

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

**Thursday, January 25, 2024 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

Print your name and the name of your school on the lines above. A separate answer sheet 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 and III.

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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

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

## Part I

### Answer all questions in this part.

*Directions (1–28):* For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . He loved splendour, magnificence, and profusion [excess] in all things, and encouraged similar tastes in his Court; to spend money freely on equipages [carriages] and buildings, on feasting and at cards, was a sure way to gain his favour, perhaps to obtain the honour of a word from him. Motives of policy had something to do with this; by making expensive habits the fashion, and, for people in a certain position, a necessity, he compelled his courtiers to live beyond their income, and gradually reduced them to depend on his bounty for the means of subsistence. This was a plague which, once introduced, became a scourge to the whole country, for it did not take long to spread to Paris, and thence to the armies and the provinces; so that a man of any position is now estimated entirely according to his expenditure on his table and other luxuries. This folly, sustained by pride and ostentation [extravagance], has already produced widespread confusion; it threatens to end in nothing short of ruin and a general overthrow. . . .

Source: F. Arkwright, ed., *The Memoirs of the Duke de Saint-Simon*, Brentano's

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|--|--|
| 1 A historian would find this passage most useful for explaining King Louis XIV's attempt to | 2 Which claim is best supported by the evidence in this passage? |
| (1) control the elite class  | (1) Court visits led to the spread of disease in Paris.          |
| (2) establish trust within the court   | (2) Louis XIV supported religious toleration.                    |
| (3) provide necessities to be self-sufficient  | (3) Louis XIV's excessive spending had negative consequences.    |
| (4) eliminate taxation on the poorer classes   | (4) Absolutism in France promoted equality among the classes.    |
-

Base your answer to question 3 on the quotation below and on your knowledge of social studies.

. . .In every government there are three sorts of power: the legislative; the executive in respect to things dependent on the law of nations; and the executive in regard to matters that depend on the civil law. . . .

Source: Baron de Montesquieu, *The Spirit of the Laws*, 1748

- 3 Which concept is being described in this quotation?
- (1) Consent of the governed
  - (2) Natural Laws
  - (3) Separation of powers
  - (4) Social contract
- 

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

. . .By the late eighteenth century the West had a clear if not wholly accurate perception of the Turk’s strengths and weaknesses. They saw that the Ottoman army that gathered at Constantinople was only the most visible evidence for the vast resources that the sultan could command. As the Venetians shrewdly noted, ‘The security of the Turkish lands depends first on the abundance it has of all the necessities of life.’ From the hinterland [interior] of Asia, Europe and North Africa flowed a torrent of goods: wool, leather, furs and cambric [white linen or cotton fabric] through Constantinople; food and spices from the Levant, textiles from Greece; iron from Anatolia; gold and precious stones from India and the Far East. The empire stood astride all the traditional trade routes from East to West, and controlled a coastline of more than 3,000 miles, which encompassed some of the greatest ports of the Mediterranean—Alexandria and Tripoli. Even the great Christian centres—Ragusa (Dubrovnik), Genoa and Venice—although past their peak, traded with the Ottomans more regularly than they fought with them, and were integrated into the Ottoman trade network. . . .

Source: Andrew Wheatcroft, *The Ottomans*, Viking (adapted)

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|---|---|--|
| <p>4 Based on this passage, which claim is most plausible?</p> <ul style="list-style-type: none"><li>(1) Europeans had no awareness of the Ottomans’ strengths and weaknesses.</li><li>(2) The Ottomans maintained political and economic stability over a vast region.</li><li>(3) Traditional Islamic society was undermined by the Ottomans’ advances in technology.</li><li>(4) The Ottomans ruled through intimidation and fear.</li></ul> | <br> <br> <br> <br> <br> <br> <br> <br> <br> <br> | <p>5 The author’s purpose in writing this passage was to</p> <ul style="list-style-type: none"><li>(1) demonstrate the advantages of state-sponsored religions</li><li>(2) explain the impact of strategic location on the Ottoman Empire</li><li>(3) describe the causes of the Ottomans’ military success</li><li>(4) illustrate the importance of technology to an empire’s development</li></ul> |
|---|---|--|
-

Base your answers to questions 6 and 7 on the passage below and on your knowledge of social studies.

...By casting a glance over the past, we shall see what is the basic element of the Republic of Venezuela.

America, on becoming separated from the Spanish monarchy, found itself like the Roman Empire, when that enormous mass fell to pieces in the midst of the ancient world. Each dismembered portion formed then an independent nation in accordance with its situation or its interests, the difference being that those members established anew their former associations. We do not even preserve the vestiges [traces] of what once we were; we are not Europeans, we are not Indians, but an intermediate species between the aborigines and the Spaniards—Americans by birth and Europeans in right, we are placed in the dilemma of disputing with the natives our titles of possession and maintaining ourselves in the country where we were born, against the opposition of the invaders. Thus, ours is a most extraordinary and complicated case. Moreover, our part has always been a purely passive one; our political existence has always been null, and we find ourselves in greater difficulties in attaining our liberty than we ever had when we lived on a plane lower than servitude, because we had been robbed not only of liberty but also of active and domestic tyranny. Allow me to explain this paradox [contradiction]. . . .

