

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 29, 2010 — 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.

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.

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.

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

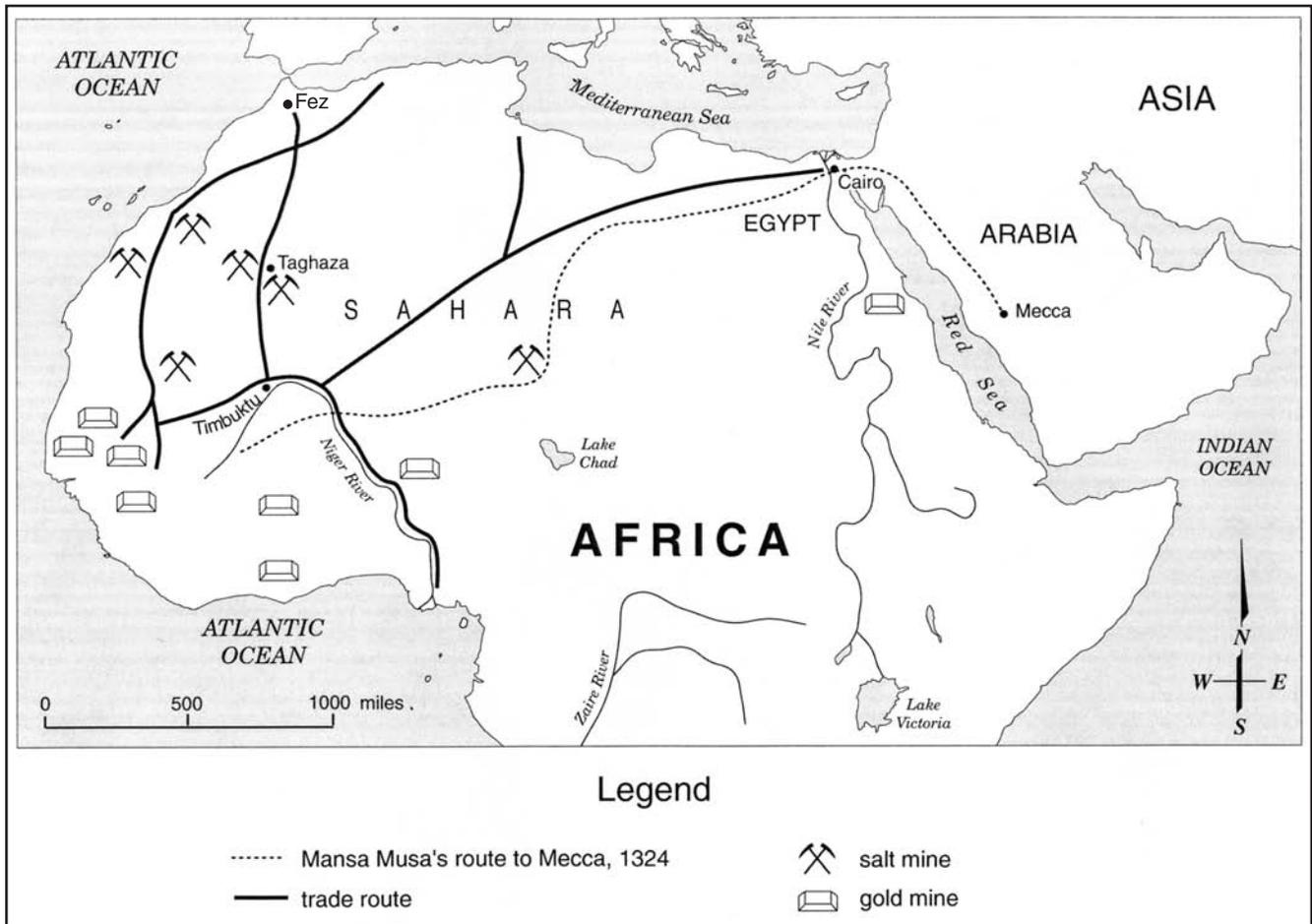
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, 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.

