

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 24, 2017 — 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.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

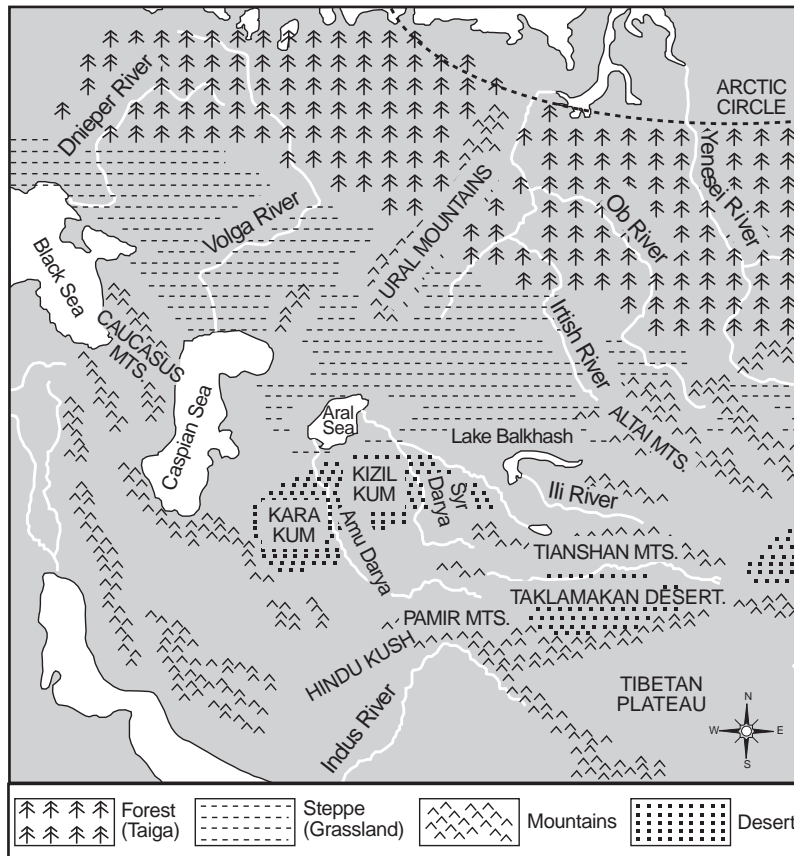
Part I

Answer all questions in this part.

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

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

Inner Asia's Major Ecological Zones



Source: *From Silk to Oil: Cross-Cultural Connections Along the Silk Roads*, China Institute, 2005 (adapted)

- 1 Which modification to the environment would most likely need to be made to grow cotton in the region directly south of the Aral Sea?
- (1) Terraces would need to be constructed.
 - (2) Irrigation systems would need to be established.
 - (3) Desalination plants would need to be built.
 - (4) Floating gardens would need to be developed.

- 2 Historians need to determine the authenticity of a source in order to
- (1) establish its usefulness
 - (2) reinforce popular opinion
 - (3) demonstrate the significance of religious beliefs
 - (4) determine the characteristics of propaganda

- 3 In a traditional economy, habits, customs, and rituals function as
- (1) territorial boundaries
 - (2) incentives to change
 - (3) independent theories
 - (4) primary considerations in decision making

4 Which title best completes the partial outline below?

- I. _____
- A. City-states depended on goods exchanged directly with Mediterranean peoples
 - B. Political loyalty centered on the city-state
 - C. A common enemy, Persia, threatened city-states' autonomy

- (1) Features of Gupta Empire
- (2) Attributes of Indus Valley Civilizations
- (3) Characteristics of Ancient Greece
- (4) Traits of Ancient China

5 The Hellenistic culture, associated with the rule of Alexander the Great, developed as a result of

- (1) ethnocentrism
- (2) cultural diffusion
- (3) direct democracy
- (4) embargoes

6 The pyramids of ancient Mesoamerica and the aqueducts of ancient Rome demonstrate that these early civilizations

- (1) used large wooden structures for protection
- (2) practiced religious toleration
- (3) were able to prevent flooding
- (4) had advanced technology

