

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2010 — 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.

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 • Analyzing the design of a Shang bronze pot
• Deciphering the writing on the Rosetta Stone
• Examining the fabric of a Japanese kimono

These actions are most often performed by

- (1) a political scientist (3) a sociologist
(2) a geographer (4) an archaeologist
- 2 The term *monsoons* can be defined as
- (1) seasonal winds
(2) sand deposits
(3) ocean currents
(4) mountain avalanches
- 3 An economist is a social scientist who focuses on the study of the
- (1) development of spiritual practices
(2) establishment of legal systems
(3) creation and implementation of social class systems
(4) production and exchange of goods and services
- 4 Which geographic feature served as a barrier that protected ancient China and was used as an invasion route by the Aryans into ancient India?
- (1) deserts (3) mountains
(2) rivers (4) plateaus
- 5 Which heading best completes the partial outline below?
- I. _____

A. Cities
B. Complex government
C. Job specialization
D. Writing system
- (1) Examples of Early Technology
(2) Results of Cultural Diversity
(3) Characteristics of Civilizations
(4) Causes for the Neolithic Revolution

- 6 One way in which *The Epic of Gilgamesh*, *The Odyssey*, and *The Mahābhārata* are similar is that they are

- (1) sets of written legal principles that spell out the rights of citizens
(2) stories that are tied to monotheistic religious beliefs
(3) paintings that depict heroes and cultural values
(4) works of literature that give historians information about early civilizations

- 7 • Preserved Hindu traditions
• Produced fine poems and drama
• Made advances in mathematics, science, and medicine

These achievements refer to contributions of the

- (1) Gupta Empire (3) Greek city-states
(2) Persian Empire (4) Tang dynasty

- 8 Which statement about China is a fact rather than an opinion?

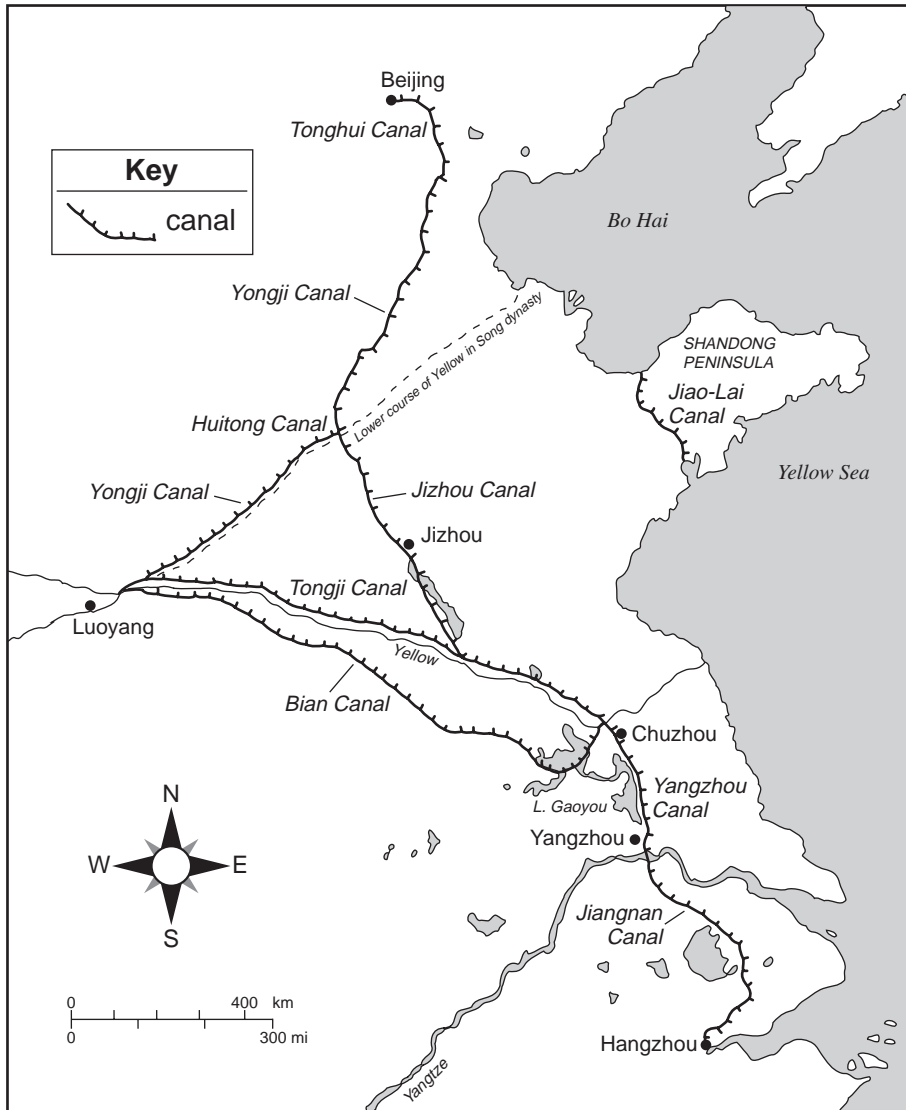
- (1) Flooding was the worst disaster to affect ancient Chinese civilizations.
(2) The Mandate of Heaven was an idea developed in ancient China.
(3) Early Chinese civilizations were the most important civilizations in the world.
(4) Dynastic governments were highly effective in China.