- 1 Which example best represents a primary source?
 - (1) a 20th-century novel about events leading up to the French Revolution
 - (2) film footage taken during the liberation of Nazi concentration camps
 - (3) an interview with an expert on the fall of the Roman Empire
 - (4) a lecture on the impact of the African slave trade on South America
- 2 A geographic similarity between Italy and India is that both of these countries are located
 - (1) on peninsulas
 - (2) on archipelagos
 - (3) between two oceans
 - (4) south of the equator
- 3 Which statement best describes an aspect of a command economy?
 - (1) Profit motivates individuals to set up private businesses.
 - (2) Tradition, religion, and customs heavily influence economic decisions.
 - (3) Supply and demand regulate the economy.
 - (4) Government directs and controls the means of production.
- 4 The Indus and Huang He (Yellow) rivers are both closely associated with
 - (1) border disputes
 - (2) sacred biblical sites
 - (3) cradles of early civilization
 - (4) oil discoveries
- 5 A similarity between Shinto in Japan and animism in African societies is that both
 - (1) use the Torah to establish law codes
 - (2) stress the importance of the Eightfold Path
 - (3) believe that spirits exist in nature
 - (4) base social rank on a caste system
- 6 The Code of Hammurabi and Chinese legalism both rely on the idea that
 - (1) governments must provide their people with rights
 - (2) harsh laws are needed to control society
 - (3) all subjects are equal under the law
 - (4) religion and government must be brought closer together
- 7 One similarity between the Gupta Empire and the Arab dynasties of the Islamic Golden Age is that they
 - (1) made advances in mathematics and literature
 - (2) gained wealth by obtaining gold from the Americas
 - (3) stressed the importance of dharma and karma
 - (4) controlled territories around the Mediterranean seacoast
- 8 Which geographic factor has often made Korea a key region for those seeking to control East Asia?
 - (1) long coastline
 - (2) location
 - (3) mountains
 - (4) climate
- 9 Which culture is credited with the development of gunpowder, the abacus, and the compass?
 - (1) Chinese
 - (2) Persian
 - (3) Indian
 - (4) Japanese
- 10 • Cyrillic alphabet adopted for use in Russia.
• Russians accepted the teachings of the Orthodox Christian Church.
• Onion-shaped domes dotted the skyline of Kievan Russia.
Which term is most closely associated with these statements?
 - (1) ethnocentrism
 - (2) interdependence
 - (3) cultural diffusion
 - (4) colonialism

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.



Source: <http://fga.freac.fsu.edu/> (adapted)

- 11 Which statement about the trip taken by Emperor Mansa Musa is accurate?
- (1) The trip extended beyond North African trade routes.
 - (2) Mansa Musa used the Mediterranean Sea to reach Mecca.
 - (3) The route primarily followed major rivers.
 - (4) Mansa Musa traveled to Fez on his way to Mecca.
- 12 Which conclusion about trade is best supported by the information on this map?
- (1) Timbuktu was a center of trade in West Africa.
 - (2) The Sahara Desert prevented trade.
 - (3) Cairo and Mecca were trading partners.
 - (4) West African gold and salt were traded along the Zaire River.

Base your answer to question 13 on the chart below and on your knowledge of social studies.

FOREIGN COINS OF ANCIENT AND MEDIEVAL TIMES FOUND IN EAST AFRICAN CITY-STATES

Foreign coins	East African City-States						Total
	Kilwa	Mafia	Zanzibar	Pemba	Kenya	Somalia	
Hellenistic (3rd to 1st centuries B.C.)	—	1	—	2	—	22	25
Roman	—	—	—	2	1	6	9
Byzantine	—	—	—	2	—	46	48
Umayyad	—	—	—	2	—	—	2
'Abbasid	—	—	—	7	—	1	8
Mongol	2	4	—	1	—	—	7
Other foreign Muslim (unidentified)	—	20	3	15	—	—	38
Chinese:							
T'ang Dynasty	—	—	4	—	—	1	5
Sung Dynasty	—	9	185	—	2	16	212
Ming Dynasty	—	—	—	—	—	6	6
Ching Dynasty	—	—	—	—	—	10	10

Source: G.S.P. Freeman-Grenville, "East African Coin Finds and Their Historical Significance,"
Journal of African History (adapted)

13 Which generalization is best supported by the data from this chart?

- (1) Bantu migrations influenced the distribution of East African coins.
- (2) Chinese coins were found in East African city-states.
- (3) East African city-states traded directly with Northern Europe.
- (4) Romans controlled trade with East Africa.

14 What is a primary characteristic of a feudal society?

- (1) a representative government
- (2) economic equality for all
- (3) protection of individual rights
- (4) an exchange of land for services

15 Humanism during the Italian Renaissance was focused on

- (1) the affairs of the church
- (2) self-sufficiency
- (3) the importance of the individual
- (4) political theories

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



Source: Felipe Guaman Poma de Ayala, *Nueva Corónica Y Buen Gobierno*, Biblioteca Ayacucho

16 What does this drawing indicate about the Inca civilization?

- (1) religious influence on architecture
- (2) cooperation and planning in agriculture
- (3) superior military technology used for defense
- (4) role of government during a natural disaster

17 Which individual's work had the greatest impact on the spread of Martin Luther's ideas?

- (1) Galileo Galilei
- (2) Niccolò Machiavelli
- (3) William Shakespeare
- (4) Johannes Gutenberg

18 “. . . (It) brought the potato, the pineapple, the turkey, dahlias, sunflowers, magnolias, maize, chillies and chocolate across the Atlantic. On the other hand, tens of millions died in the pandemics of the 16th century, victims of smallpox, measles and the other diseases brought by Europeans (and don't forget that the African slave trade was begun by the Europeans, to replace the work force they had decimated).” . . .

