserve the German territories gained by Otto von Bismarck
- (3) restore the power of the Holy Roman Empire
- (4) establish a balance of power in Europe after the defeat of Napoleon

28 “Take up the White Man’s Burden –
 Send forth the best ye breed –
 Go, bind your sons to exile
 To serve your captives’ need. . . .”

— Rudyard Kipling, *The Five Nations* (1903)

The words of this poem have been used to support the practice of

- (1) imperialism
- (2) isolationism
- (3) cultural borrowing
- (4) self-determination

29 One way in which Sun Yat-sen and Kemal Atatürk were similar is that each

- (1) led a nationalist movement in his country
- (2) rejected violence as a way to gain political power
- (3) supported Marxist political principles
- (4) promoted a society ruled by religious leaders

- 30 “I don’t know how old I am. . . . I began to work when I was about 9. I first worked for a man who used to hit me with a belt. . . . I used to sleep in the pits that had no more coal in them; I used to eat whatever I could get; I ate for a long time the candles that I found in the pits. . . .”

— E. Royston Pike
adapted from *Hard Times*,
Human Documents of the Industrial Revolution

What was one thing that happened in response to the conditions described in this passage?

- (1) Marx wrote *The Communist Manifesto*
 - (2) Garibaldi organized the Red Shirts
 - (3) Charles Darwin developed *The Origin of the Species*
 - (4) Atatürk joined the Young Turks
- 31 “. . . we shall fight for the things which have always been nearest our hearts, — for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal domination of rights by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. . . .”
- President Woodrow Wilson
- This statement by President Wilson is directly advocating the idea of
- (1) disarmament
 - (2) national self-determination
 - (3) territorial readjustments
 - (4) balance of power
- 32 One of the major causes of the Russian Revolution of 1917 was the
- (1) abuse of political power by Czar Nicholas II
 - (2) government’s refusal to enter World War I
 - (3) rapid expansion of the right to vote
 - (4) failure of communism
- 33 The harsh terms included in the treaties ending World War I have been used to explain the
- (1) Fascist Revolution in Spain
 - (2) Bolshevik Revolution in Russia
 - (3) rise of Nazism in Germany
 - (4) Armenian massacre in Turkey

- 34 “His majesty’s government views with favour the establishment in Palestine of a national homeland for the Jewish people . . . it being clearly understood that nothing shall be done which may prejudice the religious and civil rights of existing non-Jewish communities in Palestine. . . .”

— Lord Balfour, 1917

Which historical movement is most directly related to Lord Balfour’s statement?

- (1) Pan Slavism
- (2) Organization for African Unity
- (3) Pan Africanism
- (4) International Zionism

Base your answers to questions 35 and 36 on the statements below and on your knowledge of social studies.

Speaker A: “What was actually happening on the battlefield was all secret then, but I thought that the Greater East Asia Co-Prosperity Sphere would be of crucial importance to backward races.”

Speaker B: “We Nazis must hold to our aim in foreign policy, namely to secure for the German people the land and soil to which they are entitled. . . .”

Speaker C: “The Munich Pact saved Czechoslovakia from destruction and Europe from Armageddon.”

Speaker D: “We shall defend our island, whatever the cost shall be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets. . . . We shall never surrender.”

- 35 The common theme in the statements of Speakers *B* and *D* is

- (1) colonialism
- (2) containment
- (3) nationalism
- (4) reparations

- 36 The clearest example of the policy of appeasement is in the statement made by Speaker

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

Base your answer to question 37 on the table below and on your knowledge of social studies.

Health Statistics of Selected Countries, 1996					
Country	Population (thousands)	Life Expectancy at Birth (male/female)	Hospital Beds (per 1,000 people)	Physicians (per 1,000 people)	Infant Mortality (deaths per 1,000)
Argentina	34,673	68/75	4.4	2.7	28
Australia	18,261	76/83	5.0	2.3	6
Guatemala	11,278	63/68	*	0.8	51
Myanmar	45,976	55/58	0.6	0.3	81
Netherlands	15,568	75/81	5.7	2.6	5
Zaire	46,498	45/49	2.1	0.1	108

*Data unavailable

Source: *World Almanac and Book of Facts*

37 Which conclusion can be drawn from the table?

- (1) There is a relationship between level of health care and life expectancy.
- (2) Infant mortality increases as the number of hospital beds increases.
- (3) The size of the population is directly related to the infant mortality rate.
- (4) Women live longer than men only when the infant mortality rate is low.

38 “Moral results can only be obtained through moral restraints.”

— Mohandas Gandhi

This quotation best represents the policy of

- (1) westernization
- (2) neutrality
- (3) balance of power
- (4) passive resistance

39 The fall of the Berlin Wall was followed by

- (1) an end of democratic rule in Germany
- (2) the rise of a Neo-Nazi movement in Spain
- (3) an expansion of the Warsaw Pact
- (4) the collapse of communism in the Soviet Union

40 A major source of the dispute between the Israelis and the Palestinians is that each side

- (1) wants to control oil resources in the area
- (2) has historic ties to the same land
- (3) believes in different interpretations of the same religion
- (4) has close military alliances with neighboring countries

41 Which statement best describes India’s foreign policy between 1947 and 1990?

- (1) It imitated Great Britain’s policies.
- (2) It usually reflected the policies of China.
- (3) It rejected all assistance from communist dictatorships.
- (4) It generally followed a policy of nonalignment.

42 **“United States Airlifts Supplies to Berlin”**
“U-2 Spy Plane Shot Down Over the Soviet Union”
“Soviet Missiles Placed in Cuba”

These headlines discuss events during

- (1) Stalin’s Reign of Terror
- (2) World War II
- (3) the Cold War
- (4) the post–Cold War era

- 43 The term “Green Revolution” refers to
- (1) the study of the natural world
 - (2) an increase in worldwide food and agricultural resources
 - (3) a shift from making goods by hand to making them by machine
 - (4) an uprising of farmers and industrial workers

- 44 “North Americans are always among us, even when they ignore us or turn their back on us. Their shadows cover the whole hemisphere. It is the shadow of a giant.”

— Octavio Paz, Mexican poet

The author of this statement is commenting on the

- (1) need for North Americans to provide economic aid to Mexico
 - (2) effects of free trade between Canada, Mexico, and the United States
 - (3) borrowing of Latin American culture by the United States
 - (4) influence of the United States on Latin America
- 45 In the 1990s, the troubled relations between Catholics and Protestants in Northern Ireland and between Serbs, Croats, and Muslims in the Balkans helped illustrate the
- (1) difficulties of resolving ethnic and religious conflicts
 - (2) inequalities created by expanding free markets and global trade
 - (3) conflict created by the collapse of the Warsaw Pact
 - (4) results of the failure of dictatorial governments
- 46 One way in which the Twelve Tables of Rome, the Code of Hammurabi, and the Justinian Code were similar is that they established
- (1) trade agreements with neighboring countries
 - (2) tolerance for the different religions of their people
 - (3) written legal systems
 - (4) social class equality

- 47 As a society becomes more urbanized and industrialized, it tends to

- (1) develop a more rigid class system
- (2) modify traditional beliefs and customs
- (3) resist cultural diffusion
- (4) depend more on the extended family structure

- 48 One way in which the encomienda system and European feudalism were similar is that both

- (1) encouraged social mobility
- (2) created a class structure in which landowners held the power
- (3) resulted from the growth of the African slave trade
- (4) depended on extensive trade routes

- 49 • Failure of the potato crop contributes to famine in Ireland.
• Continued drought overtakes farmlands in Africa.
• Herders search for an oasis for their animals.

Which conclusion can be drawn from these statements?

- (1) People can control their environments to suit their needs.
- (2) Environmental conditions often cause people to migrate.
- (3) Geography has a positive impact on people.
- (4) Climatic conditions have led to an even distribution of population.

- 50 Which headline describes an event during India’s fight for independence?

- (1) **“Gandhi Leads Salt March”**
- (2) **“Kenyatta and Mau Maus Move Against British”**
- (3) **“Cecil Rhodes Unites Continent”**
- (4) **“Ho Chi Minh Leads Rebel Forces”**

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) **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: Geography and Society

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

Task:

Select **two** changes that a society or two different societies have made to their land or surrounding environment, and for **each** change:

- Identify the society in which the change took place
- Describe how the physical environment was changed by human activity
- Discuss how the change in the physical environment affected society

You may use any **two** examples from your study of global history and geography. Some suggestions you might wish to consider include irrigation systems, terrace farming, road systems, canal systems, burning of fossil fuels, or the use of nuclear power.

You are *not* limited to these suggestions.

Do *not* use any environmental change that occurred in the United States in your answer.

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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:

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

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

Universal Declaration of Human Rights

- | | |
|-------------------|--|
| Article 1 | — All human beings are born free and equal in dignity and rights. |
| Article 3 | — Everyone has the right to life, liberty and security of person. |
| Article 4 | — No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. |
| Article 5 | — No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. |
| Article 9 | — No one shall be subjected to arbitrary arrest, detention or exile. |
| Article 13 | — 1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country. |
| Article 14 | — Everyone has the right to seek and to enjoy in other countries asylum from persecution. |
| Article 15 | — Everyone has the right to a nationality. |
| Article 18 | — Everyone has the right to freedom of thought, conscience and religion. |
| Article 19 | — Everyone has the right to freedom of opinion and expression. |
| Article 20 | — Everyone has the right to freedom of peaceful assembly and association. |
| Article 21 | — Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. |

1 State **two** human rights listed in this document. [2]

(1) _____

Score

(2) _____

Score

Document 2



“Let me see your pass.”

2 How did the pass system violate human rights? [1]

Score

Document 3

Ending Apartheid in South Africa

- 1973:** United Nations General Assembly declares apartheid a crime against humanity.
- 1977:** United Nations Security Council embargoes arms exports to South Africa.
- 1983:** New Constitution gives limited political rights to coloured and Asian minorities.
- 1986:** United States imposes broad economic sanctions.
- 1990:** Mandela released from prison. Legal end of segregation in public places.
- 1991–93:** Dismantling apartheid and enfranchising black majority.
- 1994:** First all-race election.

3 Based on this document, identify **two** actions taken to end apartheid. [2]

(1)

Score

(2)

Score

Document 4

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were proscribed [forbidden].

—David Hawk, "The Killing of Cambodia," *The New Republic*, 1982

4 Identify **two** human rights violations carried out by the Khmer Rouge. [2]

(1) _____

Score

(2) _____

Score

Document 5

The June 4, 1989 massacre of students in Tiananmen Square shocked the world. In the following excerpt, an anonymous Chinese student explains how he felt about what happened:

“At 4 a.m. Sunday, lights on the square were suddenly [put out]. Through the loud-speakers, we again heard orders to ‘clear out.’ A voice in my head said over and over, ‘The moment has come.’ [Moments later,] machine guns erupted. . . . [They] were shooting right at the chests and heads of the students. . . . How many people died altogether? I don’t know. Am I pessimistic? No, I’m not at all pessimistic. Because I have seen the will of the people. I have seen the hope of China.”

Another anonymous student explained his feelings to the *San Francisco Examiner* as follows:

It would be a lie to say that we were not afraid, but we were mentally prepared and very determined. Some students could not believe that the army really would use deadly force. But most of all, we were motivated by a powerful sense of purpose. We believed that it would be worth sacrificing our lives for the sake of progress and democracy in China.

5a What action did the Chinese army take against the students? [1]

Score

b What reason did the Chinese students give for their demonstration? [1]

Score

Document 6



Source: Wasserman, *Boston Globe*, 1992

6a What human rights violation is the cartoonist describing? [1]

Score

b What is the cartoonist suggesting about Europe's reaction to this human rights violation? [1]

Score

Document 7

A genocide that killed at least 500,000 people was perpetrated [carried out] in the spring of 1994 in the small central African country of Rwanda. Thousands more were raped, tortured and beaten. The international community failed to stop the crimes. Rwanda was simply too far away and did not rate highly in the “national interest” calculation of any of the states capable of intervening. The UN Security Council failed to reinforce the small and lightly armed UN blue helmets already in Rwanda; they acted bravely but their restricted mandate meant they could do little to stop the killing.

Months after the genocide ended, the UN Security Council created an international criminal tribunal to prosecute those responsible. The UN, building on the recently established International Criminal Tribunal for the former Yugoslavia, decided that the genocide in Rwanda required a similar effort to insure prosecution for the most serious crimes, such as genocide and crimes against humanity. National prosecutions seemed impossible since the Rwandese justice system had been destroyed.

7 What was **one** action taken to address the human rights violations in Rwanda? [1]

Score

Statute of Amnesty International

Object and Mandate

1. The object of Amnesty International is to contribute to the observance throughout the world of human rights as set out in the Universal Declaration of Human Rights. . . .

Recognizing the obligation on each person to extend to others rights and freedoms equal to his or her own, Amnesty International adopts as its mandate:

- To promote awareness of . . . the Universal Declaration of Human Rights and other internationally recognized human rights instruments, . . . and the indivisibility and interdependence of all human rights and freedoms;
- To oppose grave violations of the rights of every person freely to hold and to express his or her convictions and to be free from discrimination and of the right of every person to physical and mental integrity. . . .

Methods/Actions

2. In order to achieve the . . . object and mandate, Amnesty International shall: . . .

- Promote as appears appropriate the adoption of constitutions, conventions, treaties and other measures which guarantee the rights contained in the provisions referred to in Article 1; . . .
- Publicize the cases of prisoners of conscience or persons who have otherwise been subjected to disabilities in violation of the . . . provisions;
- Investigate and publicize the disappearance of persons where there is reason to believe that they may be victims of violations of the rights set out in Article 1;
- Oppose the sending of persons from one country to another where they can reasonably be expected to become prisoners of conscience or to face torture or the death penalty;
- Send investigators, where appropriate, to investigate allegations that the rights of individuals under the . . . provisions have been violated or threatened.

8 Identify **two** actions taken by Amnesty International to protect human rights. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

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

Tear Here

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Tuesday, June 18, 2002 — 1:15 to 4:15 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	<div></div>
Part II Essay Score	_____
Part III B Essay Score	_____
Total Essay Score	<div></div>
Final Score (obtained from conversion chart)	<div></div>

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
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- 11..... 36.....
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- 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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Tuesday, January 25, 2000 — 1:15 to 4:15 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (48 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 Culture is sometimes referred to as “a blueprint for living” because it
 - 1 flourishes best in traditional societies
 - 2 includes everything that contributes to a society’s development
 - 3 is determined by genetics
 - 4 provides plans for exploration of new territory
- 2 Which geographic factor has contributed most to the economic growth of Japan, Egypt, and Great Britain?
 - 1 variety of natural resources
 - 2 reliable amount of rainfall
 - 3 abundance of arable land
 - 4 access to important waterways
- 3 The actions of Jomo Kenyatta, Kwame Nkrumah, Léopold Senghor, and Julius Nyerere were most closely associated with
 - 1 a rise in nationalism in several African countries
 - 2 the end of apartheid in South Africa
 - 3 a resurgence of colonialism in east Africa
 - 4 the revival of Islam in northern Africa
- 4 The wars that took place in the Democratic Republic of the Congo and Nigeria in the 1960’s and in Rwanda and Somalia in the early 1990’s are similar in that these wars were caused in part by disputes
 - 1 over water sources
 - 2 over oil and mineral rights
 - 3 between ethnic groups
 - 4 between communist and noncommunist forces
- 5 Most of the rivers in Africa are of little help in transporting large quantities of goods and people because these rivers
 - 1 flow toward the mountains
 - 2 run only north and south
 - 3 have many waterfalls and rapids
 - 4 are not long enough
- 6 The contributions of the ancient civilizations of Ghana, Axum, Kush, and Mali demonstrate that
 - 1 industrial technology was needed for African civilizations to develop
 - 2 many African civilizations developed in southern Africa
 - 3 most of the African Continent was unified under a single political system
 - 4 advanced societies developed in Africa before Europeans colonized this region
- 7 “The Ashanti and Ijebu . . . strongly resisted missionary incursion [interference]—for a time at least . . . Both groups grudgingly [reluctantly] accepted missionaries and their schools only after military defeat by imperial forces.”

— Edward H. Berman

A valid conclusion based on this quotation would be that some Africans

 - 1 opposed giving up their religious and cultural heritage
 - 2 returned to the worship of their traditional gods after the defeat of the missionaries
 - 3 cooperated with the missionaries for economic gain
 - 4 feared that missionaries would refuse to teach their children
- 8 **“Indian National Congress Refuses To Support British War Effort”**
“Indians Answer Call for the Production of Homespun Cloth”
“Indians Call for Boycott of Imported British Cloth”
These three headlines all refer to
 - 1 attempts by the native people to gain India’s independence
 - 2 political reorganization in the British colonial empire
 - 3 programs to increase India’s standard of living
 - 4 the benefits of economic interdependence between Britain and India

- 9 After World War II, the conflict between Hindus and Muslims in India resulted in the
- 1 near genocide of the Hindu population
 - 2 creation of the Muslim state of Pakistan
 - 3 forced removal of most Hindus from northern and western India
 - 4 decision of Mohandas Gandhi to seek election as Prime Minister of India

- 10 Which statement is valid about the history of Southeast Asia?

- 1 Industrialization has strengthened the traditional beliefs and lifestyles of the people.
- 2 The area has experienced little European contact.
- 3 Superpower influence has brought peace and prosperity to the region.
- 4 Religious beliefs have both unified and divided the people of the region.

- 11 The introduction of Buddhism into China and of Islam into Indonesia are examples of

- | | |
|----------------------|-------------------|
| 1 social mobility | 3 ethnocentrism |
| 2 cultural diffusion | 4 interdependence |

- 12 “Beginning with childhood, all of man’s study is centered on one aim alone — to emerge successfully from the three days’ examination — and all he has in his mind is what success can bring to him in terms of power, influence, and prestige.”

— Ye Shih, Chinese scholar

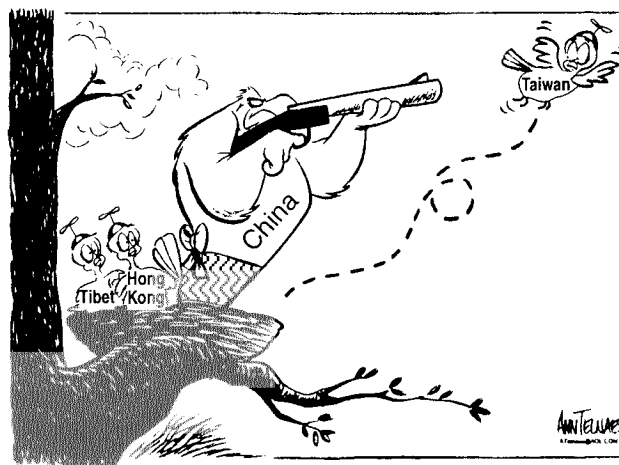
This quotation refers to the Chinese

- 1 civil service system
- 2 social welfare system
- 3 contemplation of nature
- 4 religious practices

- 13 The goal of Mao Zedong’s policy known as the Great Leap Forward was to

- 1 develop foreign export industries in China’s coastal urban centers
- 2 eliminate state-owned industries in rural China
- 3 modernize China’s economic system by dividing China into communes
- 4 introduce capitalism to the Chinese economy

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



adapted

- 14 The main idea of this 1996 cartoon is that China has

- 1 decided to recognize Taiwan’s autonomy
- 2 implemented a policy of peaceful negotiations with its neighbors
- 3 forced Hong Kong and Tibet to become self-reliant
- 4 used intimidation as a political tactic against its island neighbor

- 15 Which statement about reforms in China during the 1980’s and 1990’s is most accurate?

- 1 Political reforms resulted in the overthrow of communism.
- 2 Economic reforms were more successful than political reforms.
- 3 Political reforms increased individual rights.
- 4 Economic reforms forced China to return to a policy of isolationism.

