

# 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 28, 2014 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 “Price of Oil Hits Record High”  
“Tribes Fight Over Control of Natural Resources”  
“Government Rations Goods for Duration of War”

These headlines all relate to the economic concept of

- (1) overproduction                      (3) entrepreneurship  
(2) interdependence                    (4) scarcity
- 2 Which nation is located on a peninsula?
- (1) Brazil                                    (3) Saudi Arabia  
(2) Philippines                            (4) Austria
- 3 The Indus, Ganges, and Brahmaputra were important to ancient India because they were
- (1) high mountain ranges that protected India from invasion  
(2) great rivers that flowed through India’s fertile northern plain  
(3) Aryan gods to whom the priests prayed for rain  
(4) ruling dynasties that united the people of Harappa and Mohenjo-Daro
- 4 What was one of the most important contributions of the Greek city-state of Athens?
- (1) development of direct democracy  
(2) diffusion of a monotheistic belief system  
(3) promotion of the equality of all humans  
(4) creation of a writing system using hieroglyphics
- 5 Which belief system was the basis for the civil service exams given during the Han, Tang, and Song dynasties?
- (1) legalism                                (3) Buddhism  
(2) Daoism                                 (4) Confucianism

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



Source: *Guide to the Essentials*, Prentice Hall (adapted)

- 6 Charlemagne’s 9th century empire covered territory which today would include the countries of
- (1) Poland and Russia  
(2) Spain and Portugal  
(3) France and Germany  
(4) Ireland and the United Kingdom

- 7 Which statement about the Islamic Golden Age is a fact rather than an opinion?
- (1) Islamic medicine was more advanced than Chinese medicine.
  - (2) Poetry and literature were more important fields of study for Muslims than was mathematics.
  - (3) Knowledge of astronomy was used by Muslims to fulfill religious obligations.
  - (4) Islamic philosophies relied less on Greek philosophical masters than on Indian philosophical masters.
- 8 The early eastern European Slavic civilization at Kiev adopted the Eastern Orthodox religion, the Cyrillic alphabet, and certain styles of art and architecture as a result of
- (1) wars with Japan
  - (2) conquests by Mongol invaders
  - (3) visits to western European countries
  - (4) trade with the Byzantine Empire
- 9 China, Korea, and Japan share cultural similarities in part due to their
- (1) clashes with Russian imperialists
  - (2) shared river systems
  - (3) contacts through trade
  - (4) unification under Mongol rule
- 10 The development of banking during the Commercial Revolution in western Europe was significant because it
- (1) provided capital resources to merchants for investment
  - (2) allowed peasant farmers to finance the construction of new homes
  - (3) enabled the proletariat to challenge the bourgeoisie
  - (4) created pensions for retired workers
- 11 In general, in which direction did the Black Death spread during the 14th century?
- (1) from Europe to the Americas
  - (2) from Africa to Southeast Asia
  - (3) from Asia to Europe
  - (4) from the Americas to Asia
- 12 One result of the Protestant Reformation was
- (1) fewer challenges to Church authority
  - (2) a decline in religious unity in western Europe
  - (3) the disbanding of the Jesuit order
  - (4) a weakening of the Inquisition
- 13 For which achievement is Suleiman the Magnificent best known?
- (1) building the Dome of the Rock in Jerusalem
  - (2) spreading Christianity into the Balkan Peninsula
  - (3) conquering the Russian capital of Moscow
  - (4) uniting the Ottoman Empire under an efficient government structure
- Base your answer to question 14 on the passage below and on your knowledge of social studies.
- ... In the 1930s, Sylvanus G. Morley of Harvard, probably the most celebrated Mayanist of his day, espoused [argued for] what is still the best-known theory: The Maya collapsed because they overshot the carrying capacity of their environment. They exhausted their resource base, began to die of starvation and thirst, and fled their cities en masse, leaving them as silent warnings of the perils of ecological hubris [overconfidence]....
- Charles C. Mann, *1491: New Revelations of the Americas Before Columbus*
- 14 According to this passage, what was a major question Morley was trying to answer about the Mayas in the 1930s?
- (1) Why did the Mayas abandon their cities?
  - (2) What was the structure of the Maya governments?
  - (3) How did religious beliefs affect the Maya economy?
  - (4) Which neighboring city-state conquered the Mayas?
- 
- 15 Which technological development enabled European navigators to determine their location during the Age of Exploration?
- |                 |               |
|-----------------|---------------|
| (1) lateen sail | (3) cross bow |
| (2) astrolabe   | (4) caravel   |