Source: Simón Bolívar, Address to Congress of Angostura, 1819

- |   |  |
|---|--|
| 6 Which historical document most influenced the government of Venezuela as described in this passage? | 7 What was the main purpose of this passage?                     |
| (1) Locke's <i>Two Treatises of Government</i>  | (1) to reestablish political connections with the mother country |
| (2) Adam Smith's <i>The Wealth of Nations</i>   | (2) to promote economic diversity in South America               |
| (3) Mary Wollstonecraft's "A Vindication of the Rights of Woman"                                      | (3) to uncover disloyal elements in Latin American society       |
| (4) The Napoleonic Code   | (4) to identify obstacles to national unity                      |
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Base your answers to questions 8 and 9 on the passage below and on your knowledge of social studies.

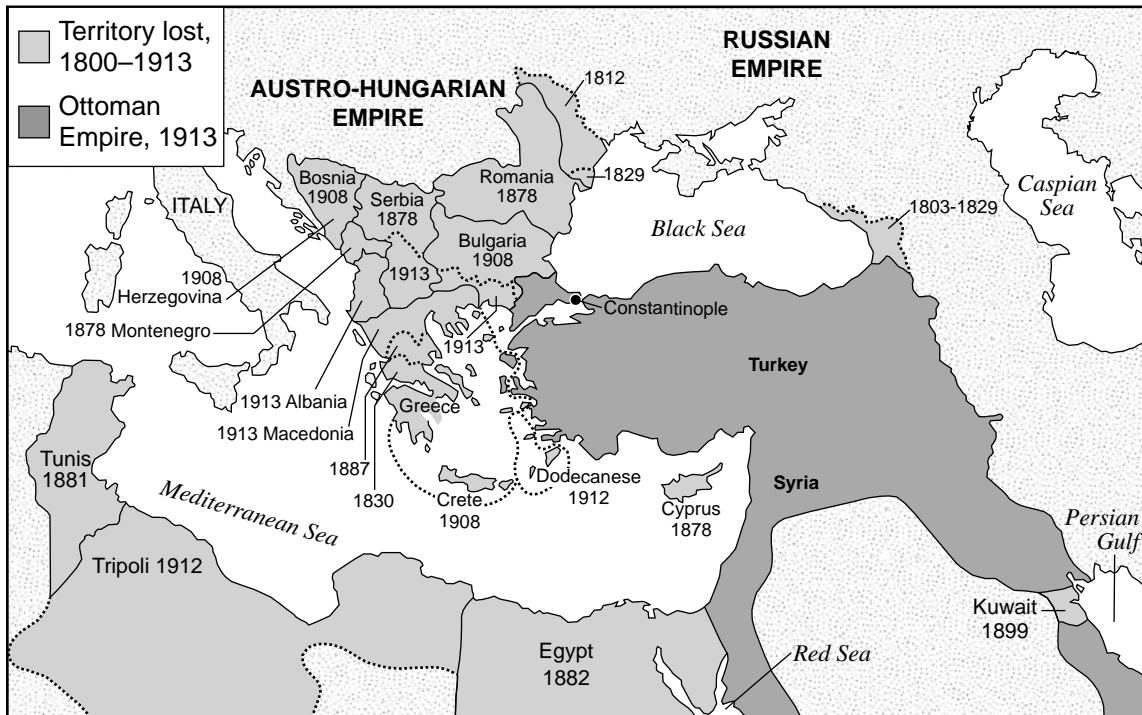
. . . For this reason, we make proclamation to all the gentry and elders, the shopkeepers and inhabitants of the outer villages and hamlets, along the coast, for their full information. Pay you all immediate obedience hereto; assemble yourselves together for consultation; purchase arms and weapons; join together the stoutest [most courageous] of your villagers, and thus be prepared to defend yourselves. If any of the said foreigners be found going on shore to cause trouble, all and every of the people are permitted to fire upon them, to withstand and drive them back, or to make prisoners of them. They assuredly will never be able, few in number, to oppose the many. Even when they land to take water from the springs, stop their progress, and let them not have it in their power to drink. But so long as the said foreigners do not go on shore, you must not presume to go in boats near to their vessels, causing in other ways disturbance, which will surely draw on you severe investigations. . . .