- 9 The leadership of Genghis Khan, the use of the stirrup, and excellent horsemanship skills all contributed directly to the

- (1) collapse of Silk Road trade
(2) defeat of Tokugawa Japan
(3) beginning of European exploration
(4) rise of the Mongol Empire

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

The Grand Canal System of the Sui, Song, and Yuan Dynasties

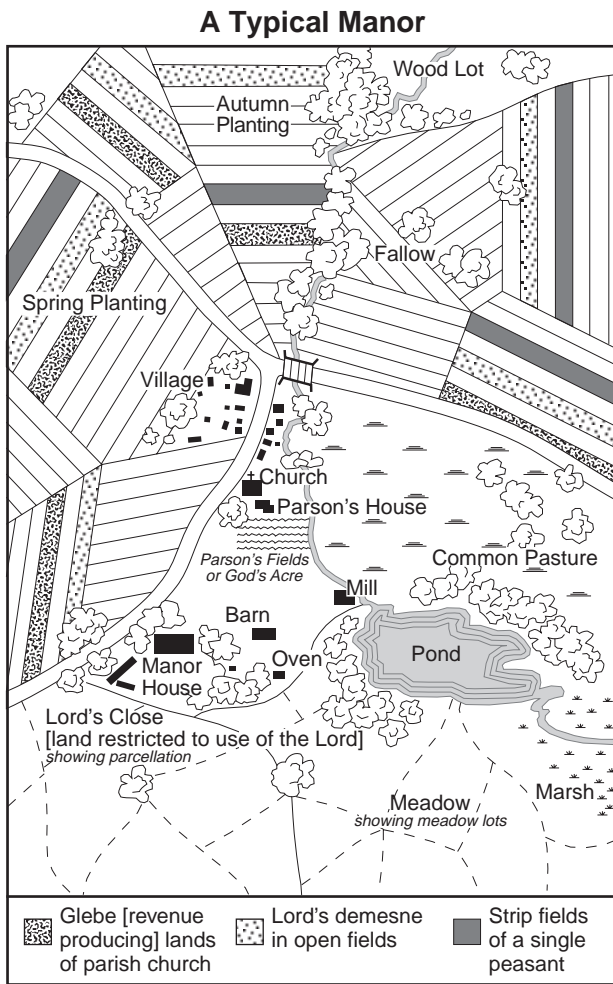


Source: John King Fairbank, *China: A New History*, Belknap Press, 1992 (adapted)

10 Which conclusion about the Grand Canal system in China can be drawn from the information shown on this map?

- (1) Coastal ports dominated the canal system.
- (2) Troops could easily be moved west of Luoyang on the canals.
- (3) Grain could be shipped between Hangzhou and Beijing by the canal.
- (4) The canal system prevented invaders from conquering the dynasties.

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



Source: Philip Lee Ralph, *World Civilizations* at Norton online (adapted)

11 What does this illustration show about a typical manor?

- (1) All residents were treated equally.
- (2) Secular values in society were stressed.
- (3) There were a large number of factories.
- (4) People depended on agricultural production.

12 Which river was essential to the survival of the West African kingdoms of Ghana, Mali, and Songhai?

- (1) Thames
- (2) Niger
- (3) Indus
- (4) Euphrates

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

The basic idea of this book is simple: to tell the story of the Crusades as they were seen, lived, and recorded on 'the other side'—in other words, in the Arab camp. Its content is based almost exclusively on the testimony of contemporary Arab historians and chroniclers. . . .

— Amin Maalouf, *The Crusades Through Arab Eyes*, Al Saqi Books

13 This passage indicates that the author's emphasis is on

- (1) cause and effect
- (2) chronological order
- (3) reenactment
- (4) point of view

14 Which geographic factor contributed to the rise of the Renaissance in Italian city-states?

- (1) mountainous terrain of the Alps
- (2) location near the coast of the Mediterranean Sea
- (3) navigable waters of the Danube River
- (4) ease of travel on the Northern European Plain

15 A main goal of the monarchs of Europe during the Age of Absolutism was to

- (1) establish legislative bodies
- (2) centralize political power
- (3) improve the quality of life for the peasant class
- (4) expand the role of the Catholic Church

16 The use of the terms *Encounter* and *Columbian exchange* represents attempts to describe the

- (1) nature of cultural interactions
- (2) establishment of land grants
- (3) results of scientific innovations
- (4) origins of divine right theory