- 16 The Encounter occurred as a result of European explorers crossing the
- (1) Atlantic Ocean
  - (2) Sahara Desert
  - (3) Andes Mountains
  - (4) Mediterranean Sea
- 17 In colonial Spanish America, which system was developed by the Spanish to support plantation agriculture?
- (1) barter
  - (2) encomienda
  - (3) domestic
  - (4) guild
- 18 What happened in Russia as a result of actions taken by Peter the Great?
- (1) Russia was weakened by French invasions.
  - (2) Catholicism was adopted as the state religion.
  - (3) The Duma was reformed and the serfs were freed.
  - (4) Russia borrowed Western ideas and expanded its territories.
- 19 Which heading best completes the partial outline on British history below?
- I. \_\_\_\_\_

  - A. Magna Carta
  - B. Glorious Revolution
  - C. Bill of Rights
- (1) Rise of Absolutism
  - (2) Beginning of Socialism
  - (3) Challenges to Papal Power
  - (4) Evolution of Parliamentary Democracy
- 20 Why is the Enlightenment considered a turning point in world history?
- (1) The factory system was used to mass-produce goods.
  - (2) Martin Luther broke away from the Roman Catholic Church.
  - (3) Europeans changed their thinking about the role of government.
  - (4) The Columbian exchange occurred.
- 21 One way in which Robespierre and Louis XVI of France are similar is that both
- (1) were removed from power during the French Revolution
  - (2) adopted ideas of the Congress of Vienna
  - (3) implemented policies of religious tolerance
  - (4) decreased government control of the economy
- 22 One way in which Toussaint L'Ouverture, Simón Bolívar, and José de San Martín are similar is that they all were
- (1) supporters of mercantile policies
  - (2) leaders of independence movements
  - (3) democratically elected leaders
  - (4) industrial labor reformers
- 23 Which geographic feature most aided England during the Industrial Revolution?
- (1) desert climate
  - (2) natural harbors
  - (3) mountainous terrain
  - (4) monsoon winds
- 24 Mass starvation in Ireland in the 1840s led directly to the
- (1) formation of communes
  - (2) granting of independence
  - (3) migration of people overseas
  - (4) usage of petrochemical fertilizers
- 25 One major reason European countries engaged in imperialism in the late 19th century was to
- (1) gain a better understanding of unknown territories
  - (2) ease tensions with their rivals
  - (3) develop treatments for diseases
  - (4) obtain markets for their manufactured goods
- 26 One way in which Emperor Meiji of Japan and Kemal Atatürk of Turkey are similar is that they both
- (1) crushed secessionist movements
  - (2) worked to modernize their nations
  - (3) conquered eastern neighboring territories
  - (4) protested against economic sanctions

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



Source: Poster by E. Kealy in Susan R. Grayzel, *Women and the First World War*, Pearson Education

- 27 This World War I poster is an example of
- (1) diversity
  - (2) dissent
  - (3) toleration
  - (4) propaganda

- 28 Which development occurred in Germany as a result of the terms imposed by the Treaty of Versailles?
- (1) Soviet occupation
  - (2) political instability
  - (3) overseas expansion
  - (4) economic prosperity

- 29 The original goal of Pan-Africanism was to
- (1) demand democratic reforms
  - (2) encourage ethnic rivalry
  - (3) promote a united Africa
  - (4) divide Africa into separate countries

- 30 The establishment of the independent countries of Czechoslovakia, Hungary, and Yugoslavia was the result of
- (1) the Franco-Prussian War
  - (2) the Berlin Conference
  - (3) World War I
  - (4) the Munich Pact

