

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 27, 2015 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

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



Source: www.worldatlas.com (adapted)

1 Which letter on this map represents an archipelago?

- (1) A (3) C
(2) B (4) D

2 Historians follow rules to help them analyze primary sources. Some of the rules they use are:

- Every piece of evidence and every source must be read or viewed skeptically and critically.
- Each piece of evidence and source must be cross-checked and compared with related sources and pieces of evidence.

—Library of Congress

These rules are designed to help historians determine the

- (1) reliability of document information
(2) popularity of a publication
(3) differences in belief systems
(4) laws of a civilization

3 Which type of economic system relies primarily on hunting, gathering, herding, and farming to maintain self-sufficiency?

- (1) traditional (3) capitalism
(2) command (4) mixed

4 The creation of independent city-states in ancient Greece can be most directly attributed to the

- (1) diverse ethnic groups in the region
(2) large number of different languages
(3) rugged mountainous terrain
(4) practice of oligarchy

5 Which term is most closely associated with Hellenism under Alexander the Great?

- (1) cultural diffusion (3) theocracy
(2) pacifism (4) natural rights

6 Which river is most closely associated with Hinduism?

- (1) Nile (3) Tigris
(2) Yellow (4) Ganges

7 Which individual developed an Asian philosophy associated with the five relationships, filial piety, and the Analects?

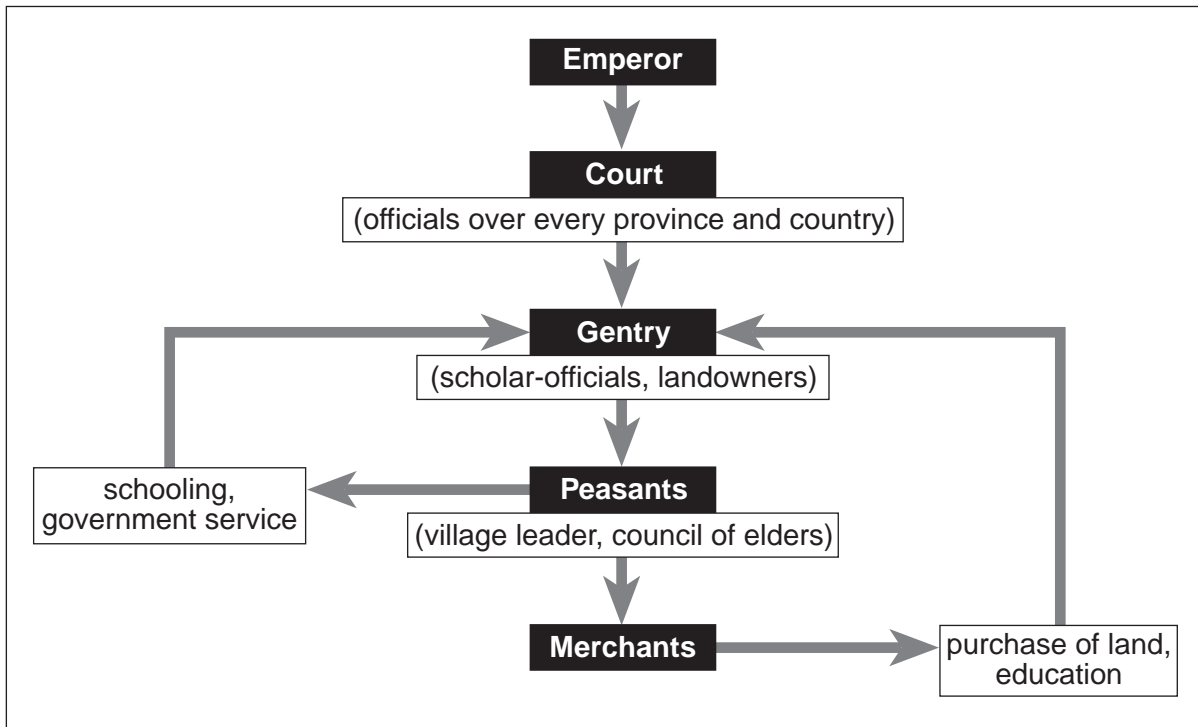
- (1) Laozi (Lao Tzu)
(2) Confucius
(3) Han Wudi
(4) Siddhartha Gautama

8 In India, for which achievement is the Gupta Golden Age best known?

- (1) adoption of the printing press
(2) invention of the iron foot stirrup
(3) use of gunpowder
(4) development of the concept of zero

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

Chinese Social Organization During the Tang and Song Dynasties



Source: *World History: Connections to Today*, Prentice Hall (adapted)

9 Based on the information in this chart, what is a valid conclusion about Chinese society during the Tang and Song dynasties?