Source: Elijah Coleman Bridgman, ed., "Article IV: Proclamation from the Chinese Authorities," *Chinese Repository*, 1839

- |   |  |  |
|---|--|--|
| 8 Which statement best describes the author's purpose in issuing this proclamation? |  | 9 The actions described in this passage are most directly related to the |
| (1) to promote trade with foreigners  |  | (1) retreat of the Nationalists to Taiwan                                |
| (2) to encourage anti-western resistance  |  | (2) invasion of Manchuria  |
| (3) to begin modernization efforts  |  | (3) outbreak of the Opium War  |
| (4) to gain support for freshwater projects   |  | (4) start of the Sino-Japanese War                                       |
-

Base your answers to questions 10 and 11 on the map below and on your knowledge of social studies.

**Dates on map indicate the year territory is lost by Ottoman Empire**



Source: *World History on File*, Facts on File, 1999 (adapted)

- 10 Based on this map, what was a significant challenge faced by the Ottoman Empire between 1800 and 1913?
- (1) Rapid expansion led to high levels of inflation.
  - (2) Nationalistic movements led to territorial losses.
  - (3) Addition of territories in Africa required a large military presence.
  - (4) Acquiring lands in Eastern Europe led to religious uprisings.

- 11 Which claim about the Ottoman Empire is best supported by this map?
- (1) It had access to important waterways and bodies of water.
  - (2) It was carved from the Russian Federation.
  - (3) It lacked natural resources and warm water ports.
  - (4) It controlled the entire coast of the Mediterranean Sea.

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

Siegfried Sassoon, a British soldier, sent the following letter to his commanding officer and refused to return to the trenches. The letter was eventually read in the House of Commons and was published in local newspapers and *The Times of London*.

I am making this statement as an act of wilful defiance of military authority, because I believe that the war is being deliberately prolonged by those who have the power to end it.

I am a soldier, convinced that I am acting on behalf of soldiers. I believe that this war, upon which I entered as a war of defence and liberation, has now become a war of aggression and conquest. I believe that the purposes for which I and my fellow soldiers entered upon this war should have been so clearly stated as to have made it impossible to change them, and that, had this been done, the objects which actuated [motivated] us would now be attainable by negotiation

I have seen and endured the sufferings of the troops, and I can no longer be a party to prolong these sufferings for ends which I believe to be evil and unjust.

I am not protesting against the conduct of the war, but against the political errors and insecurities for which the fighting men are being sacrificed.

On behalf of those who are suffering now I make this protest against the deception which is being practiced on them; also I believe that I may help to destroy the callous complacency [cold-blooded satisfaction] with which the majority of those at home regard the continuance of agonies which they do not share, and which they have not sufficient imagination to realize.

Source: Siegfried Sassoon, "Finished with the War: A Soldier's Declaration," *Bradford Pioneer*, 1917

12 Which statement best describes this author's point of view?

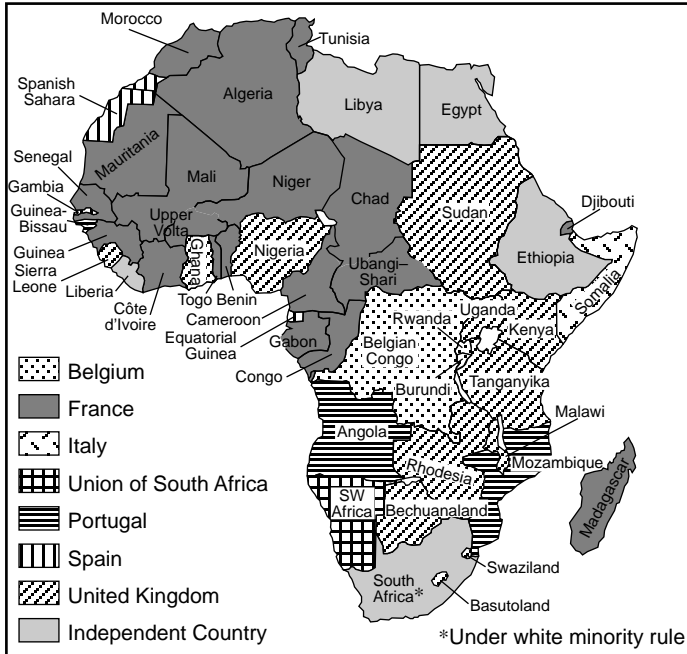
- (1) World leaders continued the war to promote their interests.
- (2) Soldiers never supported the war.
- (3) Soldiers did not support efforts to negotiate an end to the war.
- (4) Nationalism and patriotism increased as the war continued.