- 31 Which goal was most important to the Indian nationalist movement?
- (1) independence from British rule
  - (2) establishing a laissez-faire economy
  - (3) forming a totalitarian state
  - (4) expansion of territory

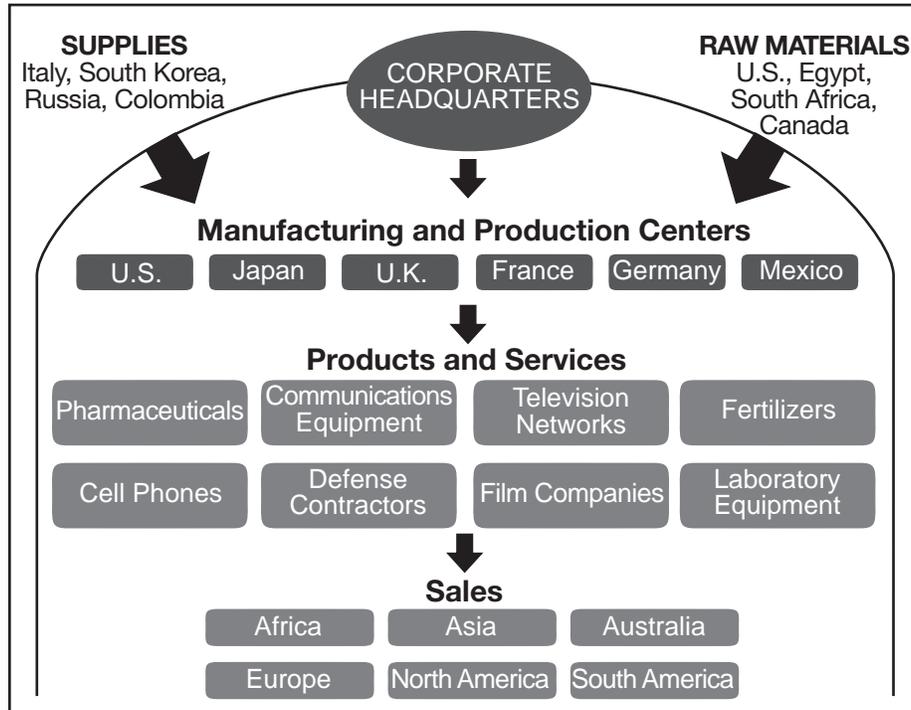
- 32 Which geographic factor was most significant in helping the Soviet Union withstand German attacks in World War II?
- (1) The Ural Mountains served as a barrier to advancing German armies.
  - (2) Distance and harsh winters disrupted German supply lines.
  - (3) Extensive food-producing areas kept the Soviet armies well fed.
  - (4) Numerous ports along the Arctic Sea allowed for the refueling of Soviet transport ships.

- 33 Which geographic region has the greatest number of members in the Organization of Petroleum Exporting Countries (OPEC)?
- (1) South America
  - (2) sub-Saharan Africa
  - (3) Southeast Asia
  - (4) Middle East

- 34 The economic policies of Mikhail Gorbachev of the Soviet Union and of Deng Xiaoping of China included
- (1) elements of capitalism
  - (2) boycotts on foreign products
  - (3) a one-child policy
  - (4) a reliance on agricultural self-sufficiency

- 35 What was the main reason refugees fled Rwanda in the 1990s?
- (1) ethnic conflict
  - (2) expansion of the Sahel
  - (3) devastation from an earthquake
  - (4) Cold War tensions

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



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell, 2005 (adapted)

36 Which concept is being shown by this 2005 diagram?

- (1) recession
- (2) urbanization
- (3) socialism
- (4) globalization

37 What is one way the conflict between India and Pakistan over Kashmir and the conflict between the Palestinians and Israelis in the Middle East are similar?

- (1) Both conflicts concern territorial and religious issues.
- (2) Hostilities within these regions were provoked by the United Nations.
- (3) Both conflicts emerged as a result of the breakup of the Soviet Union.
- (4) Tensions in these regions were caused by efforts to remain nonaligned.