— Michael Wood, BBC History (adapted)

Which historical development is being described in this quotation?

- (1) establishment of the line of Demarcation
- (2) creation of the Hanseatic League
- (3) Columbian exchange
- (4) Glorious Revolution

19 The social class system in Latin America during the 16th and 17th centuries reflects the

- (1) dominance of Spanish-born nobility
- (2) emerging equality between classes
- (3) influence of mestizo economic power
- (4) increasing social mobility of Native American Indians

20 One way in which Suleiman the Magnificent and Akbar the Great are similar is that they both brought about periods of

- (1) political stability and religious tolerance
- (2) religious conquest and persecution
- (3) isolationism and cultural stagnation
- (4) modernization and political disunity

21 A DEO REX, A REGE LEX — “the king is from God, and law is from the king.”

— James I

This quotation best reflects the concept of

- (1) constitutional monarchy
- (2) separation of powers
- (3) equal representation
- (4) divine right rule

- 22 Which statement about the Scientific Revolution in Europe is accurate?
- (1) The existence of natural laws was rejected.
 - (2) Scientists questioned traditional beliefs about the universe.
 - (3) New ideas supported the geocentric theory of Ptolemy.
 - (4) The Bible was used to justify new scientific findings.
- 23 Under the Old Regime in France, the burden of taxation fell mostly on the
- (1) monarchy
 - (2) clergy
 - (3) nobles
 - (4) commoners
- 24 One way in which Robespierre and Napoleon are similar is that they both
- (1) played an important role at the Congress of Vienna
 - (2) increased their power during the French Revolution
 - (3) were executed for treason by French monarchs
 - (4) led armies against the Haitians
- 25 Many critics believe that the policy of the British government during the Irish Famine
- (1) contributed to food shortages
 - (2) ignored military concerns
 - (3) discouraged emigration
 - (4) led directly to civil war
- 26 Which of these developments in Africa was a cause of the other three?
- (1) Rival tribal groups fought wars.
 - (2) The Berlin Conference of 1884 influenced colonial boundaries.
 - (3) Traditional territories and culture groups were permanently fragmented.
 - (4) African economies became dependent on the sale of cash crops and raw materials.
- 27 Which cultures fought with the Zulus in the 19th century over the control of land in South Africa?
- (1) German and French
 - (2) Indian and Belgian
 - (3) British and Boer
 - (4) Ethiopian and Italian

Base your answer to question 28 on the passage below and on your knowledge of social studies.

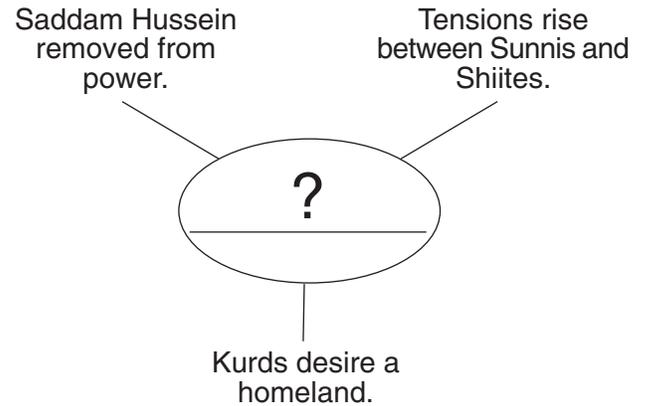
. . . Our celestial empire [China] rules over ten thousand kingdoms! Most surely do we possess a measure of godlike majesty which ye cannot fathom! Still we cannot bear to slay or exterminate without previous warning, and it is for this reason that we now clearly make known to you the fixed laws of our land. If the foreign merchants of your said honorable nation desire to continue their commercial intercourse, they then must tremblingly obey our recorded statutes, they must cut off for ever the source from which the opium flows, and on no account make an experiment of our laws in their own persons! Let then your highness [Queen Victoria] punish those of your subjects who may be criminal, do not endeavor to screen or conceal them, and thus you will secure peace and quietness to your possessions, thus will you more than ever display a proper sense of respect and obedience, and thus may we unitedly enjoy the common blessings of peace and happiness. What greater joy! What more complete felicity [harmony] than this! . . .

