

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Wednesday**, August 17, 2011 — 12:30 to 3:30 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 • Keeping field notes from excavation sites  
• Analyzing radiocarbon dating test results  
• Examining and cataloging artifacts  
Which social scientist directly engages in these activities?  
(1) political scientist      (3) historian  
(2) archaeologist      (4) sociologist
- 2 Use of terracing is an example of a society's reaction to  
(1) religious beliefs  
(2) social stratification  
(3) geographic conditions  
(4) political situations
- 3 What is a major feature of a traditional economy?  
(1) nationalizing foreign-owned businesses  
(2) determining prices using a free market  
(3) establishing quotas based on five-year plans  
(4) bartering for goods and services
- 4 • If a son has struck his father, they shall cut off his hand.  
• If a seignior has destroyed the eye of a member of the aristocracy, they shall destroy his eye.  
• If he has broken another seignior's bone, they shall break his bone.  
Which document contains these statements?  
(1) Ten Commandments  
(2) Code of Hammurabi  
(3) Edicts of Asoka  
(4) Twelve Tables
- 5 Which geographic feature has helped isolate China?  
(1) Andes Mountains  
(2) Kalahari Desert  
(3) Himalaya Mountains  
(4) Great Rift Valley
- 6 The rule of Shi Huangdi, legalism, and the tomb of terra cotta soldiers are most closely associated with the  
(1) Maurya Empire      (3) Persian Empire  
(2) Qin dynasty      (4) Hellenistic culture
- 7 The development of which early civilization was influenced most directly by the Tigris River, the Zagros Mountains, and the Syrian Desert?  
(1) Chinese      (3) Egyptian  
(2) Maya      (4) Mesopotamian
- 8 Which religion includes the Four Noble Truths, the Eightfold Path, and nirvana?  
(1) Buddhism      (3) Judaism  
(2) Hinduism      (4) Christianity
- 9 Which geographic factor affected the development of the Gupta Empire?  
(1) volcanoes      (3) monsoons  
(2) permafrost      (4) island location
- 10 The Russian Orthodox Church developed as a result of Russia's cultural interactions with which group?  
(1) Byzantines      (3) Vikings  
(2) Muslims      (4) Huns
- 11 Which statement about the Sahara is most closely associated with the West African civilizations of Ghana and Mali?  
(1) Irrigation systems made it possible to farm in the Sahara.  
(2) Salt mined in the Sahara was exchanged for gold.  
(3) Oases in the Sahara served as their capital cities.  
(4) The Sahara prevented the spread of Islam to the region.

Base your answers to questions 12 and 13 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* We must fight to keep control of Jerusalem in the hands of those who believe in Allah.

*Speaker B:* Come and battle while there is still time to protect the Holy Land where Christ walked.

*Speaker C:* We must go forth to heal the split between the churches.

*Speaker D:* An investment in ships and knights will yield control of profitable trade routes.

12 Which speaker expresses a Muslim perspective during the Crusades?

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

13 Which speaker is expressing an economic motive for the Crusades?

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

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14 The bubonic plague affected economic development in medieval times by

- (1) encouraging the introduction of new types of crops
- (2) causing production to decline and prices to rise
- (3) sparking the ideas of socialism and reform
- (4) destroying the guild system

15 One reason the Renaissance began in Italy was that Italian city-states

- (1) defeated the Spanish Armada
- (2) were unified as a nation under the Pope
- (3) were unaffected by the Commercial Revolution
- (4) dominated key Mediterranean trade routes

16 In *The Prince*, Machiavelli advises rulers to

- (1) seek the approval of the people
- (2) establish and maintain power
- (3) promote openness in government
- (4) learn and follow the commandments of the church

17 During the Ming dynasty, why did China enjoy a favorable balance of trade with Europe?

- (1) The Ming dynasty imported numerous manufactured goods from Europe.
- (2) China exported large quantities of opium to European traders.
- (3) Chinese silk continued to be in high demand in Europe.
- (4) The Ming dynasty paid tribute to European traders.

18 One way the Incas adapted their environment was by

- (1) building a network of roads through the mountains
- (2) growing rice as a major agricultural product
- (3) establishing an encomienda system
- (4) creating floating gardens

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

... It recounts the life of the officials, the notaries, the deputies, the proprietors of Indian labour, the priests, the miners and the Spaniards who travel from post to post along the roads and rivers of Peru; the visitors, the judges, the Indian chiefs and their subjects, including the very poor.

In my work I have always tried to obtain the most truthful accounts, accepting those which seemed to be substantial and which were confirmed from various sources. I have only reported those facts which several people agreed upon as being true. . . .