- (1) Most peasants in China were literate.
- (2) The majority of Chinese people were merchants.
- (3) Some people living in China had opportunities for social mobility.
- (4) The social status of most Chinese people was determined by religious practices.

10 Around the 14th century, why were the cities of Nanjing, Calicut, Mogadishu, and Venice significant?

- (1) Major centers of trading activity flourished there.
- (2) The first democracies emerged there.
- (3) Islamic religious centers developed there.
- (4) The Portuguese established colonies there.

11 Which geographic factor best explains China's ability to influence the cultural development of Japan?

- | | |
|----------------------|----------------------|
| (1) tropical climate | (3) mountains |
| (2) location | (4) navigable rivers |

Base your answer to question 12 on the passage below and on your knowledge of social studies.

... Trade along the Silk Road enriched China in many ways. The Chinese sent silk, herbal medicines, ceramics, and other local products westward by caravan, and received exotic things in return. From Persia (modern-day Iran) and the Middle East, they received new kinds of musical instruments, and musicians to play them, as well as gold and silver cups, bowls, and vases. From India they imported cotton cloth. From Byzantium (the eastern capital of the Roman Empire, today the city of Istanbul in Turkey) came glassware and jewelry. Chinese merchants also traded some of these imported goods eastward to Korea and Japan....

—Des Forges and Major, *The Asian World: 600-1500*

- 12 Based on this passage, the Silk Road made it possible for the Chinese to import cotton cloth from
- | | |
|----------------------|-----------|
| (1) Persia | (3) Japan |
| (2) the Roman Empire | (4) India |
-
- 13 The West African kingdom of Mali grew in wealth and power by controlling the trading of
- | | |
|---------------------|---------------------|
| (1) oil and coal | (3) gold and salt |
| (2) timber and fish | (4) sugar and ivory |
- 14 Which term is defined as a Renaissance movement characterized by independent thought and a renewed interest in classical Greek and Roman culture?
- | | |
|----------------------|-----------------|
| (1) multiculturalism | (3) nationalism |
| (2) humanism | (4) monasticism |
- 15 One major effect of the Protestant Reformation on western Europe was the
- | |
|--|
| (1) decline in religious unity |
| (2) increased power of the Catholic pope |
| (3) reduction in religious wars |
| (4) increase in the sale of indulgences by the Catholic Church |
- 16 Which statement best describes an effect of the westward expansion of the Ottoman Empire under Suleiman the Magnificent?
- | |
|--|
| (1) Wealthy citizens adopted Russian dress. |
| (2) Islam became a major religion in the Balkans. |
| (3) Trade was disrupted throughout the Indian Ocean. |
| (4) Janissaries were stripped of their military power. |
- 17 A key reason the Incas were able to control their large empire was that they
- | |
|--|
| (1) outlawed human sacrifice |
| (2) formed a democratic government |
| (3) built a road system to connect distant areas and to move armies |
| (4) promoted literacy and mass education programs to teach loyalty to their subjects |
- 18 Which key factor fueled competition between European countries for colonies in the Americas?
- | |
|---|
| (1) a European shortage of pepper and nutmeg |
| (2) a mandate from the papacy |
| (3) the desire to control sources of gold and silver |
| (4) the need to secure laborers for factories in Europe |
- 19 Which geographic feature is located in Latin America?
- | |
|------------------------------|
| (1) rain forest of the Congo |
| (2) Himalaya Mountains |
| (3) plateau of Tibet |
| (4) Amazon River |
- 20 What was an effect of the trans-Atlantic slave trade on Africa between 1500 and 1800?
- | |
|---|
| (1) Power in West Africa shifted from kingdoms in the interior to coastal kingdoms. |
| (2) Malaria was introduced to the tropical regions of Africa. |
| (3) Islam became dominant in sub-Saharan regions. |
| (4) Plantation agriculture was developed in the Great Rift Valley. |