17 The Middle Passage is best defined as

- (1) a route through the Swiss Alps
- (2) a narrow body of water connecting two larger bodies of water
- (3) the forced journey of enslaved Africans to the Americas
- (4) the expulsion of Muslims from Spain

18 Which pair of ideas were central to the Scientific Revolution?

- (1) social stability and economic self-sufficiency
- (2) observation and experimentation
- (3) technology and military expansion
- (4) scarcity and interdependence

19 Jean-Jacques Rousseau and John Locke both agreed that a government should be based on the

- (1) separation of nationalities
- (2) religious values of the people
- (3) equal distribution of wealth
- (4) consent of the governed

20 Which of these events related to the French Revolution occurred *first*?

- (1) Napoleon became emperor of France.
- (2) The Declaration of the Rights of Man was issued.
- (3) Louis XVI called the Estates General into session.
- (4) The Committee of Public Safety led the Reign of Terror.

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

. . . Things are so high, poor people cry,
Such times was ne'er before,
For everything is raised in price
To carry on the War. . . .

— John Wilson, *A New Song on the Dear Times*

21 In this song published in the 1850s, the songwriter is complaining about

- (1) unemployment
 - (2) quotas
 - (3) depression
 - (4) inflation
-

Base your answers to questions 22 and 23 on the speakers' statements below and on your knowledge of social studies.

Speaker A: If the rate of population growth continues to exceed the growth in the food supply, there will not be enough food for all of the people.

Speaker B: There are people who are wealthy and people who are poor. This is just how things are.

Speaker C: History is the story of class struggle. Eventually, the working class will rise up and revolt against the wealthy.

Speaker D: The government should do what is best for most of its people.

22 Which speaker best represents the views of Karl Marx?

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

23 To which situation are these speakers most likely reacting?

- (1) growth of Zionism
 - (2) rise of industrialization
 - (3) division of Africa
 - (4) formation of military alliances
-

24 Japan's policy of expansion in the early 20th century was motivated by

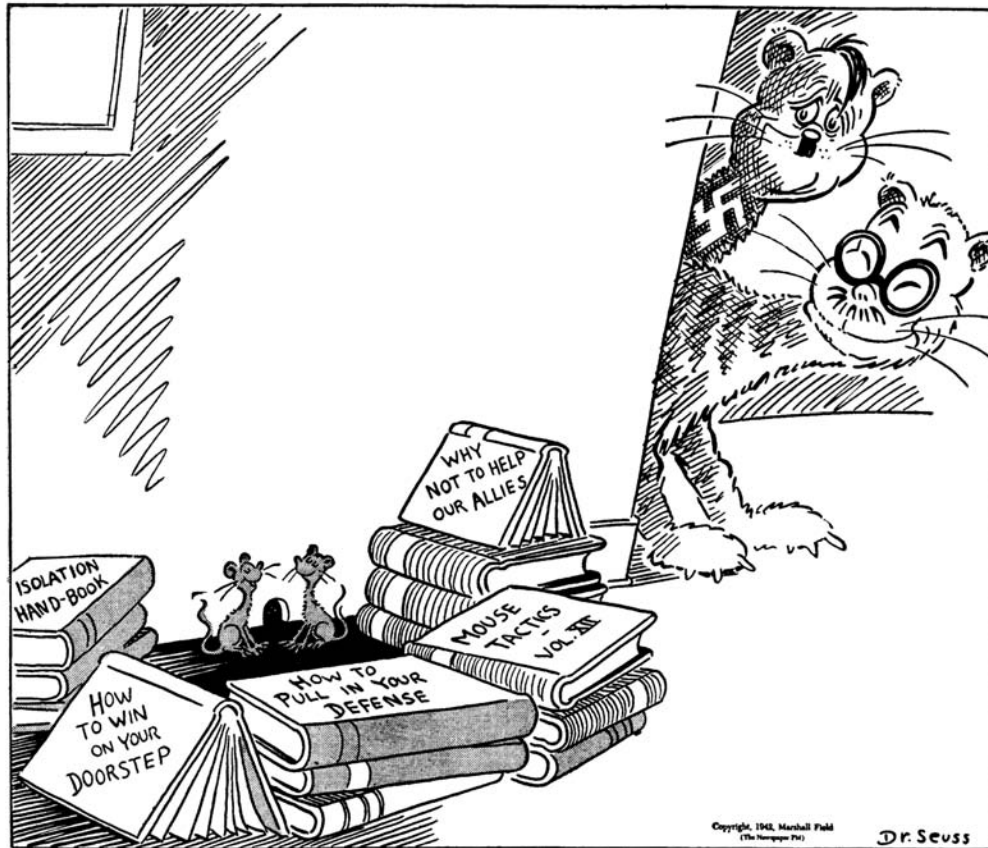
- (1) a lack of natural resources
- (2) a plan to end unequal treaties
- (3) the need to increase cultural diffusion
- (4) the desire to spread communism

25 Five-year plans and collectivization are most closely associated with

- (1) Joseph Stalin
- (2) Mikhail Gorbachev
- (3) Adolf Hitler
- (4) Deng Xiaoping

Base your answers to questions 26 and 27 on the cartoon below and on your knowledge of social studies.

