

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

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

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

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

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.

- 1 What does a topographic map show?
(1) climate regions (3) patterns of trade
(2) ethnic distributions (4) physical features
- 2 Which social scientist is most concerned with analyzing the relationship between the supply of and the demand for goods and services?
(1) an anthropologist (3) a sociologist
(2) an economist (4) a political scientist
- 3 Which geographic feature did the earliest civilizations in Egypt, India, and China have in common?
(1) mountains that provided protection from invasion
(2) rivers that increased the fertility of the land by flooding
(3) vast forests that supplied lumber for building
(4) tropical climates that included monsoons

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

...We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break...

— Pericles, quoted in *History of the Peloponnesian War*

- 4 In this quotation, Pericles is praising Athenian
(1) civic values
(2) artistic creativity
(3) military strengths
(4) commercial success
-

- 5 The ancient Sumerians modified their environment to increase food production by
(1) building terraces
(2) removing rain forests
(3) digging irrigation canals
(4) developing chinampas
- 6 Believers of Hinduism are expected to
(1) fulfill their dharma for a favorable reincarnation
(2) complete a pilgrimage to Mecca
(3) obey the Ten Commandments
(4) follow the Eightfold Path to achieve enlightenment

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

Golden Age of

I. Mathematical innovation

- A. Decimal system
- B. Concept of zero

II. Astronomy

III. Medicine

- A. Vaccination
- B. Plastic surgery
- C. Hospital system

IV. Literature

- A. Sanskrit poetry & fables

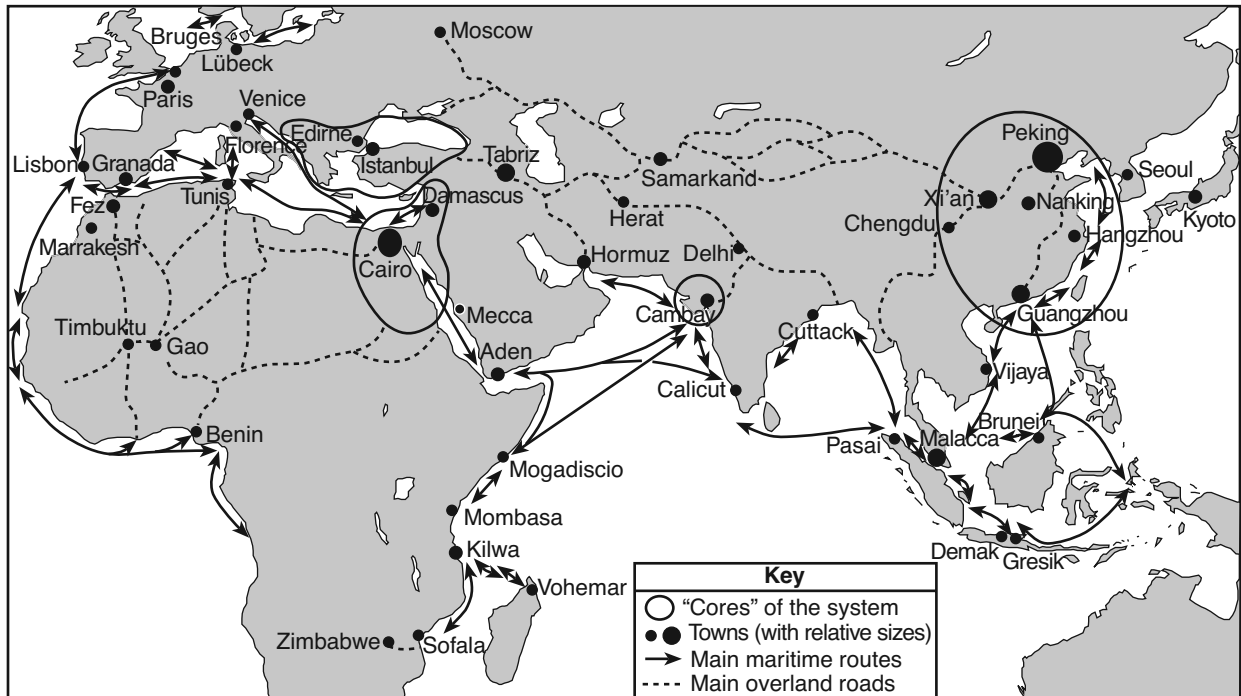
V. Art & Architecture

- A. Stupas
- B. Capital at Pataliputra
- C. Ajanta Caves

- 7 Which civilization best completes the title of this outline?
(1) Ghana (3) Song
(2) Khmer (4) Gupta
-