13 What was the purpose of this author's letter?

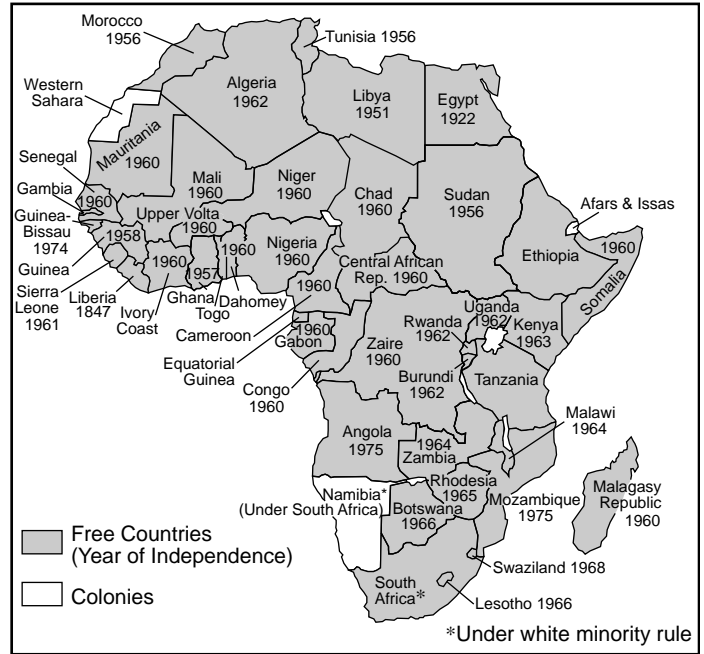
- (1) to promote the goals of the British government
- (2) to improve his status as a British soldier
- (3) to suggest ways to recruit soldiers
- (4) to explain his act of civil disobedience against the war

Base your answers to questions 14 and 15 on the maps below and on your knowledge of social studies.

**Map A:**  
**Colonialism in Africa, 1952**



**Map B:**  
**Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book (adapted)

- 14 Which historical event was a significant factor in bringing about the conditions shown on Map A?
- (1) the Great Leap Forward
  - (2) the Berlin Conference
  - (3) establishment of the League of Nations
  - (4) formation of the World Trade Organization

- 15 What best explains the differences in national boundaries shown on the two maps?
- (1) new patterns of urbanization
  - (2) opposition to modernization
  - (3) the spread of nationalist movements
  - (4) the end of the Cold War



Base your answers to questions 16 and 17 on the documents below and on your knowledge of social studies.



Source: Harcourt Fuller, "Father of the Nation: Ghanaian Nationalism, Internationalism and the Political Iconography of Kwame Nkrumah, 1957-2010," *African Studies Quarterly*

My Cabinet have decided, with my agreement, to put my head on the coinage, because many of my people cannot read or write. They've got to be shown that they are really independent. And they can only be shown by signs. When they buy stamps they will see my picture—an African like themselves—and they will say "Look, here is our leader on the stamps. We are truly a free people!". . .

Source: Kwame Nkrumah, June 21, 1957

16 Which statement is best supported by the evidence included in these documents?

- (1) Media and propaganda can be used to promote national goals.
- (2) Dictatorships lead to rebellions and nationalist struggles.
- (3) Government-supported agricultural programs are necessary.
- (4) Citizens should have freedom to travel and trade with anybody.

17 These stamps were used by the government of Ghana as a way to promote

- (1) British imperialism
- (2) environmental issues in Ghana
- (3) involvement in international groups
- (4) national pride in a largely illiterate population

Base your answers to questions 18 and 19 on the cartoon below and on your knowledge of social studies.

### Whittling Him Down



Source: Gib Crockett, *Washington Star Syndicate*, 1965

- 18 Which claim is best supported by the evidence depicted in this cartoon?
- (1) Ho Chi Minh wanted to keep North Vietnam separated from South Vietnam.
  - (2) The United States used air strikes to stop the spread of communism into South Vietnam.
  - (3) Ho Chi Minh invited the United States to use air strikes to end French colonization of Vietnam.
  - (4) Efforts by the United States to free South Vietnam from China were successful.
- 19 The reach of Ho Chi Minh's tentacles in the cartoon suggests that
- (1) he was interested in developing a strong naval presence in the region
  - (2) his goal was to unify Vietnam
  - (3) he sought to cooperate with the United States to gain Chinese support
  - (4) his political ambitions included conquering South Vietnam's neighbors

Base your answers to questions 20 and 21 on the photos below and on your knowledge of social studies.



Source: Fabrizio Bensch, "The Day the Wall Came Down," *Slate*



Source: Carol Guzy, Berlin, 1989 (adapted)