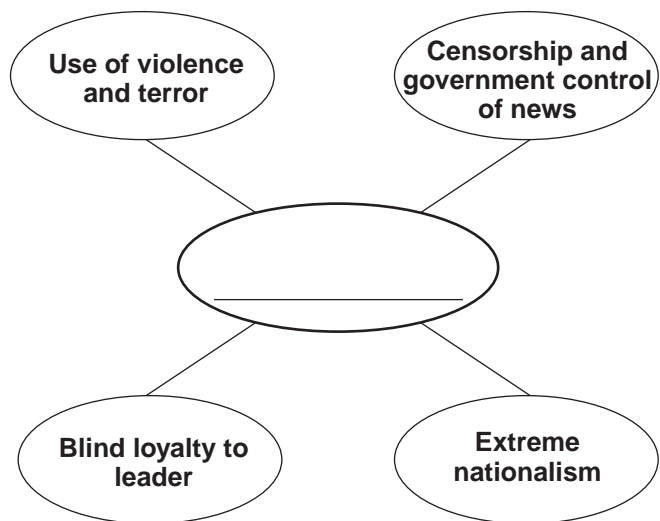
Are We Mice or Are We Men?



Source: Dr. Seuss, *PM*, February 27, 1942 (adapted)

- 26 Which war is most closely associated with this cartoon?
- | | |
|------------------------|------------------|
| (1) Boer War | (3) World War II |
| (2) Russo-Japanese War | (4) Cold War |
- 27 Which policy is being questioned in this cartoon?
- | | |
|------------------|------------------|
| (1) nonalignment | (3) militarism |
| (2) détente | (4) isolationism |
-

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



Source: *Guide to the Essentials of World History*, Prentice Hall (adapted)

28 Which ideology best completes this graphic organizer?

- (1) socialism
- (2) democracy
- (3) capitalism
- (4) fascism

Base your answer to question 29 on the passage below and on your knowledge of social studies.

... In his classic defense of freedom of speech in, *On Liberty*, John Stuart Mill wrote that if a view is not “fully, frequently, and fearlessly discussed,” it will become “a dead dogma, not a living truth.” The existence of the Holocaust should remain a living truth, and those who are skeptical about the enormity of the Nazi atrocities should be confronted with the evidence for it. . . .

— Peter Singer (adapted)

29 Which statement is consistent with the author’s point concerning the Holocaust?

- (1) The evils of the past are best ignored and forgotten.
- (2) Frequent and full discussion of the historical evidence of certain events is desirable.
- (3) All eras of history include individuals that reject existing values.
- (4) Every generation must apologize for the failures of earlier generations.

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



Source: Bill Sanders, *Milwaukee Journal*, May 21, 1974 (adapted)

30 Which global issue is depicted in this 1974 cartoon?

- (1) overpopulation
- (2) space exploration
- (3) nuclear proliferation
- (4) ethnic tension

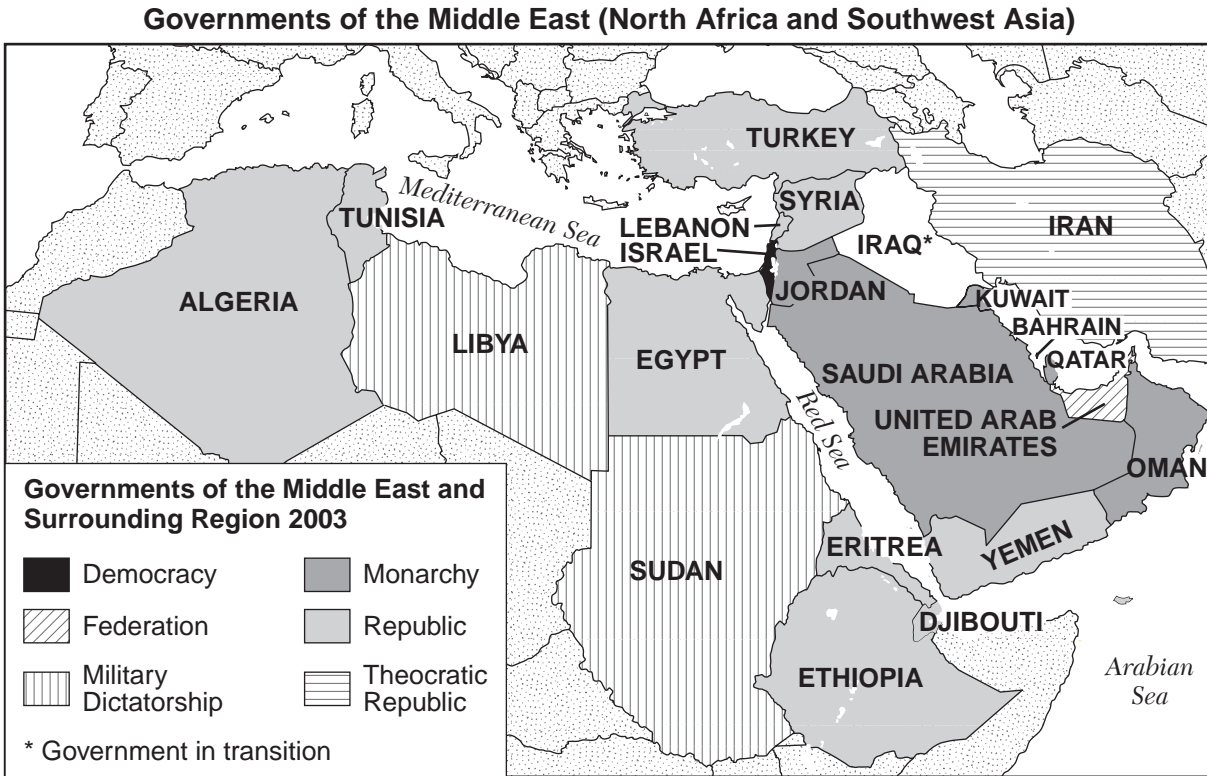
31 Which question is raised by the way the cartoonist depicted the world leaders in this 1974 cartoon?

