

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 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.

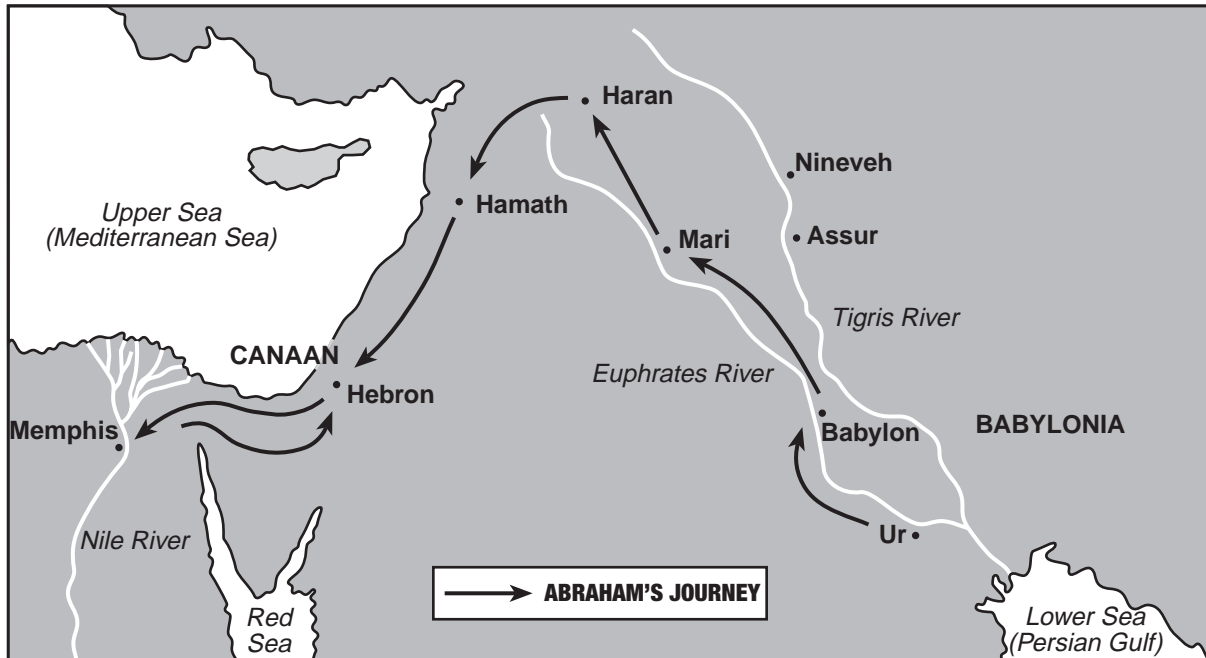
Part I

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.

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

Early Israelites: Abraham's Journey, ca. 2000 B.C.



Source: Farah and Karls, *World History: The Human Experience*, Section Focus Transparencies, McGraw-Hill (adapted)

1 Based on the information provided by this map, where did Abraham's journey originate?

- (1) Sahara Desert
- (2) Nile River valley
- (3) Mesopotamia
- (4) Mediterranean Sea

2 People do not often create records for the benefit of historians. They produce them for other reasons....

— Chris Hinton, 1998

Based on this statement, historical sources often contain

- (1) evidence that can be biased
- (2) facts that are completely balanced and reliable
- (3) accounts that represent all points of view
- (4) summaries that detail research about the distant past

3 Which concept is essential to the study of economic systems?

- (1) self-determination
- (2) factors of production
- (3) citizenship
- (4) human rights

4 Which major geographic feature has hindered cultural diffusion between India and China?

- (1) Himalaya Mountains
- (2) Deccan Plateau
- (3) Gobi Desert
- (4) Great Rift Valley

- 5 Which statement about the Bantu migration is an opinion rather than a fact?
- (1) The migration occurred gradually over a long period of time.
 - (2) Language and knowledge spread from northwestern to southern and eastern Africa.
 - (3) The lack of primary documents makes it difficult to determine the exact cause of the migration.
 - (4) Bantu civilization was superior to those civilizations that it displaced.
- 6 Historically, the Huang He has also been known as the “River of Sorrows” because
- (1) frozen ports have made trade difficult
 - (2) cataracts have made transportation impossible
 - (3) floods have destroyed crops and villages
 - (4) burials have taken place at the sacred waters
- 7 Both the Han dynasty and the Roman Empire were known for
- (1) developing decentralized political structures
 - (2) having governments dominated by a merchant class
 - (3) using examinations to select officials
 - (4) having long periods of stable government
- 8 Which belief system is considered monotheistic?
- | | |
|-------------|------------------|
| (1) Judaism | (3) Confucianism |
| (2) Shinto | (4) animism |
- 9 The Golden Age of India’s Gupta Empire is known for its
- (1) development of gunpowder
 - (2) sea trade routes to Europe
 - (3) acceptance of Christianity as an official religion
 - (4) advancements in mathematics and medicine
- 10 Which geographic factor enabled the cities of Nanjing and Mogadishu to develop into powerful trading centers?
- (1) location on waterways
 - (2) abundance of natural resources
 - (3) predictable rainfall from the monsoon cycle
 - (4) access to mountain passes