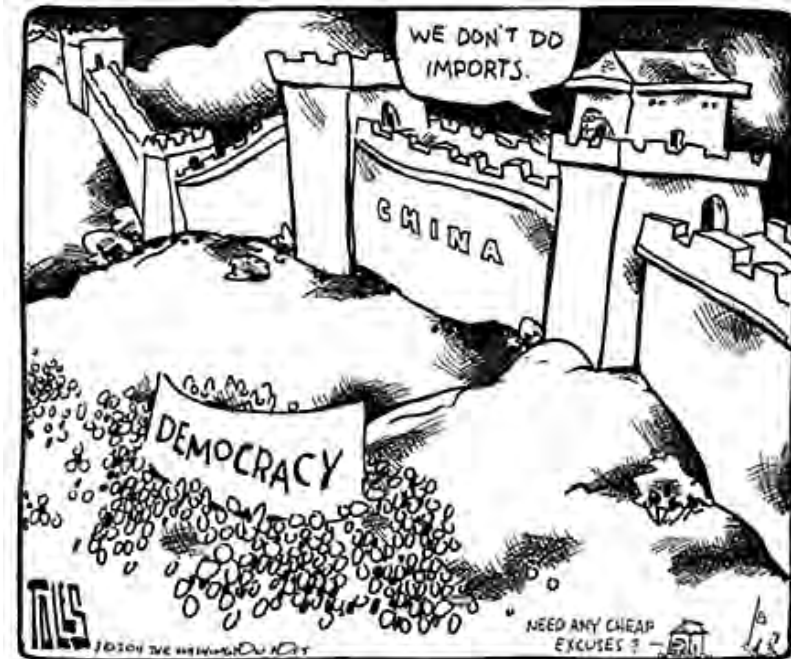
20 These photographs could best be used when studying the end of which conflict?

- (1) Korean War
- (2) World War II
- (3) Cold War
- (4) Persian Gulf War

21 What was an immediate result of the actions shown in these photographs?

- (1) the creation of a one-party political system
- (2) the rise of fascist dictators
- (3) an easing of tensions between Eastern and Western Europe
- (4) the formation of North Atlantic Treaty Organization [NATO]

Base your answer to question 22 on the cartoon below and on your knowledge of social studies.



Source: Tom Toles, "Unfavorable Exchange Rate,"  
*Washington Post*, 2011

22 What point of view is depicted in this cartoon?

- (1) China is not participating in the global trade market at this time.
  - (2) China has attempted to prevent democratic ideas from entering the country.
  - (3) China viewed democracy as an attractive import.
  - (4) China was looking for excuses to strengthen the wall.
-

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

. . . One problem in making the case for open borders is that few of the winners recognize the extent of the gains they enjoy as a result of free trade. The losses suffered by displaced workers in the auto, apparel, or shoemaking industries are vividly portrayed on the nightly news, but few Americans realize that cars, clothes, and shoes are cheaper, better made, or more varied as a result of their country's openness to the rest of the world. Workers who make products sold outside the United States often fail to recognize how much their jobs and wages depend on America's willingness to import as well as its capacity to export. People contributing to a pension fund seldom realize that their returns . . . are boosted by the fund's ability to invest overseas, and almost no borrower understands that the cost of a mortgage or car loan is lower because of America's attractiveness to foreigners as a place to invest their money. All of these benefits help improve the standard of living of typical Americans, and they can be directly or indirectly traced to our openness. They are nearly invisible to most citizens, however; certainly far less visible than the painful losses suffered by workers who lose their jobs when a factory is shut down. . . .

Source: Burtless et al., *Globaphobia*, Brookings Institution, 1998

23 An economist would find this passage most useful for

- |                                       |  |
|---------------------------------------|--|
| (1) supporting laissez-faire policies | (3) organizing protests against labor abuses     |
| (2) justifying protective tariffs     | (4) arguing for fewer environmental restrictions |
-

Base your answers to questions 24 and 25 on the headlines below and on your knowledge of social studies.

**“HIV/AIDS Still of Global Concern”**  
**“West Nile Virus Presents a Major Threat”**  
**“Ebola Kills 11,000 in West Africa”**  
**“Zika Virus Spreads to 50 Countries”**

- |  |   |
|--|---|
| 24 Which claim is best supported by these 21st-century headlines?        | 25 Which international response resulted from these 21st-century headlines?   |
| (1) Global interaction can help spread epidemic diseases.                | (1) The North Atlantic Treaty Organization (NATO) responded with military force to stop the spread of diseases.                 |
| (2) High income countries don't have to worry about contagious diseases. | (2) Non-governmental organizations (NGOs) withheld financial support until diseases were contained.                             |
| (3) Pollution is the cause of most contagious diseases.                  | (3) The European Union (EU) established refugee camps for victims.  |
| (4) Epidemic diseases are a primary cause of economic inequality.        | (4) The World Health Organization (WHO) and the international community worked to find causes and remedies for these epidemics. |
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Base your answer to question 26 on the passage below and on your knowledge of social studies.