- (1) Does technology control these leaders?
- (2) Are tax revenues being used?
- (3) What are the terms of these military alliances?
- (4) What settlement was negotiated?

32 A major goal of the Hutu-led regime in Rwanda in mid-1994 was to

- (1) eliminate the Tutsi minority
- (2) align with the Soviet Union
- (3) promote ethnic tolerance
- (4) strengthen ties with Belgium

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



33 Which generalization can best be supported by the information on this 2003 map?

- (1) Theocratic governments dominated the Middle East.
- (2) The governments of Southwest Asia were in transition.
- (3) Many different types of government existed in the Middle East.
- (4) Military dictatorships were replaced by republics in northern Africa.

34 The “one child” policy in China, established during the late 1970s, was an attempt to

- (1) gain the support of the upper classes
- (2) increase tax revenue for government programs
- (3) eliminate Western influence
- (4) reduce the population growth rate

35 The gathering at Amritsar (1919), the rallies in Soweto (1976), and the demonstrations in Tiananmen Square (1989) directly resulted in

- (1) rejection of Western ideas
- (2) promises of economic reform
- (3) movements toward democracy
- (4) violence against the protestors

36 “Japan Presses Greater East Asia Co-prosperity Policy on Southeast Asia”

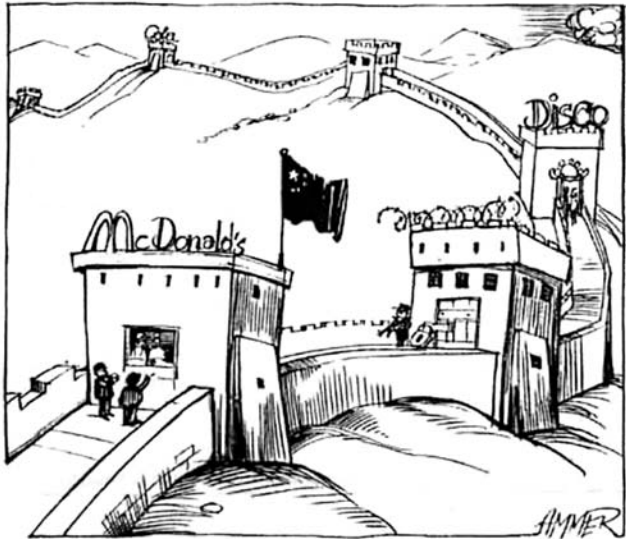
“Tokyo Is Firebombed”

“Atom Bomb Dropped on Nagasaki”

Which period of Japanese history is associated with these headlines?

- (1) Tokugawa shogunate
- (2) Meiji Restoration
- (3) reign of Emperor Hirohito
- (4) Japan’s economic miracle

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Ammer, *Weiner Zeitung*, Vienna, Austria, www.cartoonweb.com

37 What is the best title for this cartoon?

- (1) "Breaking Through the Iron Curtain"
- (2) "Globalization Reaches the Wall"
- (3) "Separating East from West"
- (4) "A Road to Cultural Uniqueness"

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

. . . Traditionally, [African] farmers cleared land, grew crops for a few harvests, then let the fields lie fallow for 10 or 15 years to rejuvenate as they moved on to clear more land, the study reports. But as they try to feed a rapidly growing population, the farmers instead grow crop after crop, sapping the soil's fertility.