- 16 A valid generalization about early Japanese culture is that Japan

- 1 had a strong influence on the development of culture in Korea
- 2 spread Shinto throughout Asia
- 3 maintained a uniquely individual culture while borrowing much from other cultures
- 4 imported almost all of its cultural ideas from China, resulting in nearly identical cultures

- 17 The modernization of Japan during the Meiji Restoration resulted in
- 1 a return to a feudal system of government
 - 2 the rise of Japan as an imperialistic nation
 - 3 an alliance between China, Korea, Russia, and Japan
 - 4 a strengthening of Japan's isolationist policies
- 18 Modern Japan must trade to maintain its industry and living standard because Japan has
- 1 a limited amount of investment capital
 - 2 little access to the sea
 - 3 a lack of communication systems
 - 4 few mineral resources
- 19 Which political system is the basis of Japan's government today?
- 1 parliamentary democracy
 - 2 military dictatorship
 - 3 absolute monarchy
 - 4 national socialism
- 20 In which way have the Andes Mountains and the Amazon rain forest affected the development of Latin America?
- 1 promoting international unity
 - 2 increasing cultural diversity
 - 3 encouraging trade agreements
 - 4 strengthening political alliances
- 21 Under the leadership of Fidel Castro, Cuba has become an example of
- 1 the success of democracy in improving conditions in a developing nation
 - 2 a nation in which the efforts of the United Nations has improved human rights
 - 3 a communist government struggling to maintain power despite economic problems
 - 4 the successful reform of agriculture from single-crop to multicrop production
- 22 The 19th-century independence movements in Latin America were influenced by
- 1 Marxist ideology
 - 2 the Aztec wars against Hernando Cortés
 - 3 liberation theology
 - 4 the American and the French Revolutions
- 23 In the 20th century, an economic weakness of many Central American nations has been
- 1 a reliance on monsoons for water to irrigate crops
 - 2 an overdependence on one or two cash crops for export
 - 3 chronic labor shortages caused by slow population growth
 - 4 excessive investment in foreign manufacturing industries
- 24 "The time has come for you to go
Live where you like, but not among us. . . .
Get out of our soil, our sea, our wheat, our salt,
our wounds.
[Get] out of the memory of our memories. . . ."
- Mahmoud Darwish
Palestinian poet
- Which concept is supported by the ideas expressed in this passage?
- 1 socialism
 - 2 absolutism
 - 3 humanitarianism
 - 4 nationalism
- 25 In the 1990's, the action by the Israeli Government that has most divided Israeli society has been the decision to
- 1 grant control of part of the West Bank and Gaza Strip to the Palestinians
 - 2 support the United States-led Allied Coalition during the Persian Gulf War
 - 3 support the Camp David accords
 - 4 oppose Islamic fundamentalist rule in Iran
- 26 The response of the international community to Iraq's invasion of Kuwait in 1990 best illustrates the
- 1 lack of cooperation between the major world powers
 - 2 global acceptance of imperialism
 - 3 effect of oil on world politics
 - 4 ineffectiveness of United Nations peace-keeping forces

- 27 One of the main goals of Islamic fundamentalism has been to
- 1 modernize traditional Islamic society
 - 2 obtain rights for minorities
 - 3 increase the oil revenues of the Islamic nations
 - 4 return to the traditional beliefs and values of Islam
- 28 Alexander the Great's conquests of Greece, Asia Minor, Egypt, and Persia led to the
- 1 spread of Hellenic culture
 - 2 adoption of a feudal system
 - 3 establishment of representative democracy
 - 4 spread of Islamic culture throughout Europe
- 29 The Crusades have been called "history's most successful failures."
- Which statement best explains this expression?
- 1 The Crusades did not achieve their original goals, but they brought about many desirable changes in Europe.
 - 2 Although the Crusaders captured the Holy Land, they were unable to bring about democratic reforms.
 - 3 The Crusades helped bring about the fall of the Roman Empire.
 - 4 The Crusaders prevented the Turks from capturing Constantinople for many centuries.
- 30 The Roman Catholic Church during the Middle Ages in Europe can best be described as a church that
- 1 favored separation from secular governments
 - 2 avoided involvement in social and educational matters
 - 3 was a strong force that divided many people
 - 4 was a stabilizing influence during a period of weak central governments
- 31 One major influence the Renaissance had on the Protestant Reformation was that the philosophers of the Renaissance
- 1 supported democratic forms of government
 - 2 encouraged a questioning attitude
 - 3 stressed the importance of life after death
 - 4 denied the existence of God

Base your answers to questions 32 and 33 on the statements below and on your knowledge of social studies.

Speaker A: "Human labor is nothing more than a commodity, which is offered for sale in the marketplace. It is governed by the laws of supply and demand. If wages are increased for one generation when the supply of workers is low, people will have more children and there will be an oversupply in the next. To prevent this, wages should not be increased in the first place."

Speaker B: "Government must end its ideas of mercantilism. Prices should be determined by the laws of supply and demand, not by government regulation. Free trade and competition are necessary to encourage the production of goods that are of good quality and low in price."

Speaker C: "The capitalist class will never give up the ownership of the means of production peacefully. Workers should band together and overthrow the owners and secure for themselves the right to ownership. Inevitably, the workers will win."

Speaker D: "Economic equality can be achieved by everyone cooperating in communities established to relieve the horrible conditions in the factories. Human nature can be adapted so that people can live in harmony."

32 Which speaker most closely supports the ideas of Karl Marx?

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

33 Which speaker best represents laissez-faire economics?

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

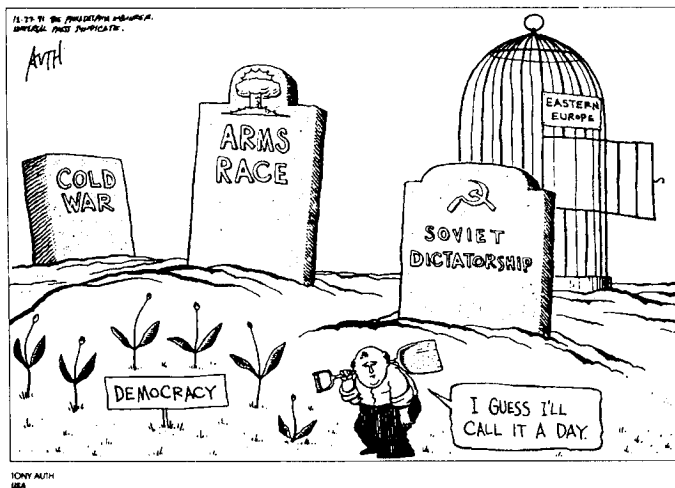
Base your answer to question 34 on the cartoon below and on your knowledge of social studies.



34 Which British foreign policy regarding Germany does this cartoon suggest?

- | | |
|---------------|---------------|
| 1 appeasement | 3 nationalism |
| 2 imperialism | 4 containment |

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



35 What is the main idea of this 1991 cartoon about Mikhail Gorbachev, the former leader of the Soviet Union?

- 1 He took away many freedoms.
- 2 He supported the arms race and the Cold War.
- 3 He encouraged many political changes.
- 4 He stopped many attempts at reform.

36 The destruction of the Berlin Wall in 1989 is symbolic of the

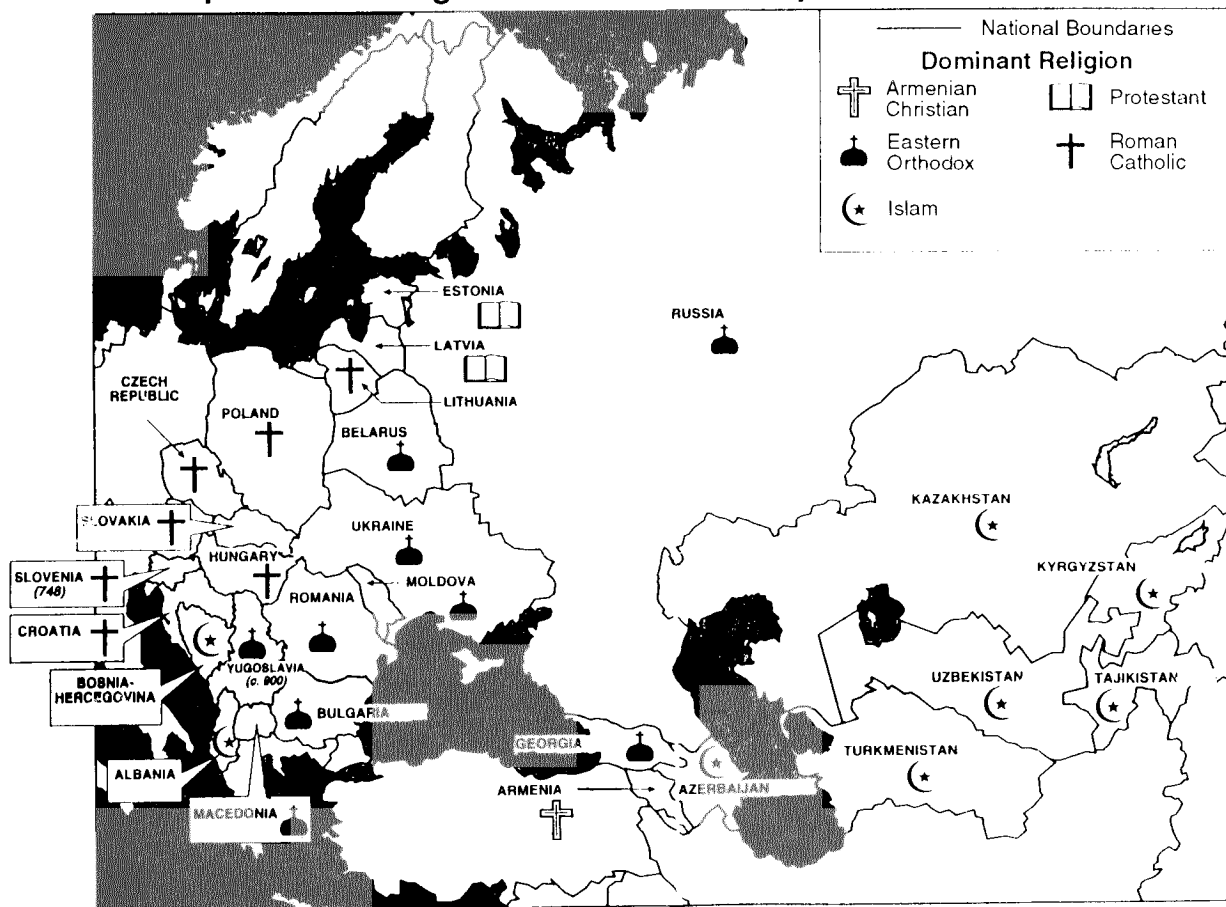
- 1 end of the Soviet domination of Eastern Europe
- 2 declining power of the North Atlantic Treaty Organization (NATO)
- 3 fall of the Weimar Republic
- 4 collapse of the European Union

37 A common problem facing most Latin American and Eastern European nations today is that these nations

- 1 have little arable land and few mineral resources with which to improve their economies
- 2 have chosen not to belong to international organizations
- 3 are struggling with a transition to democracy after experiencing years of dictatorial rule
- 4 are experiencing major problems with the flood of illegal immigrants entering their nations

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

Spread of Religion in Eastern Europe and Central Asia



38 Which statement is supported by the information given on the map?

- 1 The Eastern Orthodox Church has been a strong influence in Poland.
- 2 The culture of Central Asia most likely reflects strong Islamic influences.
- 3 Protestantism is the primary religion in Eastern Europe.
- 4 Roman Catholicism developed as the major religion in both Eastern Europe and Central Asia.

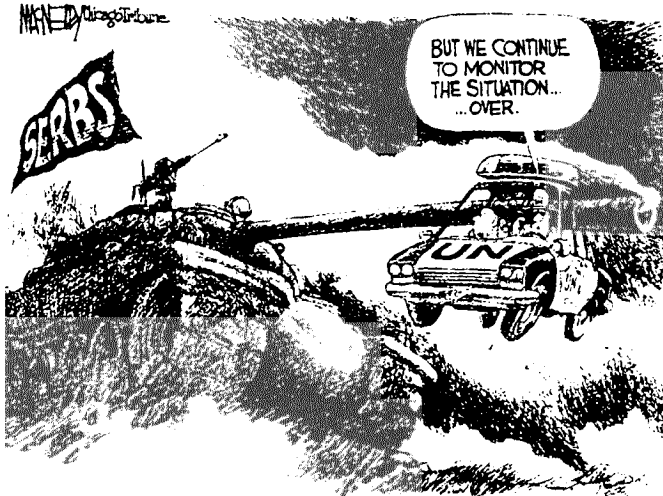
39 Both the Chinese Mandate of Heaven and the Japanese belief that the Emperor descends from the Sun Goddess are similar to the

- 1 "master race" theory of Adolf Hitler's Third Reich
- 2 natural rights theory of the Age of Reason
- 3 divine right theory of the French monarchy
- 4 Marxist theory of a workers' revolution

40 In ancient times, the Silk Road was important because it made possible the exchange of goods between

- 1 Korea and Japan
- 2 Egypt and Greece
- 3 Siberia and the Ottoman Empire
- 4 China and the Roman Empire

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



- 41 What is the main idea of this 1995 cartoon?
- 1 The United Nations is as ineffective as a world organization as the League of Nations was.
 - 2 The United Nations has been unsuccessful in maintaining peace in Bosnia.
 - 3 The United Nations has joined forces with the Bosnian Serbs.
 - 4 The Bosnian Serbs now have the largest army in Eastern Europe.
-
- 42 One way in which the caste system and apartheid were similar is that both
- 1 described specific religious practices and beliefs
 - 2 supported a rigid class structure
 - 3 were created by British colonial governments
 - 4 gave power to the lower classes in their respective societies
- 43 One way in which the Glorious Revolution in England, the French Revolution, and the Iranian Revolution are similar is that each revolution
- 1 required foreign military intervention
 - 2 resulted in a republican form of government
 - 3 brought about religious freedom
 - 4 challenged the role and power of the monarch

Base your answers to questions 44 and 45 on the passage below and on your knowledge of social studies.

“Under a government which imprisons any unjustly, the true place for the just man is also in prison . . . If a thousand men were not to pay their tax bills this year, that would not be a violent and bloody measure, as it would be to pay them, and enable the State to commit violence and shed innocent blood.”

- 44 This passage endorses the concept of
- | | |
|----------------------|----------------------|
| 1 multiculturalism | 3 cultural diffusion |
| 2 civil disobedience | 4 terrorism |
- 45 Which leader would most likely have endorsed the views expressed in the passage?
- | | |
|-------------------|------------------|
| 1 Mohandas Gandhi | 3 Simón Bolívar |
| 2 Elizabeth II | 4 Vladimir Lenin |
-
- 46 • Pogroms of czarist Russia
• Massacre of Armenians in World War I
• “Death squads” in El Salvador
- Which conclusion can be drawn from a review of these events?
- 1 Mediation and diplomacy can resolve internal and foreign problems.
 - 2 Civil rights of individuals and groups have been vulnerable at many times in human history.
 - 3 The domestic affairs of a nation are not subject to international criticism.
 - 4 The independent actions of some individuals can effectively address certain social issues.
- 47 Which period of European history do the phrases “White Man’s Burden” and “Scramble for Africa” refer to?
- | | |
|----------------------|----------------|
| 1 Age of Discovery | 3 World War II |
| 2 Age of Imperialism | 4 Cold War Era |

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

Nations/Regions	Assessment of Agricultural Production (1996)
South America	Argentina's wheat harvest will fall short in 1996. Brazil is harvesting a smaller soybean crop than in 1995.
Russia	Grain production has fallen off 20% since 1990 because of economic turmoil. No turnaround is likely for years.
Europe	Wheat is running low because of changes in farm policy. The European Union is taxing grain exports.
North Africa/Middle East	The region is still dependent on grain imports from Europe.
China	Economic growth is fueling demand for agricultural commodities. A net grain exporter in 1993, China is now a big importer.

48 Which statement is valid based on the information provided by the chart?

- 1 The decrease in food production will lead to fewer exports of these products.
 - 2 Political factors do not affect food production.
 - 3 Areas shown in the chart have become agriculturally self-sufficient.
 - 4 Large grain supplies continue to help Europe's economy.
-

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

- 1 Many individuals have developed new ideas that have had a major impact on history.

LIST A	LIST B
Individuals	Areas of Innovation
Niccolò Machiavelli	Art
Charles Darwin	Economics
Martin Luther	Politics
Adam Smith	Religion
Michelangelo	Science
Nicolas Copernicus	Technology
Marie Curie	
Johannes Gutenberg	

Select *three* of the individuals from list A and for *each* one selected:

- Identify an area from list B to which the individual contributed a new idea or innovation
- Describe the new idea or innovation introduced by the individual
- Describe the historical impact of that idea or innovation [5,5,5]

2 Geographic features often influence historical developments or events.

Geographic Features

Tigris and Euphrates Rivers in the Middle East
Isthmus of Panama
Himalaya Mountains in India
Coastline of Africa
Northern European Plain
Korean Peninsula
Mineral resources of Great Britain

Select *three* geographic features from the list and for *each* one selected:

- Identify a specific historical development or event that is related to the geographic feature
- Discuss how the specific geographic feature is related to that development or event
- Explain whether this geographic feature had a positive *or* a negative impact on that development or event [5.5.5]

3 Throughout history, conflict has been a recurring theme.

Conflicts

Crusades (Christians versus Muslims)
Vietnam (North Vietnam versus South Vietnam)
French Revolution (Third Estate versus Monarchy)
Apartheid (Afrikaners versus African National Congress)
Cuban Revolution (Fidel Castro versus Fulgencio Batista)
Poland (Solidarity versus Communist Government)

Select *three* conflicts from the list and for *each* one selected:

- Describe *one* major cause of the conflict and discuss *one* major viewpoint of each side in the conflict
- Discuss the effect of the conflict on the nation or region in which it occurred [5.5.5]

4 Art and architectural styles often reflect the political, social, and economic conditions of the place and time in which they were created.

Time Periods

Pre-Columbian Latin America
West African kingdoms
Ancient Egypt
Renaissance Europe
Roman Empire
Imperial China

Select *three* time periods from the list and for *each* one selected:

- Identify *one* specific work of art or an architectural style associated with that time period
- Describe *one* major feature or characteristic of that work of art or architectural style
- Discuss the way the art or architectural style reflects a specific political, social, *or* economic condition of the time period [5.5.5]

- 5 The Universal Declaration of Human Rights, ratified by the United Nations General Assembly in 1948, applies to all nations. Some of the human rights supported by the Declaration are listed below.

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 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
 - (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.
-

Article 15.

- (1) Everyone has the right to a nationality.
 - (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
-

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.

Select *three* articles from the list and for *each* one selected:

- Identify a specific example of a violation of this article in a specific nation or region [Be sure that the violation occurred **after 1948**. Use a different nation or region for *each* article selected. Do *not* use an example from the United States.]
- Explain the historical circumstances surrounding this violation of human rights
- Describe an effort made by the international community, an individual nation, or a group to remedy the violation of that right [5.5.5]

6 Global problems affect the modern world.

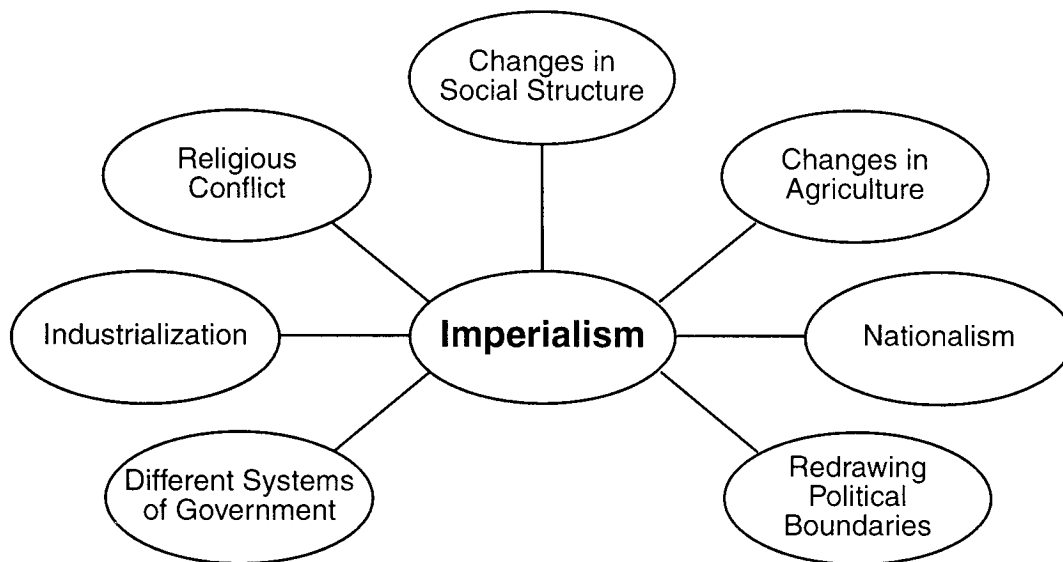
Global Problems

Terrorism
Deforestation
Famine
Pollution
AIDS epidemic
Nuclear proliferation

Select *three* problems from the list and for *each* one selected:

- Identify *one* specific nation or region that has been affected by this global problem [You must identify a different nation or region for *each* problem selected. Do *not* use the United States in your answer.]
- Explain *one* specific political, economic, social, or historical cause for this global problem in that nation or region
- Describe *one* action that this nation, region, or the international community has taken in an attempt to solve this global problem [5.5.5]

7 Imperialism has had positive and negative effects on certain nations or regions. Several effects of imperialism are shown in the diagram below.