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

The Eurasian and African World-System in the Fifteenth Century



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

8 Which concept does this map best illustrate?

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

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

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

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

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

?

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

10 What is the best title for this chart?

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

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

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

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

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

13 During the Renaissance, humanist philosophers emphasized the importance of

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

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

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

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

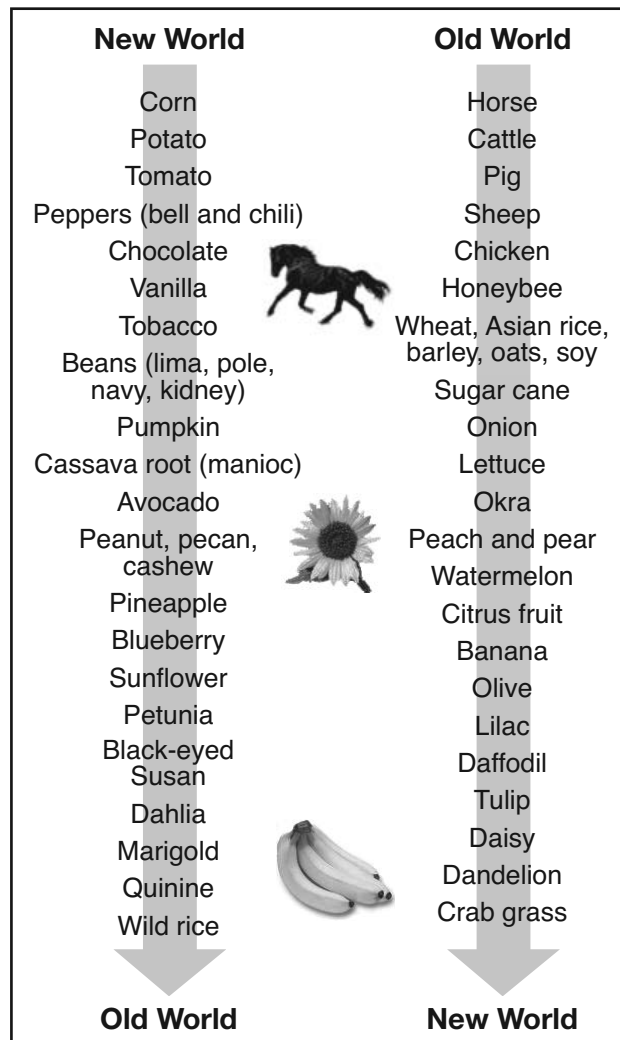
- (1) trade between Europe and Asia
 (2) conquest of Spain by the Muslims
 (3) spread of Buddhism into Southeast Asia
 (4) decline in the Atlantic slave trade

16 The rule of Akbar the Great is important because he

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

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

**The Columbian Exchange
 What Came From Where**



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

17 This chart of the Columbian exchange shows the

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

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

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

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

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

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

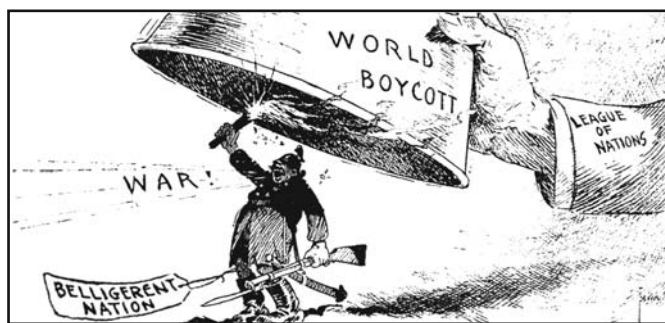
Base your answer to question 24 on the passage below and on your knowledge of social studies.