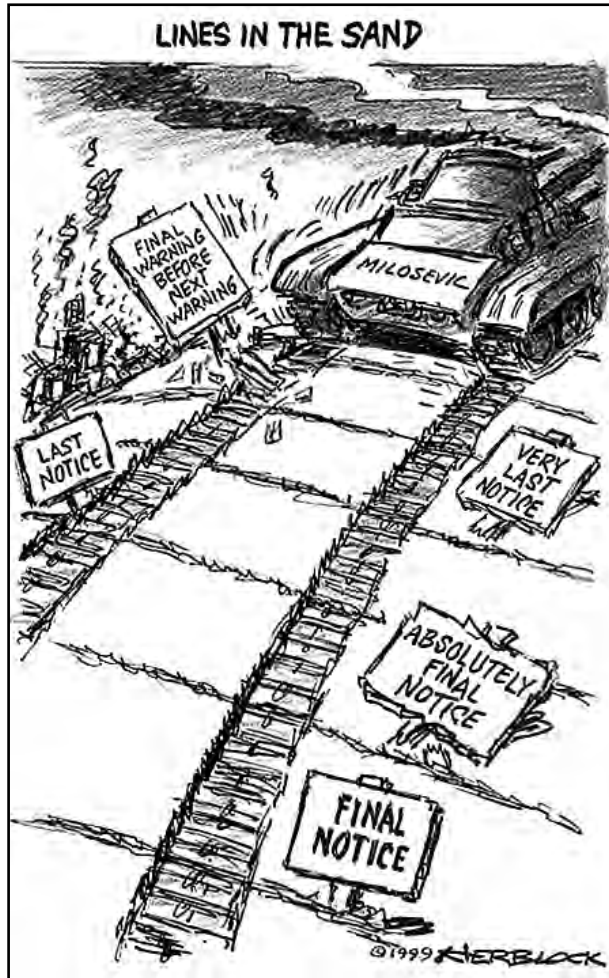
. . .As soon as we refueled and resupplied, we headed back for another air patrol over the region. By this time, the entire villages of Hashaba and Kokono and 90 percent of Um Zaifa had been destroyed by fire. Every single nomad hut and every item of loot distributed by the Janjaweed [militia] three hours earlier had been moved. All we could observe in any direction was white or gray or charcoal outlines of what had recently been places where people lived. I had never seen systematic destruction on this scale.

Source: Steidle and Wallace, *The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur*, PublicAffairs, 2008

26 Which provision of the United Nations Universal Declaration of Human Rights was violated by the actions described in the passage?

- (1) No one shall be held in slavery or servitude.
  - (2) No one shall be subjected to arbitrary arrest, detention, or exile.
  - (3) No one shall be forced to belong to an association.
  - (4) No one shall be arbitrarily deprived of his property.
-

Base your answers to questions 27 and 28 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, February 26, 1999

27 The behavior criticized in this cartoon is most similar to which concept?

- (1) alliances
- (2) appeasement
- (3) nonalignment
- (4) nuclear proliferation

28 Which organization directly helped to end the human rights violation shown in this cartoon?

- (1) WTO – World Trade Organization
- (2) OAU – Organization of African Unity
- (3) NATO – North Atlantic Treaty Organization
- (4) OPEC – Organization of the Petroleum Exporting Countries



Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

## Part II

### SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

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#### Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

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#### Short-Answer CRQ Set 2 Structure

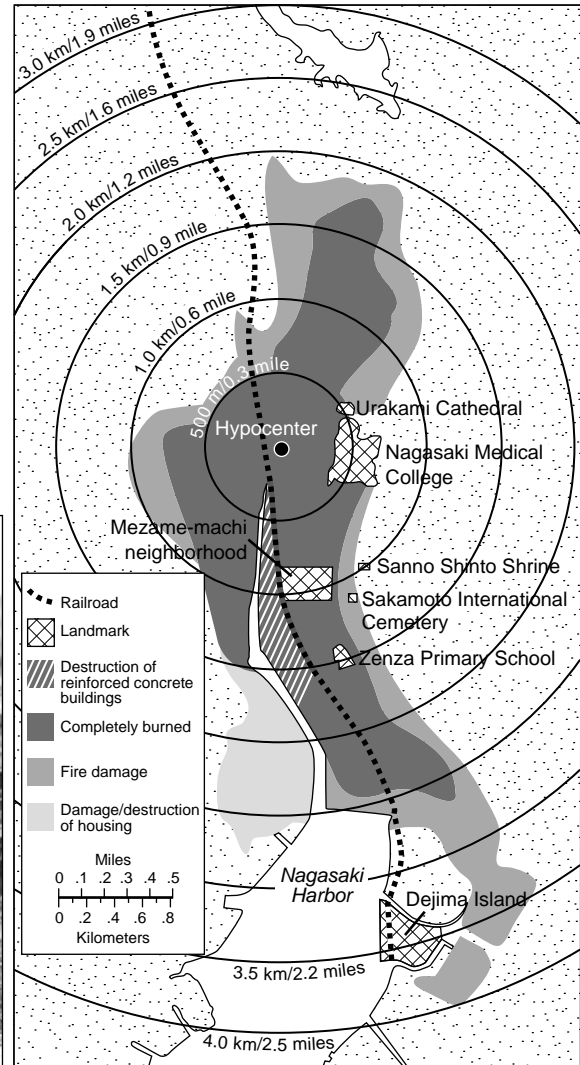
- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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**CRQ Set 1 Directions (29-31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