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

Objects Discovered off the Java Coast in the 10th-Century Cirebon Shipwreck

- Emerald green Islamic glass
- Chinese porcelain decorated with dragons and birds
- Jeweled gold-plated Arabian ceremonial daggers
- Bronze religious objects with Hindu and Buddhist symbols

- 11 What does this archaeological find indicate about Southeast Asia during the 10th century?
- (1) Religious objects from China were a major import.
 - (2) Precious gems and metals were exported to Africa.
 - (3) Europeans dominated East Asian and Middle Eastern trade networks.
 - (4) The region served as a crossroads between Arab and Chinese traders.
-
- 12 Development and expansion of banking, insurance companies, and stock exchanges were essential to the system of
- | | |
|---------------|----------------|
| (1) feudalism | (3) capitalism |
| (2) tribute | (4) bartering |
- 13 A key feature of European Renaissance culture was
- (1) an outlook emphasizing classicism, secularism, and individualism
 - (2) a reliance on the Pope and his knights to maintain political stability
 - (3) a shift in production from the domestic system to the factory system
 - (4) a way of thinking stressing humility and Christian faith

- 14 Martin Luther, John Calvin, and Henry VIII all played a key role in the
- (1) attempts made to reclaim the Holy Land
 - (2) fall of the Ottoman Empire
 - (3) end of religious unity in Europe
 - (4) establishment of parliamentary democracy in Britain
- 15 The practice of Islam throughout much of West Africa is evidence that
- (1) Islam spread beyond the borders of the Arabian peninsula
 - (2) Chinese trade carried Islamic beliefs to West Africa
 - (3) Islam originated in West Africa and spread to the Middle East
 - (4) Europeans encouraged Islamic beliefs during the colonial period
- 16 Which statement is consistent with the ideas of Niccolò Machiavelli?
- (1) Democratic principles should be followed faithfully.
 - (2) The law should be subject to the will of the leader.
 - (3) Human rights should be respected in all countries.
 - (4) Markets should operate with little governmental interference.
- 17 What was a major cause for the shift in European trade from the Mediterranean Sea to the Atlantic Ocean during the late 1400s?
- (1) Ottoman Turks seized control of Constantinople.
 - (2) The Ming dynasty authorized Zheng He to make long-distance voyages.
 - (3) The Tokugawa shogunate adopted an isolationist policy.
 - (4) Christian crusaders captured Jerusalem.
- 18 The location of the Inca civilization of South America demonstrates the
- (1) importance of trade with western Europe
 - (2) ability of humans to adapt the environment
 - (3) influence of cultural diversity
 - (4) complexity of indigenous belief systems
- 19 Why is Ferdinand Magellan's voyage considered a turning point in world history?
- (1) Portugal's claims to southern Africa were established.
 - (2) His ship was the first to land in the Americas.
 - (3) One of his ships was the first to circumnavigate Earth.
 - (4) Britain's control of the seas ended.
- 20 In the 17th and 18th centuries, the primary goal of mercantilism as practiced by European countries was to
- (1) glorify the power and aggressiveness of the military
 - (2) create laws which guaranteed individual freedoms
 - (3) teach the natives Christianity and offer them protection in exchange for labor
 - (4) increase their supply of gold and silver through a favorable balance of trade
- 21 The impact of the printing press, astrolabe, and caravel on 16th-century Europe demonstrates the ability of technology to
- (1) limit which ideas can be transmitted
 - (2) redefine human understanding of the world
 - (3) reinforce established traditional beliefs
 - (4) exploit new sources of energy
- 22 One way in which Peter the Great, Louis XIV, and Philip II are similar is that each
- (1) supported missionary efforts of the Roman Catholic Church
 - (2) sought to centralize power by limiting the power of the nobility
 - (3) fought to block the establishment of British colonies in the Western Hemisphere
 - (4) challenged feudal practices by emancipating serfs
- 23 New scientific knowledge and understandings that developed during the Scientific Revolution were most often based on
- (1) observation and experimentation
 - (2) church law and faith
 - (3) superstition and ancient practices
 - (4) geometric formulas and astrology

24 Which pair correctly links the region where Enlightenment ideas first developed to a region to which those ideas spread?