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

— "A Public Declaration," 1906

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

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



PATENT APPLIED FOR.

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

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

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

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

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

27 Which change is associated with Meiji Japan?

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

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

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

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

Which policy is most closely associated with these statements?

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

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

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

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

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

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

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

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

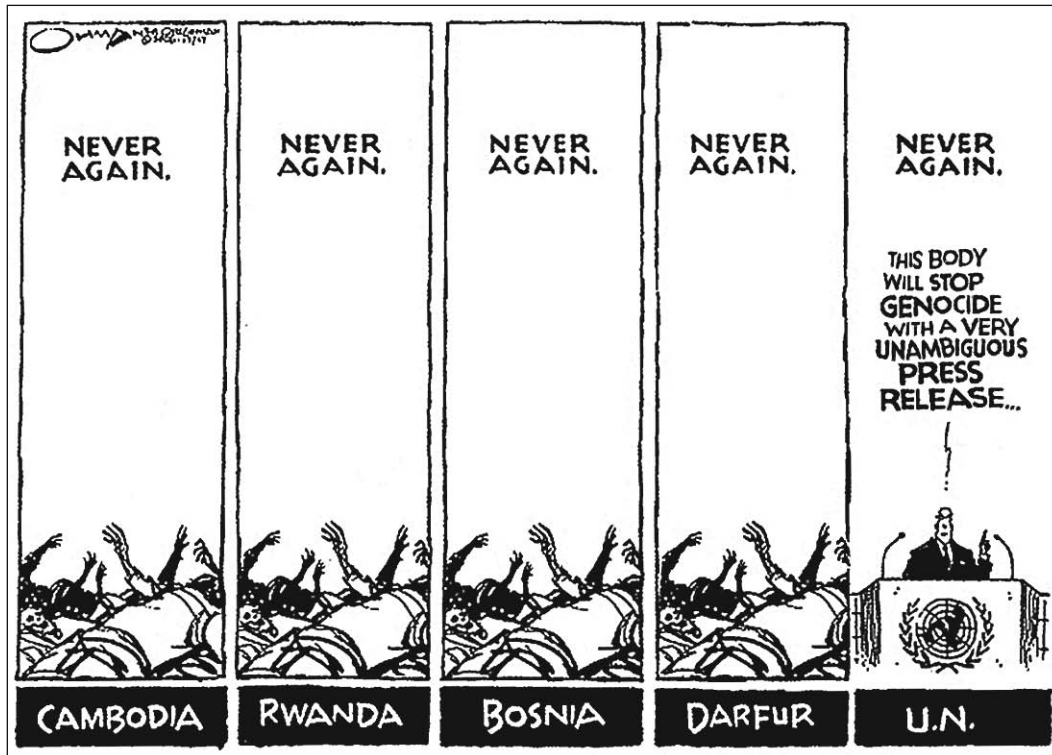
STEPPING STONES TO GLORY



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

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

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



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

38 What is the key idea of this cartoon?

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

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

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

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

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

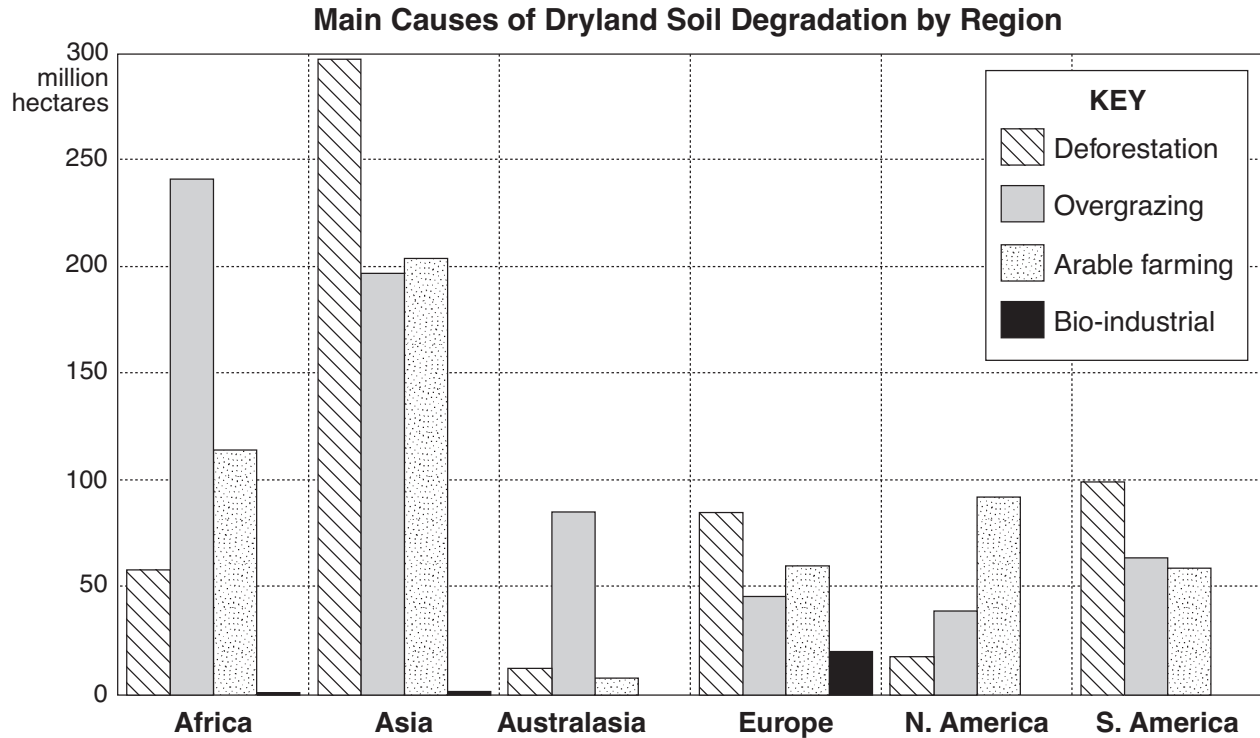
41 The Code of Hammurabi, the Twelve Tables, and the Justinian Code are examples of

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

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

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

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



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

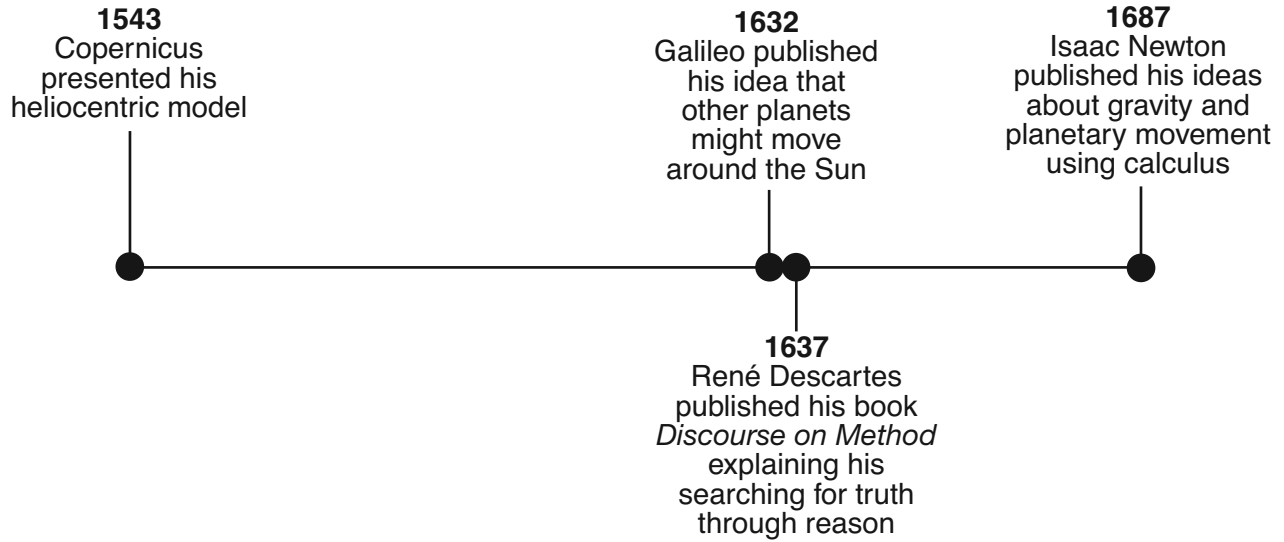
Source: Food and Agricultural Organization of the United Nations (adapted)