Select *three* of the effects of imperialism from the diagram and for *each* one selected:

- Describe how imperialism caused this effect
 - Explain how an imperialistic power or a colony was helped or harmed by this effect [Be sure to identify a specific imperialistic power and a specific colony in your answer.]
 - Discuss a long-term impact of this effect on the imperialistic power or the colony [5.5.5]
-

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Tuesday, January 25, 2000 — 1:15 to 4:15 p.m., only

ANSWER SHEET☐ MaleStudent Sex: ☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, and write
your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Rater's Initials:

Total **PART I CREDITS***Directions to Teacher:*

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	54
45	53
44	52
43	51
42	51
41	50
40	49
39	48
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No. Right	Credits
23	37
22	36
21	35
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13	29
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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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Tuesday, January 27, 1998 — 9:15 a.m. to 12:15 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 a nation's culture is most directly influenced by the physical geography of that nation?
 - 1 form of government
 - 2 religious beliefs
 - 3 population distribution
 - 4 social class system
- 2 Before towns and cities can develop in a society, the society needs to establish
 - 1 an educational system
 - 2 an agricultural surplus
 - 3 a writing system
 - 4 a democratic government
- 3 Which idea was shared by the ancient Maya, Aztec, and Inca civilizations?
 - 1 practicing rituals to please the gods
 - 2 equality among the social classes
 - 3 direct democracy
 - 4 monotheism
- 4 One effect that mountain ranges, rain forests, and river systems have had on Latin America has been to
 - 1 encourage cultural diffusion
 - 2 limit the development of transportation and communication systems
 - 3 permit the nations of the area to use a single form of government
 - 4 allow the development of large amounts of arable land
- 5 In many Latin American nations, the leadership roles assumed by the military and by the Roman Catholic Church evolved from
 - 1 Native American beliefs
 - 2 the development of the triangular trade
 - 3 the effects of matriarchal societies
 - 4 Spanish colonial rule
- 6 Which statement best illustrates the contradictory actions of the Catholic Church in colonial Latin America?
 - 1 The Jesuits destroyed the temples of the Native Americans, but allowed them to continue their religious rituals.
 - 2 The Church expressed concern over the mistreatment of Native Americans, but supported the encomienda system.
 - 3 The Church moved many Native Americans from Spanish territory to Portuguese territory, but encouraged the importation of African slaves.
 - 4 The Pope endorsed the Treaty of Tordesillas, but outlawed further exploration.
- 7 In Japan, the period of the Meiji Restoration was primarily characterized by
 - 1 strict isolation
 - 2 feudal government
 - 3 religious revival
 - 4 reform and modernization
- 8 In the 1930's, the Japanese Government followed a policy of imperialism primarily to
 - 1 acquire new sources of raw materials
 - 2 spread Zen Buddhism throughout Asia
 - 3 sell more consumer goods to European nations
 - 4 spread the ideas of bushido
- 9 What is a result of the trade imbalance in recent decades between Japan and the United States?
 - 1 Japan has limited its manufacturing because of declining markets in the United States.
 - 2 Japan has stopped advertising Japanese-made goods in the United States.
 - 3 The United States has threatened to raise tariffs and establish quotas on products from Japan.
 - 4 The United States has prohibited the importation of products from Japan.

- 10 Which statement about Japanese society today is most accurate?
 - 1 Japan continues a commitment to military rule.
 - 2 Within Japanese society, individual achievement has become more important than group effort.
 - 3 Little racial or ethnic diversity exists within Japanese society.
 - 4 The power of the Emperor is still based on the concept of divine right.

- 11 The main reason the United Nations sent troops to Korea in 1950 was to
 - 1 ensure that food reached areas of the Korean Peninsula affected by famine
 - 2 prevent North Korea from conquering the people of South Korea
 - 3 force the inspection of nuclear weapons plants in North Korea
 - 4 restore peace between warring factions of Buddhism and Shinto

- 12 The main reason the Chinese Communists gained control of mainland China in 1949 was that
 - 1 they were supported by many warlords and upper class Chinese
 - 2 the United States had supported the Chinese Communist Party during World War II
 - 3 the dynamic leadership of Mao Zedong had the support of the peasant class
 - 4 they had superior financial resources and were supported by Japan

- 13 Which statement best describes a result of the student demonstrations in Beijing's Tiananmen Square in 1989?
 - 1 Prodemocracy protestors were successful in achieving their goals.
 - 2 A state-controlled education program was begun.
 - 3 The government further restricted freedom of expression in China.
 - 4 Collectivization programs were started in China.

- 14 During the 1980's and 1990's, the economic policies of China, supported by Deng Xiaoping, have led directly to
 - 1 an expansion of China's colonial empire
 - 2 an increase in trade with the West
 - 3 a return to a strict command economy
 - 4 the success of the commune system

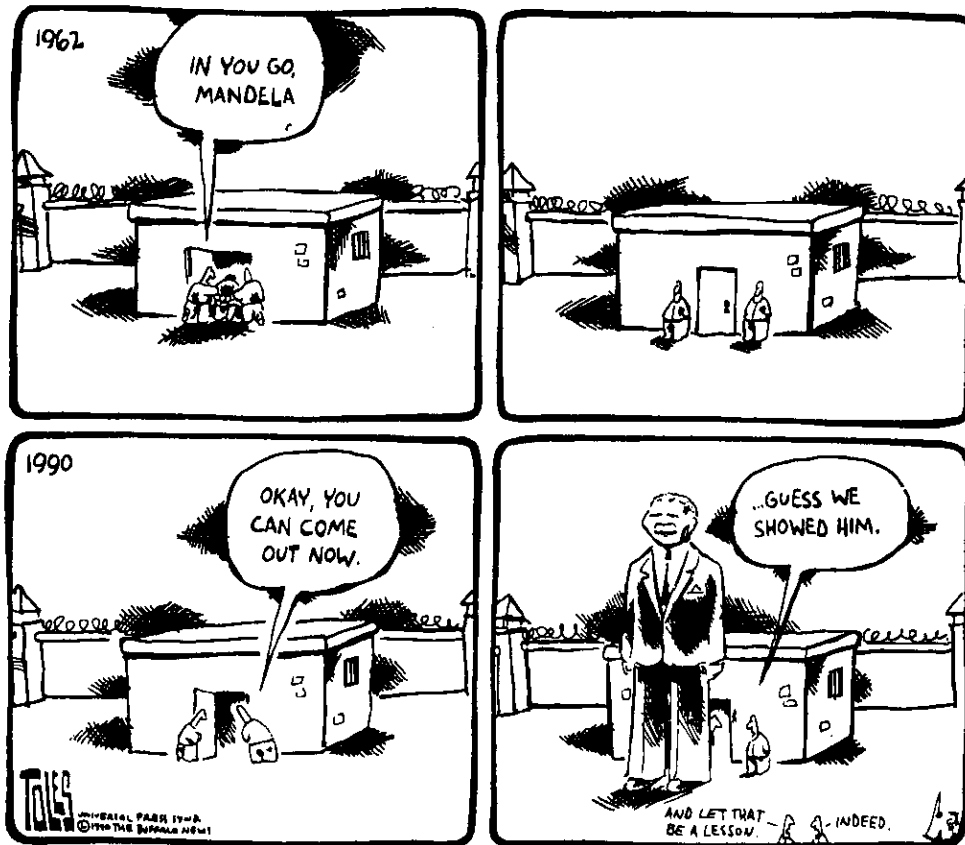
- 15 Since India's independence in 1947, the government has had the greatest success in
 - 1 increasing overall food production
 - 2 reducing the population
 - 3 eliminating religious conflict
 - 4 controlling industrial pollution

- 16 Which statement best reflects a belief of Mohandas Gandhi?
 - 1 Muslims and Hindus must be separated if true peace is to come to India.
 - 2 India must adopt the British factory system.
 - 3 The caste system must remain an important cornerstone of Hindu society.
 - 4 India must achieve independence, but not at the expense of further dividing the Indian people.

- 17 In addition to providing water for Indian agriculture, the Ganges River remains important to India because it is
 - 1 the only source of Indian hydroelectric power
 - 2 a sacred river for the Hindu population
 - 3 the birthplace of Hindu civilization
 - 4 an unofficial boundary between the Hindus and Muslims

- 18 Which statement best supports the idea that cultural diffusion has greatly affected Southeast Asia?
 - 1 The population of Southeast Asia is concentrated in rural areas.
 - 2 Monsoon climates affect food production in Indonesia.
 - 3 A reliance on subsistence agriculture remains a problem for many Southeast Asian economies.
 - 4 Buddhism, Hinduism, and Islam are practiced throughout Southeast Asia.

Base your answer to question 19 on the cartoon below and on your knowledge of social studies.



19 Which conclusion is best supported by this cartoon?

- 1 Imprisonment of political dissidents rarely ends opposition to the government.
- 2 The United Nations supports punishment for acts of civil disobedience.
- 3 Better media coverage would prevent the imprisonment of protesters.
- 4 Mistreatment of political prisoners often results in their acceptance of government policies.

20 The West African kingdoms of Ghana, Mali, and Songhai flourished between A.D. 700 and 1600 mainly because they

- 1 controlled the trade routes across the Sahara
- 2 developed self-sufficient economies
- 3 became religious centers considered sacred to Africans
- 4 received support from European colonial governments

21 Which statement best characterizes the period of apartheid in South Africa?

- 1 The majority of the population had the right to vote.
- 2 The Boers attempted to conquer Nigeria.
- 3 Many racist ideas of the ruling minority were adopted into laws.
- 4 French was declared the official language of the nation.

- 22 Which statement is most accurate about many African societies today?
- 1 Modern medicines have been ineffective in decreasing infant mortality throughout Africa.
 - 2 New attitudes and values often clash with traditional tribal practices.
 - 3 Agriculture is no longer the most important economic activity in Africa.
 - 4 European influence no longer exists in the former colonial territories.
- 23 Which factor helps explain the scientific and literary achievements of the Muslims during their Golden Age (A.D. 800–1300)?
- 1 expansion of trans-Atlantic trade
 - 2 innovations introduced by the Europeans during the Renaissance
 - 3 cultural diversity accepted by many Islamic governments
 - 4 legal equality of all people in the Islamic empire
- 24 In Iran, the Revolution of 1979 and the rise of Islamic fundamentalism have resulted in
- 1 an increase in women's rights
 - 2 the westernization and modernization of the nation
 - 3 a return to many traditional customs
 - 4 the introduction of a democratic form of government
- 25 The conflict between Israel and the Arab nations since 1948 was often considered part of the Cold War primarily because
- 1 the policy of détente evolved from this conflict
 - 2 communist governments were established in many Arab nations
 - 3 the leadership of Joseph Stalin strongly influenced the policies of Saddam Hussein
 - 4 the United States supported Israel and the Soviet Union supported several Arab nations
- 26 The Mongols played a significant role in Russian history by
- 1 supporting Czar Nicholas II during the Russian Revolution
 - 2 supporting the rule of Ivan the Terrible
 - 3 ending the reign of Catherine the Great
 - 4 isolating Russia from western Europe during the early Renaissance
- 27 Which slogan expressed the ideals of the Bolshevik Revolution of 1917?
- 1 Liberty, Equality, and Fraternity
 - 2 Bread, Land, and Peace
 - 3 Land and Liberty
 - 4 Nationalism, Democracy, and the People's Livelihood
- 28 One reason the Soviet Union formed the Warsaw Pact was to
- 1 ease the transition to democracy
 - 2 help institute capitalism in Eastern Europe
 - 3 limit the threat of invasion from Western Europe
 - 4 challenge the economic successes of the Common Market
- 29 The initial reaction of the Russian Government to the fighting that broke out in Chechnya in the 1990's demonstrated that Russia
- 1 is unwilling to grant independence to dissenting ethnic groups
 - 2 has little control over its arsenal of nuclear weapons
 - 3 will defend its remaining republics against foreign invasion
 - 4 favors reestablishing communism
- 30 Which economic system existed in Europe during the early Middle Ages?
- 1 free market
 - 2 socialism
 - 3 manorialism
 - 4 command
- 31 One factor that enabled the Renaissance to flourish in Northern Italy was that the region had
- 1 a wealthy class that invested in the arts
 - 2 a socialist form of government
 - 3 limited contact with the Byzantine Empire
 - 4 a shrinking middle class
- 32 John Locke and Jean Jacques Rousseau would be most likely to support
- 1 a return to feudalism in Europe
 - 2 a government ruled by a divine right monarchy
 - 3 a society ruled by the Catholic Church
 - 4 the right of citizens to decide the best form of government

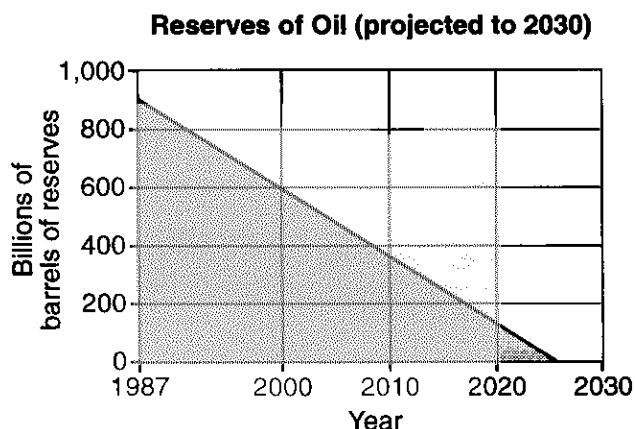
- 33 During the 18th and 19th centuries, Europeans improved roads and bridges and built railroads in their colonies primarily to
- 1 provide jobs for the colonists
 - 2 obtain raw materials needed for industrialization
 - 3 impress the colonists with their technological knowledge
 - 4 help missionaries spread Christianity
- 34 A major cause of World War I was
- 1 a decline in the policy of imperialism
 - 2 the existence of opposing alliances
 - 3 an increase in acts of aggression by England
 - 4 the spread of communism throughout Europe
- 35 What was one reason the Nazi programs and policies of the early 1930's appealed to many people in Germany?
- 1 The people were frustrated with their current economic and political situation.
 - 2 Germany had been denied membership in the United Nations.
 - 3 A coup d'etat had forced communism on the German people.
 - 4 The German people feared that the French or the British would soon gain control of the Polish corridor.
- 36 In recent years, a major success of the European Union (EU) has been the
- 1 creation of a single military force
 - 2 rejection of national sovereignty
 - 3 adoption of a single language
 - 4 elimination of trade barriers
- 37 Which statement describes a characteristic of the British parliamentary system today?
- 1 The Prime Minister is elected by the majority party in Parliament.
 - 2 The monarch serves as a strong head of state.
 - 3 The members of the House of Commons are appointed for life.
 - 4 The minority party has no vote in the Parliament.
- 38 An effect of a mountainous topography on Inca and Chinese civilizations was the development of
- 1 industrialization
 - 2 single-crop economy
 - 3 desalinization projects
 - 4 terrace farming
- 39 The Japanese feudal system and the Hindu caste system are similar in that both systems
- 1 promoted social mobility
 - 2 developed a rigid class structure
 - 3 encouraged the people to take part in government
 - 4 resulted in economic opportunities for the lower classes
- 40 A major factor in the economic recoveries of Japan and West Germany after World War II was their
- 1 desire to avoid an invasion from China
 - 2 acceptance into the United Nations
 - 3 ability to produce nuclear weapons
 - 4 need to replace destroyed factories
- 41 One way in which Eastern Orthodoxy, Roman Catholicism, and Protestantism are similar is that each
- 1 accepts the supreme authority of the Pope
 - 2 rejects the Old Testament as part of the Bible
 - 3 is a branch of Christianity
 - 4 was once the official religion of the Byzantine Empire
- 42 One similarity in the leadership of Peter the Great of Russia, Kemal Atatürk of Turkey, and Jawaharlal Nehru of India is that each leader
- 1 expanded his territory by invading Greece
 - 2 borrowed ideas and technology from western Europe
 - 3 supported equal rights for women
 - 4 increased the power of religious groups in his nation

- 43 "Compared to other peoples of the world we have the greatest [largest] population and our civilization is four thousand years old, . . . Today we are the poorest and weakest nation in the world and occupy the lowest position in international affairs. Other men are the carving knife and serving dish, we are the fish and the meat. As a consequence . . . we are being transformed everywhere into a colony of the foreign powers."

Which events formed the basis for the ideas expressed in this early 1900's passage?

- 1 Opium War and Boxer Rebellion
 - 2 Mau Mau uprising and adoption of apartheid
 - 3 Sepoy Mutiny and the Salt March
 - 4 Haitian Revolution and Cortés' march on Mexico City
- 44 The Koran, jihad, and the hegira are most closely associated with the practice of
- | | |
|-----------|------------|
| 1 Islam | 3 Shinto |
| 2 Judaism | 4 Buddhism |

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



- 45 Which action will help slow the trend indicated by the graph?
- 1 expanding Green Revolution technology
 - 2 increasing industrialization in developing nations
 - 3 using alternative energy sources
 - 4 lowering worldwide oil prices

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



- 46 Which conclusion about the North Atlantic Treaty Organization (NATO) can be drawn from this 1994 cartoon?
- (1) NATO did not react quickly enough to the crisis in Bosnia.
 - (2) Bosnia and NATO continue to disagree about the causes of the civil war.
 - (3) NATO's actions have allowed communism to take advantage of the destruction of Bosnia.
 - (4) The United States will probably withdraw from NATO as a result of the Bosnian crisis.

- 47 "Cuba today is a land of impossible contradictions, a utopia with beggars, a so-called puppet still dancing after the puppet master's death."

In this 1993 newspaper quotation, which nation is referred to as the "puppet master"?

- | | |
|----------------|-----------------|
| 1 Haiti | 3 Spain |
| 2 Soviet Union | 4 United States |

- 48 "What harms the victim most is not the cruelty of the oppressor, but the silence of the bystander."

— Elie Wiesel

In this quotation, the author is suggesting that

- 1 totalitarian governments generally support civil liberties
- 2 nations of the world must always condemn human rights violations whenever they occur
- 3 ethnic cleansing is not an issue to be addressed by the United Nations
- 4 demonstrations against human rights violations are of limited value

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

1. Individuals have often expressed similar or different points of view on a specific issue.

<i>Pairs of Individuals</i>	<i>Issues</i>
Confucius – Niccolò Machiavelli	Power of the ruler
Napoléon Bonaparte – Catherine the Great	Expansion
John Calvin – Martin Luther	Attitudes toward Catholic Church
Simón Bolívar – Jomo Kenyatta	Independence movements
Mohandas Gandhi – Adolph Hitler	Use of force
Louis XIV – Baron de Montesquieu	Forms of government

Choose *three* pairs of individuals and for *each* pair chosen:

- Explain how the points of view of these two individuals are similar *or* different on the issue that is listed with these individuals
- Explain *one* specific way *each* individual acted on his or her point of view on the issue [5.5.5]

- 2 Throughout history, nations and regions have experienced barriers to development as a result of geographic factors.

Nations/Regions

Greece
India
Japan
Middle East/North Africa
Russia
Southeast Asia
Switzerland

Choose *three* of the nations or regions listed and for *each* one chosen:

- Describe a geographic factor and show how it was a barrier to development [You must use a different factor for each nation or region chosen.]
- Discuss how the people of this nation or region attempted to adapt to the barrier to development [5.5.5]

- 3 Religions greatly affect the way in which people live their lives.

Religions

Buddhism
Christianity
Hinduism
Islam
Judaism

Choose *three* of the religions and for *each* one chosen, explain *two* teachings of the religion that answer the question "How should a person live his or her life?" [You must use different teachings for each religion chosen.] [5.5.5]

- 4 The artistic creations of different cultures reflect the values and goals of the people. These works are created in a variety of artistic mediums.

List A

<i>Cultures</i>
Traditional Chinese
Traditional African
Ancient Egyptian
Ancient Greek
Medieval European
Traditional Japanese
Traditional South Asian

List B

<i>Artistic Medium</i>
Architecture
Dance
Drama
Music
Painting
Pottery
Sculpture

Choose *three* cultures from list A and match each culture with an artistic medium from list B. [You may use an artistic medium more than once.] For *each* culture chosen:

- Describe an example of an artistic creation in the chosen medium
- Explain the beliefs or goals of the culture that are reflected in this artistic creation [5.5.5]

5 Major conflicts in various regions have often developed over a particular factor.

Factors — Regions

Land — Middle East

Natural resources — Latin America

Religion — Western Europe

Political beliefs — East Asia

Imperialism — Africa

Ethnic differences — Eastern Europe

Choose *three* factors and the region with which each is paired. For *each* factor chosen:

- Identify a specific conflict that was a result of that factor and explain the historical circumstances surrounding the conflict [You may *not* use a specific conflict more than once.]
- Discuss either an effect of this conflict on the region *or* the current status of this conflict in the region [5,5,5]

6 Scientific ideas and inventions have led to many changes in the world.

Scientific Ideas and Inventions

Compass/Astrolabe

Heliocentric theory

Printing press

Steam engine

Nuclear energy

Green Revolution

Computers

Choose *three* scientific ideas or inventions and for *each* one chosen:

- Identify a nation or region in which the scientific idea or invention has had an impact [Do *not* use the United States in your answer.]
- Explain how the scientific idea or invention was used in or by that nation or region
- Discuss how the scientific idea or invention has changed life in that specific nation or region [5,5,5]

7 Throughout the world, people have developed a variety of social customs.

Social Customs

Dowry/bride price

Polygamy

Filial piety

Primogeniture

Extended family

Footbinding

Choose *three* social customs and for *each* one chosen:

- Identify a specific nation or region associated with this custom [Do *not* use the United States in your answer. You may *not* use the same nation or region more than once.]
- Show how the custom has traditionally been practiced in that nation or region
- Explain an advantage *or* a disadvantage of this social custom for the society [5,5,5]

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Tuesday, January 27, 1998 — 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, and write your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score
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Rater's Initials:

Total
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PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

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No. Right	Credits
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Part I (55 credits)

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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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Tuesday, January 26, 1999 — 1:15 to 4:15 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

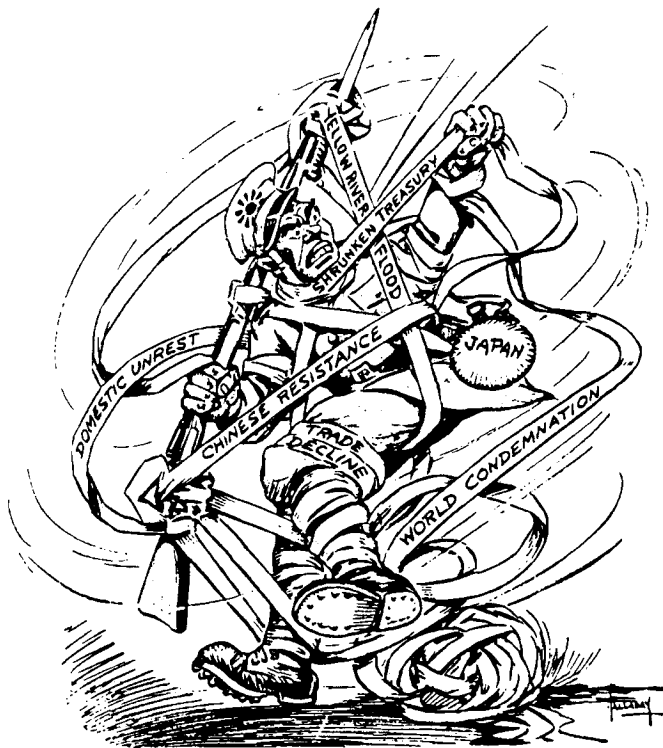
Answer all 48 questions in this part.