"Nothing grows, so the topsoil is blown away by the wind and washed away by the rains," said Amit H. Roy, president of the International Fertilizer Development Center, a nonprofit agricultural aid organization, which produced the study. "It goes into the river system, silting them, and out to the oceans." . . .

— Celia Dugger, "Overfarming African Land is Worsening Hunger Crisis"

38 Which problem in sub-Saharan Africa is being described in this passage?

- | | |
|--------------------|---------------------|
| (1) global warming | (3) urbanization |
| (2) acid rain | (4) desertification |

39 Which historic figure is correctly paired with the empire he ruled?

- (1) Charlemagne — Spanish Empire
- (2) Peter the Great — Ottoman Empire
- (3) Justinian — Byzantine Empire
- (4) Sulieman the Magnificent — Russian Empire

40 Which condition characterized Europe after the fall of the Roman Empire and China after the fall of the Manchu dynasty?

- (1) weak centralized authority and interference from outsiders
- (2) renewed interest in artistic pursuits such as painting and sculpture
- (3) democratic rule and a coordinated economic policy
- (4) increased construction of roads, bridges, and other public works

41 Which action led most directly to divisions in Christianity in western Europe?

- (1) Pope Urban II calling for the Crusades
- (2) King John signing the Magna Carta
- (3) German cities establishing the Hanseatic League
- (4) Martin Luther posting the Ninety-five Theses

42 Advances in navigation technology and the desire of Europeans to obtain goods from Asia are most closely associated with the

- (1) rise of feudalism
- (2) Agricultural Revolution
- (3) Age of Exploration
- (4) Age of Reason

43 A key objective of a mercantilist policy was to

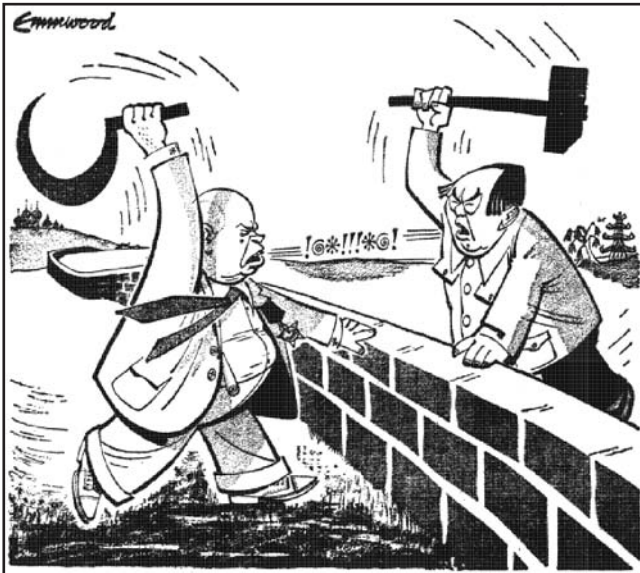
- (1) establish colonies for trade benefits
- (2) promote warfare throughout Europe
- (3) develop assembly lines in factories
- (4) support the spread of communist ideas

44 The Puritan Revolution and the Glorious Revolution are both closely associated with the

- (1) expansion of Papal authority in Rome
- (2) beginning of the Reconquista in Spain
- (3) calling of the Congress of Vienna
- (4) rise of parliamentary democracy in England

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

“Filthy Imperialist!”



Source: Emmwood, *Daily Mail*, September 23, 1963 (adapted)

45 Which two countries are represented by the characters arguing over the border?

- (1) the Soviet Union and China
- (2) North Korea and Great Britain
- (3) China and Great Britain
- (4) the Soviet Union and North Korea

46 The tools shown in this cartoon represent traditional symbols of

- (1) manorialism
- (2) communism
- (3) western capitalism
- (4) national socialism

47 Which policy is most directly associated with the terms *spheres of influence*, *extraterritoriality*, and *protectorate*?

- (1) collectivization
- (2) containment
- (3) isolationism
- (4) imperialism

48 The invasions of Russia by France in 1812 and by Germany in World War II were unsuccessful in part because of the

- (1) Russian alliances with China
- (2) harsh climatic conditions in Russia
- (3) inexperience of French and German military leaders
- (4) failure of France and Germany to develop modern weapons

49 Which event came *first* in Latin American history?

- (1) Panama regained control of the Panama Canal.
- (2) Simón Bolívar established Gran Colombia.
- (3) Fidel Castro became the communist leader of Cuba.
- (4) The North American Free Trade Agreement (NAFTA) was signed by Mexico, Canada, and the United States.

50 Which heading best completes the partial outline below?

I. _____

- A. Hannibal leads Carthaginian Army over the Alps to surprise the Romans.
- B. England builds a strong navy to protect its island nation.
- C. Vietnamese guerilla fighters ambush United States soldiers in thick jungles.