38 The creation of the European Union (EU) and of the North American Free Trade Agreement (NAFTA) were efforts to

- (1) attain economic benefits through regional organization
- (2) achieve world peace through military alliances
- (3) reduce resource depletion through economic planning
- (4) address environmental problems through coordinated research

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

### Estimated Number of Adults and Children Living with HIV/AIDS as of 2010



Source: UNAIDS: World AIDS Day Report 2011 (adapted)

39 The data on this map suggest that HIV/AIDS

- (1) originated in South and Southeast Asia
- (2) is declining in developing societies
- (3) requires global cooperation to solve the problem
- (4) has been restricted to temperate climates

40 Since 1999, what has been the primary role of the North Atlantic Treaty Organization (NATO) in world affairs?

- (1) conducting war crimes trials
- (2) protecting Western Europe from Soviet aggression
- (3) lowering tariffs between member nations
- (4) carrying out crisis management and peace enforcement tasks

41 Which current global problem was initiated with the development of atomic weapons?

- (1) threats to world peace from unrestricted nuclear proliferation
- (2) increased health risks for humans and animals from industrial pollution
- (3) elevated carbon dioxide in the atmosphere due to the deforestation of the rainforests
- (4) changes in world weather patterns and species habitats due to melting polar ice caps

42 The Neolithic Revolution is most closely associated with

- (1) using child labor in factories
- (2) domesticating plants and animals
- (3) learning to control fire
- (4) developing iron technology

43 Which sequence places these laws in the correct chronological order?

- (1) Code of Hammurabi → Justinian Code → Napoleonic Code → Twelve Tables
- (2) Justinian Code → Twelve Tables → Napoleonic Code → Code of Hammurabi
- (3) Code of Hammurabi → Twelve Tables → Justinian Code → Napoleonic Code
- (4) Twelve Tables → Napoleonic Code → Code of Hammurabi → Justinian Code

44 Which philosophy that was developed during the Renaissance is associated with a shift in focus away from religious subjects toward more secular subjects?

- (1) humanism
- (2) absolutism
- (3) communism
- (4) scholasticism

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

... I conclude, then, returning to being feared and loved, that since men love at their convenience and fear at the convenience of the prince, a wise prince should found himself on what is his, not on what is someone else's; he should only contrive to avoid hatred, as was said.

45 This statement is taken from the written work of

- (1) John Locke
- (2) Niccolò Machiavelli
- (3) Adam Smith
- (4) Ignatius Loyola

46 One similarity in the rule of Akbar the Great and the rule of Elizabeth I is that both leaders implemented policies that encouraged

- (1) compulsory education
- (2) military disarmament
- (3) voter participation
- (4) religious toleration

47 One way in which the caste system in traditional India and the Estates system of pre-revolutionary France are similar is that

- (1) occupations were attained by merit
- (2) social mobility was very limited
- (3) status was determined by education
- (4) impact on the daily lives of people was minimal

- 48 • Opium War (1839–1842)
- Taiping Rebellion (1850–1864)
- Boxer Rebellion (1898–1901)

This series of events is most closely associated with the

- (1) spread of communism to China and Korea
- (2) growing concerns about the influence of the West in China
- (3) alliance formed between Vietnam and China
- (4) increasing expansion of civil and political rights in China

49 Forced famine in Ukraine (1932–1933) was a direct result of

- (1) Czar Nicholas's involvement in World War I
- (2) Vladimir Lenin's New Economic Policy
- (3) Joseph Stalin's collectivization
- (4) Nikita Khrushchev's removal from power

50 **“River of Sorrows Floods Again”**  
**“Thousands Missing After Huang He Overflows”**  
**“Over 10 Million Reported Homeless After 1931 Flooding”**

These newspaper headlines describe the effects of geography on the people of

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

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—Justice**

At different times in history, individuals have defended human rights using a variety of methods. Their efforts have met with varying degrees of success.