Directions (1–48): 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 Most traditional societies maintain social control and group cooperation through the use of
 - 1 subsistence farming
 - 2 regional elections
 - 3 democratic decisionmaking
 - 4 the extended family
- 2 Which statement is most closely associated with the economic policy of mercantilism?
 - 1 Colonies should exist for the benefit of the mother country.
 - 2 Local authority should determine the type of goods to be produced.
 - 3 Governments should not be involved in the economy.
 - 4 Business and industry should be owned by the state.
- 3 India's earliest civilizations were located in
 - 1 mountainous areas
 - 2 river valleys
 - 3 coastal regions
 - 4 dry steppes
- 4 The *Upanishads*, the *Ramayana*, and the *Bhagavad Gita* are considered to be significant pieces of Indian literature because they
 - 1 provide guidelines for Hindu living and behavior
 - 2 identify basic Buddhist principles
 - 3 show the constant class struggle in Indian life
 - 4 reflect the similarities between the Hindu and Muslim religions
- 5 A newspaper published in India recently included these items.
 - an article entitled "Toward Christian Unity in India"
 - a picture of an Indian cricket team
 - a review of an Elton John compact discWhich is the most valid conclusion to be drawn from this information?
 - 1 The Indian Government has abandoned its policy of nonalignment.
 - 2 Cultural diffusion is a factor in Indian life.
 - 3 The British still have control over Indian affairs.
 - 4 The Indian people have abandoned their traditional religions.

- 6 The Meiji Restoration in Japan was characterized by a movement toward
 - 1 feudalism
 - 2 modernization
 - 3 isolationism
 - 4 socialism

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



- 7 In the 1930's, Japan decided that one way to solve its economic problems was by expanding its territory. Based on this cartoon, which statement reflects the result of this decision?
 - 1 Japanese rule benefited many people in Asia.
 - 2 Japan lost control of East Asia.
 - 3 Imperialism can have unintended consequences.
 - 4 Technological progress requires international cooperation.

- 8 “Under the weight of winter snow
The pine tree’s branches bend
But do not break.”

— Emperor Hirohito

In this poem, what message was the Japanese Emperor trying to communicate to his people at the end of 1945?

- 1 As a victorious nation, Japan must treat those it conquered with kindness.
 - 2 As a result of its defeat, Japan must adopt Confucian ideals.
 - 3 Since Japan had been the strongest nation in Asia, the nation would try to defeat its enemies again.
 - 4 Although Japan had been defeated in war, the economy and the nation would recover.
- 9 The ethnocentric attitudes of various Chinese emperors can best be attributed to the
- 1 cultural isolation of China
 - 2 failure of other nations to become interested in China
 - 3 interest of Chinese scholars in other civilizations
 - 4 great cultural diversity within China’s borders
- 10 In China, the terms “commune,” “Great Leap Forward,” and “Cultural Revolution” are associated with the
- 1 economic success of the Manchu dynasty
 - 2 Mandate of Heaven
 - 3 Confucian emphasis on the five human relationships
 - 4 leadership of Mao Zedong

Base your answer to question 11 on the quotation below and on your knowledge of social studies.

“It doesn’t matter if the cat is black or white as long as it catches mice.”

— Deng Xiaoping

- 11 In this quotation, Deng Xiaoping implies that to achieve success, China should
- 1 adhere to strict Marxian socialism
 - 2 continue Mao Zedong’s elimination of Western cultural influences in China
 - 3 establish a policy of mercantilism
 - 4 use whatever means necessary to improve its economy

- 12 In the 17th and 18th centuries, the Dutch interest in the islands of Southeast Asia was mainly based on the

- 1 spice trade
- 2 large numbers of Christian converts
- 3 rich deposits of gold and silver
- 4 development of manufacturing sites

- 13 Although many Southeast Asian nations have become independent, they have not been totally free of Western influence. One indication of this influence is that the governments in these nations have

- 1 joined the European Union
- 2 depended heavily on foreign capital for economic development
- 3 adopted Christianity as the official state religion
- 4 relied mainly on European nations for their food supply

- 14 In the 19th century, opposition to the *encomienda* system in Latin America demonstrated the need for

- 1 landholding reforms
- 2 trade restrictions
- 3 female suffrage
- 4 a minimum-wage law

- 15 In the 19th century, the independence movements in Latin America were greatly influenced by the

- | | |
|-----------------------|---------------------|
| 1 Glorious Revolution | 3 Boer War |
| 2 Hundred Years War | 4 French Revolution |

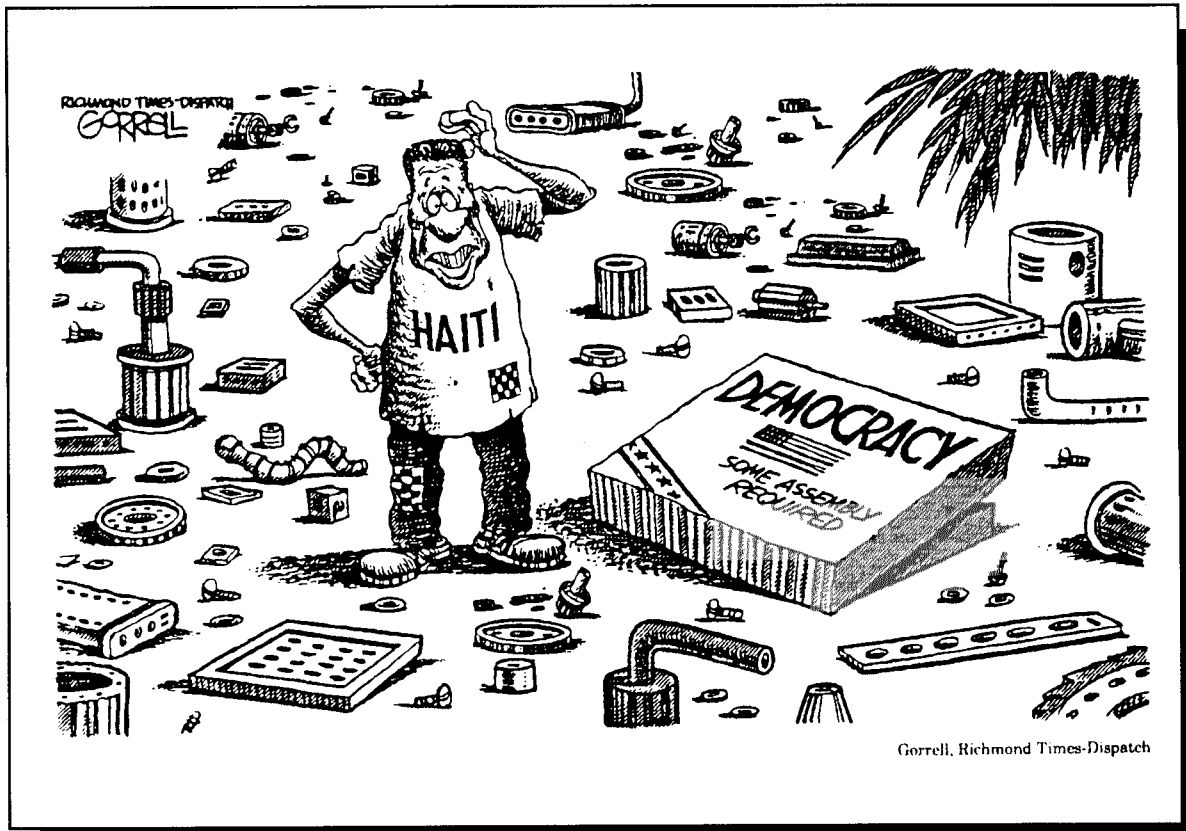
- 16 “North Americans are always among us, even when they ignore us or turn their back on us. Their shadow covers the whole hemisphere. It is the shadow of a giant.”

— Octavio Paz

Which attitude is being summarized by this Latin American writer?

- 1 admiration for United States technology and wealth
- 2 desire for American cultural values and traditions
- 3 resentment of United States economic and political influence
- 4 envy of American democratic institutions

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



17 What is the main idea of this 1994 cartoon?

- 1 Haiti's lack of industrialization has led to economic stagnation.
- 2 Haiti's limited experience with democracy has made it difficult to establish this form of government.
- 3 The desire for democracy has led Haiti to neglect its development of modern technology.
- 4 The presence of American industry has failed to improve Haiti's economy.

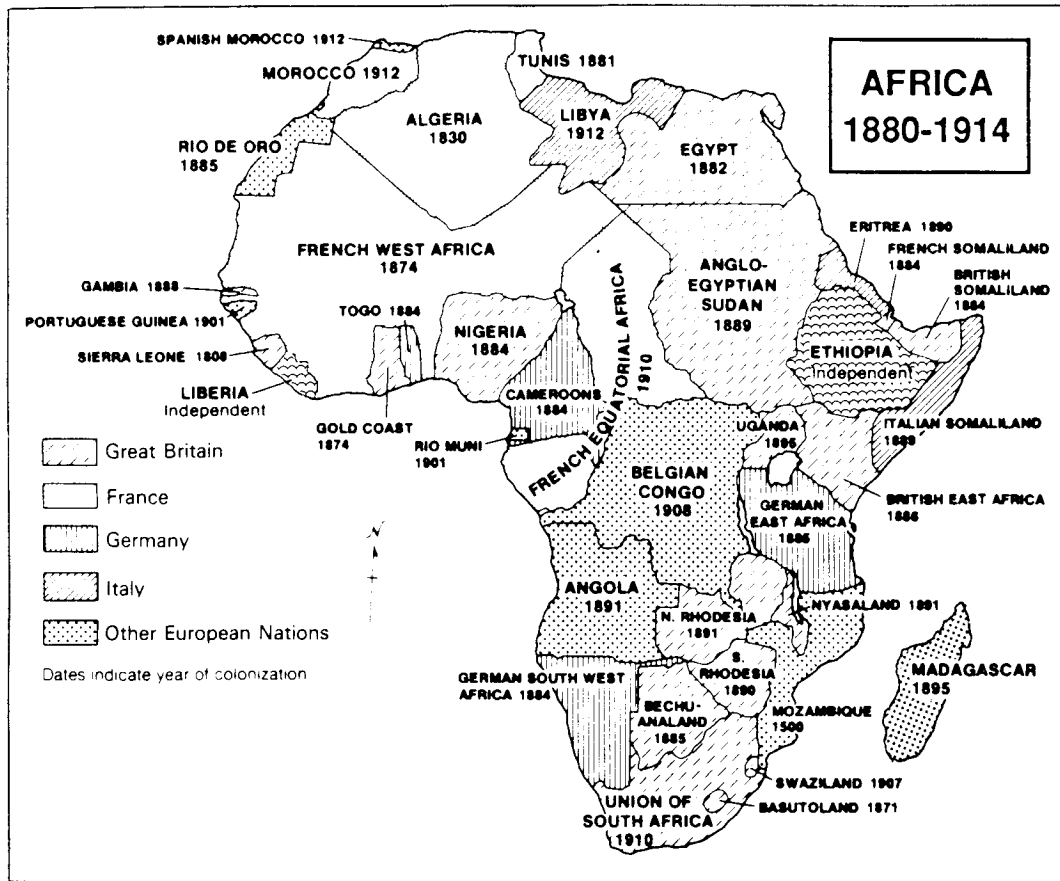
18 Archbishop Desmond Tutu and Nelson Mandela both won Nobel Peace Prizes for their opposition to

- 1 the practice of apartheid in South Africa
- 2 European imperialism in North Africa
- 3 international sanctions against South Africa
- 4 foreign religious influences in Africa

19 Since the African National Congress came to power in South Africa in 1994, its primary aim has been to

- 1 establish one-party rule in South Africa
- 2 unite the people of South Africa in a democratic republic
- 3 restore Dutch influence on South African culture
- 4 create a homeland for white separatists

Base your answer to question 20 on the map below and on your knowledge of social studies.



Source: *World History: Patterns of Civilization*

20 Which conclusion is valid, based on the information shown on this map of Africa in 1914?

- 1 All of North Africa was controlled by France.
- 2 Belgium was the last country to establish colonies in Africa.
- 3 The Union of South Africa was settled by the Spanish in the early 20th century.
- 4 Great Britain and France controlled most of Africa.

21 The Code of Hammurabi of Sumeria, the Twelve Tables of Rome, and the Justinian Code of the Byzantine Empire were similar in that they

- 1 provided a basis for behavior for medieval knights and Japanese samurai
- 2 are legal systems developed to create order for the society
- 3 are documents that maintained the position of the upper classes
- 4 became examples of religious doctrine for other societies

22 When Kemal Atatürk became the political leader of Turkey, his policies differed from those of the Ottoman Empire. One difference between these policies was that

- 1 Western ideas and practices were adopted
- 2 a limited monarchy was established
- 3 Islamic fundamentalism became a major political force
- 4 imperialism was used to gain territory in Europe

- 23 Great Britain's primary motivation for acquiring control of the Suez Canal in the late 19th century was to
- 1 protect British trade interests in Asia
 - 2 introduce democratic principles in this region
 - 3 make up for the loss of the Panama Canal
 - 4 prohibit the movement of ships from Russia

- 24 In Iran under Ayatollah Khomeini and in Afghanistan throughout the 1990's, an effect of the Islamic fundamentalist government has been to
- 1 produce an agrarian-based economy
 - 2 eliminate anti-Israeli terrorist groups
 - 3 create a strong military alliance with the United States
 - 4 limit rights for women

- 25 Which European historical periods are in the proper chronological order?
- 1 Middle Ages → Renaissance → Ancient Greece → Roman Empire
 - 2 Renaissance → Ancient Greece → Roman Empire → Middle Ages
 - 3 Ancient Greece → Roman Empire → Middle Ages → Renaissance
 - 4 Roman Empire → Middle Ages → Renaissance → Ancient Greece

Base your answer to question 26 on the quotations below and on your knowledge of social studies.

"The pope is the only person whose feet are kissed by all princes. His title is unique in the world. He may depose [remove] emperors."
— Pope Gregory VII
(11th century)

"An emperor is subject to no one but to God and justice."
— Frederick Barbarossa, Holy Roman Emperor
(12th century)

- 26 The ideas expressed in these quotations show that during the Middle Ages in Europe
- 1 popes gave little attention to political matters
 - 2 monarchs dominated the Church's leaders
 - 3 popes and monarchs sometimes challenged the other's authority
 - 4 monarchs and popes strengthened the role of the Church

- 27 One similarity between the Renaissance and the Enlightenment is that both historic periods
- 1 produced major cultural changes
 - 2 encouraged traditional values
 - 3 limited technological advancements
 - 4 ignored individual achievements

- 28 A major effect of the Reformation in Europe was the
- 1 decline of religious unity
 - 2 increased use of the divine right theory
 - 3 emergence of mercantilism
 - 4 increase in military dictatorships

- 29 "I offer neither pay, nor quarters, nor provisions; I offer hunger, thirst, forced marches, battles, and death. Let him who loves his country in his heart, and not with his lips only, follow me."
— Giuseppe Garibaldi

Which concept is expressed by Garibaldi in this statement?

- | | |
|---------------|------------|
| 1 scarcity | 3 humanism |
| 2 nationalism | 4 empathy |

Base your answers to questions 30 and 31 on the quotation below and on your knowledge of social studies.

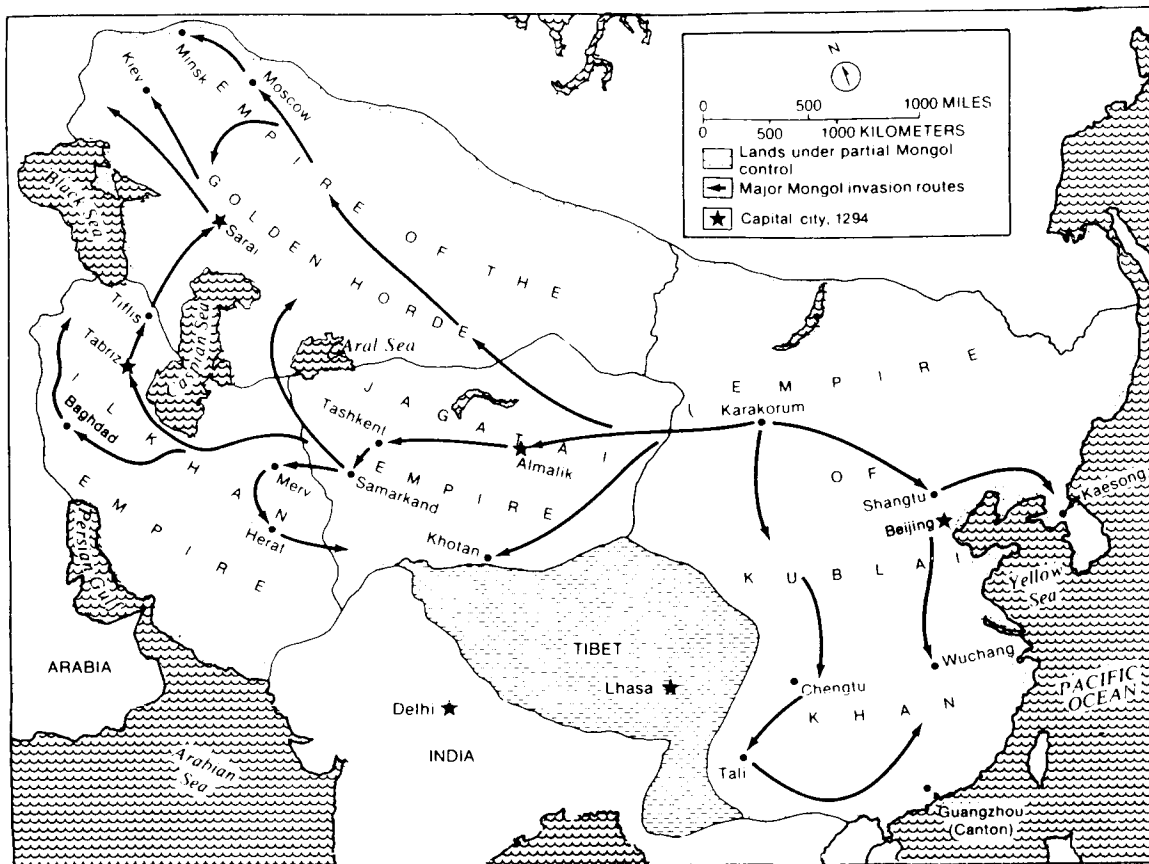
"No observer of Manchester [England] in the 1830's and 1840's dwelt on its happy, well-fed people. 'Wretched, defrauded, oppressed, crushed human nature lying in bleeding fragments all over the face of society,' wrote an American in 1845. . . . Can we be surprised that the first generation of the labouring poor in . . . Britain looked at the results of capitalism and found them wanting?"

— E.J. Hobsbawm

- 30 This quotation describes some negative effects of the
- | | |
|-----------------------|-------------------------|
| 1 Black Plague | 3 Napoleonic Wars |
| 2 Glorious Revolution | 4 Industrial Revolution |
- 31 The conditions in England described in this quotation encouraged the growth of
- | | |
|----------------|-------------|
| 1 socialism | 3 feudalism |
| 2 Christianity | 4 Zionism |

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

Mongol Empires, 1200–1350



32 Which statement about the Mongol Empire is supported by information provided by the map?

- 1 Moscow became a capital city in 1294.
- 2 The Mongol Empire extended from the Pacific Ocean to the Atlantic Ocean.
- 3 Much of present-day Ukraine and Russia was under the rule of the Mongols.
- 4 The Mongol invasion routes passed through the city of Delhi.