7 One similarity between Confucianism and Christianity is that both belief systems emphasize

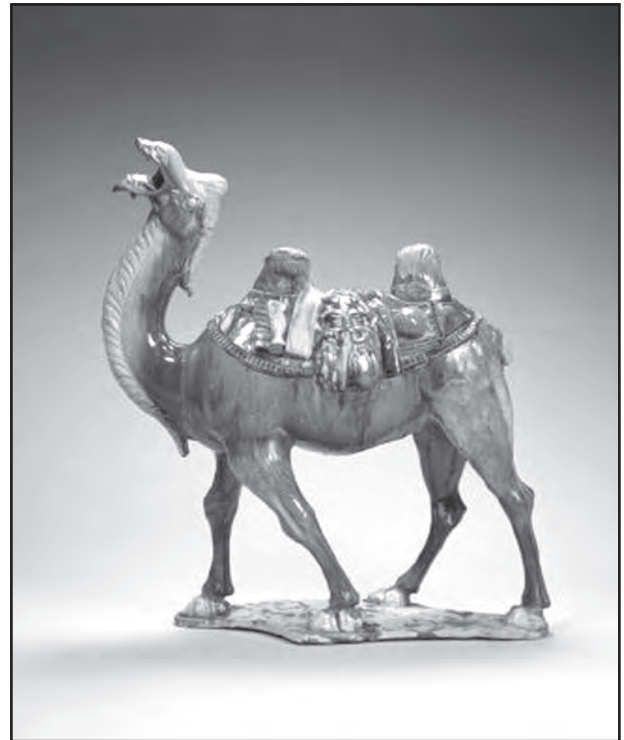
- (1) respecting others
- (2) praying five times a day
- (3) converting others to their teachings
- (4) making pilgrimages to holy shrines

8 Interactions between the Byzantine Empire and Kievan Russia influenced the Russians to

- (1) recognize the absolute political authority of the Pope
- (2) adopt Orthodox Christianity
- (3) call for an alliance with the Muslims
- (4) terrorize Charlemagne's empire

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

Artifact from the Tang Dynasty



Source: The Avery Brundage Collection, Asian Art Museum online

9 In what way does this artifact represent the culture of the Tang dynasty?

- (1) Camels were used by traders along the Silk Roads.
- (2) Decorative ceramics were primarily imported from Japan.
- (3) Farmers used camels to plow fields in the Gobi Desert region.
- (4) Iron stirrups were developed and traded with the Mongols.

10 Throughout Japan's early history, a major factor contributing to its ability to resist invasion was its

- (1) island location
- (2) superior military technology
- (3) alliances with neighbors on the continent
- (4) decentralized government structures

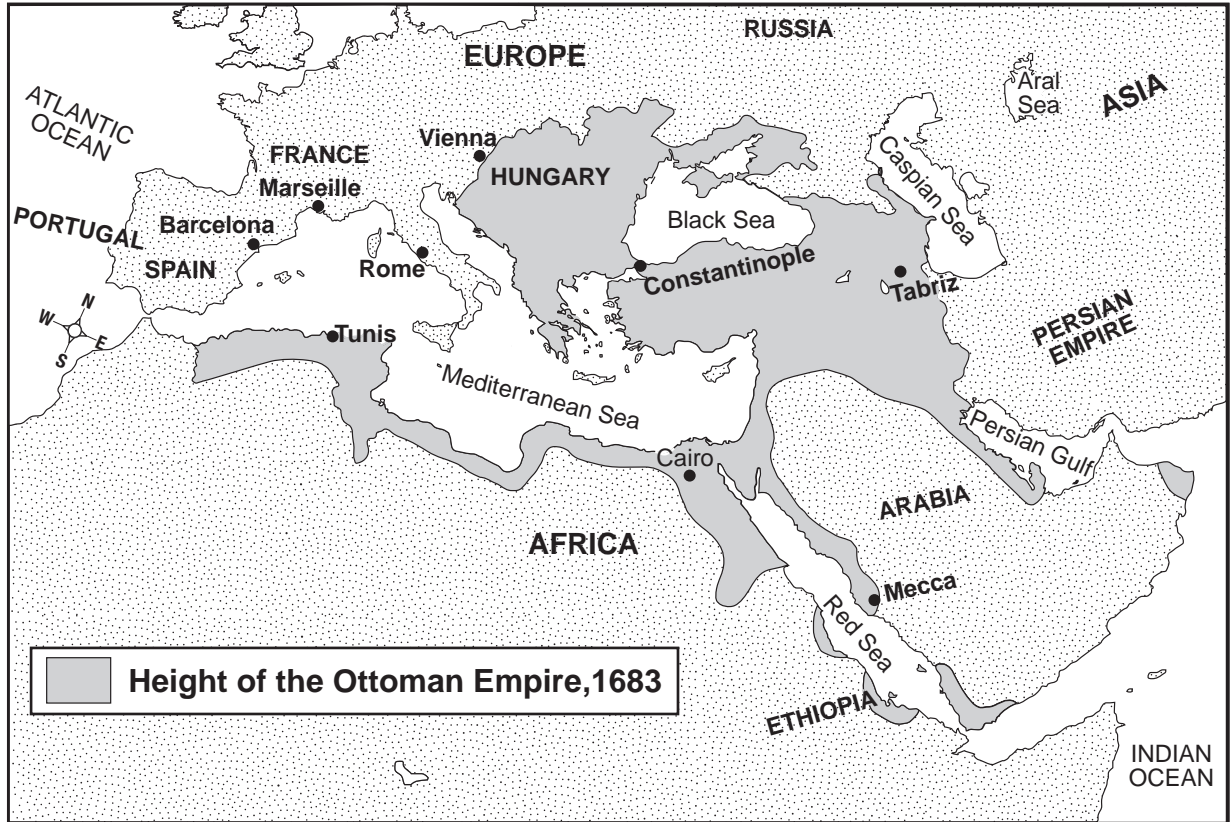
Base your answer to question 11 on the passage below and on your knowledge of social studies.