**Document 1**

**Nagasaki, Japan—August 1945**



Source: Caren Stelson, *Sachiko: A Nagasaki Bomb Survivor's Story*, Carolrhoda Books, 2016 (adapted)

29 Explain the historical circumstances that led to the situation shown in the images in Document 1. [1]

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Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

**Document 2**

This is an excerpt taken from selected articles of the Treaty on the Non-Proliferation of Nuclear Weapons, commonly known as the Non-Proliferation Treaty or NPT. It was enacted on March 5, 1970. This treaty is revisited every five years by those United Nations members associated with it. Countries, at that time, can choose to remain a party to this treaty or leave.

**Article I**

Each nuclear-weapon State Party to the Treaty undertakes not to transfer to any recipient whatsoever nuclear weapons or other nuclear explosive devices or control over such weapons or explosive devices directly, or indirectly; and not in any way to assist, encourage, or induce [cause] any non-nuclear-weapon State to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices, or control over such weapons or explosive devices.

**Article II**

Each non-nuclear-weapon State Party to the Treaty undertakes not to receive the transfer from any transferor whatsoever of nuclear weapons or other nuclear explosive devices or of control over such weapons or explosive devices directly, or indirectly; not to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices; and not to seek or receive any assistance in the manufacture of nuclear weapons or other nuclear explosive devices. . . .

Source: Treaty on the Non-Proliferation of Nuclear Weapons, enacted on March 5, 1970, United Nations Office for Disarmament Affairs

30 Explain the purpose of the Non-Proliferation Treaty based on this passage. [1]

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Score

**GO ON TO THE NEXT PAGE** ➞

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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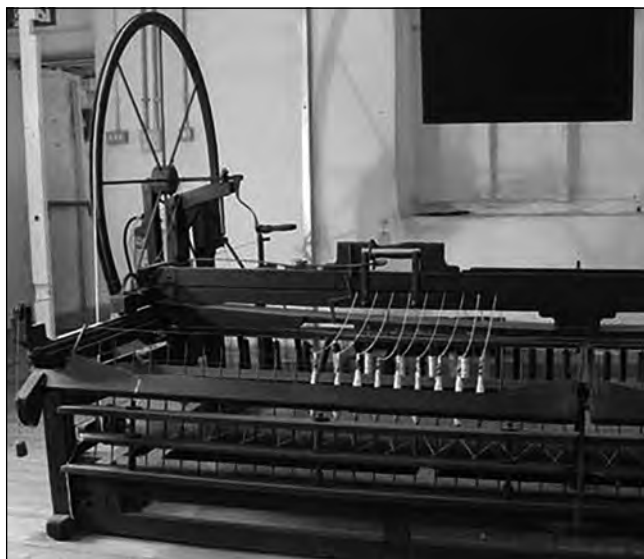
Score

**CRQ Set 2 Directions (32-34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

**Spinning Jenny**



Source: *The British Museum, BBC*

**Water Frame**



Source: *The Science Museum Group*

32 Explain the historical circumstances that led to the developments shown in these photographs. [1]

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Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

**Document 2**

This is an excerpt from a petition by workers in Leeds, a major center of wool manufacturing in Yorkshire, England. It appeared in a local newspaper in 1786.

**To the Merchants, Clothiers and all such as wish well to the Staple Manufactory of this Nation.**

The Humble ADDRESS and PETITION of Thousands, who labour in the Cloth Manufactory.

SHEWETH [shows], That the Scribbling-Machines [wool-carding machines] have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance [earn a living] for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than one hundred and seventy! and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men. . . .

We therefore hope, that the feelings of humanity will lead those who have it in their power to prevent the use of those machines, to give every discouragement they can to what has a tendency so prejudicial [harmful] to their fellow-creatures. . . .

Signed, in behalf of THOUSANDS, by  
Joseph Hepworth, Thomas Lobleby  
Robert Wood, Thos. Blackburn

Source: Leeds Woollen Workers Petition, 1786

33 Based on this excerpt, explain the purpose of the 1786 petition written by Woollen Workers in Leeds, England. [1]

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Score

**Turning point**—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change using evidence from both Documents 1 **and** 2. [1]

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Score

**GO ON TO THE NEXT PAGE** ⇨

**Part III**  
**(Question 35)**

**ENDURING ISSUES ESSAY**

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

**Task:**

- Identify *and* explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time using your knowledge of social studies and evidence from the documents

**In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.



## Document 1

This is an excerpt of the testimony given by Gavrilo Princip reprinted in *The Sarajevo Trial*. He was accused of assassinating the Archduke and the Archduchess of Austria in July 1914.