- (1) Asia → eastern Europe
- (2) Africa → southeastern Asia
- (3) western Europe → the Americas
- (4) eastern Africa → India

25 Baron de Montesquieu believed that a separation of powers would

- (1) prevent tyranny by acting as a check on power
- (2) restore authority to the Roman Catholic Church
- (3) increase corruption of political authority
- (4) decrease the power of the middle class

26 Which mountains were an obstacle to Simón Bolívar's efforts to unify Gran Colombia?

- (1) Alps (3) Zagros
- (2) Andes (4) Urals

- 27 • Abundant coal resources
• Development of steam power
• Building of an extensive canal system

In the late 1700s, these conditions allowed the Industrial Revolution to begin in

- (1) Japan (3) Russia
- (2) Germany (4) England

28 Laissez-faire practices are most closely associated with a

- (1) traditional economy
- (2) market economy
- (3) command economy
- (4) mixed economy

29 As a result of the Russo-Japanese War, Japan came to be seen by Europeans as

- (1) a likely area for colonization
- (2) the strongest of the imperialist countries
- (3) a leader in the movement for nonalignment
- (4) an emerging global threat

Base your answer to question 30 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The British East India Company does not respect my beliefs. I cannot follow dharma and remain their soldier. I will return to my family in a Tamil village.

Speaker B: My rebellious countrymen cannot accept my new religion and so they hate me and my "foreign devil" friends. The missionaries leave Beijing tomorrow for England. I must join them before the church compound is surrounded.

Speaker C: The czar's soldiers came again today, looted our village, drove off our livestock, and trampled anyone in their way. They even burned our synagogue. Our way of life is gone. It is time to emigrate to Palestine.

30 What is the primary focus of these speakers?

- (1) civil war
 - (2) economic reforms
 - (3) religious persecution
 - (4) colonial oppression
-

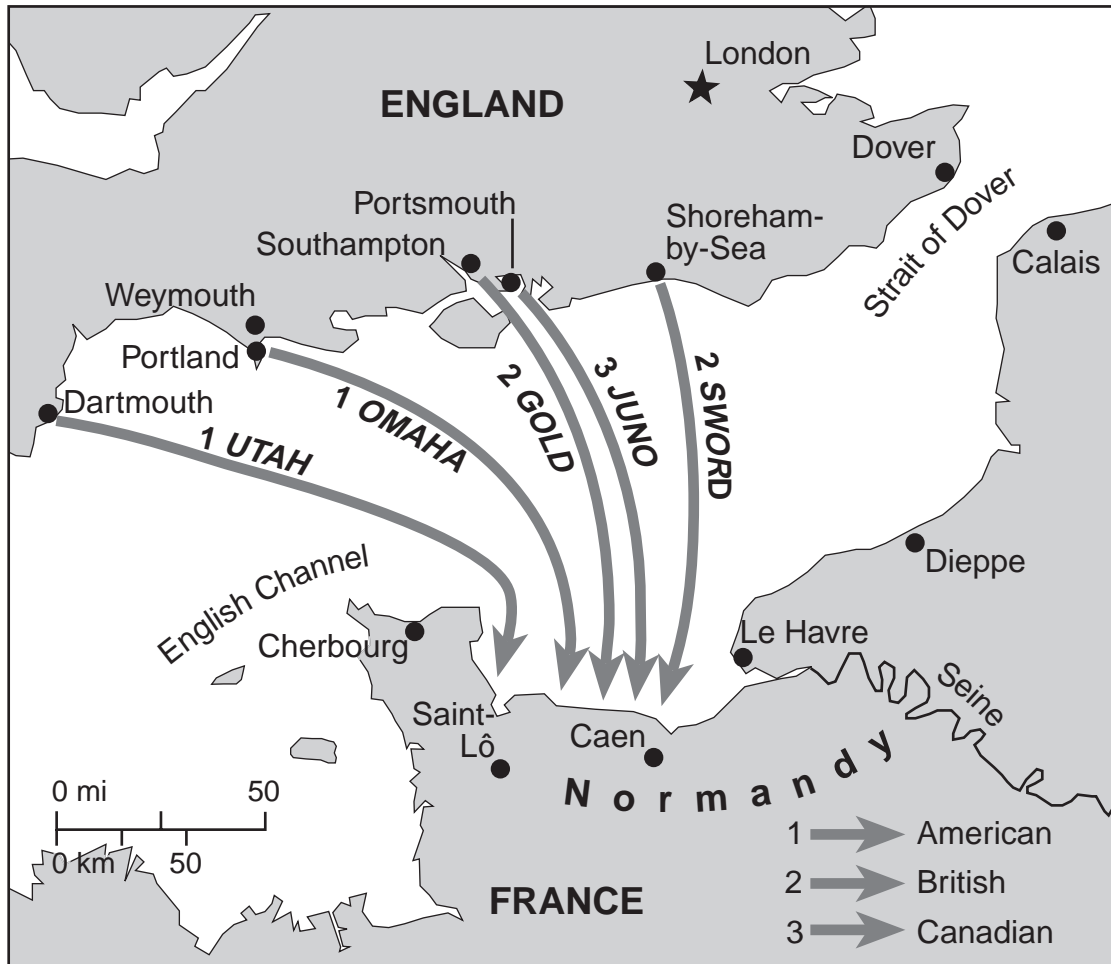
31 Which condition is most closely associated with Mexico between 1910 and 1930?