33 A study of the Byzantine civilization would show that this civilization

- 1 collapsed as a result of the Germanic invasions of the early Middle Ages
- 2 preserved Greek and Roman learning and passed it on to western and eastern Europe
- 3 based its economy on subsistence farming and slash-and-burn agriculture
- 4 reduced the influence of the Eastern Orthodox Church

34 Which practice was similar under the rule of the Bolsheviks in Russia and of the Nazi Party in Germany?

- 1 establishing communism in their respective nations
- 2 permitting a series of multiparty elections
- 3 increasing the power of the middle class
- 4 limiting government opposition through intimidation and fear

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



35 Which event in the early 1990's resulted in the formation of the six new nations shown on the map?

- 1 unification of Eastern European ethnic groups
- 2 dismantling of the Berlin Wall
- 3 collapse of the Soviet Union
- 4 resolution of long-standing border disputes

36 Under both the czarist regime of Russia and the Communist government of the Soviet Union, artistic expression was censored primarily because

- 1 the arts were considered unimportant
- 2 no markets existed for artistic or literary works
- 3 criticism of the government was sometimes reflected in the arts
- 4 support of the arts was considered a waste of money

37 The strong showing by the Communist Party in the Russian Presidential election of 1996 suggests that large numbers of Russian people

- 1 favored a return to Stalin's policy of imprisoning dissidents
- 2 feared continuing economic instability and high inflation
- 3 wanted the Russian Orthodox Church to play a larger role in government
- 4 supported a return to isolationist policies

38 One similarity between the feudal manors of Europe and the traditional villages of India is that

- 1 peasants were seldom able to change their social status
- 2 women dominated the political decisions of the local councils
- 3 children could choose from a number of different occupations
- 4 monarchs exerted absolute power over local governments

39 • Aztec civilization
• Roman Empire
• Reign of the czars in Russia

During each of these historical periods, one similar development was the

- 1 expansion of civil rights for the individual
- 2 disruption of trade and commerce in that society
- 3 centralization of legal and economic authority
- 4 introduction of representative government

- 40 One way in which the European Crusades, the Age of Exploration, and the Islamic Revolution in Iran were similar is that during each period
- 1 religion played an important role in political events
 - 2 imperialism led to an increase in traditional values
 - 3 self-determination encouraged policies of home rule
 - 4 weak central governments led to a return to feudalism
- 41 The creation of the United Nations, the expansion of the European Economic Community (European Union), and the signing of the North American Free Trade Agreement (NAFTA) resulted in an increase in
- 1 political revolutions
 - 2 nonalignment policies
 - 3 military alliances
 - 4 international cooperation

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

Nation	GDP (Per Capita)	Secondary School Enrollment (Women)	Fertility Rate
Germany	\$16,200	93%	1.5
Greece	5,340	93	1.7
Peru	1,090	61	3.6
Morocco	900	30	4.2
Zimbabwe	640	42	5.3
Pakistan	370	11	5.9

- 42 Which generalization about the impact of the gross domestic product (GDP) on a nation can be drawn from this chart?
- 1 The GDP has no relationship to the status of women.
 - 2 Women in nations with a low GDP tend to have fewer children.
 - 3 The percentage of women enrolled in secondary schools is higher in nations with a high GDP.
 - 4 Nations with a high GDP usually try to increase their population.

- 43 Which action would best help developing nations improve their standard of living?
- 1 borrowing from the World Bank to purchase food for their citizens
 - 2 relying on a few cash crops for export sale in the world market
 - 3 encouraging an increase in the trade deficit
 - 4 investing in the development of human resources
- 44 The violence and destruction that occurred during World War II led to the
- 1 expansion of colonial empires in Africa
 - 2 formation of the United Nations
 - 3 signing of the Versailles Treaty
 - 4 unification of Germany

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



- 45 Which statement best reflects the viewpoint of the cartoonist?
- 1 Organizations such as the League of Nations and the United Nations will continue to maintain world peace.
 - 2 Violence and bloodshed will continue to plague the world, despite efforts to end war.
 - 3 The economy of the world will improve if wars are ended.
 - 4 War will be eliminated by the 21st century since the world has learned from past conflicts.

- 46 • Boxer Rebellion
• Solidarity Movement
• Intifada
• Shining Path Movement

One action that is common to the groups involved in these events is that each group

- 1 strengthened its ties with former imperialistic powers
- 2 established international terrorist organizations
- 3 used political demonstrations or revolts to bring about change
- 4 created religious unity in the group's nation

- 47 In the late 1990's, international demands to conduct trials for war crimes similar to those conducted at Nuremberg after World War II are responses to war crimes taking place in

- | | |
|----------------------|----------|
| 1 Bosnia | 3 Poland |
| 2 the Czech Republic | 4 Russia |

- 48 Which nongovernmental organization has been most involved in the effort to achieve freedom for political prisoners throughout the world?

- 1 Amnesty International
- 2 Doctors Without Borders
- 3 Greenpeace
- 4 Red Cross

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

- 1 Geographic factors often have an important influence on the history, economy, and culture of regions and nations.

Geographic Factors

Amazon rain forest
Irregular coastlines
Island locations
Khyber Pass
Monsoons
Nile River valley
Sahara Desert

Select *three* geographic factors from the list and for *each* one selected:

- Identify *one* specific region or nation affected by the factor
- Discuss *two* effects of the factor on the history, economy, and/or culture of the specific region or nation [5,5,5]

- 2 Throughout history, men and women have attempted to change their societies through reform or revolution.

Reformers/Revolutionaries

Catherine the Great
Simón Bolívar
Sun Yat-sen
Mohandas Gandhi
Jomo Kenyatta
Anwar Sadat
Rigoberta Menchú

Select *three* of the reformers or revolutionaries from the list and for *each* one selected:

- Discuss the historical circumstances that led to the need to reform the nation or society
- Identify *one* specific action taken by the individual to bring about this reform
- Evaluate how successful the individual's action was in carrying out this reform [5.5.5]

- 3 Religions have influenced the development of various societies.

Religions

Animism
Buddhism
Christianity
Taoism (Daoism)
Hinduism
Islam
Judaism

Select *three* religions from the list and for *each* one selected:

- Identify *one* area of the world where that religion has had an influence on a particular society [Do *not* use the United States in your answer.]
- Discuss *one* major idea of the religion
- Explain *one* way that major idea influenced the society [5.5.5]

- 4 Historical concepts are often identified by descriptive titles. Several concepts with this type of title are listed below.

Concepts

Divine right of monarchs
Jihad
Liberation theology
Perestroika
Spheres of influence
The Four Modernizations
White Man's Burden

Select *three* historical concepts from the list and for *each* one selected:

- Identify a nation or region affected by this concept
- Explain the major idea expressed by the concept
- Discuss *one* social, economic, or political effect of the concept on the identified nation or region [5.5.5]

- 5 Throughout history, a number of regions have experienced internal troubles, revolts, or wars.

Regions

Central Africa
Central America
Eastern Europe
Korean Peninsula
Middle East
Northern Ireland

Select *three* regions from the list and for *each* one selected:

- Discuss the historical background of the problem in that area [In your discussion, identify at least *two* of the major groups involved in the problem.]
- Discuss the extent to which the problem has been resolved [5,5,5]

- 6 The ideas contained in written works have often influenced societies.

Written Works

The Analects
Magna Carta
Mein Kampf
Ninety-five theses
Communist Manifesto
Two Treatises on Government
Vedas

Select *three* works from the list and for *each* one selected:

- Describe a major idea discussed in the work
- Identify a specific society or nation affected by the work [Do *not* use the United States in your answer.]
- Explain *one* way the society or nation changed as a result of this written work [5,5,5]

- 7 Throughout history, inventions and technological changes have had both positive and negative impacts on nations and regions.

Inventions/Technological Changes

Factory system
Steam engine
Computers
Hydroelectric power
Medical advances
New types of fertilizers
Nuclear power

- a* Select *three* inventions or technological changes from the list and for *each* one selected, discuss a positive *and* a negative impact of the invention or technological change on a specific nation or region. [Do *not* use the United States in your answer.] [4,4,4]
- b* For *one* of the inventions or technological changes you selected in part *a*, discuss whether the invention or technological change has had a greater positive *or* a greater negative impact on the nation or region. [3]
-

GLOBAL STUDIES

Tuesday, January 26, 1999 — 1:15 to 4:15 p.m., only

ANSWER SHEET☐ MaleStudent Sex: ☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, and write
your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Rater's Initials:

Total

PART I CREDITS*Directions to Teacher:*

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	53
45	53
44	52
43	51
42	50
41	49
40	48
39	48
38	47
37	46
36	45
35	44
34	43
33	43
32	42
31	41
30	40
29	39
28	38
27	38
26	37
25	36
24	35

No. Right	Credits
23	34
22	34
21	33
20	32
19	31
18	30
17	29
16	29
15	28
14	27
13	26
12	25
11	23
10	21
9	19
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5	10
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3	6
2	4
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22..... 46.....
23..... 47.....
24..... 48.....

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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Wednesday, June 17, 1998 — 1:15 to 4:15 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 result of the Neolithic Revolution was
- 1 an increase in the number of nomadic tribes
 - 2 a reliance on hunting and gathering for food
 - 3 the establishment of villages and the rise of governments
 - 4 a decrease in trade between cultural groups
- 2 One reason the cultures of North Africa developed differently from the cultures of the rest of Africa was that these areas of Africa were separated by the
- 1 Congo River Basin
 - 2 Great Rift Valley
 - 3 Sahara Desert
 - 4 Arabian Sea

Base your answers to questions 3 and 4 on the poem below and on your knowledge of social studies.

... , you, African, suffered like a beast
Your ashes strewn to the wind that roams the desert,
Your tyrants built the lustrous, magic temples
To preserve your soul, preserve your suffering.
Barbaric right of fist and the white right to whip,
You had the right to die, you could also weep.
— Patrice Lumumba, "Dawn in the Heart of Africa"

- 3 This African poem is discussing the evils of
- 1 imperialism
 - 2 communism
 - 3 nationalism
 - 4 regionalism
- 4 The tyrants referred to in the poem were
- 1 communist revolutionaries who took over the newly independent African governments
 - 2 the European governments that had divided the continent of Africa into colonies
 - 3 tribal chieftains who fought each other to control African lands
 - 4 merchants who sought to expand the drug trade in colonial Africa

- 5 Mansa Musa's journey to Mecca in the 1300's is evidence that
- 1 the Crusades had a great influence on western Africa
 - 2 most African leaders were educated in the Middle East
 - 3 European culture was superior to the cultures of western Africa
 - 4 Islam had a major influence on the Mali Empire
- 6 • Rebellion in the Congo during the 1960's
• Civil war in Nigeria from 1967 to 1970
• Fighting in the Sudan in the 1980's
• Massacres in Rwanda in the 1990's
- Which factor was the main reason for these conflicts?
- 1 poor food distribution systems
 - 2 communist interference
 - 3 demands for land reform
 - 4 ethnic rivalries
- 7 In which way has the end of apartheid had a positive economic effect on South Africa?
- 1 Black South African managers have increased industrial productivity throughout the nation.
 - 2 The introduction of communism has led to a more equal distribution of income.
 - 3 Many foreign companies have resumed trading and investing in South Africa.
 - 4 All profits of South Africa's industries are now reinvested out of the country.
- 8 In China, the development of ethnocentrism was most influenced by
- 1 its historic reliance on foreign nations
 - 2 a long history of democratic government
 - 3 a strong belief in Christianity
 - 4 its geographic isolation

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



9 What is the main idea of the cartoon?

- 1 Labor camps remain China's primary method of punishing political prisoners.
- 2 The Chinese consider the United States an imperialistic power.
- 3 Economic development in modern China has sometimes been achieved by ignoring human rights issues.
- 4 The Chinese believe that human rights abuses are also an issue in the United States.

10 The Confucian view of government and the Chinese Communist view of government were similar in that both stressed

- 1 loyalty to the government
- 2 the need for filial piety
- 3 a civil service system
- 4 equality of men and women

11 The results of the Opium War (1839–1842) indicate that China was

- 1 still a major military power
- 2 not strong enough to resist Western demands
- 3 rapidly building a modern industrial economy
- 4 accepting Western nations as equal trading partners

12 The Tiananmen Square massacre in China was a reaction to

- 1 Deng Xiaoping's plan to revive the Cultural Revolution
- 2 student demands for greater individual rights and freedom of expression
- 3 China's decision to seek Western investors
- 4 Great Britain's decision to return Hong Kong to China

13 Taoism and Shintoism are similar in that both religions stress

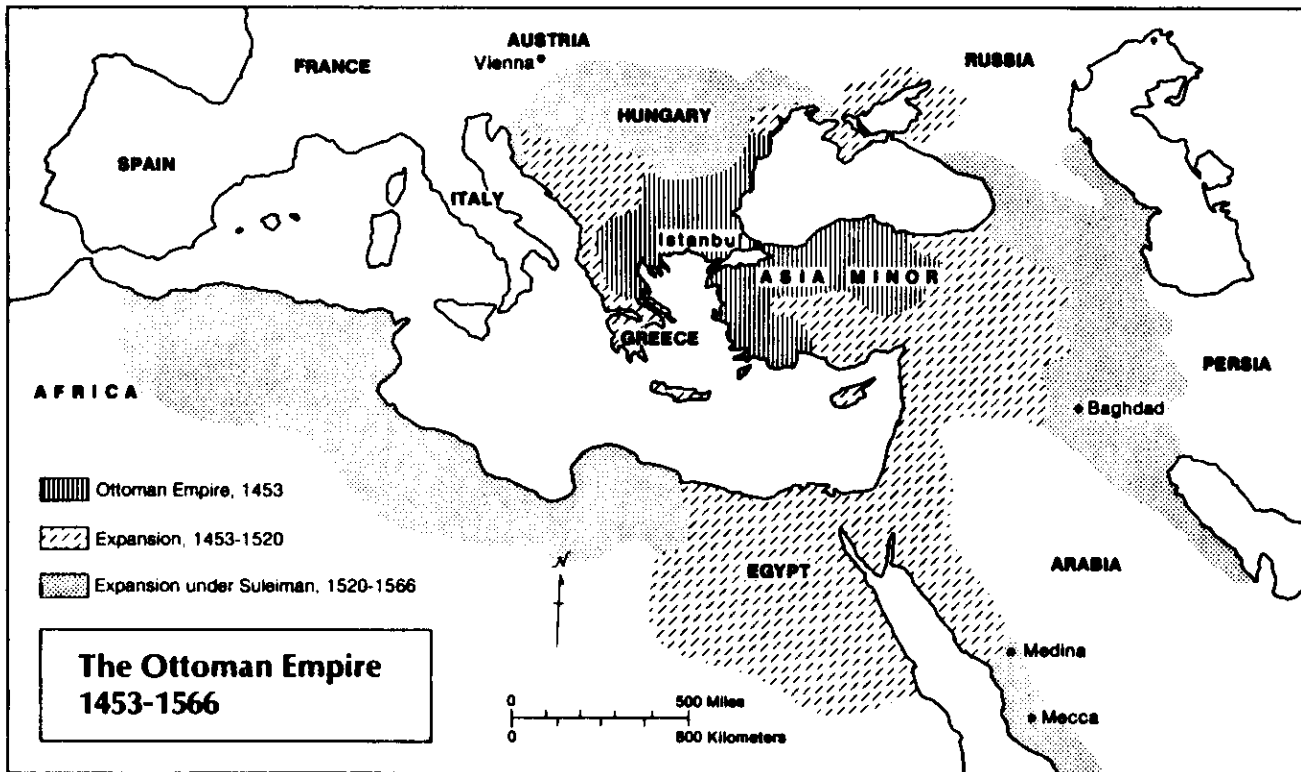
- 1 adhering to the five Confucian relationships
- 2 following the Eightfold Path
- 3 developing harmony between humans and nature
- 4 believing in one God

- 14 In Japan between 1603 and 1868, the most notable action taken by the Tokugawa Shogunate was the
- 1 military conquest of China
 - 2 development of extensive trade with the Americas
 - 3 formation of cultural links with Europe
 - 4 virtual isolation of the country from the outside world
- 15 Between the Meiji Restoration and World War II, Japan tried to solve the problem of its scarcity of natural resources by
- 1 exporting agricultural products in exchange for new technology
 - 2 establishing a policy of imperialism
 - 3 building nuclear power plants
 - 4 cooperating with the Soviet Union to gain needed resources
- 16 In the past decade, Japanese automobile manufacturers have sought to improve Japanese-American trade relations by
- 1 drastically lowering the price of Japanese automobiles for American consumers
 - 2 allowing an unlimited number of American automobiles to be sold in Japan
 - 3 importing most spare parts from Mexico
 - 4 building an increasing number of Japanese automobiles in the United States
- 17 Which of these nations is located closest to the Philippines, Malaysia, and Indonesia?
- 1 Korea
 - 2 Vietnam
 - 3 Somalia
 - 4 Pakistan
- 18 In India, which aspect of society has been most heavily influenced by religious beliefs, tradition, and the division of labor?
- 1 caste system
 - 2 policy of neutrality
 - 3 urbanization
 - 4 parliamentary government
- 19 The "homespun movement" and the Salt March promoted by Mohandas Gandhi in India are examples of his policy of
- 1 industrialization
 - 2 isolationism
 - 3 nonalignment
 - 4 nonviolent protest
- 20 Which statement best explains why India was partitioned in 1947?
- 1 The British feared a united India.
 - 2 One region wanted to remain under British control.
 - 3 Religious differences led to political division.
 - 4 Communist supporters wanted a separate state.
- 21 From the perspective of the North Vietnamese, the war in Vietnam in the 1960's was a battle between
- 1 fascism and liberalism
 - 2 nationalism and imperialism
 - 3 republicanism and totalitarianism
 - 4 theocracy and monarchy
- 22 One similarity between the Five Pillars of Islam and the Ten Commandments is that both
- 1 support a belief in reincarnation
 - 2 promote learning as a means to salvation
 - 3 encourage the use of statues to symbolize God
 - 4 provide a guide to proper ethical and moral behavior
- Base your answer to question 23 on the cartoon below and on your knowledge of social studies.



- 23 This 1994 cartoon suggests that peace in the Middle East will
- 1 never be achieved
 - 2 put a stranglehold on the region's politics
 - 3 occur only with the assistance of the United States
 - 4 be accomplished only through negotiation and compromise

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



24 An observation about the Ottoman Empire in the 15th and 16th centuries is that the Empire

- 1 originated in Hungary
- 2 had a strategic location between Europe and Asia
- 3 was totally landlocked
- 4 had control over most of western Europe

25 One major result of the Crusades was the

- 1 permanent occupation of the Holy Land by the Europeans
- 2 long-term decrease in European trade
- 3 conversion of most Muslims to Christianity
- 4 spread of Middle Eastern culture and technology to Europe

26 One way in which the civilizations of the Sumerians, the Phoenicians, and the Mayas were similar is that each

- 1 developed extensive writing systems
- 2 emphasized equality in education
- 3 established monotheistic religions
- 4 encouraged democratic participation in government

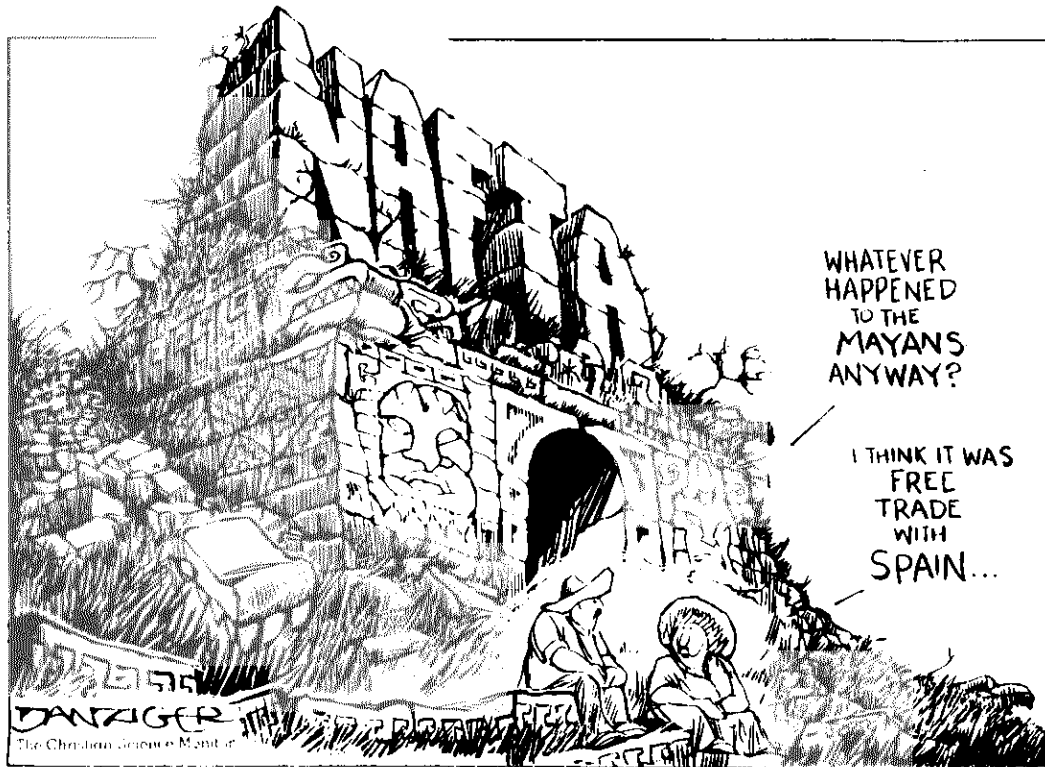
27 One reason the Spanish conquistadores were able to conquer the Aztec and Inca Empires rapidly is that

- 1 these empires had no standing armies
- 2 the Spanish had better weapons than the Aztecs and Incas did
- 3 the Spanish greatly outnumbered the Aztecs and Incas
- 4 the Aztecs and Incas joined together to fight the Spanish

28 Which type of government has resulted from the changing political trends in much of Latin America during the 1990's?

- | | |
|------------------|-------------|
| 1 monarchy | 3 democracy |
| 2 military junta | 4 fascism |

Base your answer to question 29 on the cartoon below and on your knowledge of social studies.