— Chinese High Commissioner Lin Zexu's letter to Queen Victoria

- 28 Which event is most directly related to the 19th-century situation described in this passage?
- (1) signing of the Treaty of Nanjing
 - (2) Russo-Japanese War
 - (3) annexation of Korea
 - (4) Sepoy Rebellion
-
- 29 During the late 19th century, Japan's lack of natural resources was one reason for implementing a policy of
- (1) collectivization
 - (2) free trade
 - (3) socialism
 - (4) imperialism
- 30 One reason the Bolsheviks gained peasant support during the Russian Revolution was because the Bolsheviks promised to
- (1) redistribute land
 - (2) abolish communes
 - (3) bring modern technology to Russian farms
 - (4) maintain an agricultural price-support program

- 31 Woodrow Wilson's Fourteen Points influenced many colonial peoples in Asia and Africa to
- (1) create military alliances
 - (2) seek self-determination
 - (3) reject terrorism
 - (4) extend extraterritoriality
- 32 Which statement about Turkish leader Atatürk is an opinion rather than a fact?
- (1) He promoted modernization.
 - (2) His efforts led to the development of industries.
 - (3) He encouraged people to wear western-style clothing.
 - (4) His major accomplishment was the separation of church and state.
- 33 Joseph Stalin's policies in Ukraine during the 1930s directly resulted in
- (1) widespread starvation
 - (2) agricultural self-sufficiency
 - (3) the development of cottage industries
 - (4) the use of subsistence farming techniques
- 34 . . . "You should take steps now to cease military resistance. Otherwise, we shall resolutely employ this bomb and all our other superior weapons to promptly and forcefully end the war." . . .
- This paragraph from a 1945 Allied leaflet warned the
- (1) Czechs of a German invasion
 - (2) Americans in Hawaii of a Japanese attack
 - (3) Koreans of a Russian invasion
 - (4) Japanese civilians of a United States attack
- 35 The Marshall Plan was designed to stop the spread of communism by providing
- (1) government housing to refugees
 - (2) military assistance to Vietnam
 - (3) funds for economic recovery in war-torn European nations
 - (4) nuclear weapons to North Atlantic Treaty Organization (NATO) members

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



- 36 Which country best completes this graphic organizer?
- | | |
|-----------|----------------|
| (1) Egypt | (3) Sudan |
| (2) Iraq | (4) Bangladesh |
-
- 37
- China implemented a one-child policy.
 - African nations established educational and health care agendas.
 - Latin American nations worked with the United States to reduce drug trafficking.
- Which conclusion can best be drawn using all of these statements?
- (1) The governments of different countries reacted in various ways to the same problem.
 - (2) Population explosions took place in some countries during the 20th century.
 - (3) Some countries looked toward other nations to help solve their problems.
 - (4) Countries have had to address a variety of economic and social problems.

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



Source: Chris Britt, *The State Journal-Register*, Copley News Service

38 Which statement best reflects this cartoonist's point of view?

- (1) The development of computer technology is prohibited in China.
- (2) Chinese prisoners are denied access to computers.
- (3) Foreign software developers have flooded the Chinese market.
- (4) Some American firms have assisted the Chinese government in monitoring citizen computer usage.

39 What is a long-term effect of the Soviet invasion of Afghanistan in 1979?

- (1) Communism was strengthened in South Asia.
- (2) Hostilities between China and India lessened.
- (3) The influence of militant Islamic groups increased in the region.
- (4) Tensions along the border between Pakistan and Afghanistan were reduced.

40 **"A Jewish State Is Created"**
"Six-Day War Results in Major Arab Losses"
"Withdrawal Begins from West Bank"

Which situation is referred to in these headlines?

- (1) Persian Gulf War
- (2) Scramble for Africa
- (3) conflict between Israelis and Palestinians
- (4) collapse of the Ottoman Empire