### **The Hearing of Gavrilo Princip 12 October 1914 In the Afternoon**

. . . Pr. [Prosecutor]: — Call Gavrilo Princip. (He is brought in.) Do you consider yourself guilty?

Acc. [Accused, Gavrilo Princip]: — I am not a criminal, because I destroyed that which was evil. I think that I am good. . . .

Pr.: — What kind of ideas did you have?

Acc.: — I am a Yugoslav nationalist and I believe in the unification of all South Slavs in whatever form of state and that it be free of Austria.

Pr.: — That was your aspiration [goal]. How did you think to realize it?

Acc.: — By means of terror.

Pr.: — What does that signify?

Acc.: — That means in general to destroy from above, to do away with those who obstruct and do evil, who stand in the way of the idea of unification.

Pr.: — How did you think that you might realize your objectives?

Acc.: — Still another principal motive was revenge for all torments which Austria imposed upon the people. . . .

Pr.: — What was the feeling about Austria in your circles?

Acc.: — It was the opinion that Austria behaved badly to our people, which is true, and certainly that she (Austria) is not necessary. . . .

Source: W. A. Dolph Owings, *The Sarajevo Trial, Vol. I*, Documentary Publications, 1984

## Document 2

### Pledge Taken on January 26th, 1930

We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them, the people have a further right to alter it or to abolish it. The British Government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India economically, politically, culturally, and spiritually. We believe, therefore, that India must sever the British connection and attain Purna Swaraj or complete independence. . . .

Politically, India's status has never been so reduced as under the British regime. No reforms have given real political power to the people. The tallest of us have to bend before foreign authority. The rights of free expression of opinion and free association have been denied to us, and many of our countrymen are compelled to live in exile abroad and cannot return to their homes. All administrative talent is killed, and the masses have to be satisfied with petty village offices and clerkships.

Culturally, the system of education has torn us from our moorings [beliefs], and our training has made us hug the very chains that bind us. . . .

Source: *Jawaharlal Nehru: An Autobiography*, Bodley Head, 1942

### Document 3

This poster commemorates the Freedom Charter meeting held in Soweto, South Africa, on June 25 and 26, 1955. The South African Congress Alliance adopted the Charter on June 26, 1955.



Source: Judy Ann Seidman, Medu Art Ensemble, 1982

\* Africa Mayibuye means “Bring Back Africa.” It was a slogan used during the struggle in Southern Africa.

## Document 4

The Khmer Rouge captured Phnom Penh, the capital of Cambodia, on April 17, 1975.

. . .This time, the fears proved correct. The Khmer Rouge immediately ordered everyone to leave major cities, even persons in hospital beds. They killed anyone who hesitated. About 2.5 million men, women, and children were marched into the countryside to create an entirely new society. One million died of starvation, beatings, overwork, or from being buried alive. The Khmer Rouge did not shoot many people because they wanted to save ammunition. . . .

It appears today that the Khmer Rouge leader, Pol Pot, believed his country would not work properly until he stamped out all foreign influence. That meant killing Cambodians who spoke French or wore western clothes and wiping out villagers whose ancestors were Vietnamese. Refugees began to arrive in Thailand during the summer of 1975. Their stories were so terrible that at first no one believed them. . . .

Source: David K. Wright, *War in Vietnam, Book IV—Fall of Vietnam*, Childrens Press, 1989

## Document 5

### Rwandan Genocide

. . .The Hutu extremists, most of them members or supporters of the ruling party, produced a set of Ten Commandments that dictated how Hutus should treat their Tutsi neighbours. Among other things it described as ‘traitors’ any Hutus who married, befriended or employed Tutsis; all Tutsis were dishonest and they were to be excluded from business and from positions of influence in education; crucially the Commandments—given wide circulation in Rwanda—urged Hutus to ‘stop having mercy on the Batutsi’ [Tutsi]. This last injunction [order] was to be obeyed by thousands of Hutu peasants when the genocide began. The theology of hate espoused [supported] by the extremists was remarkably similar to that of the Nazis in their campaign against the Jews prior to the outbreak of the Second World War. It was designed to marginalize [belittle] the Tutsis and create an atmosphere in which their mass destruction would be acceptable, almost inevitable. . . .

Source: Christina Fisanick, ed., *The Rwanda Genocide*, Opposing View Points Series, Thomson Gale, 2004

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## OPTIONAL PLANNING PAGE

### Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: \_\_\_\_\_

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents?  Which documents support this issue?	<input type="checkbox"/>	1   2   3   4   5	
Which documents can be used to develop the explanation for this issue?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue significantly affected people or been affected by people?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue endured across time or changed over time?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	

Refer back to page 24 to review the task.

Write your essay on the lined pages in the essay booklet.

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

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