— Huamán Poma, *Letter to a King: A Peruvian Chief's Account of Life Under the Incas and Under Spanish Rule*,  
E. P. Dutton

19 This author is describing the process he used in

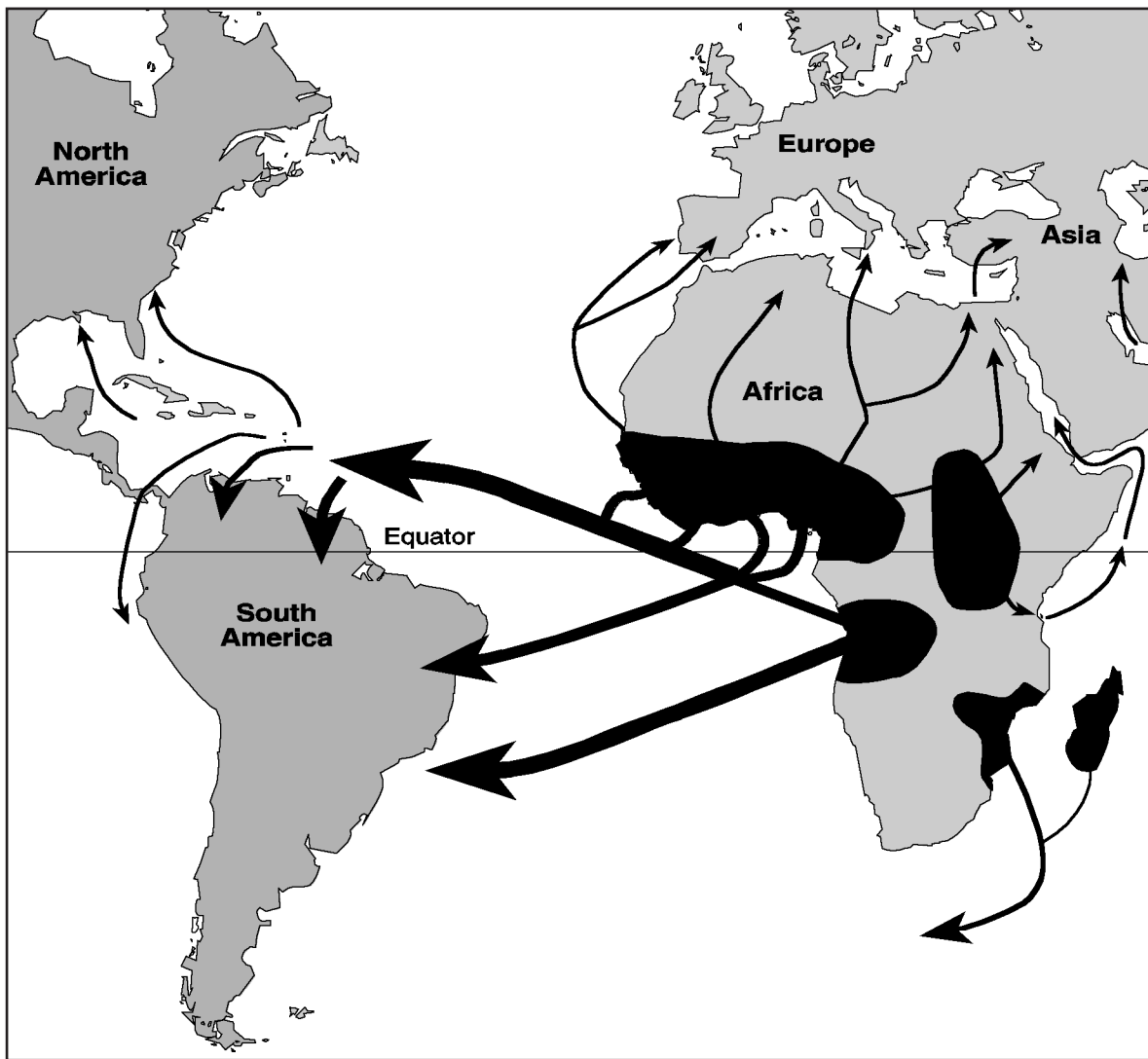
- (1) formulating a scientific theory from earlier experiments
- (2) developing a historical account from primary sources
- (3) comparing details of differing religions
- (4) explaining the importance of obeying laws

20 According to this author, accounts used in making statements of fact must be

- (1) brief
- (2) interesting
- (3) verified
- (4) unbiased

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

**The African Diaspora, 15th Century – 19th Century**



Source: Stanley I. Kutler, ed., *Dictionary of American History*, Third Edition, Volume 7, Charles Scribner's Sons, 2003 (adapted)