41 In Japan, the Meiji Restoration and the post-World War II "economic miracle" can be described as periods of

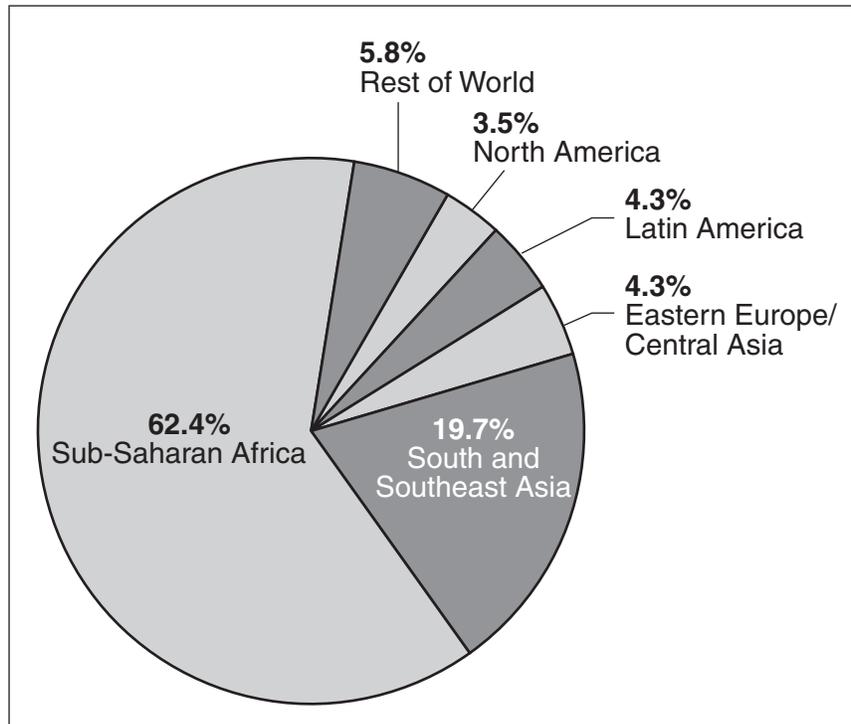
- (1) political decentralization
- (2) revolutionary democratization
- (3) reactionary social change
- (4) innovative industrial development

42 The establishment of a parliamentary democracy in India and the establishment of Portuguese as the official language of Brazil indicates that European colonizers

- (1) influenced the culture of regions under their control
- (2) respected the governments of the indigenous peoples
- (3) promoted Protestant religions over native religions
- (4) studied local traditions before implementing policies

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

Global Breakdown of People Living With HIV in 2006



Source: Statistics from UNAIDS/WHO 2006 AIDS Epidemic Update (adapted)

43 Which hypothesis about the economies of sub-Saharan Africa can be derived from the data in this graph?

- (1) Economic growth may be slowed by the epidemic.
- (2) Wages for workers will probably decline.
- (3) Diversification will promote economic growth.
- (4) The United Nations will probably reduce support for economic development.

- 44 • Spain mines silver in the Americas.
• The Dutch establish a colony in Southeast Asia.
• The English East India Company controls tea plantations in India.

Which policy is most closely associated with these events?

- | | |
|------------------|------------------|
| (1) pacifism | (3) nonalignment |
| (2) mercantilism | (4) containment |

45 As a result of discrimination during the 19th century, where were many Jews in eastern Europe forced to live?

- | | |
|---------------------------|-------------------------|
| (1) on collective farms | (3) in urban ghettos |
| (2) in fortified villages | (4) in industrial areas |

- 46 • The Ming emperor banned the building of large oceangoing ships in 1433.
• The Tokugawa shogun issued the Act of Seclusion in 1636.

One way in which these historical occurrences are similar is that both led to increased

- | | |
|---------------------|------------------------|
| (1) social mobility | (3) cultural diffusion |
| (2) globalization | (4) isolation |

- 47 Armenians under Ottoman rule and Cambodians under the Khmer Rouge both experienced
- (1) an outbreak of the plague
 - (2) human rights violations
 - (3) economic sanctions
 - (4) an agricultural revolution
- 48 One way in which the Council of Trent (1545–1563) and the Versailles Conference (1918–1919) are similar is that they both attempted to
- (1) restore stability after a period of conflict or disorder
 - (2) address economic concerns by lowering tariffs
 - (3) defend human rights by establishing written codes of law
 - (4) encourage cultural development through the creation of universities
- 49 A primary reason the Mongols and the British were able to expand their empires through conquest was because of
- (1) a knowledge and command of advanced technologies
 - (2) a rejection of democratic policies and practices
 - (3) the development of religious and cultural reforms
 - (4) an extended period of peaceful trade and commerce
- 50 Which event can be considered a conflict brought about in part by a religious reform movement?
- (1) World War I
 - (2) Cuban Revolution
 - (3) World War II
 - (4) Iranian Revolution
-

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: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task:

Select **two** intellectuals, philosophers, **and/or** leaders and a writing associated with that person and for **each**

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history. Some suggestions you might wish to consider include:

Bartolomé de las Casas—*Brief Report on the Destruction of the Indians*
Martin Luther—*Ninety-five Theses*
John Locke—*Two Treatises on Government*
Olympe de Gouges—*The Declaration of the Rights of Woman*
Karl Marx—*Communist Manifesto*
Theodor Herzl—*On the Jewish State*
Adolf Hitler—*Mein Kampf*
Mao Zedong—*Little Red Book*
Nelson Mandela—*Long Walk to Freedom*

You are *not* limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States in 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.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the *Neolithic Revolution*, *Agrarian (Agricultural) Revolution*, and the *Green Revolution*. These changes in food production had political, social, and economic effects on societies and regions.