**Task:**

Select *two* individuals and for *each*

- Describe the historical circumstances that led the individual to defend human rights
- Describe a method the individual used to defend human rights
- Discuss the extent to which the individual’s effort was successful

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Bartolomé de las Casas, John Locke, Mary Wollstonecraft, Father Miguel Hidalgo, Emiliano Zapata, Mohandas Gandhi, Father Oscar Romero, Lech Walesa, Nelson Mandela, Aung San Suu Kyi, and the Dalai Lama.

**You are *not* limited to these suggestions.**

**Do *not* select an individual from 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

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## Part III

## DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

Throughout history, people have changed their environments to meet their needs. These changes have had both positive and negative effects on people, societies, and regions. Examples include the *development of irrigation in ancient Egypt*, the *construction of chinampas by the Aztecs*, and the *mining of coal in Great Britain during the Industrial Revolution*.

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

Select **two** changes people have made to their environment mentioned in the historical context and for **each**

- Explain why this change to their environment was needed
- Discuss how this change affected people, a society, and/or a region

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

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

**Part A**  
**Short-Answer Questions**

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

**Document 1**

The first successful efforts to control the flow of water were made in Mesopotamia and Egypt, where the remains of the prehistoric irrigation works still exist. In ancient Egypt, the construction of canals was a major endeavor of the pharaohs and their servants, beginning in Scorpio's time. One of the first duties of provincial governors was the digging and repair of canals, which were used to flood large tracts of land while the Nile was flowing high. The land was checkerboarded with small basins, defined by a system of dikes. Problems regarding the uncertainty of the flow of the Nile were recognized. During very high flows, the dikes were washed away and villages flooded, drowning thousands. During low flows, the land did not receive water, and no crops could grow. In many places where fields were too high to receive water from the canals, water was drawn from the canals or the Nile directly by a swape or a shaduf. These consisted of a bucket on the end of a cord that hung from the long end of a pivoted boom, counterweighted at the short end. The building of canals continued in Egypt throughout the centuries....

Source: Larry W. Mays, "Irrigation Systems, Ancient," *Water Encyclopedia* online (adapted)

- 1 Based on this document, state **two** problems ancient Egyptians faced as a result of the uncertain flow of the Nile. [2]

(1) \_\_\_\_\_

\_\_\_\_\_ Score

(2) \_\_\_\_\_

\_\_\_\_\_ Score

## Document 2a



This frieze, or architectural adornment, on an ancient temple portrays Egyptians using shadufs, devices that enabled them to transfer water from the Nile to their fields.

Source: James Barter, *The Nile*, Lucent Books

## Document 2b

After the death of Alexander the Great, a series of three pharaohs named Ptolemy ruled Egypt. The culture of Egypt during that period was primarily Greek.

... In the Ptolemaic period, Greek temple records presented each region as an economic unit, and referred to the name of the canal which irrigates the region, the cultivated region which is located on the river's banks and is directly irrigated with its water, and the lands located on the region's border that could be reclaimed. The beds irrigation system allowed cultivating one winter crop; while in summer, the only lands that could be cultivated were the high lands away from the flood. Thus, when the Egyptians invented tools to lift water, such as the shaduf, they were able to cultivate two crops per year, which was considered a great advance in the field of irrigation. The shaduf was invented in the Amarna period and is a simple tool which needs two to four men to operate. The shaduf consists of a long, suspended pole weighted at one end and a bucket tied at the other end. It can lift about 100 cubic meters (100,000 liters) in 12 hours, which is enough for irrigating a little over a third of an acre....

Source: Agriculture – Part I, Ancient Egypt History, EgyptHistory.com

2 Based on these documents, what was **one** effect the invention of the shaduf had on the Egyptians? [1]

Score

### Document 3

... The water laws of ancient Egypt were primarily concerned with ensuring that each farmer along the river had fair access to the waters during the floods and that no farmers were denied their fair share of irrigated water. If a farmer, for example, farmed many miles from the river, those owning land close to the river had to allow him to have access to a water canal running through their land.

