

# 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 13, 2008 — 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. 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 Ethnocentrism is best defined as
- (1) the belief that one's culture is superior to all others
  - (2) military preparation for a civil war
  - (3) love and devotion to one's country
  - (4) a belief in one god

- 2 • The east is bordered by the Yellow Sea.  
• The population is concentrated along the coast and in the river valleys.  
• Mountains, plateaus, and deserts dominate the western region.

To which country do all of these geographic statements apply?

- (1) England
- (2) China
- (3) Nicaragua
- (4) Philippines

- 3 Which social scientist primarily studies how people change resources into goods and services?

- (1) archaeologist
- (2) sociologist
- (3) economist
- (4) psychologist

- 4 The Neolithic Revolution is considered a turning point in history because it

- (1) influenced climatic changes
- (2) included the domestication of plants and animals
- (3) encouraged a nomadic lifestyle
- (4) caused a decline in population

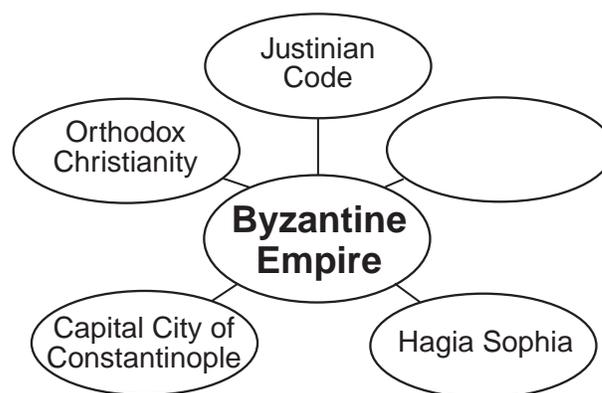
- 5 The primary reason the Bantu-speaking people of West Africa migrated southward and eastward between 500 B.C. and A.D. 1500 was to

- (1) flee warfare
- (2) seek religious freedom
- (3) establish a colonial empire
- (4) find land for farming and grazing

- 6 Which action is most closely associated with polytheism?

- (1) praying in a synagogue
- (2) accepting the Eightfold Path
- (3) worshipping many gods
- (4) reading the Koran

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



- 7 Which item best completes this graphic organizer?

- (1) Development of the Wheel
- (2) Preservation of Greek and Roman Culture
- (3) Creation of the Compass
- (4) Utilization of Cuneiform

- 8 In western Europe, feudalism developed after the

- (1) Roman Empire collapsed
- (2) Renaissance began
- (3) city of Constantinople fell
- (4) Mongols invaded

- 9 Letting some farmland remain unplanted as a means of increasing food production is most closely associated with
- (1) modern irrigation methods
  - (2) the three-field system
  - (3) the enclosure movement
  - (4) slash-and-burn agriculture

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

. . . For many in the contemporary Arab world, the Crusades are viewed as having begun nearly a millennium of conflict with what would become the West. The Crusades are seen as representing the constant threat of Western encroachment [trespassing]. But many scholars say that is a more recent and inaccurate view of the Crusades. . . .

— Mike Shuster, reporter, NPR

The Medieval Crusades were taken and then turned into something that they never really were in the first place. They were turned into a kind of a proto-imperialism, an attempt to bring the fruits of European civilization to the Middle East, when, in fact, during the Middle Ages the great sophisticated and wealthy power was the Muslim world. Europe was the Third World. . . .

— Thomas Madden, St. Louis University,  
History of relations between the  
West and Middle East, NPR,  
*All Things Considered*,  
August 17, 2004

- 10 These statements indicate that the history of the Crusades
- (1) has been neglected by experts
  - (2) was of little importance
  - (3) is the subject of debate and interpretation
  - (4) illustrates the importance of tolerance and understanding
- 

Base your answer to question 11 on the Japanese print below and on your knowledge of social studies.