. . . The impact of the pandemic on Christian Europe is fairly well known since the Black Death has been the subject of considerable scholarly attention. This interest has led to a misconception of the Black Death as primarily a European phenomenon. Regrettably, the Black Death in the Orient has not attracted a comparable interest, but this neglect should not be interpreted as an indication of its lack of historical significance. The famous fourteenth-century Muslim historian, Ibn Khaldūn, who lost his parents and a number of his teachers during the Black Death in Tunis, recognized the import of the pandemic for Islamic civilization: . . .

— Michael W. Dols, *Viator* (adapted)

- 11 Which statement expresses the author's argument regarding misconceptions related to the Black Death?
- (1) Primary sources have been difficult to find.
 - (2) Testimonies about the Black Death are unreliable.
 - (3) The causes of the Black Death are not understood by historians.
 - (4) Historical study has focused more on one region rather than on others.
-
- 12 The influence of Greek and Roman culture on some Renaissance art is reflected in
- (1) a realistic portrayal of the human body
 - (2) challenges made to ancient religious ideals
 - (3) the impact of William Shakespeare's writing in southern Europe
 - (4) competition promoted between northern and southern European artists
- 13 Which situation was a direct result of the Protestant Reformation in western Europe?
- (1) The Pope was removed as leader of the Catholic Church.
 - (2) The religions of the people of Europe became more diverse.
 - (3) Women assumed leadership in most Christian denominations.
 - (4) European rulers established religious freedom for their subjects.
- 14 Knowledge about trade wind patterns and the ability of sailors to utilize them on the Indian and Atlantic Oceans demonstrate that
- (1) government monopolies affect trade
 - (2) geography and technology influence economic activity
 - (3) economic concepts dominate the study of transportation
 - (4) laws and customs regulate exchanges across international waters
- 15 The Spanish *encomienda* system established in the Spanish colonies of Latin America was most similar to European
- (1) guild systems
 - (2) joint stock companies
 - (3) subsistence agriculture
 - (4) feudal land grants
- 16 Which statement about Louis XIV is an opinion rather than a fact?
- (1) He insisted that Huguenots convert to Catholicism.
 - (2) He strengthened the monarchy by centralizing the government.
 - (3) The wars he engaged in were the least successful in the history of France.
 - (4) The palace he built at Versailles was part of his plan for controlling the nobles.
- 17 The idea that all people are born with the natural rights of life, liberty, and property is most directly associated with the writings of
- (1) Baron de Montesquieu
 - (2) Thomas Hobbes
 - (3) Jacques-Bénigne Bossuet
 - (4) John Locke
- 18 What influence did the Scientific Revolution have on the Enlightenment in Europe?
- (1) Natural laws were used to explain human affairs.
 - (2) Economic growth was slowed by the lack of useable technology.
 - (3) Scientific truths were used to justify absolute monarchies.
 - (4) The emphasis on religious doctrine led to the rejection of scientific ideas.

Base your answer to question 19 on the map below and on your knowledge of social studies.