Water laws also prohibited the taking of water from canals by farmers not contributing to the labor of filling the canal with water. How much water one was entitled to take from a canal depended on how much time one spent filling that canal. If, for example, ten farmers contributed ten hours of labor filling irrigation canals with water, any one of them who took more than one hour's worth of water could be put to death....

Source: James Barter, *The Nile*, Lucent Books

3 According to James Barter, in what way did the government ensure that farmers had fair access to water? [1]

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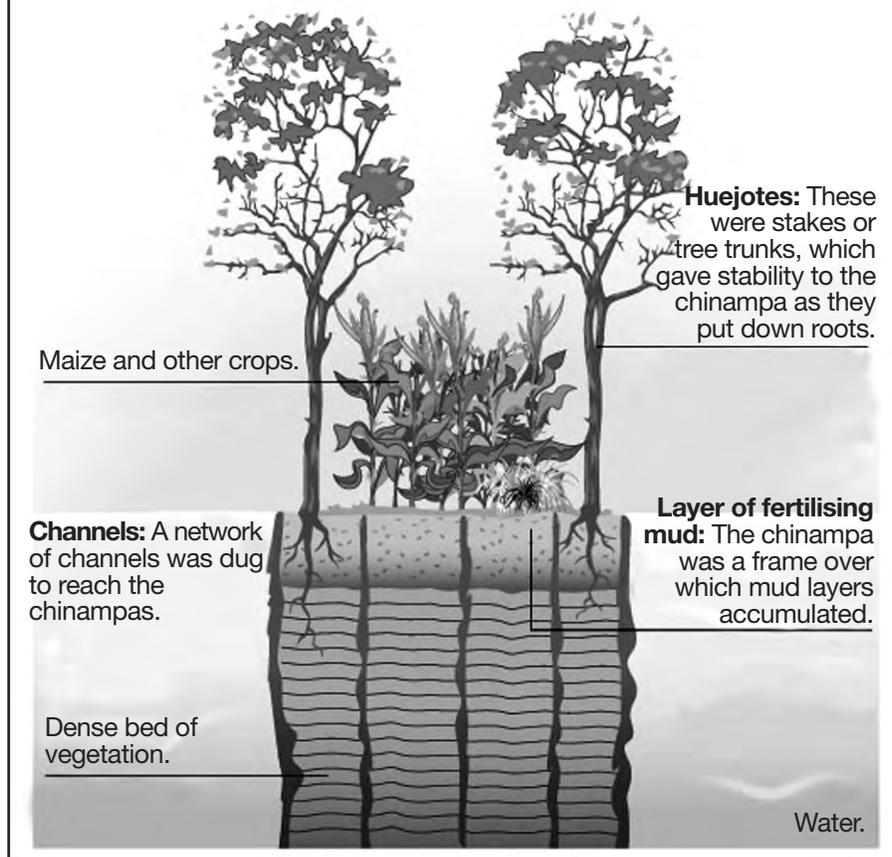
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Score

### Aztec Farming Method

## The chinampas

These were real floating gardens which made it possible to create areas for cultivation in the shallow parts of the lakes.



Source: www.icarito.cl (adapted)

4 Based on the information provided by this diagram, why did the Aztecs build chinampas? [1]

Score

**Document 5**

... Chinampas added both living and agricultural space to the island. Houses could be built on chinampas after they were firmly in place, and the plots were used to grow a great variety of products, from maize and beans to tomatoes and flowers. The Mexica [Aztec] built chinampas all around Tenochtitlan, like their neighbors in the freshwater lakes to the south. They were, however, constantly faced with the danger of flooding, which brought salty water across the chinampas and ruined the land and crops. Lake Texcoco accumulated minerals from the river water running into it, which caused the water to be brackish [mix of fresh and salt water]. In the mid-15th century, this problem was solved; a dike was built, separating the western section of the lake where Tenochtitlan was located and protecting the city from salty water and some flooding...