- (1) Causes for Military Conflict in History
- (2) Unsuccessful Military Expeditions in History
- (3) The Role of Geography in Military History
- (4) Technological Advances in Military History

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

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

Theme: Nationalism

Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.

Task:

Select **one** country *or* region and

- Describe the historical circumstances that led the people of this country or region to begin a nationalist movement
- Describe a goal of the nationalist movement
- Discuss a method used to achieve this goal
- Discuss the results of this nationalist movement on this country or region

You may use any country or region from your study of global history. Some suggestions you might wish to consider include Germany, Kenya, India, China, Latin America, the Balkans, and the Middle East.

You are *not* limited to these suggestions.

Do *not* use a nationalist movement in the British North American colonies or the United States in your response.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and detail
- 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, the spread of belief systems has influenced social, economic, and political developments in many regions. These belief systems include *Islam*, *Christianity*, and *Buddhism*.

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* belief systems mentioned in the historical context and for *each*
- Describe how the belief system spread to a specific region or regions
 - Discuss how the belief system influenced a region or regions socially, economically, *and/or* politically

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

. . . Merchants were carriers of Islam rather than agents of Islamization. They opened routes and exposed isolated societies to external influences, but they were not themselves engaged in the propagation [spread] of Islam, which was the work of religious leaders. The leaders became integrated into African societies by playing religious, social, and political roles similar to those of traditional priests. Like traditional priests, Muslim men of religion were peacemakers, who pleaded for those who broke the king's laws. Mosques, like traditional shrines, were considered sanctuaries. Immunity of life and property was extended to men of religion only as long as they kept out of politics and posed no threat to the existing sociopolitical order. . . .

Source: John L. Esposito, ed., *The Oxford History of Islam*, Oxford University Press

- 1 According to *The Oxford History of Islam*, what is **one** way Islam was spread to African societies? [1]

Score

Document 2

. . . Wherever they went, the Moslems brought with them their love of art, beauty, and learning. From about the eighth to the eleventh century, their culture was superior in many ways to that of western Christendom.

Some of the finest centers of Moslem life were established in Spain. In Cordova, the streets were solidly paved, while at the same time in Paris people waded ankle-deep in mud after a rain. Cordovan public lamps lighted roads for as far as ten miles; yet seven hundred years later there was still not a single public lamp in London!

Some Spanish Moslems had homes with marble balconies and courts with lovely waterfalls. Bedrooms were vaulted with stained glass and speckled with gold. And metal pipes carried water into marble baths.

Nearly every mosque had a public school in which the children of the poor were taught. Many Moslem libraries were excellent; the catalogue of one caliph's library filled forty volumes. In addition, the followers of Mohammed achieved much in science, particularly in chemistry, astronomy, mathematics, and medicine. . . .

Source: Daniel Roselle, *A World History: A Cultural Approach*, Ginn and Company (adapted)

2 According to Daniel Roselle, what are **two** ways Islam improved the lives of people in Spain? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 3

. . . Departing from the policy of Sunni Ali, Askia Mohammed sought to make all of the empire [of Songhai] one big Muslim community. Although he did not succeed in converting the entire Sudan [region bordering the southern Sahara] to Islam, he remodeled his empire along Islamic lines as far as possible. Legal and social reforms were introduced, Islamic judges were appointed in all the large districts of the empire, and justice was administered according to Muslim principles rather than traditional African laws. The court of Askia Mohammed was the highest court of the land, to which appeals from the lower courts could be brought. . . .

Source: Fred Burke, *Africa*, Houghton Mifflin (adapted)

3 According to Fred Burke, how did Askia Mohammed expand Islamic influences in the Songhai Empire? [1]

Score

Document 4

. . . At the request of [Prince] Ixtlilxochitl, Cortes and his men ate the gifts of food that had been brought out from Tezcoco. Then they walked to the city with their new friends, and all the people came out to cheer and welcome them. The Indians knelt down and adored them as sons of the Sun, their gods, believing that the time had come of which their dear king Nezahualpilli had so often spoken. The Spaniards entered the city and were lodged in the royal palace. . . .

Cortes was very grateful for the attentions shown him by Ixtlilxochitl and his brothers; he [Cortes] wished to repay their kindness by teaching them the law of God, with the help of his interpreter Aguilar. The brothers and a number of the other lords gathered to hear him, and he told them that the emperor of the Christians had sent him here, so far away, in order that he might instruct them in the law of Christ. He explained the mystery of the Creation and the Fall, the mystery of the Trinity and the Incarnation and the mystery of the Passion and the Resurrection. Then he drew out a crucifix and held it up. The Christians all knelt, and Ixtlilxochitl and the other lords knelt with them.

Cortes also explained the mystery of Baptism. He concluded the lesson by telling them how the Emperor Charles grieved that they were not in God's grace, and how the emperor had sent him among them only to save their souls. He begged them to become willing vassals of the emperor, because that was the will of the pope, in whose name he spoke. . . .