Source: *The Nystrom Atlas of World History*, Herff Jones Education Division (adapted)

19 This map shows that at the height of the Ottoman Empire, the empire

- (1) controlled the port cities of Barcelona and Marseille
- (2) governed the Persian Empire
- (3) included territory in Europe, Africa, and Asia
- (4) completely surrounded the Red Sea

20 Which geographic feature aided industrialization in Great Britain?

- (1) good harbors
- (2) large forests
- (3) highland climate
- (4) monsoon winds

21 Capitalism is to private ownership as communism is to

- (1) supply and demand
- (2) laissez-faire
- (3) state control
- (4) self-determination

22 The terms of the Treaty of Nanjing and of the Treaty of Kanagawa demonstrate the

- (1) unequal relationships that characterized imperialism
- (2) humanitarian ideals that accompanied missionary activity
- (3) importance of technology in developing economies
- (4) changing roles of men and women associated with modernization

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

... The following serious accidents (minor injuries are not reported) were recorded in the *Manchester Guardian* between June 12th and August 3rd, 1844:

... 15th June, 1844: A youth from Saddleworth died of dreadful injuries after being caught in a machine.

29th June, 1844: A young man of Greenacres Moor, near Manchester, working in a machine shop, had two ribs broken and suffered from many cuts as a result of falling under a grindstone. . . .

3rd August, 1844: A Dukinfield bobbin turner was caught in a belt and had all his ribs broken. . . .

— Friedrich Engels

23 Friedrich Engels is using these examples to draw attention to the

- (1) efficiency of the factory system
- (2) working conditions in factories
- (3) living conditions in cities
- (4) quality of care in urban hospitals

24 The Parliamentary response to circumstances like these was to

- (1) ship most manufacturing overseas
- (2) take over poorly run businesses
- (3) offer support to striking workers
- (4) adopt safety reforms

- 25 • Japan fights China. (1894)
 • Japan defeats Russia. (1905)
 • Japan annexes Korea. (1910)

These events reflect the growing power of Japan and its desire to

- (1) spread Shinto
- (2) acquire warm-water ports
- (3) obtain natural resources
- (4) suppress the Boxer Rebellion

Base your answer to question 26 on the cartoon below and on your knowledge of social studies.



TURN ON THE HOSE

Source: Greene in the *New York Evening Telegram, Literary Digest*, August 30, 1919 (adapted)

26 The situation shown in this 1919 cartoon is most directly associated with

- (1) efforts to stabilize the global economy
- (2) the removal of Lenin from power
- (3) widespread German victories
- (4) the aftermath of war

- 27 • Development of secret alliances
 • Assassination of Archduke Franz Ferdinand
 • Stalemate along the trenches

Which conflict is directly associated with these events?

- (1) Austro-Prussian War
- (2) Boer War
- (3) World War I
- (4) World War II

28 The term *Zionism* can be defined as a form of

- (1) nonalignment
- (2) collective security
- (3) nationalism
- (4) pacifism

29 • Bitterness over the Treaty of Versailles
• Loss of the Ruhr and overseas colonies
• Rising inflation and unemployment

These factors are most closely associated with

- (1) the rise of fascism in Germany
- (2) the Russian Revolution of 1917
- (3) French imperialism in Africa
- (4) the communist revolution in China

30 Which geographic factor most directly contributed to the early success of the Nazi blitzkrieg during World War II?

- (1) Alps Mountain Range
- (2) English Channel
- (3) Thames River
- (4) Northern European Plain

31 Use of the term *Iron Curtain* is meant to symbolize and highlight differences in

- (1) religious philosophy
- (2) political ideology
- (3) art and architecture
- (4) resources and climate

32 One reason Mao Zedong, Ho Chi Minh, and Fidel Castro rose to power was that these leaders

- (1) promoted capitalism and democracy
- (2) gained the support of the peasants
- (3) represented the interests of rich landowners
- (4) wanted their countries to stress religious values

33 The organization of campaigns in South Africa against the policy of racial separation and segregation are most closely associated with

- (1) Jomo Kenyatta
- (2) Cecil Rhodes
- (3) Nelson Mandela
- (4) Kwame Nkrumah

34 Beginning in the late 1970s, one of Deng Xiaoping's major goals for the People's Republic of China was to

- (1) encourage economic growth through modernization
- (2) support the practice of traditional religions
- (3) lessen control over the bureaucracy
- (4) protect the purity of revolutionary doctrine

35 • Sale of nuclear materials on the black market
• Reassertion of cultural identities in Ukraine and Moldova
• Application for membership in the European Union by the Czech Republic

Which event most directly influenced these conditions?