- (1) revolutions and political instability
- (2) establishment of a state religion
- (3) rapid industrialization by locally owned corporations
- (4) widespread support for foreign intervention

32 The difficult, year-long journey made by Mao Zedong and his Communist followers in 1934 through China's mountains, marshes, and rivers was called the

- (1) Cultural Revolution (3) Boxer Rebellion
- (2) Great Leap Forward (4) Long March

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



Source: National Geographic Magazine online, 2002 (adapted)

33 The World War II military action shown on this map was significant because it

- (1) took the pressure off the war in the Pacific
- (2) led directly to the war crimes trials in Nuremberg
- (3) caused Germany to resort to unrestricted submarine warfare
- (4) forced Germany to fight the Allies on eastern and western fronts

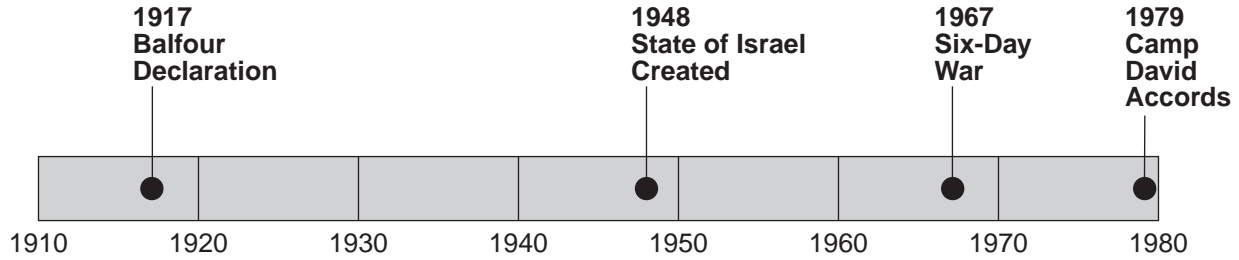
34 Which statement about the Soviet economy under Joseph Stalin is accurate?

- (1) The Soviet Union increased its power by developing heavy industry.
- (2) The government reduced its role in planning industrial production.
- (3) Farmers were encouraged to compete in a free market economy.
- (4) A large selection of consumer goods became available in the Soviet Union.

35 In the 1940s, the leadership of the Indian National Congress and the leadership of the Muslim League supported the goal of

- (1) helping the British fight World War II
- (2) removing British control from the subcontinent
- (3) abolishing caste distinctions and discrimination
- (4) establishing a unified government based on religious teachings

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



36 Which region is directly associated with the events shown on this time line?

- (1) Latin America
- (2) Middle East
- (3) Central Africa
- (4) Southeast Asia

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



Source: Eric Godal, January 10, 1943 (adapted)

37 Which type of political system is being depicted in this 1943 cartoon?

- (1) direct democracy
- (2) monarchy
- (3) theocratic republic
- (4) totalitarian

38 Immediately after World War II, which country exerted political and economic control over Poland, Hungary, and Romania?

- (1) France
- (2) United States
- (3) Soviet Union
- (4) Great Britain

39 The main reason oil-producing states formed the Organization of Petroleum Exporting Countries (OPEC) was to

- (1) promote foreign ownership of oil fields
- (2) lift economic sanctions and establish free trade
- (3) improve trade relations with the West
- (4) influence the price of oil and set production levels

40 What was a goal of the student protestors in Tiananmen Square in 1989?

- (1) independence for Taiwan
- (2) removal of troops from South Korea
- (3) access to foreign products
- (4) democratic reforms

41 What is one way post-World War II North Korea and post-World War II East Germany are similar?

- (1) Monarchies were reestablished in both countries.
- (2) Democratic principles flourished in both countries.
- (3) Both communist governments faced economic stagnation.
- (4) Both countries threatened to use chemical weapons against China.

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



Source: Mike Keefe, *The Denver Post*, 1995

42 The cartoonist's point of view is best expressed in which statement about the United Nations?

- (1) Its leadership celebrated its 50th successful military campaign.
- (2) It engaged in acts of war as a method of peacekeeping.
- (3) It succeeded in its diplomatic efforts.
- (4) Its military forces received many awards for their actions.

- 43 • Tutsis and Hutus in Rwanda
• Russians and Chechens in southwestern Russia
• Tamils and Sinhalese in Sri Lanka

In the 1990s, which situation characterized the relationship of the peoples listed for each of these regions?

- (1) cooperative political compromise
- (2) development of a shared economy
- (3) movement toward religious toleration
- (4) brutal civil conflict

44 During the 20th century, in which area has deforestation been a significant environmental issue due to the expansion of industrial mining, the growth of corporate farms, and the development of new road networks?