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

4 According to this excerpt from *The Broken Spears*, how was Christianity spread in Mexico? [1]

Score

Document 5

Common Procedures used by Friars in Converting Areas in Spanish America

- Idols, temples, and other material evidences of paganism destroyed
- Temporary churches built
- Permanent churches and monasteries built
- Christian buildings often constructed on sites of destroyed native temples in order to symbolize and emphasize the substitution of one religion by the other
- Indians supplied construction labor without receiving payment
- In a converted community, services and fiestas were regularly held in the church building

Source: Based on information from Charles Gibson, *Spain in America*, Harper Torchbooks

5 According to this document, what were **two** changes the friars introduced in Spanish America? [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . The other major economic function of the Church was as a provider of education, health care and poor relief to the general population. A great part of its income and manpower was employed in these activities. Religious orders such as the Jesuits and the Dominicans would use profits from their haciendas to finance their schools, seminaries and colleges. A large number of orders, male and female, worked on this basis, running educational and training establishments which were fee-paying for the wealthy but free for the poor. Others operated hospitals, hospices for the mentally ill and the dying, poor houses, orphanages, shelters for homeless girls, and suchlike. The Church therefore played an important economic role as a circulator of capital, as a profit-making concern in some areas of the economy, and as a supplier of social services. . . .

Source: Edwin Williamson, *The Penguin History of Latin America*, Penguin Books

6 According to Edwin Williamson, what were **two** ways the Church provided services to the people of Latin America? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . The Buddha is reported to have exhorted [urged] his monks to “go and travel around for the welfare of the multitudes, for the happiness of the multitudes, out of sympathy for the world, for the benefit, welfare, and happiness of gods and humans. No two should go in the same direction.” Although this last admonition [caution] seems not to have been heeded [obeyed], it is true that Buddhist “missions” were not large and well-organized movements, and instead often took the form of itinerant monks (or groups of monks) traveling by land and sea in the company of traders and royal emissaries. According to traditional accounts, the first foreign mission was to the island of Sri Lanka, and was led by the son of Asoka. . . .

Source: Donald S. Lopez, Jr., “Buddhism in Practice,” *Asian Religions in Practice*, Princeton University Press, 1999

- 7 According to this excerpt from “Buddhism in Practice,” how did Buddhism spread from its place of origin in ancient India to other parts of Asia? [1]

Score

Document 8

. . . With the rise of Buddhism, Korea's contacts with the outside world grew, and scholarship, arts, science and technology which were imported to Korea from China, India and regions beyond brought about the enrichment of Korean culture. As a result, one of the oldest astronomical charts in the world was produced, the oldest astronomical observatory called Ch'omsongdae was built, tumuli [burial mounds] architecture represented by the Ssangyong tomb developed, and the system of doctor of medicine was established in Korea. During the Three Kingdoms period, Korea's cultural progress in the fields of astronomy, mathematics, medicine, architecture and metallurgy reached the level of other advanced civilization of the world. . . .

Source: Andrew C. Nahm, *A Panorama of 5000 Years: Korean History*, Hollym

- 8 According to Andrew C. Nahm, what is **one** aspect of Korean culture that was influenced by the spread of Buddhism? [1]

Score

Document 9

. . . The high period of Chinese influence in Japan was also marked by the acceptance of Buddhism both as a dominant religion and as a powerful establishment. The adoption of a new universal religion must be considered a major turning point in the evolution of any people's cultural history, and the arrival of Buddhism to Japan, like the spread of Christianity to the British Isles, was such a turning point. Some historians, in fact, have written of the early history of Japan as being divided into two distinct parts: Japan before and after the introduction of Buddhism. The impact of Buddhism on Japan was certainly more profound and lasting than it was on China itself, and Japan still stands as one of the major strongholds of the Buddhist religion in the world today. . . .

Buddhism in Japan came to play three major roles. First as a religion it brought to Japan a new system of beliefs and pious attitudes. Secondly as a religious establishment which spread to Japan from the continent it was a major carrier of Chinese civilization to Japan. Thirdly, having established itself as a religious organization with social influence and economic power on Japanese soil, it became a major force in the nation's political affairs. . . .

Source: John Whitney Hall, *Japan: From Prehistory to Modern Times*, Delacorte Press

9 According to John Whitney Hall, what were **two** roles Buddhism played in Japan? [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:

Throughout history, the spread of belief systems has influenced social, economic, and political developments in many regions. These belief systems include **Islam**, **Christianity**, and **Buddhism**.

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

- Select **two** belief systems mentioned in the historical context and for **each**
- Describe how the belief system spread to a specific region or regions
 - Discuss how the belief system influenced a region or regions socially, economically, **and/or** politically

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

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
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24.....	49.....
25.....	50.....

No. Right

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

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

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here