Source: Hiroshige, Prestel Postcard Book, 1997

- 11 Based on this print, which statement reflects an important theme in Japanese art and culture?
- (1) Nature is a powerful force.
  - (2) Beauty is found in technological innovations.
  - (3) Realistic portrayals create a harmonious effect.
  - (4) Traditional activities should be expressed in simple forms.
- 
- 12 What was an impact of Korea's geographic location on the history of East Asia?
- (1) isolating Russia from Japan
  - (2) protecting China from Mongol invaders
  - (3) preventing Europeans from colonizing East Asia
  - (4) serving as a cultural bridge between China and Japan

- 13 Which situation was a result of Pax Mongolia?
- (1) Trade increased between Europe and Asia.
  - (2) China became isolated from its neighbors.
  - (3) Warfare between Japan and Vietnam escalated.
  - (4) Europeans conquered the Aztecs and Incas.
- 14 • Sir Francis Drake circumnavigated the globe.  
 • England defeated the Spanish Armada.  
 • William Shakespeare wrote his play *Richard III*.

These events occurred during the reign of

- (1) Charlemagne
  - (2) Elizabeth I
  - (3) Peter the Great
  - (4) Suleiman the Magnificent
- 15 Which geographic feature of Spain and Portugal most enhanced their ability to engage in exploration?
- (1) peninsular location
  - (2) mountainous region
  - (3) extensive river system
  - (4) fertile plain
- 16 The journeys of Vasco da Gama, Bartholomeu Dias, and Christopher Columbus became possible in the late 1400s because of the
- (1) support of exploration by the English government
  - (2) trade connections established by Ibn Battuta
  - (3) effects of the Atlantic slave trade
  - (4) development of new navigational instruments and technology
- 17 Which statement demonstrates a major characteristic of mercantilism in colonial Latin America?
- (1) Colonies developed local industries to compete with Spain.
  - (2) Spanish colonies traded freely with English colonies.
  - (3) Spain instituted democratic governments in its colonies.
  - (4) Colonies were a source of raw materials for Spain.

- 18 The encomienda system in colonial Latin America led to the
- (1) use of forced labor
  - (2) establishment of trade unions
  - (3) increase in landownership by Native Americans
  - (4) weakening of the power of peninsulares
- 19 Which heading best completes the partial outline below?

<p>I. _____</p> <ol style="list-style-type: none"> <li>A. Writings of Thomas Hobbes</li> <li>B. Divine right theory</li> <li>C. Centralization of political power</li> <li>D. Reign of Louis XIV</li> </ol>
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- (1) Beginning of Global Trade
  - (2) Growth of Democracy in Europe
  - (3) Rise of Absolutism
  - (4) Age of Exploration
- 20 One way in which Montesquieu, Voltaire, and Rousseau are similar is that they were
- (1) philosophers during the Age of Enlightenment
  - (2) chief ministers during the French Revolution
  - (3) leaders of the Italian unification movement
  - (4) supporters of the Counter Reformation
- 21 Increased agricultural production in England in the late 1700s contributed directly to
- (1) the development of a worldwide communications network
  - (2) the introduction of manorialism
  - (3) a decrease in the power of the monarch
  - (4) an increase in life expectancy
- 22 Which statement about railroad systems in the 19th and early 20th centuries is accurate?
- (1) Imperialists rejected the use of railroads in their colonies.
  - (2) European governments opposed the development of railroads.
  - (3) Railroads helped promote the factory system and urbanization.
  - (4) Railroads made transportation of goods less efficient.

Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . The need of a constantly expanding market for its products chases the bourgeoisie over the whole surface of the globe. It must nestle everywhere, settle everywhere, establish connections everywhere. . . .

— Karl Marx and Friedrich Engels

23 Which historical event do Marx and Engels believe created the situation described in this passage?

- (1) Cold War
- (2) World War I
- (3) Russian Revolution
- (4) Industrial Revolution

24 What was the main reason for the extensive Irish emigration to North America in the 1840s?

- (1) mass starvation
- (2) military draft
- (3) civil war
- (4) smallpox outbreak

25 What was a principal reason for the success of European colonialism in Asia in the late 1800s?

- (1) Asians respected Europeans as representatives of an advanced civilization.
- (2) Europe was able to dominate military and commercial relations with Asia.
- (3) Europeans respected Asian laws and customs.
- (4) Many Asians adopted European religious practices.