- 21 The writing of the Magna Carta was a reaction to the
- (1) economic restrictions under imperialism
 - (2) abuse of power by monarchs
 - (3) missionary work of clergy
 - (4) threats of revolution from colonial governors

- 22 Louis XIV strengthened the power of the monarchy in France by
- (1) centralizing control
 - (2) granting democratic reforms
 - (3) practicing religious toleration
 - (4) reducing the size of the bureaucracy

- 23 • Copernicus' heliocentric model of the universe
• Newton's law of gravitation
• Descartes' belief in truth through reason

This set of ideas from the Scientific Revolution gave Europeans a new way to

- (1) view humankind's place in the universe
- (2) support the core beliefs of the church
- (3) authenticate historical facts
- (4) verify civil liberties

- 24 In the late 1700s, which situation in France is considered a cause of the other three?
- (1) meeting of the Estates General
 - (2) unfair policies of taxation
 - (3) execution of the king
 - (4) storming of the Bastille

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

... Nor is there liberty if the power of judging is not separate from legislative power and from executive power. If it were joined to legislative power, the power over the life and liberty of the citizens would be arbitrary, for the judge would be the legislator. If it were joined to executive power, the judge could have the force of an oppressor....

—Montesquieu, *The Spirit of the Laws*

- 25 In this passage, Montesquieu is making reference to
- (1) an enlightened despotism
 - (2) a policy of mercantilism
 - (3) a separation of powers
 - (4) a social contract

- 26 The development of cash-crop economies promotes globalization by
- (1) equalizing the standard of living for peasant populations
 - (2) establishing communities that are self-sufficient
 - (3) maintaining the diversity of indigenous agriculture
 - (4) meeting demands outside the region of production

- 27 During the late 19th century, Zionism focused on
- (1) securing safe working conditions for urban factory workers
 - (2) acquiring a homeland for displaced Jewish people
 - (3) establishing colonies in southern Africa
 - (4) developing a strict set of laws based on equality

- 28 What was one reason the Industrial Revolution began in Great Britain?
- (1) The government of Great Britain implemented a series of five-year plans.
 - (2) Great Britain had alliances with most European countries.
 - (3) Abundant natural resources were available in Great Britain.
 - (4) The practice of serfdom in Great Britain provided an abundance of laborers.

- 29 Adam Smith's laissez-faire theories are most closely associated with
- (1) the separation of church and state
 - (2) minimal government regulation of the economy
 - (3) a command economy
 - (4) high tariffs to protect domestic businesses

- 30 The Berlin Conference is most closely associated with the colonialization of
- (1) South Asia
 - (2) East Asia
 - (3) Latin America
 - (4) Africa

- 31 A major reason for Japan's foreign policy in Asia during the early 20th century was to
- (1) promote democracy
 - (2) spread Shinto beliefs
 - (3) obtain natural resources
 - (4) reduce military expenses

Base your answer to question 32 on the speakers' statements below and on your knowledge of social studies.

Speaker A: A nation's strength is measured by the size of its armed forces. All resources must be mobilized into building a strong army and navy.

Speaker B: To maintain our international strength, we must look to our neighbors for alliances. They will help protect us if we face a threat.

Speaker C: To maintain our sovereignty, we need to be the strongest and most powerful.

32 Which concept is being described by *Speakers A* and *C*?

- (1) collective security (3) militarism
 - (2) self-determination (4) isolationism
-

33 What was a major reason the Russian people engaged in the Revolution of 1905?

- (1) dissatisfaction with czarist rule
- (2) discontent with involvement in World War I
- (3) irritation over the banning of the Orthodox church
- (4) failure to emancipate the serfs

34 • Wearing of the fez outlawed (1925).
• Turkish state declared secular (1928).
• Women received the right to vote and hold office (1934).

Which idea was promoted by these actions taken in Turkey?

- (1) industrialization (3) ethnocentrism
- (2) conservatism (4) westernization

35 Which goal did Joseph Stalin establish for the Soviet Union?

- (1) becoming an industrial power
- (2) creating a golden age of culture
- (3) instituting a parliamentary monarchy
- (4) easing tensions using *détente*

36 What was a key cause for the rise of fascism in nations such as Italy and Germany?

- (1) collectivization (3) genocide
- (2) economic hardship (4) secret treaties

37 Which event caused the policy of appeasement to be viewed as a failure?

- (1) creation of the League of Nations (1919)
- (2) forced famine in Ukraine (1932)
- (3) invasion of Czechoslovakia (1939)
- (4) atomic bombing of Hiroshima (1945)

38 What was one concern associated with both the Korean War and the Vietnam War?

- (1) Kim Jong Il and Ho Chi Minh possessed nuclear weapons.
- (2) French colonial rule would continue to influence the region.
- (3) Renewed Japanese imperialism would trigger another world war.
- (4) Communism would spread through eastern and southeastern Asia.

39 One function of both the North American Free Trade Agreement (NAFTA) and the European Union (EU) is to

- (1) oppose economic integration
- (2) promote immigration
- (3) reduce economic barriers
- (4) eliminate unemployment

40 In 1989, the goal of the protest movement staged by Chinese students in Tiananmen Square was to

- (1) bring about democratic reforms
- (2) improve job opportunities in the military
- (3) expand foreign investment in Hong Kong
- (4) limit the amount of land designated for the "responsibility system"

41 Which country was the site of ethnic tensions and a civil war between the Hutu and Tutsi in the 1990s?

- (1) Sudan (3) Tanzania
- (2) Kenya (4) Rwanda

42 The government of Ayatollah Khomeini attempted to change Iranian society by

- (1) implementing Islamic fundamentalist principles
- (2) extending political equality to women
- (3) allying with communist bloc countries
- (4) adopting a western economic system

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



Source: Paresh Nath, *The National Herald*, India, 7/5/2007

43 What is the main idea of this cartoon?

- (1) European rulers continue to exploit Africa.
- (2) A strong, centralized authority is needed to govern Africa.
- (3) African societies have flourished in spite of tough obstacles.
- (4) Numerous problems have hindered Africa's development.

44 One way in which Aung San Suu Kyi, Lech Walesa, and Nelson Mandela are similar is that they all

- (1) supported the use of violence to achieve goals
- (2) inspired revolutions against autocratic monarchs
- (3) led movements to end oppression of their people
- (4) based their actions on the teachings of Karl Marx

45 Which action is a direct cause of desertification?

- (1) contaminating fresh water supplies
- (2) burning fossil fuels in factories
- (3) damming rivers to produce hydroelectricity
- (4) removing vegetation through overgrazing

- 46
- Mauryan Emperor Asoka incorporates Buddhist ideas into his laws.
 - Constantine legalizes Christianity throughout his empire.
 - Prince Vladimir forces Russians to become Eastern Orthodox Christians.

Which generalization can be made based on these statements?

- (1) Religions have had little impact on the development of empires.
- (2) Many political leaders discouraged religious toleration.
- (3) Leaders are often influenced by cultural belief systems.
- (4) Christianity has been a dominant force in Europe and India.

- 47 In the 14th century, the bubonic plague was primarily spread from Asia into Africa and Europe by
- (1) sailors during Viking raids
 - (2) traders and pilgrims during Pax Mongolia
 - (3) enslaved Africans on the Middle Passage
 - (4) missionaries during the European Age of Exploration
- 48 One way in which apartheid in South Africa and the caste system in India are similar is that both systems
- (1) allowed for educational opportunities
 - (2) determined roles based on gender
 - (3) revolved around central religious beliefs
 - (4) enforced different sets of rules for distinct groups of people
- 49 Which geographic circumstance affected the conduct of Russian foreign policy for centuries?
- (1) frequent droughts
 - (2) deforestation of the tundra
 - (3) environmental damage caused by mining
 - (4) lack of warm-water ports
- 50 The treatment of Christian Armenians in Ottoman Turkey (1915) and the treatment of Bosnian Muslims in the former Yugoslavia (1990s) are examples of
- (1) international relief efforts
 - (2) human rights violations
 - (3) expansion of voting rights
 - (4) government protection of minorities
-

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 this general definition in mind:

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: Human and Physical Geography

Geographic features have influenced the political, economic, social, and historical development of countries and regions.

Task:

Select **two** geographic features and for **each**

- Discuss how this geographic feature influenced the political, economic, social, **and/or** historical developments in a country or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include the influence of rivers in China, deserts in North Africa, climate in Russia, plains in Europe, islands of Japan, monsoons on India, mountains of South America, and natural resources in the Middle East.

You are *not* limited to these suggestions.

Do *not* write about the United States and its geographic features 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, problems emerged that individuals wanted to address. Individuals such as *Bartolomé de Las Casas*, *Maximilien Robespierre*, and *Mohandas Gandhi* took different actions in their attempts to address problems. Their actions met with varying degrees of success.

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* individuals mentioned in the historical context and for *each*
- Describe a problem this individual addresses
 - Describe how this individual attempted to address the problem
 - Discuss whether this individual was successful or unsuccessful in solving the problem

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

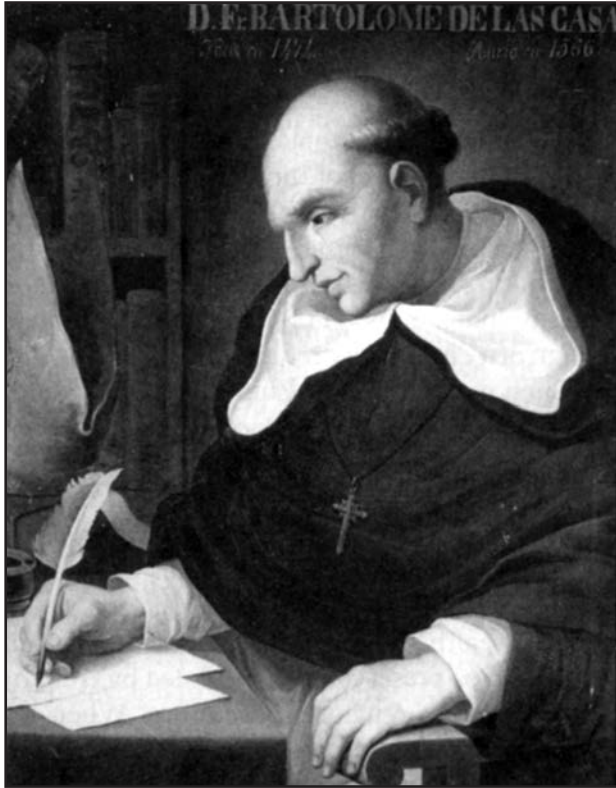
... The West Indian experience from the time of Columbus' first voyage was one of Indian labor for Spanish masters. When this labor was not given "voluntarily" it was extracted by force. As Spaniards arrived in increasing numbers, the need for labor became more pressing, and the burden upon Indian manpower progressively more severe. Spaniards raided Indian communities, took captives, and, in order to prevent escape or to ensure the full measure of work, practiced large-scale enslavement. Columbus, at first, appears to have made some attempt to regulate this forced labor, but without appreciable [noticeable] success. In general the first Spanish contacts with the natives of America followed the precedent of European contact with the natives of Africa, and the practicality and legitimacy of enslavement were everywhere assumed....

Source: Charles Gibson, *Spain in America*, Harper Torchbooks (adapted)

- 1 According to Charles Gibson, what was **one** problem faced by the West Indian native population during Spanish colonization? [1]

Score

Document 2a



Bartolomé de Las Casas

Source: Keen and Haynes, *A History of Latin America*,
Houghton Mifflin Harcourt

Document 2b

... Las Casas interrupted work on the book [A *History of the Indies*] only to send to the Council of the Indies in Madrid three long letters (in 1531, 1534, and 1535), in which he accused persons and institutions of the sin of oppressing the Indian, particularly through the *encomienda* system. After various adventures in Central America, where his ideas on the treatment of the natives invariably [regularly] brought him into conflict with the Spanish authorities, Las Casas wrote *De único modo* (1537; “Concerning the Only Way of Drawing All Peoples to the True Religion”), in which he set forth the doctrine of peaceful evangelization of the Indian. Together with the Dominicans, he then employed this new type of evangelization in a “land of war” (a territory of still-unconquered Indians) — Tuzutlan, near the Golfo Dulce (Sweet Gulf) in present-day Costa Rica. Encouraged by the favourable outcome of this experiment, Las Casas set out for Spain late in 1539, arriving there in 1540....

Source: “Bartolomé de Las Casas,”
The History Channel website

- 2 Based on these documents, state **one** action Bartolomé de Las Casas took to address the problems faced by Native Americans. [1]

Score

Document 3

During the reigns of Charles V and his successors, the Spanish monarchy reacted to Bartolomé de Las Casas in different ways.

... In response to both his fear and conscience, Charles promulgated [instituted] the New Laws in 1542. They forbade the enslavement of the Indians, their compulsory personal service, the granting of new encomiendas, and the inheritance of encomiendas. More positively they declared the Indians to be free persons, vassals of the crown, and possessed of their own free will. The colonists protested vehemently [passionately]. Rebellion threatened Mexico; in Peru encomenderos [holders of encomiendas] rose up to defy the law. Once again under extreme pressure, the monarch modified some of the laws and revoked others. Still, although the encomienda would continue for some time in parts of the sprawling American empire, the king had checked [limited] it. After the mid-sixteenth century the institution waned [faded away]. The state [Spanish monarchy] exerted even greater control over the declining Indian population....

Source: E. Bradford Burns, *Latin America: A Concise Interpretive History*, Prentice Hall (adapted)

3a According to E. Bradford Burns, what was **one** way the New Laws addressed the problem Bartolomé de Las Casas had identified? [1]

Score

b According to E. Bradford Burns, what was a response of the Spanish monarch when the Spanish colonists protested against the New Laws? [1]

Score

Document 4

This is an excerpt from a speech given on September 25, 1793 by Maximilien Robespierre to the National Convention justifying measures taken by the Committee of Public Safety.

French Revolution: 1793

... Individuals are not at issue here; we are concerned with the homeland and principles. I tell you plainly: it is impossible, in this state of affairs, for the Committee to save the state; and if anyone disagrees, I will remind you just how treacherous and extensive is the scheme for bringing us down and dissolving us; how the foreigners and internal enemies have agents paid to execute it; I will remind you that faction is not dead; that it is conspiring from the depths of its dungeons; that the serpents of the Marais have not yet all been crushed....

I know we cannot flatter ourselves that we have attained perfection; but holding up a Republic surrounded by enemies, fortifying reason in favour of liberty, destroying prejudice and nullifying individual efforts against the public interest, demand moral and physical strengths that nature has perhaps denied to those who denounce us and those we are fighting....

Source: Maximilien Robespierre, "Extracts from 'In Defence of the Committee of Public Safety and Against Briez,'" September 25, 1793, in *Virtue and Terror*, Verso (adapted)

4 From Robespierre's perspective, what was **one** threat the government of France faced in 1793? [1]

Score

Document 5a

... When he entered the Committee [of Public Safety], Maximilien [Robespierre] persuaded the other members to accept new procedures, to reorganize the clerical staff and to hold weekly meetings with the other Committee [of General Security]. The press, which, from intimate knowledge, the leader regarded as dangerous, was to be temporarily deprived of its freedom. Only when true democracy had been established would it be possible to allow journalists to have their say again! In all such decisions, the will and interests of the majority of citizens of France were both the pretext [alleged reason] and the inspiration. In other words: the government was to remain revolutionary until peace had been restored and all enemies put to flight...

Source: John Laurence Carr, *Robespierre: The Force of Circumstance*, St. Martin's Press

5a According to John Laurence Carr, what was **one** change Robespierre persuaded the government to make to address the threat to the revolution? [1]

Score

Document 5b

The Law of Suspects

This law, passed on 17 September 1793 [by Robespierre and the National Convention], authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. This legislation in effect made the penal justice system into the enforcement arm of the revolutionary government, which would now set as its primary responsibility not only the maintenance of public order but also the much more difficult and controversial task of identifying internal enemies of the Republic—such as “profiteers” who violated the Maximum [decree to fix prices]—and then removing them from the citizenry, where they might subvert [sabotage] the general will...

Source: *Liberty, Equality, Fraternity: Exploring the French Revolution*, online site, a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project

5b According to this document, in what way did the Law of Suspects address the threats against the government? [1]

Score

Document 6a

TIMETABLE, 1794

... **July 27:** The Convention ordered the arrest of Robespierre and his friends. They were taken to the Luxembourg. The jailer refused to lock them up. They left and went to the Town Hall to plan their next move. They could have beaten the Convention, but the Paris Commune did not help in time. They were declared to be outlaws and arrested again.

July 28 (early morning): The Convention made Robespierre and his friends outlaws and arrested them at the Town Hall. Now either Robespierre was shot, or he shot himself. He was wounded.

July 28: Robespierre and 21 friends went to the guillotine....

Source: Jane Shuter, ed., *Helen Williams and the French Revolution*, Raintree Steck-Vaughn (adapted)

6a According to Jane Shuter, what was **one** consequence Robespierre faced as a result of his actions? [1]

Score

Document 6b

... By 1795, the Revolutionary armies had restored peace to the French borders, but, once again, turmoil threatened to sweep across France itself. The National Convention (now controlled by the moderate and conservative representatives, who had condemned Robespierre) could not prevent new outbreaks of radical demonstrations....

Source: Sean Connolly, *The French Revolution*, Heinemann Library

6b According to Sean Connolly, what was **one** issue France faced after Robespierre was removed from power? [1]

Score

Document 7

... More and more as years go by a feeling of unrest is growing in India. More and more as the people understand their place in the Empire is a spirit of discontent prevading [spreading throughout] its three hundred millions of inhabitants. And more and more as they realise that amid the differences of creed and caste is one basic nationality, does agitation spread and take the form of definite demands for the fulfilment of the solemn assurances of the British Government that they should be given the ordinary rights of British subjects. It is impossible that national aspirations can be for ever repressed, and equally impossible for India to remain a "dependency" in an Empire to which it contributes more than half the population.... Is it then surprising that the teeming millions of India should be dissatisfied with being ruled by a number of too-often self-sufficient and unsympathetic aliens, ignorant of the genius of the people? Not even the "mild" Hindu can bear this for ever. Is it possible for the patriotic spirits of a people with the glorious traditions of India to be content with serfdom?....

Source: Gandhi, *Indian Opinion*, September 2, 1905

7 According to Gandhi, what is **one** issue India was facing in the early 1900s? [1]

Score

Document 8



Source: Y. kids, *Great Figures in History: Gandhi*, YoungJin Singapore

8 Based on this excerpt from a graphic novel, state **one** action Gandhi suggests the Indian people take against the British. [1]

Score

Document 9a

... By war's end, Britain was ready to let India go. But the moment of Gandhi's greatest triumph, on August 15, 1947, was also the hour of his defeat. India gained freedom but lost unity when Britain granted independence on the same day it created the new Muslim state of Pakistan. Partition dishonored Gandhi's sect-blind creed. "There is no message at all," he said that day and turned to fasting and prayer....

Source: Johanna McGeary, "Mohandas Gandhi (1869–1948)," *Time*, December 31, 1999

Document 9b

Muslim Refugees Fleeing India, 1947



Source: Mark A. Kishlansky, *Sources of World History: Readings For World Civilization, Volume II*, Wadsworth, Cengage Learning

9 Based on these documents, what was **one** reason Gandhi's greatest triumph was also seen as his defeat? [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, problems emerged that individuals wanted to address. Individuals such as **Bartolomé de Las Casas**, **Maximilien Robespierre**, and **Mohandas Gandhi** took different actions in their attempts to address problems. Their actions met with varying degrees of success.

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

- Select **two** individuals mentioned in the historical context and for **each**
- Describe a problem this individual addresses
 - Describe how this individual attempted to address the problem
 - Discuss whether this individual was successful or unsuccessful in solving the problem

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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