- (1) Sahara Desert
- (2) Tibetan Plateau
- (3) Amazon Basin
- (4) Ukrainian Steppe

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



Source: Brian Barling, *Christian Science Monitor*, March 30, 2006

- 45 The policies of which 20th-century leader helped to create the situation shown in this 2006 cartoon?
- (1) Deng Xiaoping (3) Aung San Suu Kyi
(2) Kim Jong Il (4) Ho Chi Minh

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

...The deposits of fine sediment left by natural floods sustain the fertility of floodplain soils. The 5,000-year history of agriculture in the Nile Valley and delta of Egypt depended on the annual Nile River flood that left a veneer of new silt over the valley floor each year. Modern dams on the Nile — particularly the Aswan High Dam, which can store the entire annual flood — have destroyed the natural system of fertilization, necessitating huge imports of artificial fertilizers....

— Oberlander and Muller, *Essentials of Physical Geography Today, Second Edition*, Random House, 1987

- 46 Based on this passage, a valid conclusion would be that
- (1) natural fertilizers are less effective than artificial fertilizers
(2) technological advances sometimes create unforeseen problems
(3) yearly flooding is harmful to Egyptian agriculture
(4) farmers in the Nile Valley operate at a subsistence level

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

... I, John of Toul, make known that I am the liege man of the lady Beatrice, countess of Troyes, and of her son, Theobald, count of Champagne, against every creature, living or dead, saving my allegiance to lord Enjorand of Coucy, lord John of Arcis, and the count of Grandpré. If it should happen that the count of Grandpré should be at war with the countess and count of Champagne on his own quarrel, I will aid the count of Grandpré in my own person, and will send to the count and the countess of Champagne the knights whose service I owe to them for the fief which I hold of them. But if the count of Grandpré shall make war on the countess and the count of Champagne on behalf of his friends and not in his own quarrel, I will aid in my own person the countess and count of Champagne, and will send one knight to the count of Grandpré for the service which I owe him for the fief which I hold of him, but I will not go myself into the territory of the count of Grandpré to make war on him....

- 47 In which period of western European history was the relationship described in this passage most common?

- (1) Neolithic (3) Medieval
(2) Classical (4) Napoleonic

- 48 During the feudal period of Japanese history, the emperor had mainly symbolic authority. Which statement best explains the reason for this situation?

- (1) Power had been granted to shoguns and daimyos.
(2) Communist guerillas had destabilized domestic political institutions.
(3) A democratic constitution prevented the emperor from centralizing authority.
(4) American occupation forces had undermined the belief in the emperor's divinity.

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

Image A: Inca



Source: Felipe Guaman Poma de Ayala, *Nueva Coronica y Buen Gobierno*, Biblioteca Ayacucho

Image B: Ireland



Source: John Reader, *Potato: A History of the Propitious Esculent*, Yale University Press

49 Which generalization is best supported by these images?

- (1) Potatoes have been a key source of food for diverse populations at various times.
- (2) The Inca produced more potatoes than any other civilization in history.
- (3) The only crop Irish women and children produced was potatoes.
- (4) Potatoes could only be grown in mountainous regions.

50 Which historical event connects the activity shown in Image A to the activity shown in Image B?

- (1) opening of the Silk Road trade
- (2) Columbian exchange
- (3) formation of the Hanseatic League
- (4) establishment of trans-Saharan 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) **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—Challenges to Tradition or Authority

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success.

Task:

Select **two** individuals who have challenged tradition or authority and for **each**

- Describe the established tradition or authority as it existed before it was challenged by the individual
- Discuss how the individual challenged established tradition or authority
- Discuss the extent to which change was achieved as a result of this challenge

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Martin Luther, Galileo Galilei, Mary Wollstonecraft, Toussaint L'Ouverture, Charles Darwin, Vladimir Lenin, Emiliano Zapata, Mohandas Gandhi, Ho Chi Minh, Nelson Mandela, Mikhail Gorbachev, Aung San Suu Kyi, and Wangari Mathaai.

You are *not* limited to these suggestions.

Do *not* choose an individual from the United States or Gavrilo Princip from the Balkan States for your answer.

Guidelines:

In your essay, be sure to

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

Part III

DOCUMENT-BASED QUESTION

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

Turning points are events that result in regional and worldwide change. Three turning points that transformed societies and regions were the *outbreak of the bubonic plague*, the *signing of the Nanjing Treaty*, and the *assassination of Archduke Ferdinand*.

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** turning points mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding this turning point
- Discuss changes that occurred within a society and/or region as a result of this turning point