29 What is the main idea of this cartoon?

- 1 Ancient ruins and artifacts are often destroyed by modern technology.
- 2 Trade agreements are sometimes used to reestablish direct colonial rule.
- 3 Trade agreements sometimes have negative consequences.
- 4 The civil rights of native peoples are usually recognized by industrialized nations.

30 A major contribution of the Roman Empire to Western society was the development of

- 1 gunpowder
- 2 the principles of revolutionary socialism
- 3 monotheism
- 4 an effective legal system

31 • Man is born free and everywhere he is in chains.
• Everyone has the natural right to life, liberty, and property.
• Slavery, torture, and religious persecution are wrong.

During which period in European history would the ideas in these statements have been expressed?

- | | |
|----------------------|----------------------|
| 1 Pax Romana | 3 Enlightenment |
| 2 Age of Exploration | 4 Age of Imperialism |

32 The growth of feudalism in Europe during the Middle Ages was primarily caused by the

- 1 rivalry between the colonial empires
- 2 suppression of internationalism
- 3 decline of the Roman Catholic Church
- 4 collapse of a strong central government

33 Which idea about leadership would Niccolò Machiavelli most likely support?

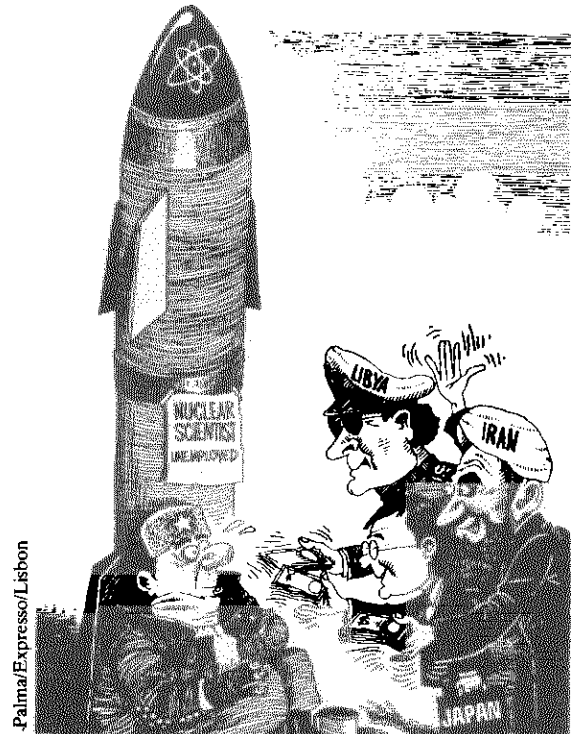
- 1 Leaders should do whatever is necessary to achieve their goals.
- 2 Leaders should fight against discrimination and intolerance.
- 3 Leaders should listen to the desires of the people.
- 4 Elected leaders should be fair and good.

- 34 European society during the Renaissance differed from European society during the Middle Ages in that during the Renaissance
- 1 the Church was no longer influential
 - 2 the emphasis on individual worth increased
 - 3 economic activity declined
 - 4 art no longer contained religious themes
- 35 A major result of the Industrial Revolution was the
- 1 concentration of workers in urban areas
 - 2 increased desire of the wealthy class to share its power
 - 3 formation of powerful craft guilds
 - 4 control of agricultural production by governments
- 36 According to the theories of Karl Marx, history can be viewed as a
- 1 succession of famines that result in the destruction of civilizations
 - 2 repeating cycle of imperialism and colonialism
 - 3 listing of the accomplishments of the ruling classes
 - 4 continuous struggle between economic classes
- 37 • Congress of Vienna redraws map of Europe.
• Triple Entente is formed to combat the Triple Alliance.
• Treaty of Versailles calls for the creation of the League of Nations.
- These events are similar in that each reflects
- 1 the aggressiveness of dictators
 - 2 an effort to establish a balance of power
 - 3 the rivalry between France, Germany, and Greece
 - 4 the concept of mercantilism
- 38 After the breakup of the Austro-Hungarian Empire and the Soviet Union, new nations were formed. Which generalization accurately reflects the effect of the breakup on these new nations?
- 1 New nations are generally too poor and weak to become active members of the United Nations.
 - 2 New nations rarely use their limited resources to wage war.
 - 3 National and ethnic differences often lead to instability and violence in new nations.
 - 4 Self-determination generally leads to democratic forms of government in new nations.

- 39 Which series of events is arranged in the correct chronological order?

- | | |
|---|--|
| 1 | The Treaty of Versailles is signed.
Adolf Hitler becomes Chancellor of Germany.
German troops invade Poland. |
| 2 | German troops invade Poland.
The Treaty of Versailles is signed.
Adolf Hitler becomes Chancellor of Germany. |
| 3 | Adolf Hitler becomes Chancellor of Germany.
The Treaty of Versailles is signed.
German troops invade Poland. |
| 4 | The Treaty of Versailles is signed.
German troops invade Poland.
Adolf Hitler becomes Chancellor of Germany. |

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







- 40 Which conclusion can be drawn from this cartoon?
- 1 Many nations are interested in buying nuclear technology from the former Soviet Union.
 - 2 Developing countries are looking to the former Soviet Union for investment capital.
 - 3 Soviet nuclear scientists are looking for jobs in the Middle East.
 - 4 The nations of the Middle East are spending millions of dollars on nuclear disarmament.

Base your answers to questions 41 and 42 on the map below and on your knowledge of social studies.

Eastern Europe in 1960



41 Which symbol is used on this map to identify nations that were considered satellites of the Soviet Union?

- | | |
|---|---|
| (1)  | (3)  |
| (2)  | (4)  |

42 The reason that Ukraine, Lithuania, and Belarus are not included on this map is that they were

- 1 located outside the geographic area shown
- 2 republics of the Soviet Union and not considered independent nations
- 3 provinces in Poland and Rumania
- 4 members of the North Atlantic Treaty Organization (NATO)

43 When Russia was under Mongol domination, the effect on Russia was to

- 1 end feudalism
- 2 convert the Russian people to Hinduism
- 3 keep Russia isolated from western Europe
- 4 reunite the Eastern Orthodox Church with the Roman Catholic Church

44 Which headline concerning the Soviet Union refers to a Cold War event?

- 1 "Yeltsin Assumes Power"
- 2 "Trotsky Forms Red Army"
- 3 "Germany Invades USSR"
- 4 "Warsaw Pact Formed"

- 45 In the 1980's, the governments of both Brazil and Malaysia supported the cutting of timber in their rain forests as a means of
- 1 achieving economic prosperity
 - 2 increasing the national debt
 - 3 controlling rebellions of indigenous peoples
 - 4 preventing exploitation by imperialist nations

- 46 **"Germany Will Make Reparations For WWI"**
"OPEC Supports Oil Embargo Against Western Nations"
"UN Imposes Sanctions on Iraq"

Which conclusion can be drawn from these headlines?

- 1 Economic measures are often designed to achieve political goals.
- 2 Communism as an economic system has failed.
- 3 Economic policies are often formulated to encourage investment.
- 4 Nationalism plays a small role in economic decisionmaking.

- 47 The code of bushido of the Japanese samurai is most similar to the
- 1 belief in reincarnation and karma of Hindus
 - 2 practice of chivalry by European knights
 - 3 teachings of Judaism
 - 4 theory of natural rights of the Enlightenment writers

- 48 One similarity between the leadership of the Meiji emperors of Japan, Peter the Great of Russia, and Shah Reza Pahlavi of Iran was that they all supported policies that
- 1 increased the power of the aristocracy
 - 2 introduced new religious beliefs
 - 3 kept their nations from industrial expansion
 - 4 westernized their nations

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

- 1 Geographic features have influenced the historical, economic, political, and social development of many nations and regions of the world. Several of these nations and regions and a geographic feature in that area are listed below.

Nations/Regions—Geographic Features

Egypt—Nile River
Japan—Island location
Poland—Northern European Plain
Roman Empire—Mediterranean Sea
Russia—Frozen rivers
South Africa—Gold and diamond mines

Select *three* nations or regions and the geographic feature with which each is paired. For *each* one selected, discuss several specific ways that this feature has influenced the historical, economic, political, or social development of the nation or region. [5,5,5]

- 2 Throughout history, the ideas of leaders have affected historical events within their own nation or region. The ideas of some leaders are reflected in the quotations below.

I cannot and will not recant anything, for to go against conscience is neither right nor safe. . . . Here I stand. I cannot do otherwise.

Martin Luther

The position of the inhabitants of the American hemisphere has been for centuries purely passive. Politically they were nonexistent. We have been molested by a system which has not only deprived us of our rights but has kept us in a state of permanent childhood with regard to public affairs.

Simón Bolívar

Dear comrades, soldiers, sailors and workers, I am happy to greet in you the victorious Russian revolution, to greet you as the advance guard of the international proletarian army. . . .

V. I. Lenin

Extremes must be fought by extremes. Against the infection of [Marxism], against the Jewish pestilence, we must hold aloft a flaming ideal. And if others speak of the World and Humanity, we must say the Fatherland—and only the Fatherland!

Adolf Hitler

[British rule] has impoverished the dumb millions by a system of progressive exploitation. . . . It has reduced us politically to serfdom. It has sapped the foundations of our culture . . . and degraded us spiritually.

Mohandas Gandhi

A revolution is not a dinner party, or writing an essay, or painting a picture or doing embroidery; it cannot be so refined, so leisurely and gentle, so . . . kind, courteous, restrained, and generous. A revolution is an insurrection, an act of violence by which one class overthrows another.

Mao Zedong

. . . did the former regime not use the radio and television to render religious beliefs valueless and ignore national traditions and customs? In any case, . . . courage, patience, virtue, . . . avoiding dependence on the powers, and . . . sensing responsibility toward the masses, have revived the [leaders] and rendered them steadfast and popular.

Ayatollah Khomeini

Select *three* of the quotations above and for *each* one selected:

- Explain the main idea of the quotation
- Describe the historical circumstances related to the quotation
- Explain the role or the action of the leader in the historical event [5.5.5]

GO RIGHT ON TO THE NEXT PAGE. ➞

3 Turning points are events or key developments that change a nation's history.

Nations

Cuba
Egypt
France
Ireland
Kenya
Korea
Turkey

Select *three* nations from the list and for *each* one selected:

- Identify and describe a turning point in that nation's history
 - Explain why that event or development was a turning point in that nation's history
- [5,5,5]

4 Religion often has significant effects on different aspects of culture.

Aspects of Culture

Architecture
Dietary laws
Dress
Justice
Painting and sculpture
Social relationships

Select *three* of these aspects of culture and for *each* one selected:

- Identify a specific religion that has influenced that aspect of culture [You must use a different religion for each aspect of culture selected.]
 - Discuss how the religion's teachings or beliefs have influenced that aspect of culture
- [5,5,5]

5 Throughout history, technological developments have had a major impact on the global community and on specific nations. Several technological developments are listed below.

Technological Developments

Atomic energy
Chemical fertilizer
Computer
Genetic engineering
Gunpowder
Printing press
Steam engine

Select *three* of the technological developments and for *each* one selected:

- Discuss one specific positive *or* one specific negative impact of the technological development on the global community or on a specific nation [Do *not* use the United States in your answer.]
- Discuss why the technological development had a positive *or* a negative impact [5,5,5]

- 6 Swedish inventor Alfred Nobel established a peace prize to be awarded annually “. . . to the person [or group] who shall have done the most or the best work for fraternity [brotherhood] between nations . . . and promotion of peace. . . .” In some years, the award has been shared by several individuals or groups who have worked toward a common goal.

Nobel Peace Prize Winners

Amnesty International (1977)
Mother Teresa (1979)
Lech Walesa (1983)
Elie Wiesel (1986)
Mikhail Gorbachev (1990)
Rigoberta Menchú (1992)
Nelson Mandela and F. W. de Klerk (1993)
Yasir Arafat, Yitzhak Rabin, and Shimon Peres (1994)

Select *three* winners (or group of winners) from the list and for *each* one selected:

- Identify and describe the issue for which the Nobel Peace Prize was given that year
- Discuss the specific contributions or actions of the winners in dealing with this issue [5,5,5]

- 7 Every society must answer basic economic questions in order to survive.

Nations

France (1200–1500)
Belgian Congo (1890–1960)
Soviet Union (1917–1985)
Israel (1949–present)
Japan (1950–present)
Brazil (1950–present)

Select *three* nations from the list and for *each* one selected:

- Explain how these basic economic questions have been answered during the time period given:
 - What shall be produced?
 - How shall goods be produced?
 - Who will use the goods produced?
 - Discuss the nation’s economic system in that time period [In your discussion, identify who controls the resources and who makes the major economic decisions.] [5,5,5]
-

GLOBAL STUDIES

Wednesday, June 17, 1998 — 1:15 to 4:15 p.m., only

ANSWER SHEET☐ MaleStudent Sex: ☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, and write
your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score

(Use table below)

Part II Score

Rater's Initials:

Total **PART I CREDITS***Directions to Teacher:*

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	53
45	53
44	52
43	51
42	50
41	50
40	49
39	48
38	47
37	47
36	46
35	45
34	44
33	44
32	43
31	42
30	41
29	41
28	40
27	39
26	38
25	38
24	37

No. Right	Credits
23	36
22	35
21	34
20	34
19	33
18	32
17	31
16	31
15	30
14	29
13	28
12	28
11	26
10	23
9	21
8	19
7	16
6	14
5	12
4	9
3	7
2	5
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1.....	25.....
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22.....	46.....
23.....	47.....
24.....	48.....

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 _____

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Friday, June 18, 1999 — 9:15 a.m. to 12:15 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 Today, human rights violations most often occur in nations in which
 - 1 freedom of the press exists
 - 2 government is limited by law
 - 3 leaders have absolute control
 - 4 government has a multiparty system
- 2 Which document is an example of a primary source?
 - 1 a textbook on Russian history
 - 2 an encyclopedia article on religions of the Middle East
 - 3 a novel on the Age of Exploration
 - 4 the diary of a survivor of a Nazi death camp
- 3 In a traditional society, the influence of an extended family *decreases* when that society is
 - 1 being governed by a council of elders
 - 2 experiencing rapid urbanization and industrialization
 - 3 faced with a decreasing population
 - 4 raising only enough crops to feed its people
- 4 Since Nigeria's independence in 1960, its government has frequently shifted between democracy and military dictatorship. This situation suggests that
 - 1 some Nigerians support British colonialism
 - 2 international problems are more easily solved by military governments
 - 3 democracy is often difficult to establish in nations where little democratic tradition exists
 - 4 economic prosperity is frequently achieved by military governments
- 5 The desire for self-determination in African nations became a powerful force for change immediately after
 - 1 World War II
 - 2 the Boer War
 - 3 revolutions in Russia and France
 - 4 the end of the Cold War
- 6 Since the end of apartheid in South Africa, what has been one of the major challenges to the current government?
 - 1 establishing diplomatic relations with Europe
 - 2 resolving regional and ethnic rivalries
 - 3 guaranteeing religious freedom for all groups
 - 4 improving transportation throughout the country
- 7 **"Rhodesia Becomes Zimbabwe"**
"Gold Coast Becomes Ghana"

These headlines suggest that African governments sometimes rename their nations to

 - 1 avoid military overthrow
 - 2 reflect traditional cultures
 - 3 reinforce colonial influences
 - 4 increase foreign investments
- 8 In India today, a major reason the caste system remains strongest in rural areas is that
 - 1 economic change occurs rapidly in villages
 - 2 village laws have resulted in immediate social change
 - 3 tradition remains a strong influence in small villages
 - 4 Islam is the dominant religion
- 9 During the Cold War period, India's foreign policy was committed to
 - 1 supporting communism in Asia
 - 2 rejecting democracy in Pakistan
 - 3 nonalignment with the world powers
 - 4 isolationism in international commerce
- 10 The imperialist policies followed by Japan after World War I were based on a desire to
 - 1 convert people to Shinto
 - 2 acquire markets for its oil industry
 - 3 compete with Chinese trade policies
 - 4 obtain natural resources for manufacturing

- 11 Which factor has been most responsible for the common culture found in Japan?
- 1 religious diversity
 - 2 success of democracy
 - 3 ethnic homogeneity
 - 4 political instability
- 12 Since the end of World War II, military rearmament in Japan has been limited by
- 1 specific restrictions in Japan's constitution
 - 2 Japan's refusal to sign a nuclear nonproliferation treaty
 - 3 the United Nations refusal to sell weapons to the Japanese
 - 4 a scarcity of technology and resources in Japan

Base your answer to question 13 on the chart below and on your knowledge of social studies.

Japan's Balance of Trade
(billions of dollars)

Year	Imports	Exports	Balance
1978	79.3	97.5	+18.2
1980	140.5	129.9	-10.6
1982	139.0	132.0	-7.0
1984	136.5	170.1	+33.6
1986	126.4	209.2	+82.8
1988	187.4	264.9	+77.5
1990	234.8	286.9	+52.10
1991	236.7	314.5	+77.80
1993	240.6	360.9	+120.30

- 13 Which statement best reflects the information provided by the chart?
- 1 Since 1984, Japan has had a favorable balance of trade.
 - 2 Japan is the world's leading exporter.
 - 3 In 1986, Japan had a trade imbalance that led to a recession.
 - 4 In 1978, Japan imported more than it exported.
- 14 Which geographic factor has helped China remain isolated for many centuries?
- 1 many natural harbors
 - 2 navigable river systems
 - 3 severe climate
 - 4 northern and western mountain ranges

- 15 In 19th-century China, the Opium War resulted in
- 1 the control of Hong Kong being returned to China
 - 2 the removal of all British naval forces from China
 - 3 an increase in European spheres of influence in China
 - 4 the rejection of Buddhism by the Chinese people
- 16 An analysis of the Chinese student demonstrations in Tiananmen Square in 1989 would show that
- 1 communist governments continue to have little control over the actions of their citizens
 - 2 totalitarian governments frequently survive by the use of force
 - 3 peaceful demonstrations often succeed in achieving democratic reforms
 - 4 negative global reaction sometimes leads to economic decline

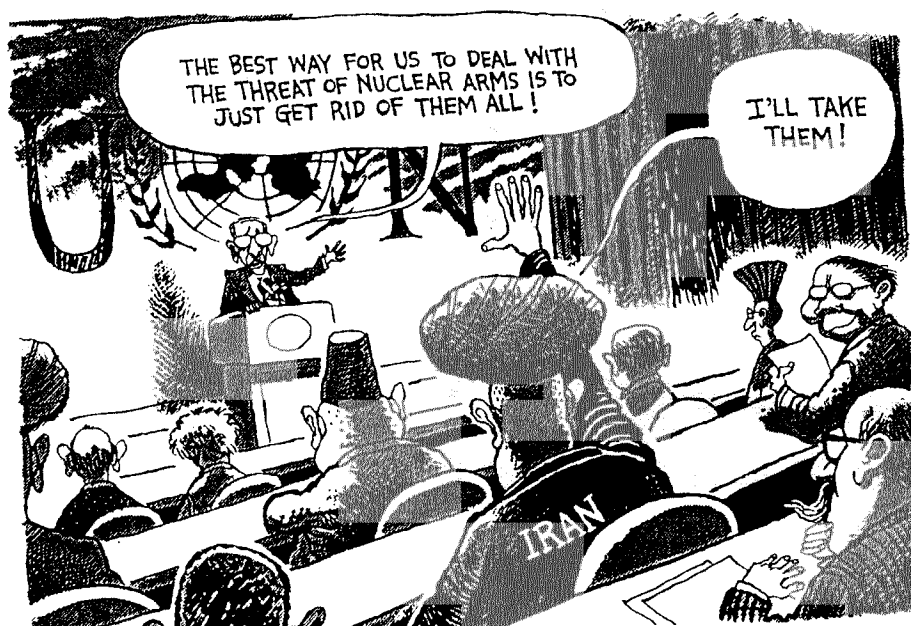
- 17 "A wind has been blowing from the West; now it will begin to blow from the East."