Source: Frances F. Berdan, *The Aztecs*, Chelsea House Publishers

5a According to Frances F. Berdan, what was **one** way the chinampas benefited the Aztecs? [1]

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Score

b According to Frances F. Berdan, what was **one** problem that farmers on the chinampas faced? [1]

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Score

## Document 6

... The capital city, which may have had a population as high as 200,000 to 300,000 in the early sixteenth century, was a superb example of planned growth. By building out into the lake, the Aztecs consolidated and enlarged the original two islands which in turn were linked to the mainland by three large causeways. Fresh water was brought to the city from the mainland by aqueduct....

Source: Jeremy A. Sabloff, *The Cities of Ancient Mexico: Reconstructing a Lost World*, Thames and Hudson

- 6 According to Jeremy A. Sabloff, what was **one** way building out into the lake benefited the Aztec Empire and its capital city of Tenochtitlán? [1]

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Score

## Document 7a

... The shortage of wood was very serious. Wood was the main fuel used for cooking. It was essential for ship-building, and charcoal was needed to smelt [process] iron ore. A new source of energy was urgently required. This was supplied by coal.

Already coal had replaced wood for cooking and heating in any place that could be reached by sea or by navigable river. Iron was being imported, although there was plenty of iron ore in Britain. Coal was growing harder to mine, as seams near the surface were exhausted, and deeper seams needed pumps to drain them [water from the mines]....

Source: Diana Knox, *The Industrial Revolution*, Greenhaven Press

7a According to Diana Knox, why was coal needed? [1]

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Score

## Document 7b

... At first, coal was dug from open pits, but gradually the mines had to go deeper. Shafts were sunk down, and galleries [underground rooms] were dug sideways into coal seams. As the shafts went lower, they began to fill with water. Some miners had to work all day with their legs in water. It was not until steam pumps were introduced in the early 1700s that the water could be drained....

Source: Andrew Langley, *The Industrial Revolution*, Viking

7b According to Andrew Langley, what was **one** way people modified the environment to obtain coal? [1]

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Score

## Document 8

Prior to the use of coal, water was the primary source of power for factories and machines in Great Britain. Water sources that could fuel these factories were limited. Therefore industries were not able to grow and factories were often remotely located.

... With the shift to coal, the pattern was reversed, reflecting the difference in the power source. Coal spawned [generated] much larger and ever more mechanized factories because the power available from underground was so much greater than that supplied by a waterwheel. And, because its energy had already been handily condensed over millions of years, coal concentrated the factories and workforces in urban areas instead of dispersing them throughout the countryside. In short, coal allowed the industrialization of Britain to gain a momentum that was nothing short of revolutionary...

Source: Barbara Freese, *Coal: A Human History*, Perseus Publishing

8 According to Barbara Freese, what was **one** effect the shift from water power to the use of coal as a source of power had on Great Britain? [1]

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Score

## Document 9

### A Rainton Mine Disaster in Durham, Great Britain on December 18, 1817

An explosion claimed twenty seven lives, eleven men and sixteen boys. The blast occurred before all the men had descended [into the mine]. Had it occurred later there would have been 160 men and boys in the pit. Early reports of the total number of lives lost amounted to twenty six, and those principally boys. The explosion took place at 3 o'clock in the morning, before the hewers [men who cut coal from the seam] had descended the pit and from this circumstance about 160 lives have been preserved. Every exertion was made to render assistance to those in the mine and two men fell having been suffocated by the impure state of the air. The viewers and agents were extremely active and had nearly shared the same fate. The pit in which this accident occurred, was always considered to be quite free from explosive matter and in consequence of this supposed security the safety lamps had never been introduced into it the miners continuing to work by the light of candles.

Source: The Coalmining History Resource Centre online, UK

9 According to this document, what were **two** dangers workers faced in the Rainton coal mine? [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, people have changed their environments to meet their needs. These changes have had both positive and negative effects on people, societies, and regions. Examples include the *development of irrigation in ancient Egypt*, the *construction of chinampas by the Aztecs*, and the *mining of coal in Great Britain during the Industrial Revolution*.

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

Select *two* changes people have made to their environment mentioned in the historical context and for *each*

- Explain why this change to their environment was needed
- Discuss how this change affected people, a society, and/or a region

#### Guidelines:

##### In your essay, be sure to

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





REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY