

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

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2001 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

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

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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

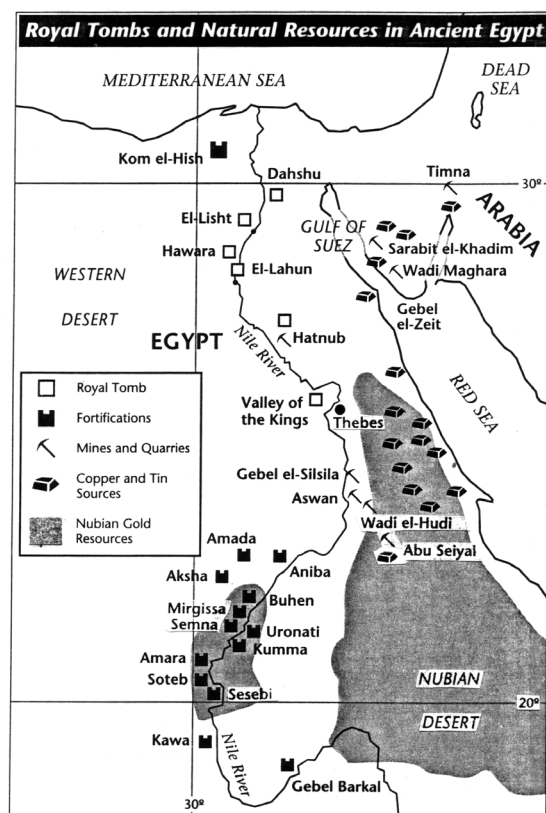
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

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



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

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

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

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

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

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

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

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

4 Based on these statements, which conclusion is valid?

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

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

The idea expressed in this quotation is found in the

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

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

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

—Prince Shotoku of Japan (A.D. 604)

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

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

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

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

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

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

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

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

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

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

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

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

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

Which philosopher most likely wrote this statement?

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

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

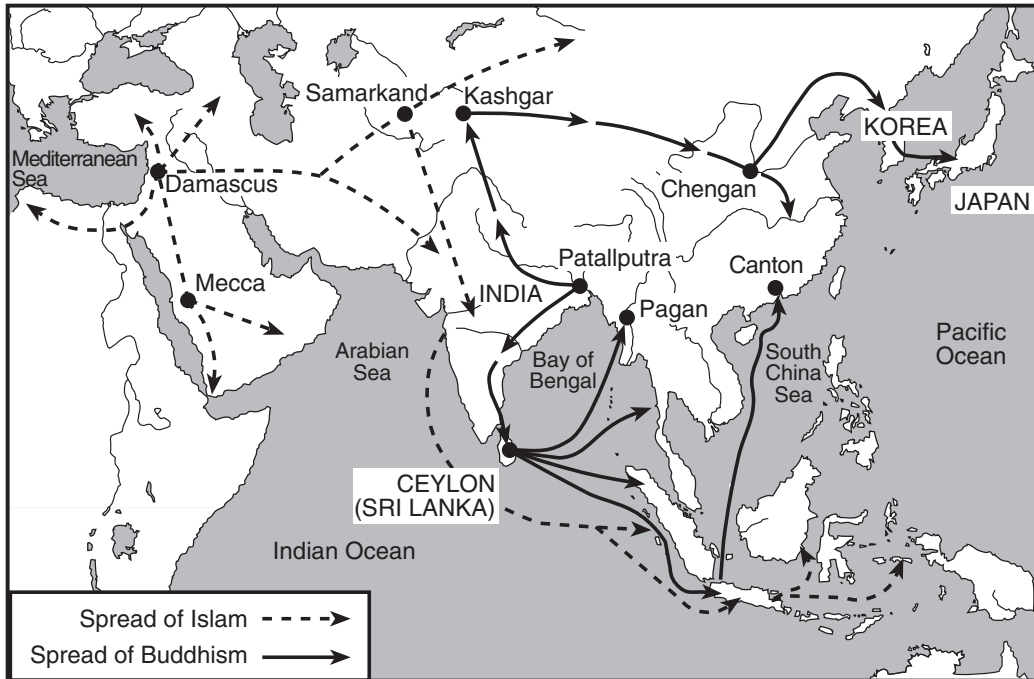
- 1 military technology of the Spanish conquerors
- 2 inability of the native peoples to adapt to Spanish culture
- 3 enforced slavery of the native peoples by the Spanish
- 4 unified resistance of native peoples to Spanish demands

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

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

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

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



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

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

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

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

16 Which event is described in this passage?

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

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

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

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

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

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

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

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

- | |
|--|
| I. _____ A. “Cash crop” economies B. Class systems based on birth and skin color C. Ethnic and racial diversity |
|--|

- 1 Problems of the Cold War
- 2 Results of colonialism in Latin America
- 3 Effects of feudalism on medieval Europe
- 4 Causes of the Korean War

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

British Suffrage (voting rights)

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

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

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

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

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

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

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

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

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

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

36 The speakers are discussing the question of whether NATO should

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

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

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

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

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

38 Who is the most likely author of this statement?

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

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

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

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

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

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

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

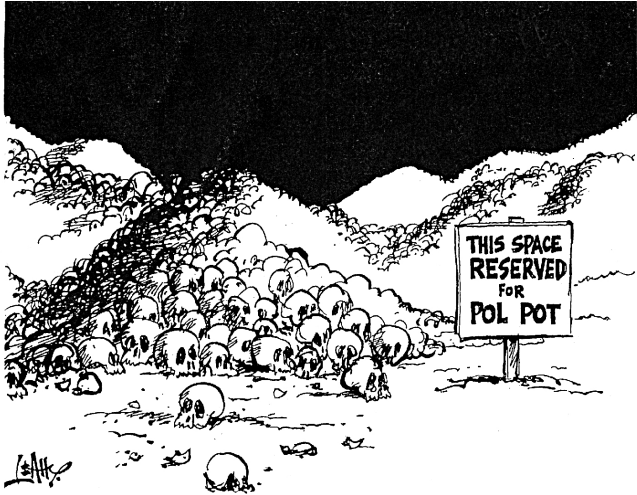
41 Which person would most likely have agreed with this statement?

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

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

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

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



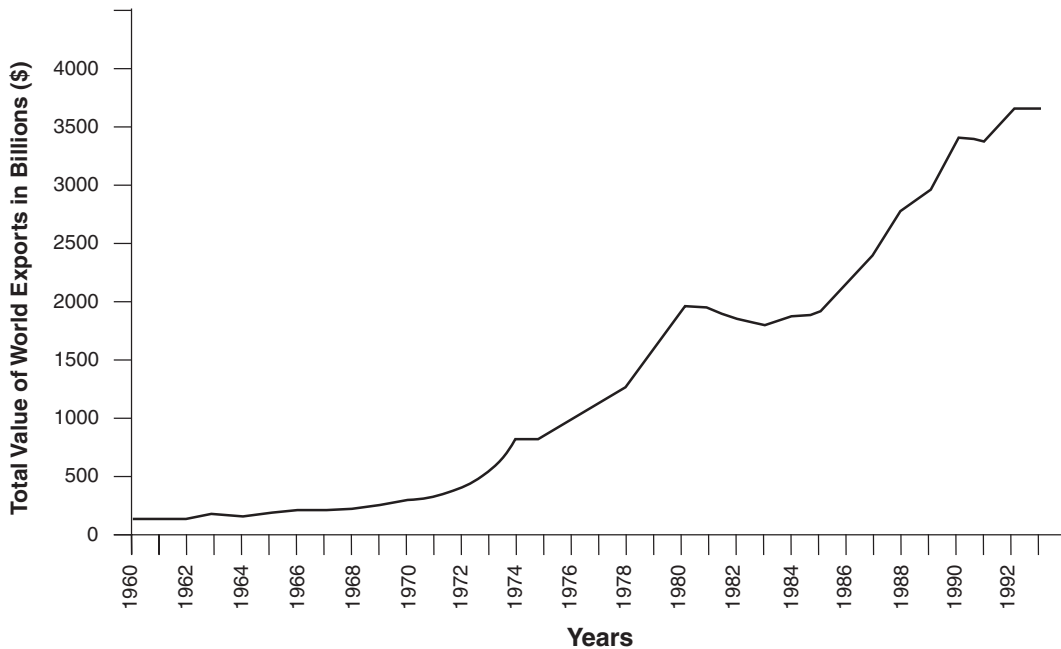
Leahy/Courier-Mail/Brisbane

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

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

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

Moving Goods: Expansion of Global Trade, 1960–1993



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

GO RIGHT ON TO THE NEXT PAGE. 

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



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

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

50 Which global issue is addressed in this cartoon?

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

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **compare and contrast** means “to discuss similarities and differences”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

PART II

THEMATIC ESSAY QUESTION

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

Theme: Economic Change

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

Task:

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

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

You are *not* limited to these suggestions.

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

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

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

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

- Discuss the political, economic, and/or social causes of *two* of these revolutions
- Compare and contrast the results of these two revolutions
- Evaluate the extent to which these two revolutions accomplished their goals of reform

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

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

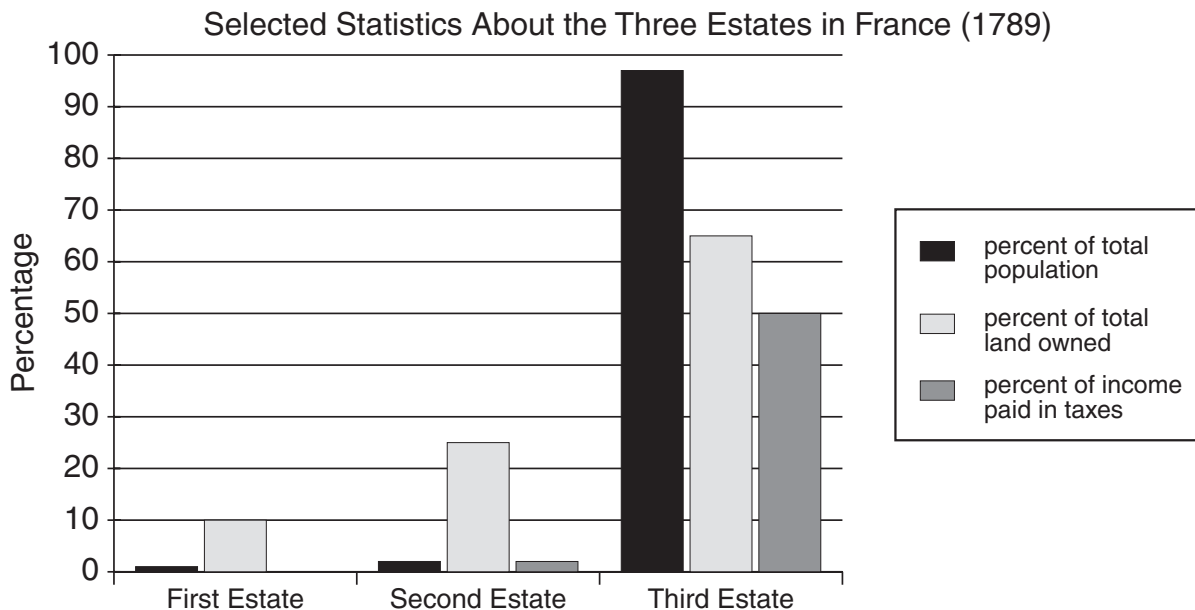
Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

Part A

Short-Answer Questions

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

Document 1



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

Score

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

Score

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

Score

Document 2

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

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

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

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

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

Score

Document 3

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

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

—*Decree of the National Convention, 1793*

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

Score

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

Score

Document 4

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

—Mao Zedong, 1927

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

Score

Document 5

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

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

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

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

Score

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

Score

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

Score

Document 6

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

— Ruhollah Khomeini, *Unveiling the Mysteries*, 1941

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

Score

Document 7

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

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

— Ruhollah Khomeini

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

Score

Document 8

Thousands Clash with Police in Tehran

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

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

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

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

— BBC News, May 26, 1998

- 8 According to this news report, what have been the results of the rule of Ruhollah Khomeini and his successors in Iran? [1]

Score

Part B

Essay

Directions:

- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from at least **four** documents to support your response.
- Include additional related information.

Historical Context:

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

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

- Discuss the political, economic, and/or social causes of *two* of these revolutions
- Compare and contrast the results of these two revolutions
- Evaluate the extent to which these two revolutions accomplished their goals of reform

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2001 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
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- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

Tear Here

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