26 Which action in Japanese history occurred during the Meiji Restoration?

- (1) Japan modernized its economy.
- (2) Mongols invaded the islands of Japan.
- (3) The Japanese government adopted an isolationist policy.
- (4) Buddhism became the official religion of Japan.

27 The annexation of Korea and Japan's invasion of Manchuria were attempts by Japan to

- (1) spread Shinto beliefs
- (2) protect human rights
- (3) acquire natural resources
- (4) establish theocratic governments

Base your answers to questions 28 and 29 on the telegram below and on your knowledge of social studies.

Nicholas II  
*Telegram to Wilhelm II*  
July 29, 1914, 1:00 A.M.

Am glad you are back. In this most serious moment, I appeal to you to help me. An ignoble [despised] war has been declared upon a weak country [Serbia]. The indignation [resentment] in Russia, shared fully by me, is enormous. I foresee that very soon I shall be overwhelmed by the pressure upon me, and be forced to take extreme measures which will lead to war. To try and avoid such a calamity [disaster] as a European war, I beg you in the name of our old friendship to do what you can to stop your allies from going too far.

— Nicky

28 Which conclusion is best supported by this telegram?

- (1) Russia started to mobilize for war against Serbia.
- (2) Nicholas II condemned the efforts of Wilhelm II.
- (3) Russia supported the use of extreme measures.
- (4) Nicholas II hoped diplomacy would prevent war.

29 Which war is most closely associated with the telegram Nicholas II sent to Wilhelm II?

- (1) the Franco-Prussian War
- (2) the Russo-Japanese War
- (3) World War I
- (4) World War II

Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.

**“THIS WILL MAKE YOU FORGET THE PEACE TERMS.”**



Source: Rollin Kirby, *The New York World*, March 28, 1919 (adapted)

- 30 This cartoonist is referring to the way Germany was affected in 1919 by
- (1) the Congress of Vienna
  - (2) its defeat of Napoleon
  - (3) the Treaty of Versailles
  - (4) its defeat in World War II
- 31 This 1919 cartoon suggests that Germany may come under the influence of
- (1) moderates
  - (2) conservatives
  - (3) radicals
  - (4) isolationists
- 
- 32 Mohandas Gandhi's protests in India were a response to Great Britain's
- (1) support of Zionism
  - (2) practice of humanitarianism
  - (3) introduction of socialism
  - (4) policy of colonialism

Base your answers to questions 33 and 34 on the table below and on your knowledge of social studies.