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* food production revolutions mentioned in the historical context and for *each*

- Describe the change in food production during that revolution
- Discuss political, social, *and/or* economic effects the change in food production had on society or a region

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

From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

1 According to the authors of this passage, what is **one** significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

Score

JOIN THE NEOLITHIC REVOLUTION!

WHY HUNT? WHY GATHER?

How goes the **hunt**?

Not so great. How's **gathering**?

So-so.



Look! A **village**! I wonder what they **do** over there ...?



Excuse me. I couldn't help but **overhear**. Let me tell you about living the **Neolithic Way**!



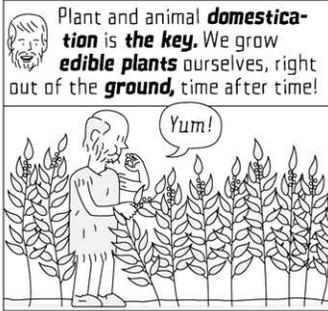
First off – we don't just **look around** for our food ... we actually **grow** some of it ourselves, **where we live!**

Gasp!



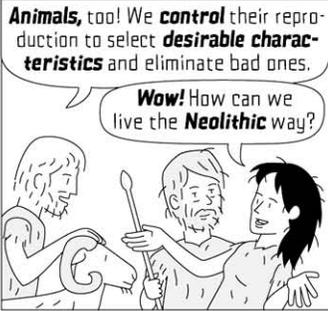
Plant and animal **domestication** is the **key**. We grow **edible plants** ourselves, right out of the **ground**, time after time!

Yum!



Animals, too! We **control** their reproduction to select **desirable characteristics** and eliminate bad ones.

Wow! How can we live the **Neolithic way**?



You can start by **joining us** in the village! **Leave your troubles behind!***

*Some hunting and gathering may be necessary to maintain dietary variety and avoid famine.



Your KEYS to a BETTER LIFE!

Harness Plant Power!

- Learn how the seeds you drop can become next fall's crop!
- Use seed selection to make future plants more productive and easier to harvest!
- Preserve and store surpluses for hard times!
- Invent new ways of preparing and cooking plant foods!

Put Animals To Work For You!

- Learn which species are slow and submissive!
- Use food and fences to keep them around!
- Influence their choice of mates!
- Breed the best and eat the rest!



Special offer! Free booklets!

The Pleasures of Porridge

Earn Your Animals' Respect

How to Tell a Weed

Source: Mysteries of Çatalhöyük!, Science Museum of Minnesota, www.smm.org/catal (adapted)