- (1) collapse of the Soviet Union
- (2) failure of the Berlin blockade
- (3) revolution in Iran
- (4) pro-democracy protests in Tiananmen Square

36 A major goal of both the World Bank and the International Monetary Fund (IMF) has been to

- (1) control oil prices
- (2) promote the development of rain forests
- (3) expand governmental control of industry
- (4) encourage economic development

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



Source: Chris Britt, *State Journal-Register*

- 37 What is the main idea of this cartoon?
- (1) Peace talks have led to a cease-fire.
 - (2) The conflict is near an end.
 - (3) Negotiations have failed.
 - (4) Key groups have been brought to the peace table.

38 One way in which Hiroshima and Chernobyl are similar is that people in both places were

- (1) displaced by earthquakes
- (2) harmed by nuclear radiation
- (3) affected by massive oil spills
- (4) devastated by biological warfare

39 One way in which the motives for the Arab Spring and for the French Revolution are similar is that people wanted to

- (1) rid society of secular beliefs
- (2) alter the government to bring about reform
- (3) create change through nonviolent means
- (4) end economic inequalities using social media

40 One way in which the conversion of the Hagia Sophia into an Islamic mosque and the tearing down of the Berlin Wall are similar is that both occurred due to

- (1) shifts in political power
- (2) forced migrations of religious groups
- (3) adoption of steel technology
- (4) the restoration of international trade

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

Selected Countries of the World

Country	Population in Millions	Area in Thousands of Sq. Kilometers	People Per Sq. Kilometer	% Urban	% Arable	Literacy Rate Male/Female	Life Expectancy in Years Male/Female
France	66.0	643.8	102.5	85.0	33.5	99.0 99.0	78.5 84.8
Japan	127.3	377.9	336.1	91.3	11.3	99.0 99.0	80.9 87.7
Nigeria	174.5	923.8	188.9	49.6	39.0	72.1 50.4	49.4 55.8
Pakistan	193.2	796.1	242.7	36.2	26.0	69.5 45.8	64.8 68.7
Poland	38.4	312.7	122.8	60.9	35.5	99.9 99.6	72.5 80.6
Venezuela	28.5	912.0	31.3	93.0	2.9	95.7 95.4	71.1 77.5

— CIA World Factbook

41 Based on this chart, which statement about these countries is most accurate?

- (1) Nigeria has the lowest literacy rate for men and women.
- (2) Japan is the most densely populated country.
- (3) Venezuela has the lowest percentage of urbanization.
- (4) France has the largest population.

42 Which generalization can best be supported using the data in this chart?

- (1) The higher the population of a country is, the larger the area will be.
- (2) The less arable land a country has, the lower the literacy rate will be.
- (3) Longer life expectancies tend to correlate with higher literacy rates for men and women.
- (4) The more people per square kilometer a country has, the more likely it is to have a higher percentage of urban population.

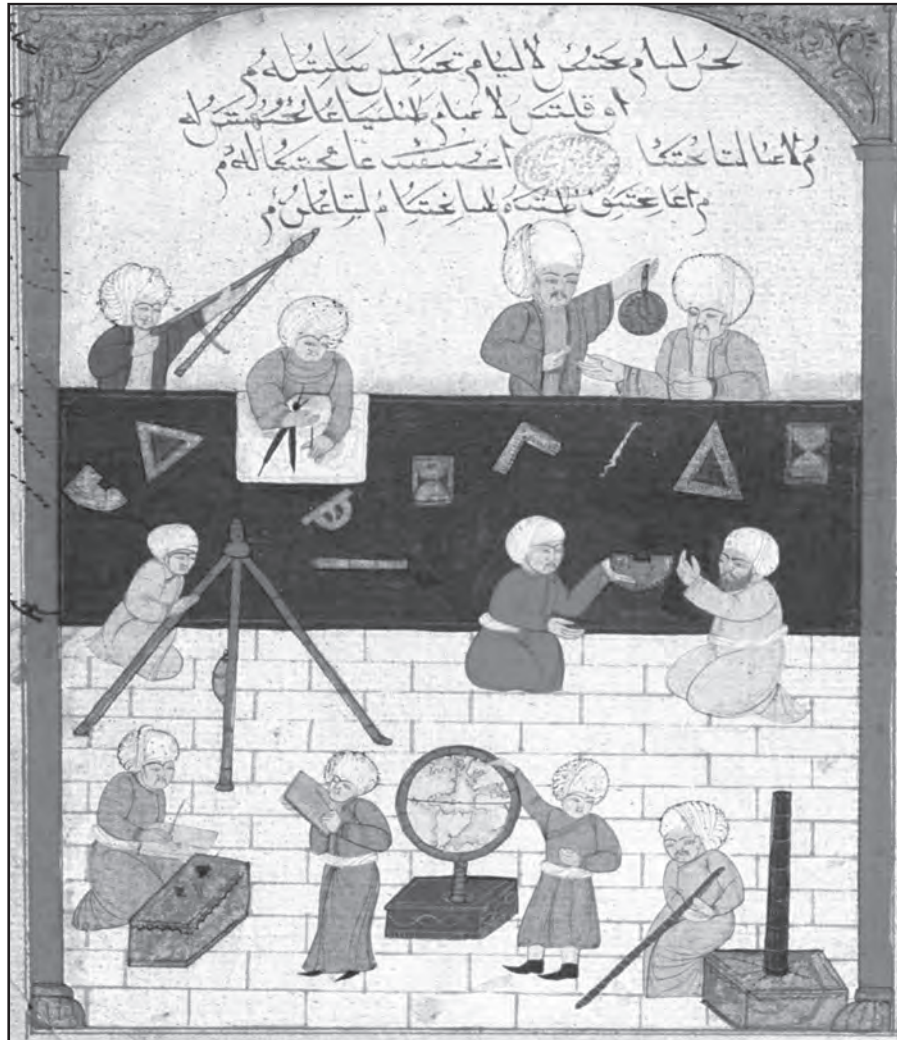
43 Which development occurred during the Neolithic Revolution?

- (1) Food was grown on haciendas.
- (2) Stone tools were used for the first time.
- (3) The factory system replaced the domestic system.
- (4) Permanent settlements were established in river valleys.

44 Expansion of the Hanseatic League, prosperity of Italian city-states, and growth of trade fairs all influenced the

- (1) spread of Islamic beliefs
- (2) development of Pax Romana
- (3) growth of commercial activity in Europe
- (4) maintenance of military outposts in West Africa

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



Source: Whipple Collection, University of Cambridge

45 Which civilization is shown in this image?

- (1) Maurya
- (2) Maya
- (3) Islamic
- (4) Cambodian

46 Some of the items shown in this image directly contributed to the

- (1) age of European exploration
- (2) invasions by the Central Asians
- (3) fall of the Zulu
- (4) formation of the Justinian Code

47 The voyages of Zheng He, development of blue and white porcelain, and the establishment of the Forbidden City are all associated with the

- (1) Tokugawa shogunate (3) Axum Kingdom
(2) Ming dynasty (4) Umayyad dynasty

48 • Emperor Montezuma falls from power.
• Large numbers of Native Americans died from smallpox and other diseases.

These events occurred as a result of the

- (1) Encounter
(2) Latin American independence movements
(3) Mexican Revolution
(4) Cuban Revolution

49 One similarity between the rule of Peter the Great and the rule of Emperor Meiji is that their governments

- (1) encouraged the people to convert to Christianity
(2) supported isolationist policies
(3) implemented democratic elections for legislative bodies
(4) began to modernize by adopting Western technology

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

The Young Turks: Proclamation for the Ottoman Empire, 1908

. . . 7. The Turkish tongue will remain the official state language. Official correspondence and discussion will take place in Turk. . . .

9. Every citizen will enjoy complete liberty and equality, regardless of nationality or religion, and be submitted to the same obligations. All Ottomans, being equal before the law as regards rights and duties relative to the State, are eligible for government posts, according to their individual capacity and their education. Non-Muslims will be equally liable to the military law. . . .

—“The Young Turks,” A. Sarrou, trans., Paris, 1912

50 This proclamation incorporates the principle of

- (1) national identity (3) Social Darwinism
(2) divine right (4) Marxism

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: Needs and Wants

Throughout history, the need and desire for certain natural resources and products have significantly influenced the development of civilizations, empires, and regions. Availability and access to these natural resources and products have helped and hindered their development.

Task:

Select **two** different natural resources and/or products and for **each**

- Explain why people needed or desired this natural resource and/or product
- Discuss how this natural resource and/or product has significantly influenced the development of a civilization, an empire, *and/or* a region

You may use any natural resource or product from your study of global history and geography. Some suggestions you might wish to consider include coal, oil, diamonds, water, salt, wood, rubber, tea, cotton, spices, and sugar.

You are *not* limited to these suggestions.

Do *not* write about the United States and its resources.

Guidelines:

In your essay, be sure to

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

Part III**DOCUMENT-BASED QUESTION**

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

During the rule of the British Crown known as the Raj (1857–1947), the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of British rule on the people and the region can be viewed from a variety of perspectives.

Task: Using the information from the documents and your knowledge of global history and geography, 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 actions taken by the British strengthened and/or maintained their rule over the Indian subcontinent between 1857 and 1947
- Discuss, from different perspectives, the impact of British rule on the people *and/or* the region

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

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

Document 1

. . .The Indian Mutiny [1857] had come as a nasty shock, especially since British rule in India had appeared so secure. In order to prevent such an outbreak again, the authority for governing British India was removed from John Company [the British East India Company] and placed in the hands of the Crown. Queen Victoria became Empress of India, and her personal representative in the country was to be the Viceroy, who replaced the Governor-General, the administration of India being controlled by the India Office in London. The British Army presence in the country, as opposed to what was now called the Indian Army, was increased to 65,000 men, and as a general principle every garrison was now to contain at least one British regiment. . . .

Source: Charles Messenger, *British Army*, Bramley Books, 1997

- 1 According to Charles Messenger, what is **one** way the British attempted to strengthen their control over the Indian subcontinent after the Indian Mutiny? [1]

Score

Document 2

. . .How the Raj treated the famines of the 1870s and 1890s says much about its character. Original prognoses [predictions] about railway and canal expansion were probably correct, although there is no exact method of calculating precisely the numbers saved by food distributed by rail. Many more would have died if there had been no extension of the rail network; of this we can be certain. Likewise, as [British Viceroy] Curzon appreciated in 1903 when he initiated a new, ambitious policy of digging more canals, artificial irrigation saved lives. But humanitarianism was always balanced by pragmatism [practicality] and the Raj never lost sight of the need to pay its way. Technical improvements which made Indians less vulnerable to the wayward forces of nature were also contrived [planned] to enrich them [Indians] and, through taxation, the government. The waterways which rendered hitherto arid regions of the Sind and the Punjab fruitful added to the government's revenue. A Punjabi district which had been assessed at £15,000 annually before irrigation was rated at £24,000 afterwards. . . .

Source: Lawrence James, *Raj: The Making and Unmaking of British India*, St. Martin's Griffin, 1997 (adapted)

2 According to Lawrence James, what is **one** action taken by the Raj that aided the Indian people and strengthened British rule? [1]

Score

Document 3

. . .New schools were started by the British, by princely governments, by missionaries, and by private enterprise. These schools were at all levels, including universities. The English language was used in all schools of higher education. Though only a tiny minority of Indians attended these schools, those who did received a fine English education (facility [fluency] in English became the badge of an educated man). They studied English ideas about democracy and nationalism, and became the eventual leaders of the movement for Indian independence. . . .

Source: Milton Jay Belasco, *India-Pakistan: History, Culture, People*, Cambridge Book Company, 1968

3 According to Milton Jay Belasco, what is **one** way the British and others influenced Indian culture? [1]

Score

Document 4

. . .If the bureaucracy of the British Raj was a kind of despotism, it was a very different kind from that which the Indian people had experienced before the British came.

In the first place, the British Raj was stronger than any of its predecessors, stronger even than the Mogul Empire, and this enabled it to keep India, as never before, safe from attack without and united and at peace within. The old menace of invasion was dispelled [eliminated]. No hostile army crossed the frontier till 1942. The countryside was no longer swept from time to time by warring and rapacious [aggressive] hosts. The main highways were no longer infested by bands of brigands [bandits]. Villagers could sleep of nights: their lives and property were safer now than they had ever been.

Secondly, the British Raj replaced arbitrary despotism by the rule of law. By becoming British subjects many millions of Indians acquired ‘a government of laws, not of men’, and therewith as full a protection of their personal rights by impersonal justice and as wide a measure of civil liberty as any people in the world enjoyed. As to the content of the law, the existing laws were consolidated and codified in accordance with ‘the indisputable principle’, as a British parliamentary committee put it, ‘that the interests of the Native subjects are to be consulted in preference to those of Europeans whenever the two come into competition, and that therefore the laws ought to be adapted rather to the feelings and habits of the Natives than to those of Europeans’. The adoption of English judicial procedure, it is sometimes argued, was unwise, since it was ill suited to the backward conditions of Indian country life. But otherwise the creation of the new courts of justice was an almost unqualified gain. They obtained, wrote an experienced Indian nationalist, ‘a prestige and authority unknown in Asia’ outside the areas of European rule. They planted in the Indian mind a new respect for law as something to which even the strongest Government must bow. The value of this gift has yet to be put to its final proof; for it is on allegiance to a sovereign law that the peace and stability of the free India of the future must mainly depend. . . .

Source: Sir Reginald Coupland, *India: A Re-Statement*, Oxford University Press, 1945 (adapted)

4a What is **one** way Sir Reginald Coupland believes the British Raj improved life for the Indians? [1]

Score

b Based on this excerpt, what is Sir Reginald Coupland’s view of Indian people? [1]

Score

Document 5

. . .The roots of Hindu-Muslim animosities [hatred] can be traced in part to British policy. The British rulers, in an effort to maintain authority over the vast lands of India, encouraged Indians to direct discontent against other Indians rather than against the British rule. As the desire for independence grew, the British undermined the Muslims’ trust in the Indian National Congress. Muslims feared the Congress spoke only for Hindu interests. Generally, the Muslim political party—the Muslim League—cooperated with the British in return for safeguards and concessions. When the British established elections for the central legislative council [1909], they made the Muslims into a separate electoral group. “Divide and rule” was the British policy. It was in the British interest to foster Muslim separatism. . . .

Source: Donald J. Johnson, et al., “Why Hindus and Muslims Speak Hate,”
Through Indian Eyes, CITE Books

5a Based on this excerpt from *Through Indian Eyes*, what is **one** example of the British fostering Hindu and Muslim animosities? [1]

Score

b Based on this excerpt from *Through Indian Eyes*, what is an action taken by the Muslim League because it feared a Hindu majority? [1]

Score

Document 6

. . .And why do I regard the British rule as a curse?

It has impoverished the dumb millions by a system of progressive exploitation and by a ruinously expensive military and civil administration which the country can never afford.

It has reduced us politically to serfdom. It has sapped the foundations of our culture. And, by the policy of disarmament, it has degraded us spiritually. Lacking the inward strength, we have been reduced, by all but universal disarmament, to a State bordering on cowardly helplessness. . . .

Source: Letter from M.K. Gandhi, Esq. to the Viceroy, Lord Irwin, March 2, 1930

6 According to Gandhi, what is **one** problem created by British rule? [1]

Score

Document 7

. . . The India Act of 1935 had two parts, each of which became amendments to the Constitution. The first part, put into effect in 1937, gave the provincial assemblies and administrations full autonomy in government. The Viceroy retained the right to overrule them, however. The Act's second part attempted to establish a federal union combining the British-held territories with the more than 560 Princely States. The British-held territories by this time included Bengal, Assam, Punjab, Sind, Bihar, Orissa, Madras, North-West Frontier Provinces, Central Provinces, United Provinces, and Bombay. . . .

Source: Warshaw and Bromwell with A.J. Tudisco,
India Emerges: A Concise History of India from Its Origin to the Present, Benziger, 1975

- 7 Based on this excerpt from *India Emerges*, what is **one** way the British government maintained control in India under the India Act of 1935? [1]

Score

Document 8

British Rule in India (1946)

. . . Thus India had to bear [support] the cost of her own conquest, and then of her transfer (or sale) from the East India Company to the British crown, and for the extension of the British empire to Burma and elsewhere, and expeditions to Africa, Persia, etc., and for her defense against Indians themselves. She was not only used as a base for imperial purposes, without any reimbursement for this, but she had further to pay for the training of part of the British Army in England—"capitation" charges these were called. Indeed India was charged for all manner of other expenses incurred [contracted] by Britain, such as the maintenance of British diplomatic and consular establishments in China and Persia, the entire cost of the telegraph line from England to India, part of the expenses of the British Mediterranean fleet, and even the receptions given to the sultan of Turkey in London. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

8 According to Nehru, what is **one** way India had to support the costs of the British Empire? [1]

Score

Document 9

. . . During World War II, Britain made its last demands on India as its colony. It took stringent [harsh] police measures to preserve the Raj against increasing Indian nationalism while England used India as both a supply and operations base. Many Indians served in the British military forces, and Indian industry was expanded to supply the war effort. While some parts of India benefited from the increased industrial production, war-related factors combined with lack of rain led to food shortages that resulted in 2 million deaths by starvation in Bengal between 1942 and 1944. . . .

Source: William Goodwin, *India*, Lucent Books

9 According to William Goodwin, what are **two** ways India was asked to support Great Britain in the 1940s? [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 rule of the British Crown known as the Raj (1857–1947), the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of British rule on the people and the region can be viewed from a variety of perspectives.

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

- Discuss how actions taken by the British strengthened and/or maintained their rule over the Indian subcontinent between 1857 and 1947
- Discuss, from different perspectives, the impact of British rule on the people *and/or* the 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 a conclusion that are beyond a restatement of the theme

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