— Mao Zedong, 1949

Which idea was Mao Zedong expressing in this quotation?

- 1 The monsoons will soon shift and bring destruction to the mainland of Asia.
 - 2 Chinese culture will no longer influence the people of Asia.
 - 3 European power will decline as a new center of power emerges in Asia.
 - 4 The Asian people have much to learn from the Western Europeans.
- 18 Within their respective nations, both Ho Chi Minh and Fidel Castro achieved their goals by
- 1 seeking aid and support from the European Union
 - 2 using armed conflict to bring a communist government to power
 - 3 following a policy of nonalignment
 - 4 working to build a capitalist system

Base your answer to question 19 on the cartoon below and on your knowledge of social studies.



- 19 The concern being addressed by this cartoon is the
- 1 desire of Iran to share nuclear weapons with other nations
 - 2 spread of nuclear weapons capability to developing nations
 - 3 increased funding for nuclear weapons research
 - 4 threat of nuclear war between the superpowers

20 Which activity occurred during the Golden Age of Muslim culture?

- 1 destruction of books containing Greek and Roman ideas
- 2 beginning of pilgrimages to Mecca
- 3 opposition to freedom of thought and to foreign ideas by rulers
- 4 major discoveries in mathematics and science

21 “A constitution? What for? The Koran is the oldest and most efficient constitution in the world.”

— King Faisal of Saudi Arabia (1966)

“The form of government of Iran is that of an Islamic Republic.”

— Article 1, Iranian Constitution (1979)

These quotations best support the idea that

- 1 the laws of Islam can be used to govern a country
- 2 every country needs elected leaders
- 3 Muslims believe in a weak central government
- 4 religion should be separated from government

22 Simón Bolívar, Toussaint L'Overture, and Bernardo O'Higgins were Latin American leaders of

- 1 economic development
- 2 educational reforms
- 3 independence movements
- 4 colonial expansion

23 Since World War II, what action have many Latin American nations taken to improve their economies?

- 1 reinforcing traditional farming methods
- 2 encouraging citizens to emigrate to other nations
- 3 adopting protectionist policies
- 4 encouraging industrial development

- 24 In Latin America during the 1960's and 1970's, which group became increasingly active in promoting human rights?
- 1 wealthy landholders
 - 2 Roman Catholic clergy
 - 3 successful industrialists
 - 4 military leaders

- 25 Since the end of the Cold War, Cuba has experienced

- 1 the loss of a major source of its foreign financial support
- 2 increased economic growth from expanded trade
- 3 expanded political influence in Latin American affairs
- 4 greater independence from Communist China

- 26 The Crusades indirectly contributed to the discovery of the New World by

- 1 forcing the religious conversion of the Muslim population
- 2 forcing the Turks to flee from Constantinople
- 3 stimulating European demand for goods from the East
- 4 increasing the power of the feudal lords

- 27 In the Renaissance period, which factor was emphasized by the philosophy of humanism?

- 1 superiority of medieval thought
- 2 devotion to religion
- 3 value of the individual
- 4 obedience to government officials

- 28 "Unless I am convinced by Scripture and plain reason . . . my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise."

— Martin Luther, Diet of Worms (1517)

When Martin Luther said "my conscience is captive to the Word of God," he was referring to his belief in

- 1 the supremacy of the Bible over Church policies
- 2 imprisoning those who disagreed with Church teachings
- 3 maintaining the unity of the Church
- 4 the need for nepotism

- 29 One principle in the theory of mercantilism is that colonies should be

- 1 granted independence as soon as possible
- 2 considered an economic burden for the colonial power
- 3 encouraged to develop their own industries
- 4 acquired as markets and sources of raw materials

- 30 "Cavour Provokes War Against Austria"
"Mazzini Establishes Young Italy"
"Poles Fail in Revolt Against Russia"

These headlines best reflect the concept of

- 1 nationalism
- 2 isolationism
- 3 imperialism
- 4 totalitarianism

- 31 Why was the Balkan region referred to as the "Powder Keg of Europe" prior to World War I?

- 1 The aggression of the Ottoman Empire was disrupting the balance of power.
- 2 Yugoslavia was invading its neighboring countries.
- 3 Nationalistic and imperialistic rivalries were increasing.
- 4 The area was the leading supplier of military equipment to the rest of the world.

- 32 Russian peasants supported the Bolsheviks in 1917 primarily because the Bolsheviks pledged to

- 1 establish and maintain collective farms
- 2 redistribute land and make peace
- 3 keep crop yields low
- 4 limit the income of the nobility

- 33 Which is one major reason the Holocaust is considered a unique event in modern European history?

- 1 Jews of Europe have seldom been victims of persecution.
- 2 Civilians rarely were killed during air raids on Great Britain.
- 3 Adolf Hitler concealed his anti-Jewish feelings until after he came to power.
- 4 The genocide was planned in great detail and required the cooperation of many people.

- 34 • Blockade of Berlin
 • Operation of the Berlin Airlift
 • Organization of the Warsaw Pact
 • Construction of the Berlin Wall

These events of the Cold War are examples of

- 1 efforts to prevent military conflict between the superpowers
 - 2 situations that increased tensions between communist and democratic nations in Europe
 - 3 attempts to weaken the Soviet Union's control of its Eastern European allies
 - 4 policies of peaceful coexistence and détente
- 35 Which statement best describes an impact of topography on eastern Europe?
- 1 Many different languages, religions, and customs developed.
 - 2 A Russian czar ruled the area as a single empire.
 - 3 An extensive single-crop agricultural system emerged.
 - 4 Neighbors who were more powerful could not invade the region.
- 36 In Eastern Europe during the 1950's and 1960's, the Soviet Union responded to challenges to its control by
- 1 allowing free elections, when necessary
 - 2 imposing prompt and severe repression
 - 3 obtaining United Nations assistance
 - 4 granting independence to its satellite nations
- 37 Which statement best describes how a command economy functioned in the Soviet Union?
- 1 The laws of supply and demand controlled the economy.
 - 2 Trade policies mandated that imports exceed exports.
 - 3 The success of the agricultural sector controlled the price of manufactured goods.
 - 4 A central authority determined the type and quantity of goods to be produced.
- 38 In the 1990's under the leadership of Boris Yeltsin, Russia has been attempting to become
- 1 a democracy with a market economy
 - 2 a dictatorship with a command economy
 - 3 an autocracy practicing mercantilism
 - 4 an oligarchy based on serfdom

- 39 • Peacekeeping missions are operating in more than a dozen of the world's many trouble spots.
 • The authority to intervene and use force, if necessary, is found in several articles in the Charter.

Which organization is referred to in these statements?

- 1 United Nations
- 2 Organization of American States (OAS)
- 3 European Union (European Community)
- 4 World Court

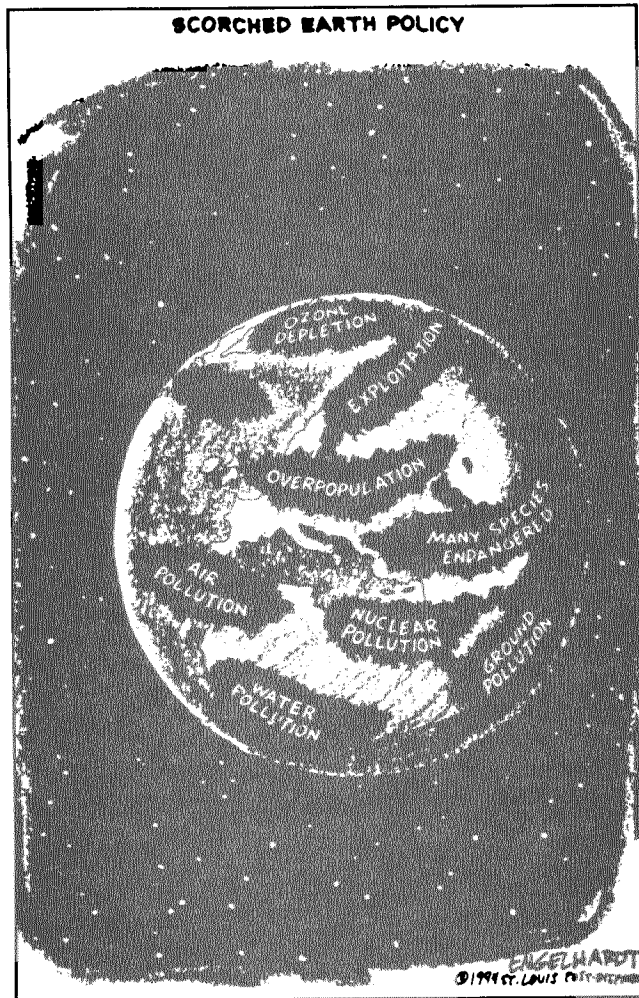
Base your answer to question 40 on the chart below and on your knowledge of social studies.

Total Value of World Exports
 (billions of dollars)

Year:	1965	1970	1980	1985
Exports:	186	312	1,393	2,456

- 40 Which statement about the value of world exports between 1965 and 1985 is best supported by the chart?
- 1 Overall levels of manufacturing decreased.
 - 2 The world inflation rate decreased.
 - 3 Economic interdependence increased.
 - 4 National self-sufficiency increased.
-
- 41 The term "Green Revolution" is used to describe the
- 1 tensions between developing and developed nations
 - 2 heavy reliance on manual labor in agriculture
 - 3 protests against environmental destruction caused by industry
 - 4 development of new types of grains and new methods of growing them
- 42 In which region of the world did the American Revolution and the French Revolution have the greatest influence during the 1800's?
- | | |
|------------------|----------------------|
| 1 Southeast Asia | 3 South Asia |
| 2 Latin America | 4 sub-Saharan Africa |

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



Monday, May 30, 1994, *Press & Sun-Bulletin*
(adapted)

- 43 The main idea of the cartoon is that
- 1 human actions have caused significant damage to Earth's environment
 - 2 a variety of environmental problems have been caused by the burning of rain forests
 - 3 Earth's landmasses are undergoing great topographical changes
 - 4 the number of problems facing Earth is declining
-
- 44 The Eightfold Path, the Four Noble Truths, and the concept of nirvana are associated with the religion of
- | | |
|-----------|------------|
| 1 Islam | 3 Shinto |
| 2 Jainism | 4 Buddhism |

- 45 One way in which the Vedas, the Bible, and the Koran are similar is that these religious books
- 1 provide guidelines to govern the behavior of believers
 - 2 deny the existence of a supreme being who rules the universe
 - 3 encourage strife between segments of believers
 - 4 support political rebellions to overthrow existing governments
- 46 One way in which the Meiji Restoration in Japan and the Golden Age of India are similar is that in each region these events led to
- 1 the persecution of minority peoples
 - 2 periods of rapid change
 - 3 the rise of feudalism as the dominant political system
 - 4 governments ruled by absolute monarchs
- 47 The Sepoy Rebellion in India and the Boxer Rebellion in China were similar in that both were
- 1 attempts to improve foreign trade
 - 2 nonviolent resistance efforts
 - 3 revolts against foreign influence
 - 4 revolutions against traditional monarchs

- 48 "From a little spark may burst a mighty flame."

— Dante

"Tall oaks from little acorns grow."

— David Everett

"The journey of a thousand miles begins with one step."

— Lao-tzu

Which conclusion is best supported by these quotations?

- 1 All cultures are concerned with transportation and conservation.
- 2 In all cultures, people make excuses for their mistakes.
- 3 Geography is important to the development of all cultures.
- 4 People from different cultures often view situations in similar ways.

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) 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) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

- 1 Geographic factors often play a major role in a nation’s historical, political, social, or economic development.

Geographic Factors

Island location
Monsoons
Mountain range
Plains
Rain forest
River system

Select *three* factors from the list and for *each* one selected:

- Identify a nation or region where this factor exists [You must use a *different* nation or region for each factor. Do *not* use the United States in your answer.]
- Discuss how the factor has had both a positive and a negative effect on the historical, political, social, *or* economic development of the nation or region [5,5,5]

- 2 Throughout history, significant changes have taken place in the nations or regions of the world as a result of important movements. Several of these movements are listed below.

Historical Movements

Commercial Revolution
Age of Exploration
Protestant Reformation
Scientific Revolution
Rise of capitalism
Industrial Revolution
Era of imperialism

Select *three* historical movements from the list and for *each* one selected:

- Describe the historical movement
- Discuss *one* significant effect that this historical movement had on a specific nation or region [Do *not* use the United States in your answer.] [5,5,5]

- 3 Global issues have necessitated global interdependence. These issues can be organized in categories such as environment, economics, and technology.



Select *one* issue from *each* category and for *each* issue selected:

- Identify a nation or region where the issue is a concern [Do *not* use the United States in your answer.]
- Explain why the issue is a concern in that nation or region
- Describe a specific action that has been taken by that nation alone or in cooperation with other nations to resolve the issue [5,5,5]

4 Religions and philosophies have influenced different nations and regions of the world.

Religions/Philosophies

Animism
Buddhism
Christianity
Confucianism
Hinduism
Islam
Judaism

Select *three* religions or philosophies from the list and for *each* one selected:

- Explain *one* belief that forms the basis for the religion or philosophy
- Discuss a major effect of the religion or philosophy on a specific nation or region [You must use a *different* nation or region for each religion or philosophy. Do *not* use the United States in your answer.] [5,5,5]

5 Throughout history many forms of government have existed.

Forms of Government

Absolute monarchy
Constitutional monarchy
Democracy
Fascism
Military rule
Theocracy

Select *three* forms of government from the list and for *each* one selected:

- Identify a nation where the form of government exists or existed [Do *not* use the United States in your answer.]
- Identify *two* characteristics of the form of government
- Show how this form of government has had a positive *or* a negative impact on the nation [5,5,5]

6 Certain individuals have had a major impact on history.

Individuals

Elizabeth I
Catherine the Great
Vladimir Lenin
Mohandas Gandhi
Fidel Castro
Nelson Mandela
Yasir Arafat

Select *three* individuals from the list and for *each* one selected:

- Identify a nation or region associated with the individual
- Describe *one* major event this individual influenced
- Explain how this individual has had a significant impact on the history of this nation or region [5,5,5]

7 Culture influences many aspects of societies.

Elements of Culture

Theater
Music
Painting
Literature
Education
Role of women
Class structure

Select *three* elements from the list and for *each* one selected:

- Identify *one* society or civilization that was influenced by the element [You must use a *different* society for each element selected. Do *not* use the United States in your answer.]
 - Discuss how the element influenced the history of the society or civilization [In your discussion, you must include *one* specific example of the element.] [5,5,5]
-

GLOBAL STUDIES

Friday, June 18, 1999 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET☐ MaleStudent Sex: ☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, and write
your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Rater's Initials:

Total

PART I CREDITS*Directions to Teacher:*

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	54
45	53
44	52
43	51
42	51
41	50
40	49
39	48
38	48
37	47
36	46
35	45
34	45
33	44
32	43
31	43
30	42
29	41
28	40
27	40
26	39
25	38
24	37

No. Right	Credits
23	37
22	36
21	35
20	35
19	34
18	33
17	32
16	32
15	31
14	30
13	29
12	29
11	27
10	24
9	22
8	19
7	17
6	15
5	12
4	10
3	7
2	5
1	2
0	0

1.....	25.....
2.....	26.....
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6.....	30.....
7.....	31.....
8.....	32.....
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23.....	47.....
24.....	48.....

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

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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 (55 credits)

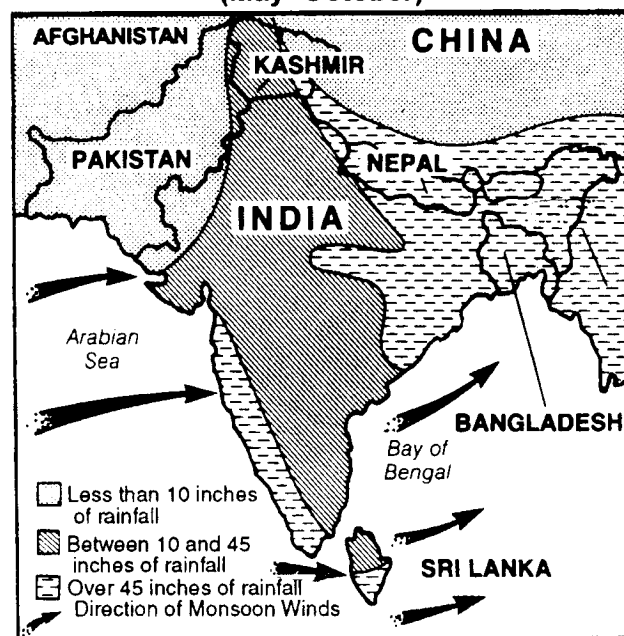
Answer all 48 questions in this part.

Directions (1–48): 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 concept best explains why most major religions have followers throughout the world?
 - 1 secularism
 - 2 cultural isolation
 - 3 ethnocentrism
 - 4 cultural diffusion
- 2 The ancient masks, bronzes, and figurines of Africa reflect the influence of
 - 1 Christian missionaries
 - 2 animistic beliefs
 - 3 European colonialism
 - 4 racial tension
- 3 Which statement best explains the increase in the Atlantic slave trade in the 1700's?
 - 1 Technological advances in shipping made the slave trade more profitable.
 - 2 Converted African slaves worked with Spanish missionaries to conquer the native peoples.
 - 3 Many Africans wished to settle in the Americas and paid their own passage.
 - 4 As the Europeans developed their American colonies, their need for cheap labor increased.
- 4 Some African nations have maintained close relationships with their former colonial rulers primarily because
 - 1 economic and cultural ties remain strong
 - 2 African leaders are unwilling to tackle problems on their own
 - 3 outside nations do not provide assistance to African nations
 - 4 most Africans want to keep their dual citizenship
- 5 Which factor was mainly responsible for the mass killings in Rwanda and Burundi in the mid-1990's?
 - 1 ethnic conflict
 - 2 isolationist policies
 - 3 dictatorial rule
 - 4 religious fundamentalism

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

**South Asia's Rainy Monsoon Season
(May–October)**



(adapted)

- 6 Which generalization is best supported by the information provided by the map?
 - 1 Monsoon winds do the most damage to the east coast of India.
 - 2 The interior of the Indian subcontinent is sheltered from monsoon winds by the Himalaya Mountains.
 - 3 During the rainy season in South Asia, Pakistan remains relatively dry.
 - 4 Rain does not usually fall in South Asia between November and April.
- 7 A major problem in post–World War II India has been the
 - 1 conflict between rival religious groups
 - 2 alliance with China
 - 3 lack of unskilled workers for farming
 - 4 scarcity of mineral resources

8 A girl from India wrote to her American friend: "While many of my girlfriends have unchaperoned meetings with male friends, I do not approve. I will marry a man that my father selects."

This statement best reflects the Indian girl's interest in

- 1 accepting current Western ideas
- 2 maintaining traditional customs
- 3 following the new social patterns of her village
- 4 increasing her personal freedom

- 9 • French is spoken in Laos and Vietnam.
• Spanish is spoken in the Philippines.
• Dutch is spoken in Indonesia.
• English is spoken in Malaysia and Singapore.

The diversity of languages spoken in these South-east Asian nations reflects the lasting legacy of

- 1 socialism
- 2 Asian nationalism
- 3 traditionalism
- 4 European colonization

10 Which statement best describes China's relationship with the rest of the world at the end of the 19th century?

- 1 China was divided into spheres of influence that gave preferential trading rights to Western nations.
- 2 China became a colony of Japan and provided that nation with needed resources.
- 3 After the Opium Wars, China was under the protection of the United States.
- 4 China isolated itself and had little contact with other nations.