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

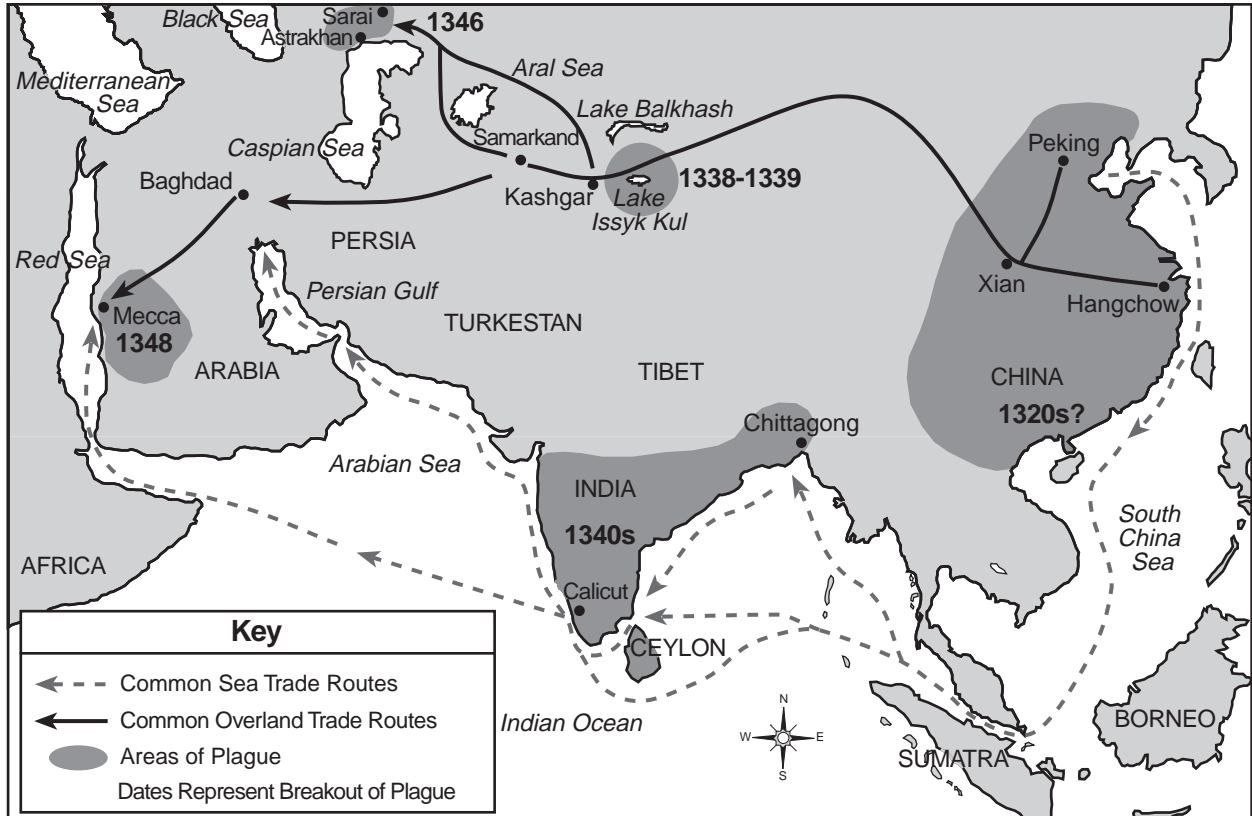
- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A
Short-Answer Questions

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

Document 1

Origins and Spread of the Black Death in Asia



Source: Melissa Snell, "Origins and Spread of the Black Death in Asia," *Medieval History*, About.com (adapted)

1. Based on the information on this map, what activity contributed to the spread of the Black Death? [1]

Score

Document 2

In this excerpt, William H. McNeill discusses the interpretation of historical evidence to explain how the plague was spread. He suggests that available evidence makes it unlikely that the plague was found in China before 1331.

...By contrast, after 1331, and more particularly after 1353, China entered upon a disastrous period of its history. Plague coincided with civil war as a native Chinese reaction against the Mongol domination gathered headway, climaxing in the overthrow of the alien rulers and the establishment of a new Ming Dynasty in 1368. The combination of war and pestilence [disease] wreaked havoc on China's population. The best estimates show a decrease from 123 million [in] about 1200 (before the Mongol invasions began) to a mere 65 million in 1393, a generation after the final expulsion of the Mongols from China. Even Mongol ferocity cannot account for such a drastic decrease. Disease assuredly played a big part in cutting Chinese numbers in half; and bubonic plague, recurring after its initial ravages at relatively frequent intervals, just as in Europe, is by all odds the most likely candidate for such a role....

Source: William H. McNeill, *Plagues and Peoples*, Quality Paperback Book Club (adapted)

2 According to William H. McNeill, what was **one** way the plague affected China after 1331? [1]

Score

Document 3

Social and Economic Effects of the Plague in Europe

The plague had large scale social and economic effects, many of which are recorded in the introduction of the *Decameron*. People abandoned their friends and family, fled cities, and shut themselves off from the world. Funeral rites became perfunctory [superficial] or stopped altogether, and work ceased being done. Some felt that the wrath of God was descending upon man, and so fought the plague with prayer. Some felt that they should obey the maxim [saying], “Eat, drink, and be merry, for tomorrow you may die.” The society experienced an upheaval to an extent usually only seen in controlled circumstances such as carnival [festival]. Faith in religion decreased after the plague, both because of the death of so many of the clergy and because of the failure of prayer to prevent sickness and death....