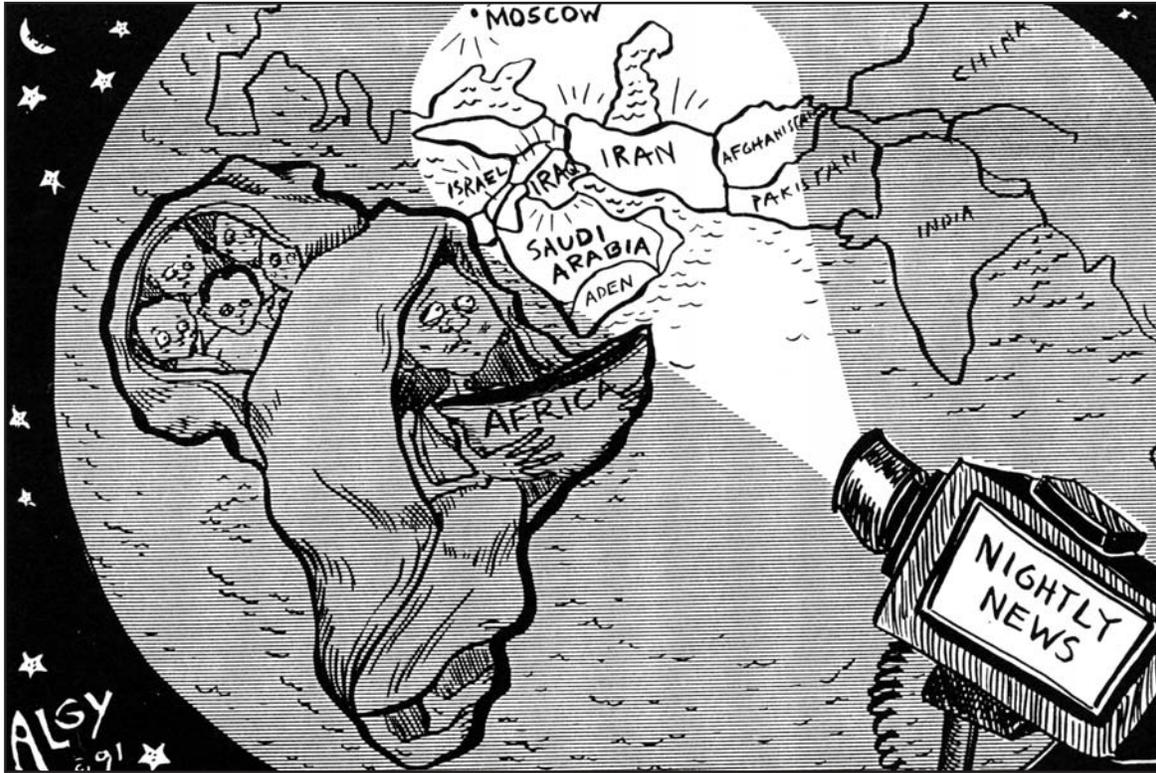
**Collective Farms of the USSR (Soviet Union) 1929–1940**

Year	No. of collective farms in 1,000s
1929	57.0
1930	85.9
1931	211.1
1932	211.1
1933	224.6
1934	233.3
1935	245.4
1936	242.2
1937	243.7
1938	242.4
1939	241.1
1940	236.3

— Paul Halsall, *Internet Modern History Sourcebook*, (adapted)

- 33 Between which two years did the number of collective farms increase the most?
- (1) 1929 and 1930
  - (2) 1930 and 1931
  - (3) 1934 and 1935
  - (4) 1939 and 1940
- 34 Which Soviet policy is most closely associated with the information in this table?
- (1) Lenin's New Economic Policy
  - (2) Stalin's five-year plans
  - (3) Brezhnev's policy of détente
  - (4) Gorbachev's policy of glasnost
- 
- 35 One similarity between Adolf Hitler and Benito Mussolini is that both
- (1) led fascist states
  - (2) supported communism
  - (3) rejected militarism
  - (4) remained in power after World War II

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



Source: Linda Godfrey, *Walworth County Week*

36 What does this cartoon suggest about news coverage of world events?

- (1) Social concerns are often overemphasized.
- (2) Africa's issues are often overshadowed by events in other regions.
- (3) Too much time is devoted to European affairs.
- (4) Africa's problems can be solved if global powers cooperate.

37 What has the end of communism in the Soviet Union caused many countries in Eastern Europe to do?

- (1) shift to a command economy
- (2) maintain a communist form of government
- (3) pursue free-market economic policies
- (4) join the Warsaw Pact

38 Which type of warfare did Mao Zedong, Fidel Castro, and Ho Chi Minh all engage in as leaders of revolutionary movements in their respective nations?

- (1) guerilla
- (2) trench
- (3) unrestricted submarine
- (4) biological

Base your answer to question 39 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* Medical facilities and public transportation are readily available in New Delhi.

*Speaker B:* Homelessness and crime continue to increase in New Delhi.

*Speaker C:* New Delhi offers many employment opportunities.

39 One way in which these speakers are similar is that all are expressing their opinions about

- (1) rural poverty
- (2) interdependence
- (3) urban issues
- (4) nationalism

Base your answer to question 40 on the chart below and on your knowledge of social studies.