2 Based on this comic, state **two** effects of the Neolithic Revolution. [2]

(1) _____

Score

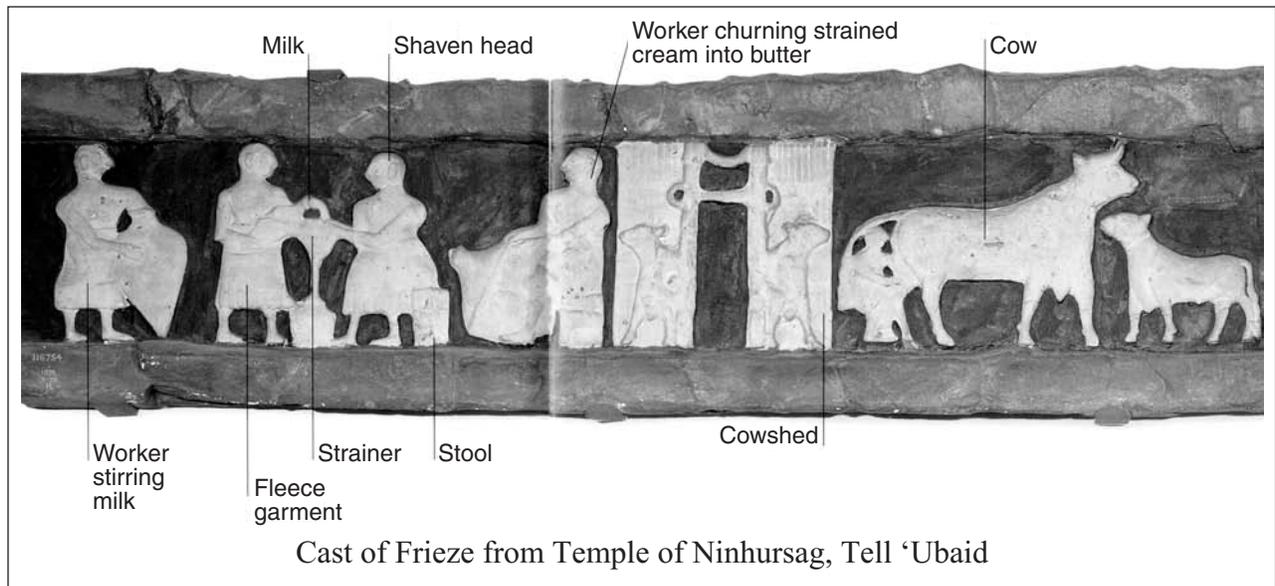
(2) _____

Score

GO ON TO THE NEXT PAGE ⇨

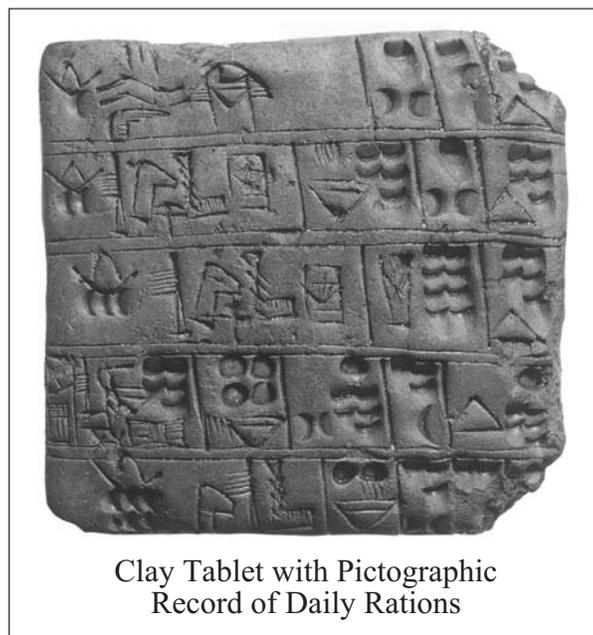
Document 3a

Mesopotamia: Everyday Life



Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

Document 3b



Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

- 3 Based on these images, state **one** advance that occurred as the Mesopotamian culture developed a stable food supply. [1]

Document 4

The Agricultural Revolution in Britain

. . . The English Revolution of 1688, confirming the ascendancy [rise] of Parliament over the king, meant in economic terms the ascendancy of the more well-to-do property-owning classes. Among these the landowners were by far the most important, though they counted the great London merchants among their allies. For a century and a half, from 1688 to 1832, the British government was substantially in the hands of these landowners—the “squirearchy” or “gentlemen of England.” The result was a thorough transformation of farming, an Agricultural Revolution without which the Industrial Revolution could not have occurred.

Many landowners, seeking to increase their money incomes, began experimenting with improved methods of cultivation and stock raising. They made more use of fertilizers (mainly animal manure); they introduced new implements (such as the drill seeder and horse-hoe); they brought in new crops, such as turnips, and a more scientific system of crop rotation; they attempted to breed larger sheep and fatter cattle. An improving landlord, to introduce such changes successfully, needed full control over his land. He saw a mere barrier to progress in the old village system of open fields, common lands, and semicollective methods of cultivation. Improvement also required an investment of capital, which was impossible so long as the soil was tilled by numerous poor and custom-bound small farmers. . . .

Source: R. R. Palmer, et al., *A History of the Modern World*, 9th edition, McGraw-Hill

4 What were **two** changes in the methods of food production that occurred during the Agricultural Revolution in Britain, according to the authors of *A History of the Modern World*? [2]

(1) _____

Score

(2) _____

Score

Document 5

Enclosing or fencing together all of a farmer's land began during the 16th century with the mutual agreement of the landowners. During the 18th century, enclosures were regulated by Parliament.

SELECTED IMPACTS OF THE ENCLOSURE ACTS

Positive Effects

- Less land wastage—boundaries between strips could now be farmed
- Land of a good farmer no longer suffered from neglect of neighboring strips
- Animal diseases were less likely to spread to all village animals. Separate fields for animals made selective breeding possible

Negative Effects

- Eviction of farmers (known as customary tenants) who failed to prove legal entitlement to land their families had worked for generations
- Poor farmers, allocated small plots of land, were unable to compete with large landowners. Many lost their land when their businesses failed

Source: "Enclosure Acts: Great Britain (1700–1801)," *World History on File*, Facts on File (adapted)