Source: “Plague,” *Decameron Web*, Brown University (adapted)

3 According to this article, what was **one** effect of the plague on European society? [1]

Score

Document 4

...The Chinese had long been opposed to the opium trade. The drug had been introduced into China by Dutch traders during the seventeenth century. As early as 1729, there were imperial decrees forbidding the sale and smoking of this “destructive and ensnaring vice.” In 1796, Jiaqing, the new emperor, placed a complete ban on its importation, but he was a weak administrator and soon pirates and opium merchants were bribing officials to look the other way. By 1816, the [British] East India Company had imported 3,000 chests of opium from its poppy fields in the north Indian state of Punjab. By 1820, this had risen to 5,000 and by 1825 to almost 10,000.

As more and more Chinese became addicts, and silver flowed out of the economy to British coffers, the Chinese government moved toward confrontation. The emperor Daoguang, who came to the throne in 1821 was a reformer, and, supported by his advisor Lin Zexu (1785–1850), the emperor banned opium in 1836 and ordered the decapitation of “foreign barbarians” who concealed and traded the drug...

Source: Perry M. Rogers, ed., *Aspects of World Civilization: Problems and Sources in History, Volume II*, Prentice Hall (adapted)

4a According to Perry Rogers, what was **one** reason the Chinese were unsuccessful in halting the opium trade? [1]

Score

b According to Perry Rogers, what was **one** effort made by the Chinese to halt the European trade in opium? [1]

Score

Document 5

The Treaty of Nanjing was signed by Great Britain and China following the Opium War (1839–1842).

An Excerpt from the Treaty of Nanjing

ARTICLE III.

It being obviously necessary and desirable, that British Subjects should have some Port whereat they may careen and refit their Ships, when required, and keep Stores for that purpose, His Majesty the Emperor of China cedes [gives] to Her Majesty the Queen of Great Britain, etc., the Island of Hongkong, to be possessed in perpetuity [forever] by Her Britannic Majesty, Her Heirs and Successors, and to be governed by such Laws and Regulations as Her Majesty the Queen of Great Britain, etc., shall see fit to direct.

Source: "Treaty of Nanjing (Nanking), 1842," USC-UCLA Joint East Asian Studies Center