**United States Trade with Mexico and Canada**  
(\$ value in millions)

Year	\$ Value of United States Exports to		\$ Value of United States Imports from	
	Mexico	Canada	Mexico	Canada
1994	50,844	114,439	49,494	128,406
1998	78,773	156,603	94,629	173,256
2002	97,470	160,923	134,616	209,088

Source: *The World Almanac and Book of Facts*, World Almanac Books, 2004 (adapted)

- 40 The economic trend represented in this chart is most likely an effect of the creation of the
- (1) Organization of American States (OAS)
  - (2) North Atlantic Treaty Organization (NATO)
  - (3) North American Free Trade Agreement (NAFTA)
  - (4) Organization of Petroleum Exporting Countries (OPEC)

41 Which statement about the Balkan Peninsula since 1995 is most accurate?

- (1) Bosnia-Herzegovina and Croatia are now both controlled by Yugoslavia.
- (2) Ethnic tensions and conflict continue to be a problem in much of the region.
- (3) Slobodan Milosevic of Serbia became the first democratically elected leader of the region.
- (4) The Balkan Peninsula has become one of the most prosperous regions in Europe.

42 Which revolution led to the concept of banking, the creation of guilds, and the development of capitalism in Europe?

- |                  |                |
|------------------|----------------|
| (1) Commercial   | (3) Scientific |
| (2) Agricultural | (4) Industrial |

43 The introduction of Buddhism into Japan and of Christianity into Africa are examples of

- |                     |                        |
|---------------------|------------------------|
| (1) modernization   | (3) cultural diffusion |
| (2) ethnic conflict | (4) isolation          |

44 A goal of both the Boxer Rebellion in China and the Mau Mau movement in Kenya was to

- (1) promote laissez-faire capitalism
- (2) end foreign control
- (3) develop modern industries
- (4) create a totalitarian state

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

“Therefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved;”

45 Which period in European history is most closely associated with this statement?

- (1) Roman Empire
- (2) Crusades
- (3) Protestant Reformation
- (4) Enlightenment

46 This statement reflects a controversy over the proper

- |                     |                        |
|---------------------|------------------------|
| (1) roles of women  | (3) types of education |
| (2) forms of prayer | (4) means of salvation |

47 Simón Bolívar, José de San Martín, and Toussaint l’Ouverture are best known as

- (1) scientists who supported the heliocentric theory
- (2) leaders of Latin American independence movements
- (3) early Spanish explorers of the New World
- (4) communist leaders of the 19th century

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



Source: Mike Thompson, *Detroit Free Press for USA Today*, May 28, 2002

48 What is the main idea of this 2002 cartoon?

- (1) The technology of the Cold War now threatens peace in Asia.
- (2) The risk of nuclear conflict has been eliminated.
- (3) Nuclear power presents a possible solution to energy shortages in southern Asia.
- (4) Mediation has lessened tensions between India and Pakistan.

- 49 A. Kemal Ataturk rises to power in Turkey.  
B. Pericles rules during the Golden Age of Athens.  
C. Ayatollah Khomeini seizes power in Iran.  
D. Robespierre comes to power during the French Revolution.

What is the correct sequence of these events?

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

50 The Communist Revolution in China differed from the 19th-century Marxist ideals because this revolution was primarily supported by the

- (1) warlords
- (2) peasants
- (3) factory owners
- (4) gentry

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”
- (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: Geography (How Humans Change Their Environment)

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

#### Task:

Select **two** different nations/regions and for **each**

- Explain why the society modified their environment
- Explain how the people of that specific nation/region modified their physical environment
- Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

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

**Do *not* select the United States or a region of the United States as an example 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, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include *Africans to the Americas*, *Jews to Palestine and Israel*, and *Hindus/Muslims between India and Pakistan*.

**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** migrations mentioned in the historical context and for **each**
- Describe the historical circumstances surrounding the voluntary or involuntary migration
  - Discuss an impact the migration had on the country or region from which the group left *and/or* an impact the migration had on the new destination

**You may *not* use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.**

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 Big Business of Slave Trading

. . . When in 1517 Bishop Bartolomeo de Las Casas advocated [supported] the encouragement of immigration to the New World by permitting Spaniards to import African slaves, the trading of humans in the New World formally began. Las Casas was so determined to relieve Indians of the onerous [difficult] burden of slavery that he recommended the enslavement of Africans. (Later, he so deeply regretted having taken this position that he vigorously renounced it.) The ban against the use of Africans was removed, and Charles II issued licenses to several Flemish traders to take Africans to the Spanish colonies. Monopoly of the trade went to the highest bidders. Sometimes it was held by Dutch traders, at other times by Portuguese, French, or English. As West Indian plantations grew in size and importance, the slave trade became a huge, profitable undertaking employing thousands of persons and involving a capital outlay of millions of dollars. By 1540 the annual importation of African slaves into the West Indies was estimated at 10,000. . . .

Source: Franklin and Moss, *From Slavery to Freedom: A History of African Americans*, Alfred A. Knopf

- 1 According to Franklin and Moss, what was **one** reason enslaved Africans were imported to the “New World” by Europeans? [1]

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Score

## Document 2

. . . Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African. . . .

Source: Willie F. Page, *Encyclopedia of African History and Culture*, Volume III, Facts on File

- 2 According to Willie F. Page, what was **one** impact of the arrival of Africans on Brazil and on the Caribbean Islands? [1]

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Score

### Document 3

. . . **Long-Term Effects.** The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent. . . .

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors. . . .

Source: John Middleton, ed., *Africa: An Encyclopedia for Students*, Volume 4, Thomson Learning

3 Based on this excerpt from *Africa: An Encyclopedia for Students*, state **two** effects of the slave trade on Africa. [2]

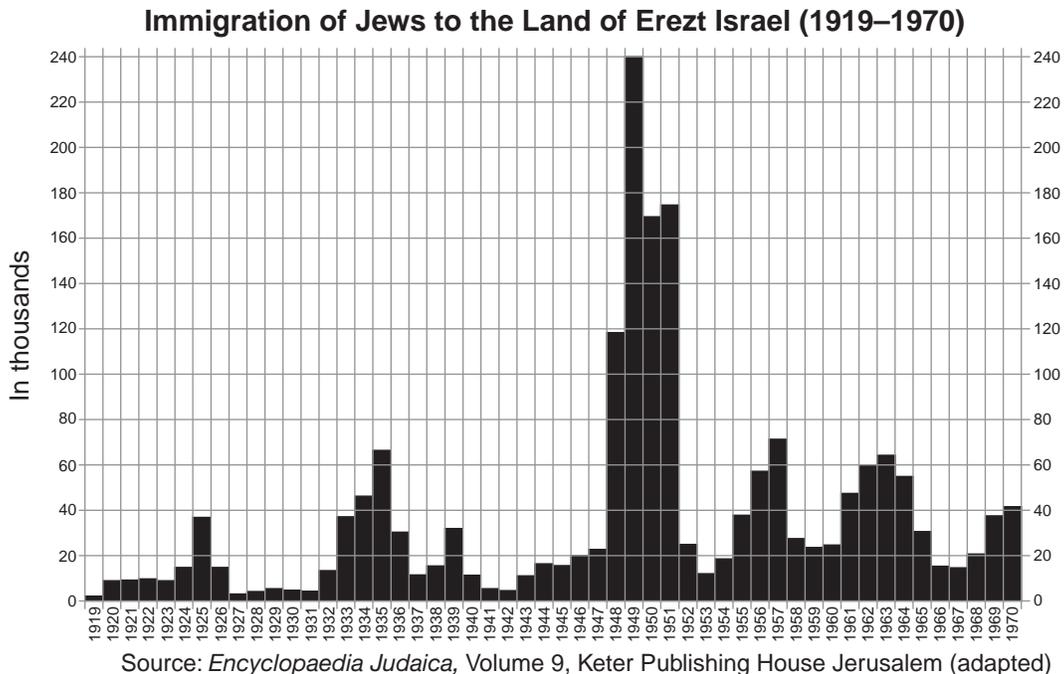
(1) \_\_\_\_\_

Score

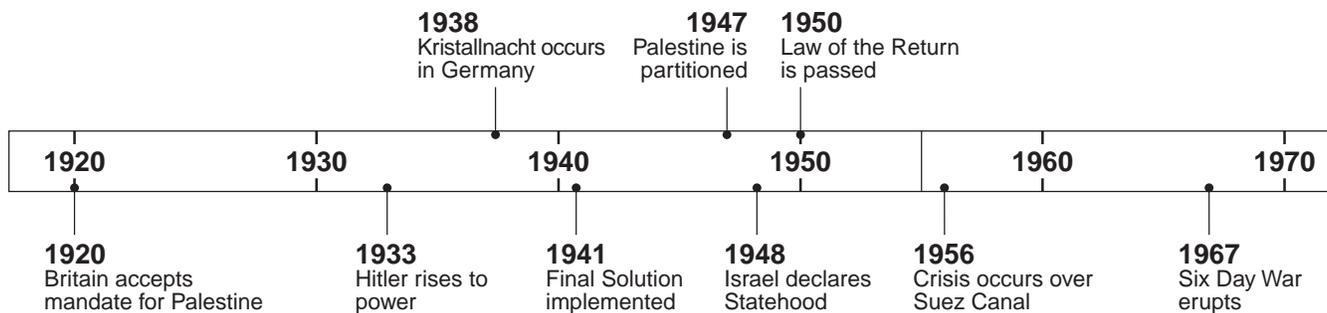
(2) \_\_\_\_\_

Score

**Document 4a**



**Document 4b**



4 Based on these documents, identify **two** specific reasons large numbers of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970. [2]

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

Score

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

Score

## Document 5a

Arab Palestinians began to leave their homes in cities in December 1947. The number of Arab Palestinians leaving their homes increased to hundreds of thousands by May 1948. During the last week of April in 1948, as the fighting came closer to their home, the Palestinian family in this passage left Jaffa for Ramallah. On May 14, 1948, Israel was established. This new country included the city of Jaffa. Ramallah was in the West Bank that became part of Jordan.

. . . I grew up hearing the description of my father's last visit to Jaffa, and it has left an indelible [permanent] impression on me. My father's entire holdings were in and around Jaffa, the products of his own hard work. His father had left him nothing. How difficult it must have been to bid all this farewell. The image of my father, his every step echoing in the empty streets of the deserted city, still haunts me. . . .

He moved on to the marketplace, empty except for a few shops that had somehow remained open. He walked passed Hinn's, his barbershop, and found it closed. The courthouse was closed, as were the clinics, the nurseries, the cafés, the cinema. The place was deserted, prepared to be captured. What have we done, he wondered. How could we have all left? . . .

Source: Raja Shehadeh, *Strangers in the House: Coming of Age in Occupied Palestine*, Penguin Books

5a Based on this account by Raja Shehadeh, what was **one** impact on the city of Jaffa when the Palestinians left? [1]

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Score

## Document 5b

This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

. . . At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to “From the Four Corners of the Earth,” *Sound the Great Trumpet*, Whittier Books

5b According to M. Z. Frank, what was **one** effect of the Jewish migration on Israel? [1]

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Score

## Document 6

Richard Willstätter, a German Jewish chemist, won a Nobel Prize in 1915. In 1938, during Nazi rule, he managed to flee Germany. Many others fled before 1938 and some fled after.

. . . Willstätter's story demonstrates that the exodus of German Jews was one of the most astonishing migrations in history. It included not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category. And since this was an entire population and not the usual young person in search of a fortune, it was made up of whole families, middle-aged couples, and even the elderly, like Betty Scholem, who settled in a small town in Australia, tending a sweetshop with one of her sons. Driven out of their country, they took their talent and skills and culture with them and made the rest of the world richer for it. . . .

Source: Ruth Gay, *The Jews of Germany*, Yale University Press

6 According to Ruth Gay, what was **one** way Germany was hurt by the migration of German Jews? [1]

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Score

## Document 7

### Partition

. . . Gandhi's beliefs were based, in part, on ancient Hindu ideals. This may have added to the hatred and suspicion that had always existed between Hindus and Muslims. The Muslims were afraid that they would have no power in the new India. Although the Hindu leaders, including Gandhi, tried to reassure the Muslims, no agreement could be reached. The country was finally divided into two parts—the independent Muslim state of Pakistan and a predominately Hindu state—the Democratic Republic of India. . . .

Source: Jean Bothwell, *The First Book of India*, Franklin Watts

7 According to Jean Bothwell, what was **one** cause of the migration of Muslims and Hindus? [1]

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Score

**Document 8**

**History's Greatest Migration**

4,000,000 People Cross the Punjab to Seek New Homes

The mass migration and exchange of populations in the Punjab—Moslems moving west into Pakistan and Hindus and Sikhs trekking east into India—have now reached a scale unprecedented in history. Accurate statistics are impossible to obtain, but it is reasonable to estimate that no fewer than four million people are now on the move both ways.

What this means in terms of human misery and hardship can be neither imagined nor described. Within the past few weeks the conditions over a wide area of Northern India, including the whole of the Indus Valley and part of the Gangetic Plain, have deteriorated steadily. It is no exaggeration to say that throughout the North-west Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces the minority communities live in a state of insecurity often amounting to panic.

Farther afield in the eastern parts of the United Provinces and to a less extent in Bihar and Bengal, much tension and friction prevail but there has hitherto been little movement of population. . . .

Source: *Guardian*, Thursday, September 25, 1947

8 Based on this article in the *Guardian*, state **two** ways the region of South Asia was affected by the mass migration of people in 1947. [2]

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

Score

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

Score

## Document 9

. . . And there were many [examples where untouchables were invisible during the partition]. In January 1948, two social workers, Sushila Nayyar and Anis Kidwai, went to visit Tihar village on the outskirts of Delhi. They had heard that a rich Hindu from Pakistan had left behind huge properties when he had moved, and had therefore, like many people, effected an exchange of property with a rich Muslim in Tihar to whom the land belonged. Each took the other's property. But neither was obliged to carry on with the other's business. The Hindu, therefore, threw out all previously employed workers from his newly acquired piece of property. Most of these were Muslims, but about a third were Harijans [untouchables]. The Muslims made their way to one or the other of the two Muslim camps that had been set up in the city. But for the Harijans, displaced in a war that was basically centred around Hindu and Muslim identities, there was nowhere to go. No camps to help them tide over the difficult time. No recourse to government—all too preoccupied at the moment with looking after the interests of Muslims and Hindus, no help from political leaders whose priorities were different at the time. . . .

Source: Urvashi Butalia, *The Other Side of Silence*, Duke University Press, 2000

9 According to Urvashi Butalia, what was **one** impact the migration of Muslims and Hindus had on South Asia? [1]

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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, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include ***Africans to the Americas, Jews to Palestine and Israel, and Hindus/Muslims between India and Pakistan.***

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

- Select ***two*** migrations mentioned in the historical context and for ***each***
- Describe the historical circumstances surrounding the voluntary or involuntary migration
  - Discuss an impact the migration had on the country or region from which the group left *and/or* an impact the migration had on the new destination

**You may *not* use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.**

#### 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

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

## ANSWER SHEET

Student ..... Sex:  Male  
 Female

Teacher .....

School .....

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

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
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22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

### FOR TEACHER USE ONLY

Part I Score \_\_\_\_\_

Part III A Score \_\_\_\_\_

Total Part I and III A Score

Part II Essay Score \_\_\_\_\_

Part III B Essay Score \_\_\_\_\_

Total Essay Score

Final Score  
(obtained from conversion chart)

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here