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

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

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

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



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

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

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

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

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

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

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

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

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

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

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

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

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Technology

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

Task:

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

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

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

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

NAME

SCHOOL

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

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

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

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

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

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

Part A

Short-Answer Questions

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

Document 1

SOME REASONS FOR SUPPORTING WOMEN'S SUFFRAGE

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

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

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

Score

Document 2

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

The Suffragette

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

FRIDAY, APRIL 25, 1913



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

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

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

Score

Document 3

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

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

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

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

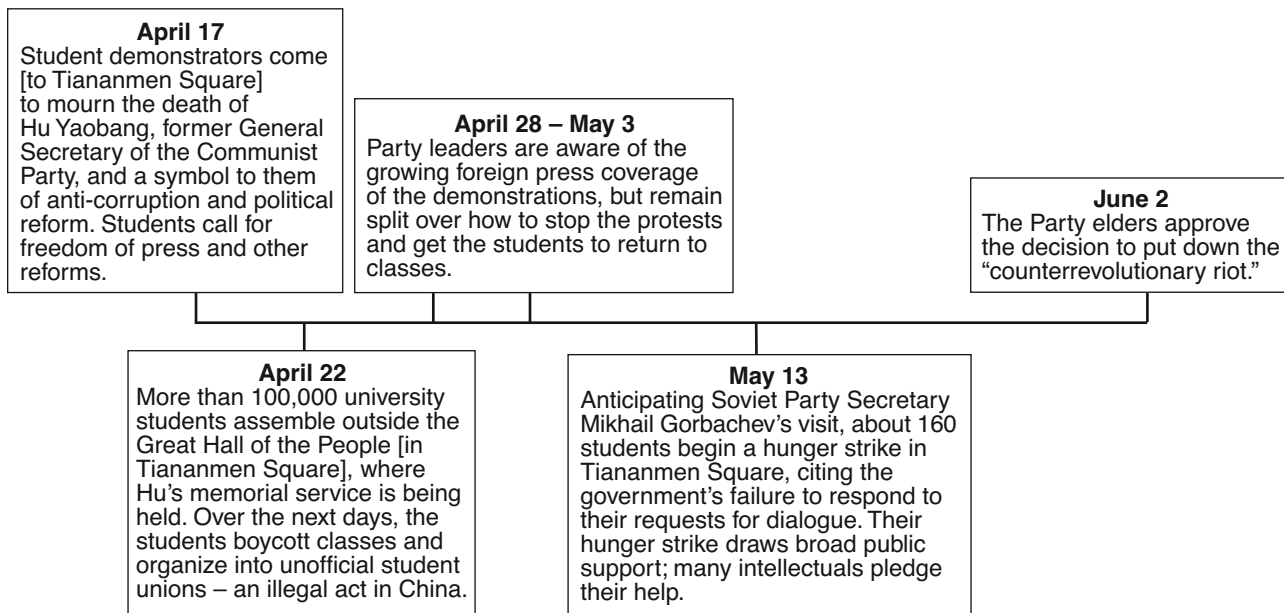
Score

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

Score

Document 4

Tiananmen Square 1989



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

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

Score

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

Score

Document 5

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

“Open Declaration of a Hunger Strike”

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

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

The country is our country!

The people are our people!

The government is our government!

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

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

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

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

Score

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

Score

Document 6

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

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

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

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

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

Score

Document 7

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

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

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

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

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

Score

Document 8

1952 Campaign for the Defiance of Unjust Laws

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

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

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

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

Score

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

Score

Document 9

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

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

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

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

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

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

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

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

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

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

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

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

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

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

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

Guidelines:

In your essay, be sure to

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

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