11 Over the last 20 years, the Chinese Government's policy on population growth has been to

- 1 leave decisions on family size to individual villages
- 2 allow religious groups to determine family size for their members
- 3 limit family size and punish those who ignored these limits
- 4 encourage population growth by offering subsidized day care to large families

12 During China's Cultural Revolution, a major goal of the Red Guard was to

- 1 revive traditional loyalty to the emperor
- 2 promote trade and free enterprise
- 3 enforce the teachings of Mao Zedong
- 4 encourage cooperation with the Soviet Union

13 Which geographic feature contributed most to the concept of cultural diffusion in Japan?

- 1 deposits of fertile soil
- 2 location near the mainland of Asia
- 3 vast mineral resources
- 4 numerous navigable rivers

14 In the late 1800's, Japan changed from an isolated, traditional society into a modern, industrialized, powerful nation as a result of the

- 1 conquest of Japan by Great Britain
- 2 development of a shogunate in Japan
- 3 reforms initiated by Emperor Meiji
- 4 rejection of Shinto beliefs

15 The main reason Japan followed a policy of imperialism in the late 19th and early 20th centuries was that Japan

- 1 needed cheap raw materials to expand its industrial power
- 2 wanted to free the rest of Asia from European colonial rule
- 3 intended to increase its export of automobiles and trucks
- 4 sought to spread Shinto throughout Asia

16 Japan's policy of placing high tariffs on imports is an example of

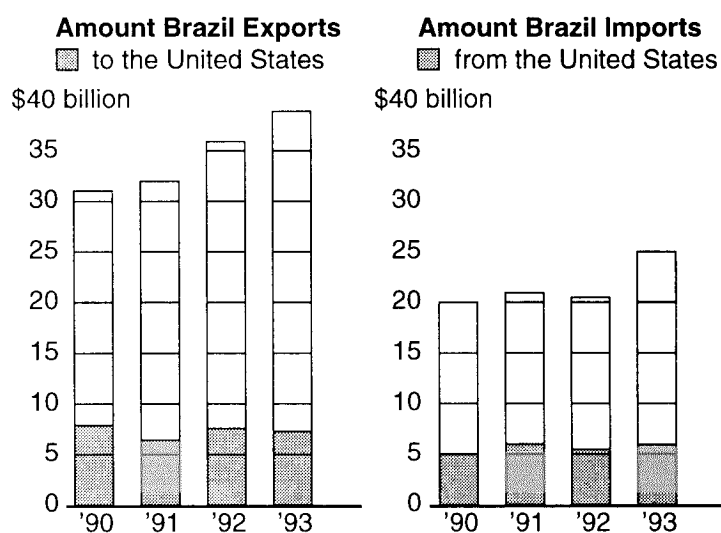
- 1 global interdependence
- 2 political neutrality
- 3 international cooperation
- 4 economic nationalism

17 A major goal of the conquistadors in Latin America was to

- 1 establish religious freedom
- 2 promote democracy
- 3 increase the wealth of Spain
- 4 introduce a laissez-faire economic system

Base your answer to question 18 on the graphs below and on your knowledge of social studies.

Brazil's Balance of Trade



Source: U.S. Trade Center; Brazilian Exporters Association

18 Based on the information provided in the graphs, which conclusion about Brazil's balance of trade is valid?

- 1 Brazil depends on manufactured goods from the United States, only.
- 2 Brazil trades with the United States, only.
- 3 Brazil exports more to the United States than it imports from there.
- 4 Brazil is the main trading partner of the United States.

19 In the early 20th century, economic development in Latin America was limited by

- 1 a dependence on single cash crops
- 2 the distribution of land to the peasants
- 3 a lack of natural resources
- 4 the rules of the Organization of American States

20 Which statement concerning the North American Free Trade Agreement (NAFTA) is a fact rather than an opinion?

- 1 Canada, Mexico, and the United States have benefited equally from this agreement.
- 2 Canada, Mexico, and the United States have agreed to remove trade barriers between their countries.
- 3 Canada has been hurt the most by this agreement.
- 4 The United States wanted to sign this agreement more than Mexico did.

21 Since 1989, why has Cuban influence in Latin America declined?

- 1 The transition from Marxism to capitalism has preoccupied Cuba's political leadership.
- 2 A series of severe droughts has crippled Cuba's sugar industry.
- 3 Improved relations with the United States have allowed Cuba to focus on internal problems.
- 4 The collapse of the Soviet Union has intensified Cuba's economic problems.

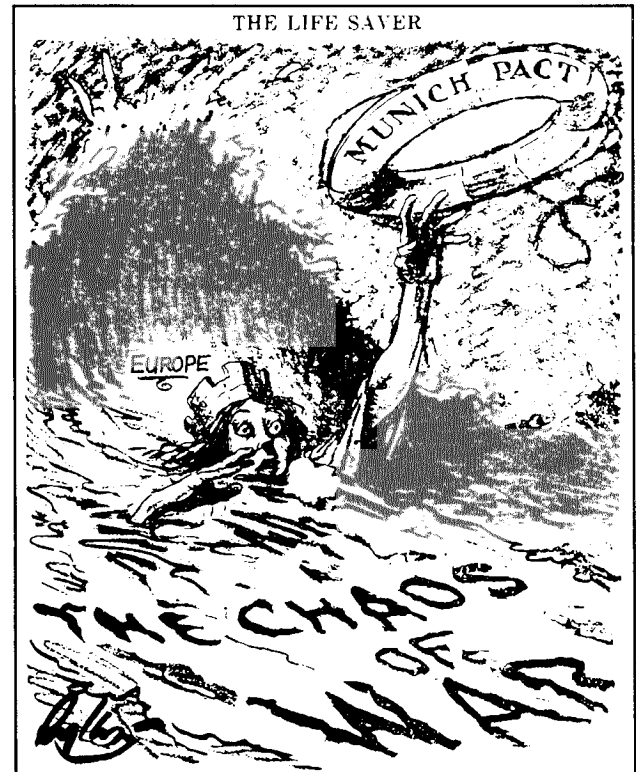
22 The Fertile Crescent that lies between the Tigris and Euphrates Rivers has had a significant impact on the Middle East because this area was the site of the

- 1 establishment of the first global empire
- 2 formation of the State of Israel
- 3 invasion of Kuwait by Iraq
- 4 development of early centers of civilization

- 23 The cultures in North Africa are more closely associated with Middle Eastern cultures than with the cultures of the rest of Africa mainly because
- 1 the geography of Africa has limited contact between North Africa and the rest of Africa
 - 2 only North Africa was part of the Roman Empire
 - 3 most of the people of North Africa have emigrated from Asia
 - 4 sub-Saharan Africa has been subject to European imperialism
- 24 One of the political lessons demonstrated by the Persian Gulf War (1991) was that
- 1 the United Nations can be a more potent force when many nations of the world agree on common goals
 - 2 the United Nations can resolve international disputes without resorting to the use of force
 - 3 industrial nations frequently avoid involvement in conflicts outside their immediate geographic area
 - 4 small nations involved in international conflicts often reject the assistance of larger industrialized nations
- 25 Why did the ancient city-states of Athens and Sparta develop different political systems?
- 1 The Byzantine Empire dictated government policies.
 - 2 Foreign travelers introduced new philosophies.
 - 3 The mountainous topography resulted in the isolation of these city-states.
 - 4 For over three centuries, civil wars raged in these city-states.
- 26 What was a direct result of the Scientific Revolution in Europe?
- 1 a gradual decline in the growth of cities
 - 2 an increase in the use of the divine right theory of government
 - 3 the rise of the manorial system
 - 4 the application of reason and experimentation to political thinking

- 27 A long-term effect of the Industrial Revolution was the
- 1 increased availability of a large number of craftspeople
 - 2 development of labor reforms and labor unions
 - 3 failure of communities to provide schools
 - 4 disappearance of the middle class

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



Evening Public Ledger, Philadelphia — October 2, 1938

- 28 What is the main idea of this cartoon?
- 1 Armed strength is the best defense against aggression.
 - 2 War is necessary to maintain a balance of power.
 - 3 Freedom of the seas should be maintained, whatever the cost.
 - 4 Appeasement will save Europe from war.

Base your answer to question 29 on the chart below and on your knowledge of social studies.

Party Representation in the Reichstag of the Weimar Republic						
Party	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933	Nov. 1933
National Socialist (Nazi)	12	108	230	196	288	661
German National Peoples	78	41	37	51	52	
German Peoples	45	30	7	11	2	
Economic	23	23	2	1		
Catholic Center	61	68	75	70	74	
Bavarian Peoples	17	19	22	20	18	
State (Democrats)	25	15	4	2	5	
Social Democrat (Socialist)	153	143	133	121	120	
Communist	54	77	89	100	81	
Other Parties	23	53	9	12	7	
Totals	491	577	608	584	647	661

29 Which statement about the Weimar Republic before November 1933 is best supported by the information in the chart?

- 1 Political representation of various groups was limited.
- 2 Diverse political ideas were discouraged by the government.
- 3 The Social Democrats continued to gain support throughout the period.
- 4 Many different political ideologies were represented in the Reichstag.

30 "The history of all hitherto existing society is the history of all class struggles. . . . The immediate aim of the communists is . . . the overthrow of the bourgeois supremacy. . . ."

Who would most likely support this quotation?

- | | |
|---------------------|--------------|
| 1 Otto von Bismarck | 3 Karl Marx |
| 2 John Locke | 4 Adam Smith |

31 During the 1930's and 1940's, Nazis in Germany and Fascists in Italy promoted policies that emphasized

- 1 national and racial supremacy
- 2 worldwide Communist revolutions
- 3 international peacekeeping efforts
- 4 economic cooperation in Europe

32 Which empire had the greatest influence on the history and cultural development of Russia?

- | | |
|--------------|-------------|
| 1 Holy Roman | 3 Byzantine |
| 2 Assyrian | 4 Ottoman |

33 The formation of the European Economic Community (1950's), the creation of the European Parliament (1980's), and the establishment of a common Euro-currency (1990's) illustrate the desire of many European leaders for

- 1 maintaining independent ethnic communities in their nations
- 2 political unification of the region
- 3 a single common language throughout Europe
- 4 economic and political cooperation between European nations

34 Which change was introduced by Peter the Great to Russia in the 17th century?

- 1 spread of the philosophies of the Enlightenment to the peasant class
- 2 development of representative government in the provinces
- 3 introduction of Western technology to the military and industry
- 4 selling of indulgences to raise money

Base your answers to questions 35 and 36 on the cartoon below and on your knowledge of social studies.



35 The main idea of the cartoon is that the

- 1 economic policies of Brezhnev have caused many of today's problems in Russia
- 2 needs of the people are not being met under a free-market system
- 3 Russian economy has improved as a result of the war in Yugoslavia
- 4 politics of the Cold War have created today's shortages of consumer goods

36 Which new policies, developed by Mikhail Gorbachev, led to the situation referred to in this 1996 cartoon?

- 1 Pan-Slavism and orthodoxy
- 2 terror and censorship
- 3 autocracy and nationalism
- 4 glasnost and perestroika

- 37 • Hungarian Revolution (1956)
• Prague Spring (1968)
• Formation of Solidarity in Poland (1979)

One way in which these events are similar is that each is an example of

- 1 a reaction of a Warsaw Pact nation to the actions of the North Atlantic Treaty Organization (NATO)
- 2 violence resulting from massive food shortages
- 3 opposition to communism in Eastern Europe
- 4 the failure of the European Economic Community (Common Market) to unify its tariffs

38 Which statement best characterizes the rule of Joseph Stalin in the Soviet Union?

- 1 Free enterprise replaced a command economy.
- 2 Democratic reforms were carried out.
- 3 Ownership of farms was returned to individual farmers.
- 4 Basic human rights were denied.

- 39 The Golden Age of Greece and the Golden Age of Islam were similar in that both were times when
- 1 advances in science and technology occurred
 - 2 trade and commerce declined
 - 3 democratic governments were developed
 - 4 the religious ideas of western Europe were accepted

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

Trade (billions of dollars)			
Nation	Exports	Imports	Year
India	19.8	22.5	1993
Israel	11.8	19.6	1992
Mexico	27.5	48.1	1992
Russia	4.5	5.2	1993

Source: *Information Please Almanac* (1995)

- 40 Which problem is shared by the nations listed in the chart?
- 1 low standard of living
 - 2 trade imbalance
 - 3 lack of raw materials
 - 4 reliance on agricultural-based economies

- 41 In many of the world's developing nations, improvements in life expectancy and health care have contributed to

- 1 population pressures that limit economic development
- 2 an increased number of epidemics
- 3 a reduction in the need for land reform
- 4 a steady rise in income for all citizens

- 42 The disasters that occurred at Chernobyl, Ukraine, and at Bhopal, India, show that modern technology can be responsible for

- 1 worldwide inflation
- 2 vast desertification
- 3 widespread earthquakes
- 4 serious environmental damage

- 43 The expeditions of the medieval Crusaders, the jihads of the followers of Islam, and the tactics of the Irish Republican Army illustrate that

- 1 actions taken by members of religious groups can often contribute to major conflicts
- 2 only political concerns cause historical events
- 3 the same religion is practiced in the Middle East and in western Europe
- 4 religious diversity causes cultural isolation

- 44 "We're all in this thing together. You have some assets and we have some assets, and you have some knowledge and we have some knowledge, and we're trying to build something together. . . . In and through community lies the salvation of the world. Nothing is more important."

The author of this passage would most likely agree that the world has become

- 1 interdependent
- 2 unified under one government
- 3 economically isolated
- 4 communistic

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

Group	Place	Significant Document
Nobles	Babylon	Hammurabi Code
Plebeians	Ancient Rome	Twelve Tables
Lords	England	Magna Carta

- 45 Why are the documents significant to the groups listed?

- 1 The persecution of certain groups was easily justified.
- 2 The rights of certain groups were recognized and written down.
- 3 Majority rule was used to suppress a minority group.
- 4 Most people in these democracies were guaranteed their human rights.

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



(adapted)

46 What is the main idea of this cartoon?

- 1 Sneakers sold in developed nations are frequently made of inferior materials.
- 2 Child labor in developing nations is used to produce goods for developed nations.
- 3 Workers in developing nations receive higher wages than those in developed nations.
- 4 Shoe manufacturers should build their factories in the United States.

47 Which situation is characteristic of a totalitarian society?

- 1 Artists and musicians experience artistic freedom.
- 2 Individualism is encouraged.
- 3 The freedoms of speech, press, and religion are denied.
- 4 Judges and the courts are independent of central government control.

48 One similarity in the practice of bushido among the Japanese samurai and chivalry among the medieval knights in Europe is that both groups

- 1 required the worship of many gods
- 2 promoted cultural exchanges with other peoples
- 3 improved the lives of the peasants
- 4 provided a moral code of behavior for its members

Answers to the following questions are to be written on paper provided by the school.

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 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

1. Specific ideas or actions of individuals have often brought about lasting changes that affect the world.

Individuals

Johannes Gutenberg
Mohandas Gandhi
Ho Chi Minh
Anwar el Sadat
Deng Xiaoping
Nelson Mandela
Mother Teresa

Choose *three* individuals from the list and for *each* one chosen:

- Identify *one* specific idea or action of the individual
- Explain how that idea or action brought about a change in a specific nation or region
- Explain how that idea or action affected another nation or region [5,5,5]

- 7 People have had differing viewpoints on how leaders should rule. Several individuals express their viewpoints in the documents below.

Only if a king is himself energetically active, do his officers follow him energetically. . . . A king should attend to all urgent business, he should not put it off. . . . In the happiness of the subjects lies the happiness of the king; in their welfare, his own welfare.

— *Duties of a King*, Artha Shastra

. . . that the king is overlord of the whole land, so is he master over every person . . . having power over the life and death of every one of them. . . . The state of monarchy is the supremest thing upon 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.

— *True Law of Free Monarchies*, James I

It is impossible for one person, however intelligent and capable, to be able to make wise decisions by himself. . . . Instead he should delegate authority to the most able and virtuous men he can find and supervise their work from above most diligently.

— *On the Art of Government*, Emperor T'ai-tsung

. . . And the life of man, solitary, poore, nasty, brutish and short . . . if there be no power erected . . . every man may rely on his own strength. . . . The only way to erect . . . a Common Power . . . is to conferre all their power and strength upon one man . . . and therein to submit their Wills everyone to his Will and their Judgement to his Judgement . . . to the end he may use the strength and means of them all as he thinks expedient [necessary] . . .

— *Leviathan*, Thomas Hobbes

Still a prince should be careful to make himself feared in such a way that if men do not love him, they at least do not hate him. . . . That prince will be successful whose method of procedure fits the needs of the time.

— *The Prince*, Niccolò Machiavelli

. . . The great and chief end of men uniting into commonwealths is the preservation of their property. . . . Whenever . . . the legislature shall break this fundamental rule of society . . . it is the privilege of the people to resume their original liberty, to establish a new legislature.

— *Of Civil Government*, John Locke

Legislators, mediate well before you choose. . . . Unless your choice is based upon the . . . experience of the Venezuelan people . . . the result of our reform will again be slavery . . . laws must take into account the physical conditions of the country, climate, character of the land, location, size and mode of living of the people. . . .

— *Political Ideas*, Simón Bolívar

- a Choose *three* documents and for *each* one chosen explain the author's point of view on how a leader should rule. [3.3.3]
b Compare *two* of the documents and discuss the similarities or differences between the authors' points of view. [6]

- 2 Revolutions occur because of economic, social, or political reasons.

Revolutions

Bolshevik (Russia)
Communist (China)
Cuban
English
French
Intifadah (Israel)
Iranian

Choose *three* revolutions from the list and for *each* one chosen:

- Discuss a specific economic, social, or political cause of the revolution
- Identify a strategy, slogan, or action used by the revolutionaries
- Discuss an economic, social, or political effect of the revolution on the nation [5,5,5]

- 3 People's philosophies or religious beliefs have affected the history or daily life of a nation or region.

Philosophy or Religious Belief

Atheism
Confucianism
Deism
Legalism
Monotheism
Polytheism
Taoism

Choose *three* philosophies or religious beliefs from the list and for *each* one chosen:

- Explain a main idea of the philosophy or religious belief
- Identify a nation or region where the philosophy or religious belief is followed [Do *not* use the United States in your answer.]
- Discuss how the philosophy or religious belief has influenced the history or daily life of that nation or region [5,5,5]

- 4 Throughout history, nations or regions have supported different economic systems.

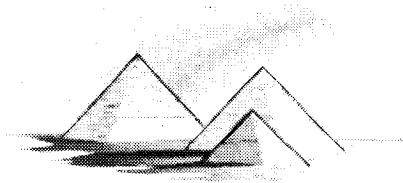
Economic Systems

Manorialism
Socialism (mixed economy)
Communism (command economy)
Capitalism (market economy)
Mercantilism

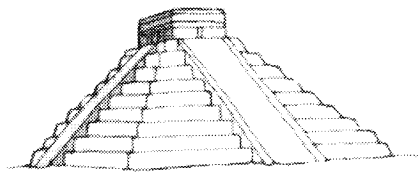
Choose *three* economic systems from the list and for *each* one chosen:

- Describe the economic system
- Identify a nation or region where the economic system was or is used [Do *not* use the United States in your answer.]
- Discuss how the economic system was used in that nation or region during a specific time period [5,5,5]

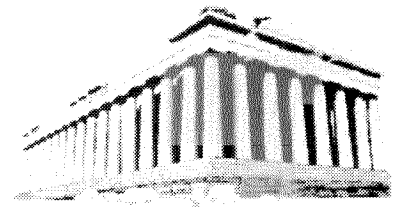
- 5 Architecture often reflects the values or beliefs of a nation or civilization. Several illustrations of structures are shown below.



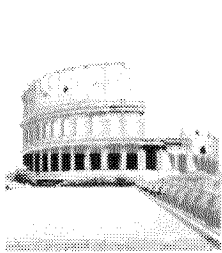
(1)



(2)



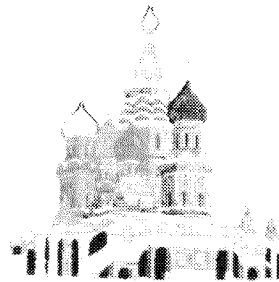
(3)



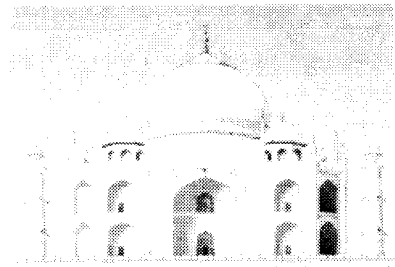
(4)



(5)



(6)



(7)

Choose *three* structures and for *each* one chosen:

- Identify the civilization that created the structure
- Describe the purpose of the structure [You must describe a different purpose for each structure chosen.]
- Explain how the structure supports a value or belief of the people of that civilization [5,5,5]

- 6 Geographic features in different areas of the world have had both similar and different effects on the people living in or near them.

Pairs of Geographic Features

British Isles — Japanese archipelago
Andes Mountains — Himalaya Mountains
Nile River — Huang He (Yellow River)
Argentine pampas — Ukrainian steppes
Brazilian rain forest — Russian taiga
Sahara Desert — Siberian tundra

Choose *three* pairs of geographic features from the list and for *each* pair chosen, compare *two* ways in which the features have had similar or different effects on the people living in or near them. [5,5,5]

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
Teacher
School

Write your answers for Part I on this answer sheet, and write
your answers for Part II on the paper provided by the school.

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Rater's Initials:

Total

PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits
48	55
47	54
46	53
45	53
44	52
43	51
42	50
41	49
40	49
39	48
38	47
37	46
36	45
35	45
34	44
33	43
32	42
31	42
30	41
29	40
28	39
27	38
26	38
25	37
24	36

No. Right	Credits
23	35
22	34
21	34
20	33
19	32
18	31
17	30
16	30
15	29
14	28
13	27
12	26
11	24
10	22
9	20
8	17
7	15
6	13
5	11
4	9
3	7
2	4
1	2
0	0

- 1..... 25.....
2..... 26.....
3..... 27.....
4..... 28.....
5..... 29.....
6..... 30.....
7..... 31.....
8..... 32.....
9..... 33.....
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15..... 39.....
16..... 40.....
17..... 41.....
18..... 42.....
19..... 43.....
20..... 44.....
21..... 45.....
22..... 46.....
23..... 47.....
24..... 48.....

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