- 21 The arrows on this map, “The African Diaspora,” represent the
- (1) development of trade routes in North Africa
  - (2) expansion of African kingdoms involved in the slave trade
  - (3) forced migration of African peoples from their homeland
  - (4) dependence by Africans on imports for economic development
-

22 Akbar the Great, Suleiman the Magnificent, and Louis XIV are all rulers associated with

- (1) natural rights
- (2) filial piety
- (3) religious toleration
- (4) absolutism

23 What was a major effect of the Magna Carta and the English Bill of Rights on Great Britain?

- (1) The power of the monarch was limited.
- (2) Ireland revolted against the monarchy.
- (3) Parliament was abolished.
- (4) A renewed interest in Greek and Roman culture developed.

24 Which event is most closely associated with the French Revolution?

- (1) Council of Trent
- (2) Thirty Years' War
- (3) Reign of Terror
- (4) Paris Peace Conference

25 A. Toussaint L'Ouverture declares Haiti independent.

B. Declaration of the Rights of Man and the Citizen is written in France.

C. The thirteen colonies gain independence from Great Britain.

D. Simón Bolívar frees Colombia from Spanish rule.

What is the correct chronological order for these events?

- (1)  $A \rightarrow B \rightarrow D \rightarrow C$
- (2)  $C \rightarrow B \rightarrow A \rightarrow D$
- (3)  $A \rightarrow D \rightarrow C \rightarrow B$
- (4)  $D \rightarrow C \rightarrow B \rightarrow A$

- 26 • Irregular coastline  
• Abundant mineral resources  
• Large labor force  
• Investment capital

Which country had these characteristics and used them to industrialize in the 1700s?

- (1) Germany
- (2) Italy
- (3) Great Britain
- (4) Japan

27 Which statement represents a central idea of laissez-faire economics?

- (1) Class struggles are based on inequities.
- (2) Workers should form unions to better their conditions.
- (3) Prices are best determined by supply and demand.
- (4) The government should own all means of production.

28 A major goal of both the Sepoy Mutiny and the Boxer Rebellion was to

- (1) remove foreign influences
- (2) restore parliamentary government
- (3) improve access to civil service examinations
- (4) outlaw caste systems

29 In the late 19th and early 20th centuries, Japan rapidly industrialized. During which period did this change take place?

- (1) Heian Court
- (2) Song dynasty
- (3) Yuan dynasty
- (4) Meiji Restoration

30 The Amritsar Massacre and the Salt March are both associated with the independence movement in

- (1) Iraq
- (2) India
- (3) China
- (4) Kenya

31 Which factor led to the rise of communist revolutions in Russia and in China?

- (1) increase in agricultural production around the world
- (2) onset of the global depression that restricted trade
- (3) scarcity of workers for available jobs
- (4) unequal distribution of wealth between social classes

Base your answer to question 32 on the posters below and on your knowledge of social studies.



Source: Fairchild Memorial Gallery, Lauinger Library, Georgetown University

32 Which concept is represented in these World War I recruiting posters?

- (1) justice
- (2) diversity
- (3) nationalism
- (4) humanism

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

. . . No one in this country [Great Britain] who examines carefully the terms under which Hitler's troops begin their march into Czecho-Slovakia to-day can feel other than unhappy. Certainly the Czechs will hardly appreciate Mr. Chamberlain's phrase that it is "peace with honour." . . .

— "Return from Munich," *Guardian*, October 1, 1938

33 The author of this excerpt is reacting to Prime Minister Chamberlain's policy of

- (1) self-determination
- (2) ethnic segregation
- (3) containment
- (4) appeasement

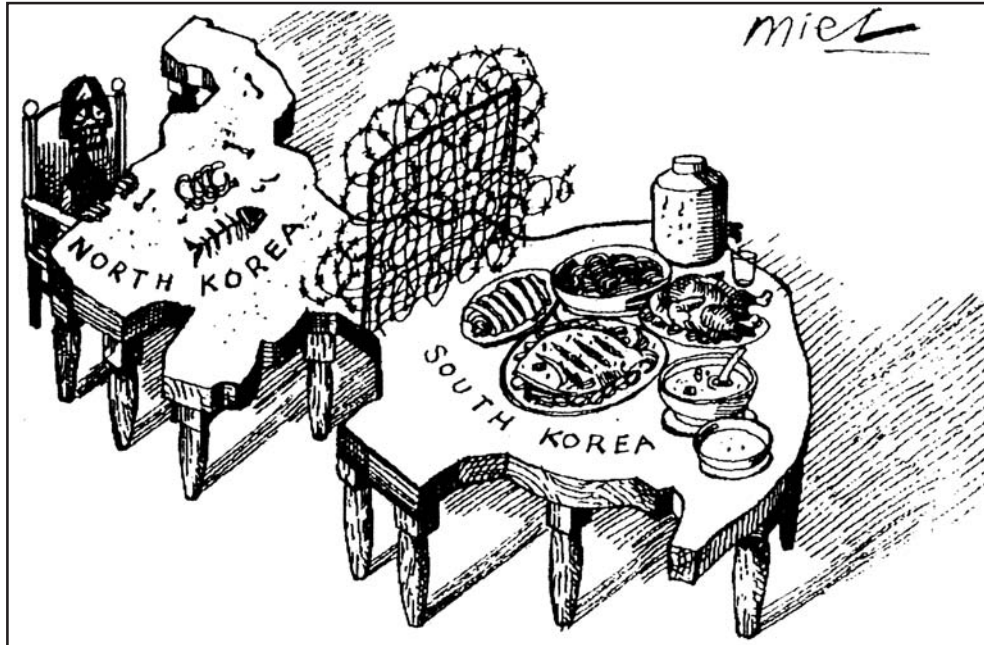
34 Which action is associated with Joseph Stalin?

- (1) expanding privatization
- (2) establishing five-year plans
- (3) encouraging glasnost
- (4) promoting détente

35 In the 1950s, what was the status of most countries in Eastern Europe?

- (1) members of the Common Market
- (2) participants in the Marshall Plan
- (3) allies of the United States
- (4) satellites of the Soviet Union

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



Source: Deng Coy Miel, *The Straits Times*, Singapore, from *MindSparks*, Highsmith, 1997

36 What is the main idea of this 1997 cartoon?

- (1) South Korea has more mineral resources than North Korea.
- (2) South Korea has flourished while North Korea is struggling to survive.
- (3) North Koreans have chosen to separate themselves from the South Koreans.
- (4) North Korea was devastated by the war with South Korea.

37 • Partition of India

- Creation of the State of Israel
- Division of Berlin

Which development directly resulted from each of these events?

- (1) Large numbers of people migrated.
- (2) Nuclear weapons were developed.
- (3) Communist governments were established.
- (4) Ethnic tensions decreased.

38 In the second half of the 20th century, what was one action taken by both Nelson Mandela and Desmond Tutu?

- (1) protesting against apartheid in South Africa
- (2) supporting the white government of Rhodesia
- (3) sending troops to liberate captives in Sudan
- (4) leading the independence movement in Ghana

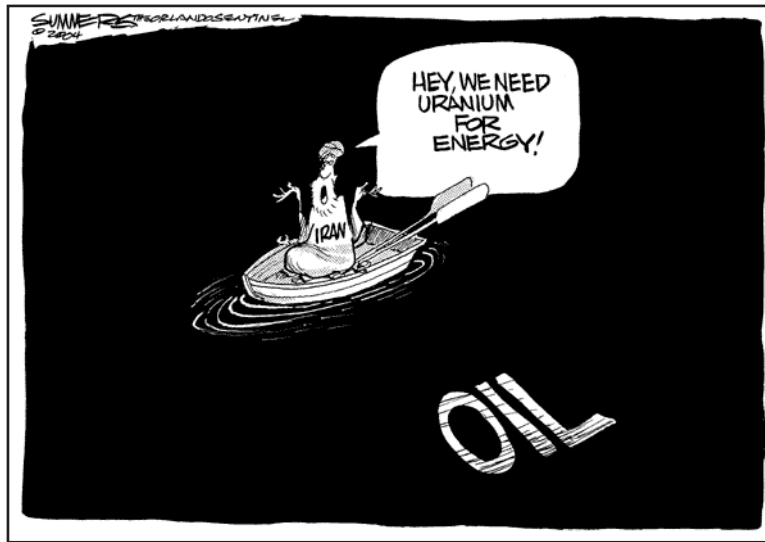
39 In Africa, a key factor that has led to desertification is the

- (1) loss of animal species
- (2) burning of fossil fuels
- (3) disposal of toxic waste
- (4) overgrazing of livestock

40 Which characteristic is most closely associated with both Pol Pot's government in Cambodia and Slobodan Milosevic's government in Yugoslavia?

- (1) use of terror to achieve political goals
- (2) support for freedom of speech
- (3) establishment of a theocratic system
- (4) respect for ethnic minorities

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *Orlando Sentinel*, 2004

41 What is the main idea of this 2004 cartoon?

- (1) The lack of energy resources in Iran has led to the importation of uranium.
- (2) A drop in oil production has led to an increased dependence on uranium in Iran.
- (3) It is questionable whether Iran needs uranium to produce energy.
- (4) Frequent oil spills in Iran have resulted in its use of uranium-based fuels.

42 Which movement of African people was primarily caused by changes in climate and vegetation?

- (1) migration of the Bantu people out of West Africa in 1000 B.C.
- (2) journey of Mansa Musa's followers to Mecca in 1324
- (3) resettlement of the Zulus within South Africa in 1843
- (4) flight of the Tutsis from Rwanda in 1994

43 Which historical period is associated with the concept of zero, the development of a handbook on medicine, and the *Rubaiyat of Omar Khayyam*?

- (1) European Renaissance
- (2) Golden Age of Islam
- (3) Songhai Empire
- (4) Age of Pericles

44 In the European feudal system under manorialism, what is the most significant economic commodity?

- (1) livestock
- (2) land
- (3) gold and silver
- (4) sugar and spices

Base your answers to questions 45 and 46 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* I do not agree with what you have to say, but I'll defend to the death your right to say it.

*Speaker B:* Government has no other end, but the preservation of property.

*Speaker C:* Man is born free, and everywhere he is in shackles.

45 Which historical period is best represented in the ideas expressed by these speakers?

- (1) Enlightenment
- (2) Counter Reformation
- (3) Age of Exploration
- (4) Early Middle Ages

46 Which historical figure expressed ideas that are most similar to those of *Speaker B*?

- (1) Thomas Malthus
- (2) John Locke
- (3) Peter the Great
- (4) Bishop Jacques-Bénigne Bossuet



- 47 The inhumane policies of the Reconquista, pogroms, and the Holocaust were all results of
- (1) civil disobedience and passive resistance
  - (2) acculturation and assimilation
  - (3) war guilt and reparations
  - (4) intolerance and prejudice

- 48 Which title best completes the partial outline below?

- |   |
|---|
| I. _____<br>A. Berlin blockade<br>B. Cuban missile crisis<br>C. Vietnam War |
|---|

- (1) Path to World War I
- (2) Victories for Democracy
- (3) Cold War Confrontations
- (4) Terrorism in the 20th Century

- 49 Which situation was a result of the 1884 Berlin Conference?

- (1) Africa was divided without regard to ethnic groups.
- (2) Monarchies were restored throughout Europe.
- (3) The slave trade with South America was eliminated.
- (4) The League of Nations was formed.

- 50 Disintegration of the Austro-Hungarian Empire, creation of new nation-states in central Europe, and Germany's loss of colonies were all consequences of

- (1) the Napoleonic Wars
- (2) the Franco-Prussian War
- (3) World War I
- (4) World War II

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## Part II

### THEMATIC ESSAY QUESTION

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

#### Theme: Change — Global Issues

Since the end of World War II, the world has faced many issues that have affected countries, regions, and the global community. The solutions to these issues are often complex and have met with varying degrees of success.

#### Task:

Select **two** global issues that have occurred since the end of World War II and for **each**

- Describe how this issue has affected a specific country or region or the global community
- Explain a solution that has been proposed to address the issue
- Discuss the extent to which this solution has been successful in solving the issue

You may use any global issue from your study of global history. Some suggestions you might wish to consider include deforestation, nuclear proliferation, AIDS, famine, terrorism, refugees, pollution, desertification, and child soldiers.

**You are *not* limited to these suggestions.**

**Do not use the United States as the focus of 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:**

For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the *Mongols*, the *Spanish*, and the *Ottoman*. Their conquests have had an impact on both the conqueror and the conquered.

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

Choose *two* groups engaged in conquest mentioned in the historical context and for *each*

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

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

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (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

...In the period from 1180–1220, Mongolia experienced a drop in the mean annual temperature, which meant that the growing season for grass was cut short. Less grass meant a real danger to the Mongols’ animals, and, since the animals were truly the basis of the Mongols’ pastoral-nomadic life, this ecological threat may have prompted them to move out of Mongolia.

A second reason often mentioned is the attempt by Mongolia’s neighbors in north and northwest China to reduce the amount of trade with the Mongols. Since the Mongols depended on trade for goods that they desperately needed—such as grain, craft, and manufactured articles—cessation [halting] of trade, or at least the diminution [reduction] of trade, could have been catastrophic for them. The attempts by the Jin dynasty, which controlled North China, and the Xia dynasty, which controlled Northwest China, to reduce the level of trade that the Mongols could expect, created a crisis for the Mongols. Unable to obtain goods that they so desperately needed, the Mongols’ response was to initiate raids, attacks, and finally invasions against these two dynasties....

Source: “The Mongols in World History,” Asian Topics in World History online, Columbia University (adapted)

- 1 According to this excerpt from “The Mongols in World History,” what are **two** reasons the Mongols began conquering new lands? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 2

...Organization was the key to the success of the great Mongol armies. The cavalry, first devised by Genghis Khan, consisted of 10 squadrons. Ten squadrons formed a *quran* of 1,000 men. Daily drills taught the warriors to move as units and respond quickly. In combat, bowmen formed a front line to unleash a hail of arrows at the enemy. The archers would then fall to the rear to allow well-armed units to charge and overrun the enemy.

As Kublai Khan turned his sights on the heavily fortified Chinese empire, he drew on another of Genghis' strategies: siege warfare using catapults. The Mongols applied these techniques with greater force and in greater numbers than ever before in history. This approach would prove useful in overpowering the great Chinese cities in the years ahead....

Source: Duane Damon, "From Genghis to Kublai," *Calliope*, A Cobblestone Publication

2 According to Duane Damon, what were **two** methods of conquest used by the Mongols? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

### Document 3

A common misconception is that the semiliterate Mongols came out of the steppes of Mongolia, quickly conquered far more advanced civilizations, and left the government in each area in the hands of the conquered. While Chinese bureaucrats still did their jobs and the local Persian rulers stayed in power as long as they did not cause the Mongols any trouble, the situation was much more complex....

The Mongols used qualified people wherever they were needed. It was not unusual to have Arabs serving in Russia or Persians in China. Still, the Mongols preferred not to tinker too much with systems that worked well. When Yelu Qucai (1189–1243), the great minister and governor of northern China, demonstrated how much wealth the region could produce for Ögödei Khan, the Mongols kept his system in place....

In smaller provincial territories, many local rulers maintained their position, serving as the local *daruqachi* or *shahna* [governor]. As long as they paid tribute, provided troops when called upon, came before the khan to pledge their loyalty, and kept good order in their territories, they remained in their positions. For the Mongols, it made good sense, as the local rulers knew the customs of their people....

Source: Timothy May, "Taking Control," *Calliope*, A Cobblestone Publication

- 3 According to Timothy May, what was **one** action taken by the Mongols to control the territory they conquered? [1]

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Score

## Document 4

This is an excerpt from Christopher Columbus's log entry for Saturday, October 13, 1492.

...I have been very attentive and have tried very hard to find out if there is any gold here [San Salvador]. I have seen a few natives who wear a little piece of gold hanging from a hole made in the nose. By signs, if I interpret them correctly, I have learned that by going to the south, or rounding the island to the south, I can find a king who possesses a lot of gold and has great containers of it. I have tried to find some natives who will take me to this great king, but none seems inclined to make the journey.

Tomorrow afternoon I intend to go to the SW. The natives have indicated to me that not only is there land to the south and SW, but also to the NW. I shall go to the SW and look for gold and precious stones. Furthermore, if I understand correctly, it is from the NW that strangers come to fight and capture the people here....

Source: translated by Robert H. Fuson, *The Log of Christopher Columbus*,  
International Marine Publishing Company

- 4 Based on this excerpt from Christopher Columbus's log, what is he searching for in San Salvador and the surrounding region? [1]

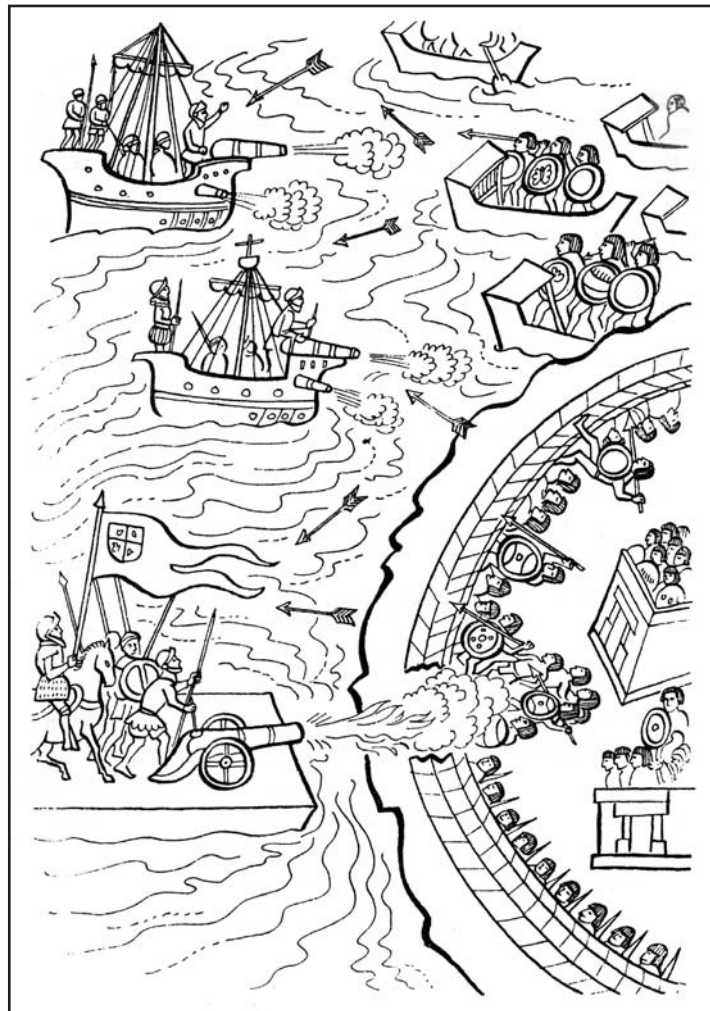
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Score

Document 5

Spanish Crumble the Wall at Xolloco  
[near the southern causeway of Tenochtitlán]



Source: Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press (adapted)

5 Based on the information provided in this illustration, what are **two** examples of technology the Spanish used to conquer the Aztecs? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score



## Document 6

...Spanish administrators established two main centers of authority in the Americas—Mexico (which they called New Spain) and Peru (known as New Castile)—each governed by a viceroy who was responsible to the king in Spain. In Mexico they built a new capital, Mexico City, on top of Tenochtitlán. In Peru they originally hoped to rule from the Inca capital of Cuzco, but they considered the high altitude unpleasant and also found the Andean city too inaccessible for their purposes. In 1535 they founded [the city of] Lima and transferred the government to the coast where it was accessible to Spanish shipping....

Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, 3rd edition, McGraw-Hill (adapted)

6 According to Bentley and Ziegler, what was **one** way the Spanish changed the Americas? [1]

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Score

## Document 7

...Their [Ottoman] aim was not merely political and military. For centuries Constantinople was the largest metropolis in the known world, the impregnable [unconquerable] core of a great [Byzantine] empire, served by a deep-water port that gave access to the sea. Known as New Rome and the Queen City, it had been built to impress, its magnificent public monuments, decorated with statuary set in an elegant classical urban landscape. Its apparent invincibility and famous reputation made it a great prize. The city was also reputed to be hugely wealthy. While the [Ottoman] Turks had no interest in its famous collection of Christian relics, the fact that many were made of solid gold and silver, decorated with huge gems and ancient cameos, was of importance. Their existence added weight to the rumour that Constantinople contained vast stores of gold, a claim which cannot have been true by 1453. By the early fifteenth century the city had lost all its provinces to Turkish occupation and was totally isolated. The surviving Greek territories of Trebizond and the Morea were similarly surrounded and made no effort to assist the ancient capital....

Source: Judith Herrin, "The Fall of Constantinople," *History Today*, June 2003

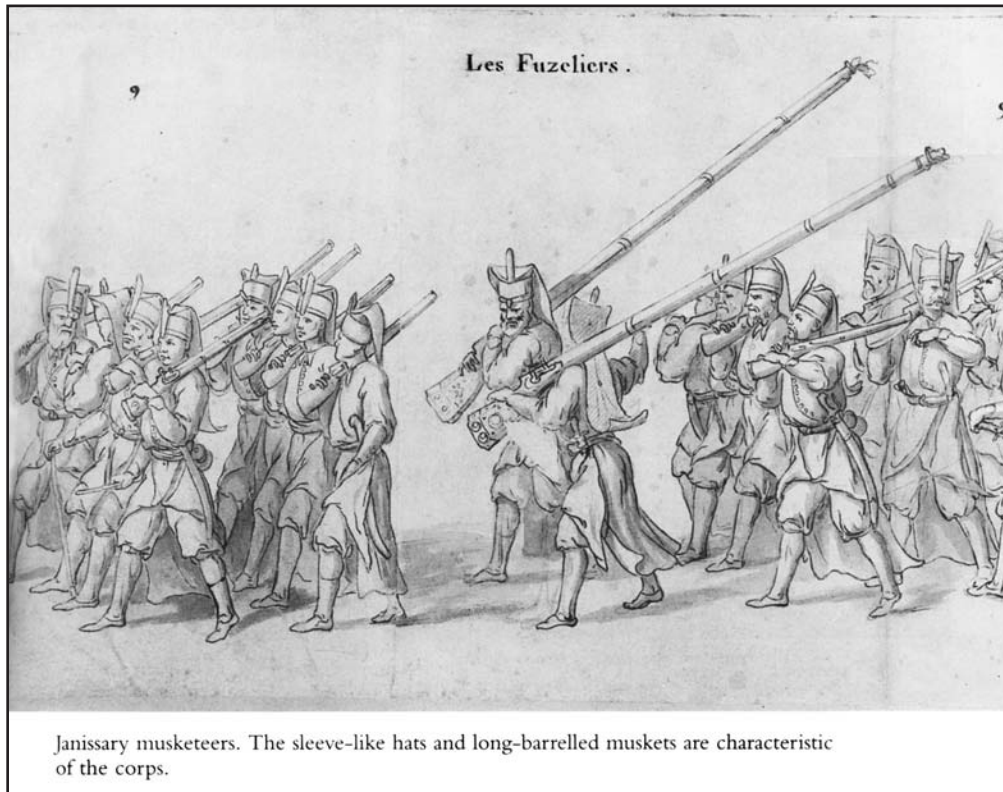
- 7 According to Judith Herrin, what was **one** reason the Ottoman were interested in conquering the Byzantine capital of Constantinople? [1]

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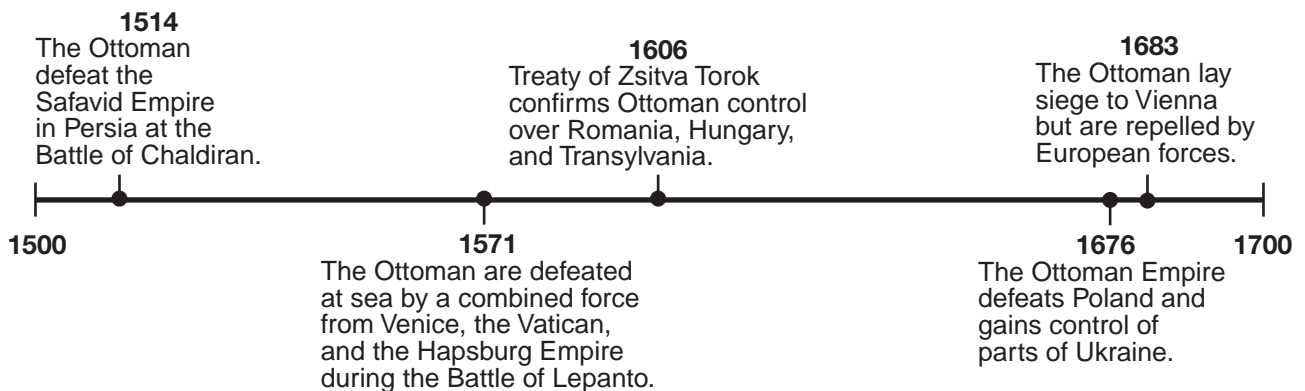
Score

## Document 8a



Source: Bernard Lewis, *The Middle East: A Brief History of the Last 2,000 Years*, Touchstone

## Document 8b



8 Based on this illustration and time line, state **one** way the Ottoman attempted to expand their empire. [1]

Score

## Document 9

...The impact of [Ottoman] Turkish rule upon all sectors of Balkan society was profound. Most of its aristocracy were killed though a minority was absorbed into the ruling class when, in keeping with Ottoman practice, the sultan took over their lands. In contrast, the peasantry, who worked the land, paid most of the taxes and were liable for military service, were treated much better than before. They were protected by the new landlords and had their feudal services abolished. Apart from the frontier regions, most of the Balkans were spared that cultural and religious destruction usually associated with armies of occupation. Christians, though encouraged to convert to Islam, were allowed religious toleration and mixed marriages, and the comparative freedom and contentment enjoyed by its people is one of the most important explanations why the Balkans remained under Ottoman rule for over 400 years....

Source: Geoffrey Woodward, "The Ottomans in Europe," *History Review*, March 2001

9 According to Geoffrey Woodward, what were **two** effects Ottoman rule had on Balkan society? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

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:

For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the **Mongols**, the **Spanish**, and the **Ottoman**. Their conquests have had an impact on both the conqueror and the conquered.

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

Choose **two** groups engaged in conquest mentioned in the historical context and for **each**

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

#### 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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