5 According to Facts on File, what were **two** effects of the Enclosure Acts? [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . Industrialization transformed the agricultural sector as well, and here the impact pushed beyond the world's industrial leaders. Machinery such as tractors, harvesters, and mechanical plows replaced oxen and human muscles. This trend began in the 19th century with devices such as primitive harvesters and tractors. Yet only in the 20th century did the mechanization of agriculture become important on a global scale, partly in response to the population explosion. Temperate-zone agriculture benefited the most; mechanization revolutionized the cultivation of wheat and other grain crops in North America, northern Europe, South America (in countries such as Argentina, Uruguay, and Chile), and Australia. Tropical crops were less affected by machines; sugarcane continued to be cut by hand, just as coffee beans had to be picked individually from the bushes. Machines nevertheless played some part in tropical agriculture: Factories took over sugar processing, leading to ever-larger [manufacturing] plants. Overall, the trend toward mechanization in agriculture reduced human work in the countryside, leading to greater migration to the cities. Also, the use of expensive machines meant that corporations with considerable capital had an advantage over family farmers, who could not compete against the higher efficiencies of mechanized agriculture. Government policy in Western Europe and in North America generally favored the family farm, however, keeping the number of workers in agriculture artificially high (though falling) despite economic forces to the contrary. . . .

Source: Paul V. Adams, et al., *Experiencing World History*, New York University Press

- 6 According to this excerpt from *Experiencing World History*, what was **one** effect of the mechanization of agriculture? [1]

Score

Document 7

What is the Green Revolution?

The Green Revolution refers to the wave of technological development [research] that started in the 1940s to increase crop productivity in order to help developing countries face their growing populations' needs.

The technologies of the Green Revolution broadly fall into two major categories. The first is the breeding of new plant varieties; the second is the application of modern agricultural techniques such as chemical fertilizers, herbicides, irrigation, and mechanization.

Beginning in Mexico in 1944, the Green Revolution continued in the 1960s to India and Pakistan, where it is credited with saving over one billion people from starvation.

Dr. Norman Borlaug was the agricultural scientist who led the program. In 1970, he won the Nobel Peace Prize for his efforts. . . .

Source: Engineers Without Borders, EWB Workshop, Green Revolution

7 According to Engineers Without Borders, what were **two** modern technological advances that were applied during the Green Revolution? [2]

(1) _____

Score

(2) _____

Score

Document 8

Implementation of the First Green Revolution

. . . The [implementation of the] first green revolution—from the early 1960s to 1975—introduced new varieties of wheat, rice, and maize that doubled or tripled yields. The new varieties were highly susceptible to pest infestation and thus required extensive chemical spraying. But they were also responsive to high rates of fertilizer application under irrigation. So, large- and medium-scale farmers in regions with adequate irrigation facilities, easy access to credit, sufficient ability to undertake risks, and good market integration adopted the new varieties. But these requirements meant that the new technology bypassed most poor African farmers.

Another reason that Africa did not benefit from the first green revolution was the research strategy used. To short-cut the process of varietal improvement, researchers introduced improved varieties from Asia and Latin America rather than engaging in the time-consuming exercise of identifying locally adapted germ plasm and using this as the basis for breeding new varieties.

After the early euphoria with the high-yielding varieties, several problems became evident. First, the need for significant use of pest and weed control raised environmental and human health concerns. Second, as areas under irrigation expanded, water management required sophisticated skills that were in short supply. As a result poor farmers growing staple food crops in Africa could not adopt the new varieties. What was crucial for Africa was to develop crop varieties that could thrive in water-stressed regions without heavy use of fertilizers. . . .

Source: “Realizing the Promise of Green Biotechnology for the Poor,” *Harnessing Technologies for Sustainable Development*, United Nations Economic Commission for Africa (adapted)

8 According to the authors of this passage, what was **one** problem Africa faced in attempting to adopt the Green Revolution? [1]

Score

Document 9

. . . Industrial agriculture has not produced more food. It has destroyed diverse sources of food, and it has stolen food from other species to bring larger quantities of specific commodities to the market, using huge quantities of fossil fuels and water and toxic chemicals in the process. . . .

Productivity in traditional farming practices has always been high if it is remembered that very few external inputs are required. While the Green Revolution has been promoted as having increased productivity in the absolute sense, when resource use is taken into account, it has been found to be counterproductive and inefficient. . . .

Source: Vandana Shiva, *Stolen Harvest*, South End Press, 2000

9 According to Vandana Shiva, what is **one** problem associated with the use of industrial agriculture? [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, many changes have occurred in the way food is produced. Some of the major changes occurred during the **Neolithic Revolution**, **Agrarian (Agricultural) Revolution**, and the **Green Revolution**. These changes in food production had political, social, and economic effects on societies and regions.

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

Select **two** food production revolutions mentioned in the historical context and for **each**

- Describe the change in food production during that revolution
- Discuss political, social, **and/or** economic effects the change in food production had on society or a region

Guidelines:

In your essay, be sure to

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

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 29, 2010 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

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.

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)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
12.....	37.....
13.....	38.....
14.....	39.....
15.....	40.....
16.....	41.....
17.....	42.....
18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must 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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here