5 What did the British gain as a result of the Treaty of Nanjing? [1]

Score

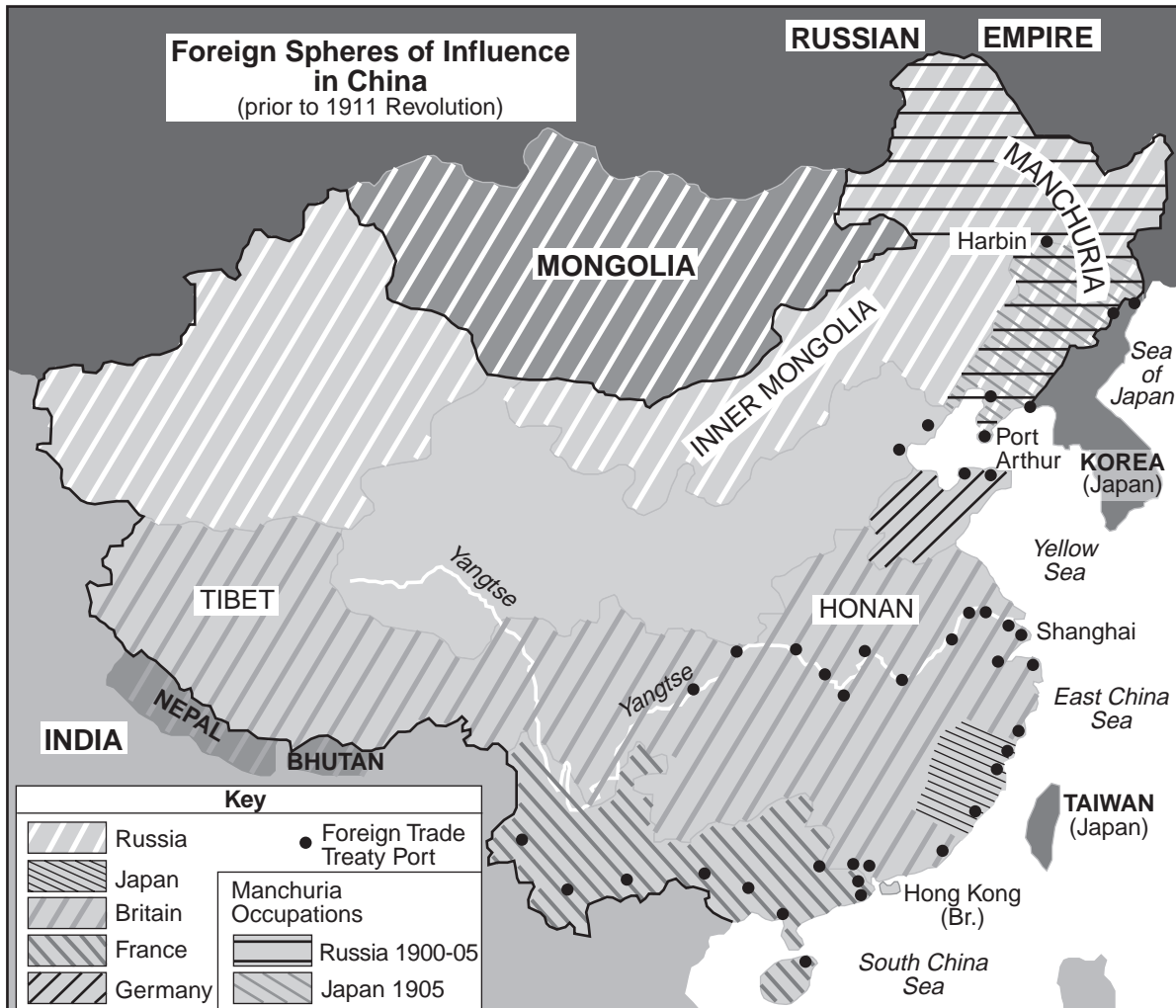
Document 6a

THE REAL TROUBLE WILL COME WITH THE "WAKE."



Source: Joseph Keppler, *Puck*, August 15, 1900 (adapted)

Document 6b



Source: MapWorks, on the Portsmouth Peace Treaty website (adapted)

6 Based on this 1900 Joseph Keppler cartoon and the information on this map, state **one** problem China faced after the Treaty of Nanjing took effect. [1]

Score

Document 7a

The Eastern Question and the Balkans



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

...As a result of the Balkan Wars (1912–1913) Serbia had doubled in size and there were growing demands for the union of south Slavs (Yugoslavism) under the leadership of Serbia. Austria had a large south Slav population in the provinces of Slovenia, Croatia, the Banat and Bosnia. Austria was very alarmed at the growing power of Serbia. She [Austria-Hungary] felt Serbia could weaken her [Austria-Hungary's] own Empire.

The Austrians decided that they would have to wage a preventative war against Serbia in order to destroy her growing power. They were waiting for the correct pretext (excuse). When Franz Ferdinand was shot, the Austrians saw this as the perfect opportunity to destroy Serbia. But when she [Austria-Hungary] attacked Serbia, Russia came to her [Serbia's] aid and the war spread....

Source: Stephen Tonge, "Causes of the First World War," A Web of English History online (adapted)

7a According to Stephen Tonge, what was **one** cause for tension between Austria and Serbia? [1]

Score

Document 7b

This is an excerpt of the testimony given by Gavrilo Princip reprinted in *The Sarajevo Trial*. He was accused of assassinating Archduke Ferdinand of Austria-Hungary and his wife in July 1914.

The Hearing of Gavrilo Princip 12 October 1914 In the Afternoon

...Pr. [Prosecutor]: — Call Gavrilo Princip. (He is brought in.) Do you consider yourself guilty?

Acc. [Accused, Gavrilo Princip]: — I am not a criminal, because I destroyed that which was evil. I think that I am good....

Pr.: — What kind of ideas did you have?

Acc.: — I am a Yugoslav nationalist and I believe in the unification of all South Slavs in whatever form of state and that it be free of Austria.

Pr.: — That was your aspiration. How did you think to realize [accomplish] it?

Acc.: — By means of terror.

Pr.: — What does that signify?

Acc.: — That means in general to destroy from above, to do away with those who obstruct and do evil, who stand in the way of the idea of unification.

Pr.: — How did you think that you might realize your objectives?

Acc.: — Still another principal motive was revenge for all torments which Austria imposed upon the people....

Pr.: — What was the feeling about Austria in your circles?

Acc.: — It was the opinion that Austria behaved badly to our people, which is true, and certainly that she (Austria) is not necessary....

Source: W. A. Dolph Owings et al., eds., *The Sarajevo Trial, Volume I*, Documentary Publications

7b Based on this excerpt from *The Sarajevo Trial*, what was **one** goal of Gavrilo Princip? [1]

Score

Document 8a

British Training Poster



Source: W. G. Thayer, 1915, Library of Congress, Prints and Photographs online catalog

Document 8b

German Trenches, ca. June 16, 1916



Source: Library of Congress, Prints and Photographs online catalog

8 Using information from these images, state **one** impact Gavrilo Princip's assassination of Austria-Hungary's Archduke Ferdinand had on European countries. [1]

Score

Document 9

Europe, 1914



Europe, 1923



Source: Abraham and Pfeffer, *Enjoying World History*, AMSCO (adapted)

9 Based on these maps, what was **one** change to the political boundaries of Europe that occurred after World War I? [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:

Turning points are events that result in regional and worldwide change. Three turning points that transformed societies and regions were the ***outbreak of the bubonic plague***, the ***signing of the Nanjing Treaty***, and the ***assassination of Archduke Ferdinand***.

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

- Select ***two*** turning points mentioned in the historical context and for ***each***
- Describe the historical circumstances surrounding this turning point
 - Discuss changes that occurred within a society and/or region as a result of this turning point

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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