

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 23, 2025 — 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 START THIS EXAMINATION 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.

. . . To see to it that the *daimyo* obeyed *bakufu* [shogunate] orders, the shogun had his own inspectors. He also kept the *daimyo* under surveillance by requiring them to spend alternate years in residence in Edo. When they returned to their domains, they had to leave their wives and children behind. This system of alternate attendance (*sankin kōtai*) forced the *daimyo* to spend large sums traveling back and forth with their retinues [attendants] and to maintain suitably elaborate residences in Edo. They were also called on to support public projects such as waterworks or the repair of the shogun's castle at Edo, but such extractions [demanded contributions] were not as burdensome as the constant expense of alternate attendance. This requirement turned Edo into the capital not only of the *bakufu* but of all Japan. . . .

Source: Schirokauer and Clark, *Modern East Asia*, Thomson Wadsworth, 2004

- | | |
|---|---|
| <p>1 A historian would find this passage most useful for understanding the</p> <ul style="list-style-type: none">(1) obligations of the <i>daimyo</i> under the Tokugawa shogun(2) design of public projects in the Tokugawa period(3) inspections conducted by the <i>daimyo</i> during the Tokugawa period(4) foreign policy concerns of the Tokugawa shogun | <p>2 Which claim can best be supported by this passage?</p> <ul style="list-style-type: none">(1) Regulations established by the shogun limited the size of Edo.(2) The primary role of the <i>daimyo</i> was keeping the shogun under surveillance.(3) Service to the shogun often required personal sacrifice.(4) The <i>daimyo</i> and the shogun were equal partners in the governance of Japan. |
|---|---|

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . .India, in the eighteenth century, was an empire ready to be conquered. This vast continent, so rich in resources of every kind, was divided into many states, colonized on the edges, and constantly rent [torn] by war. By the 1730s, the Mogul [Mughal] Empire, which had once ruled two-thirds of its land area, had collapsed; new states had arisen in great numbers; older states, once subordinated to the empire, had recovered their full independence. And then there were the foreigners.

Some, like the Portuguese in Goa, really did not matter: they controlled a port and its immediate hinterland [back country] in order to trade – in spices, rice, ivory, precious stones, rare tropical woods, and silk – and that was the limit of their ambition. Others, like the French, had once hoped to have an empire in India, but Great Britain had defeated them during the Seven Years’ War (1756-1763), and they had been left with a mere five ports. There remained the British, or rather that oddest of entities, the East India Company. . . .

Source: Olivier Bernier, *The World in 1800*, John Wiley & Sons, 2000

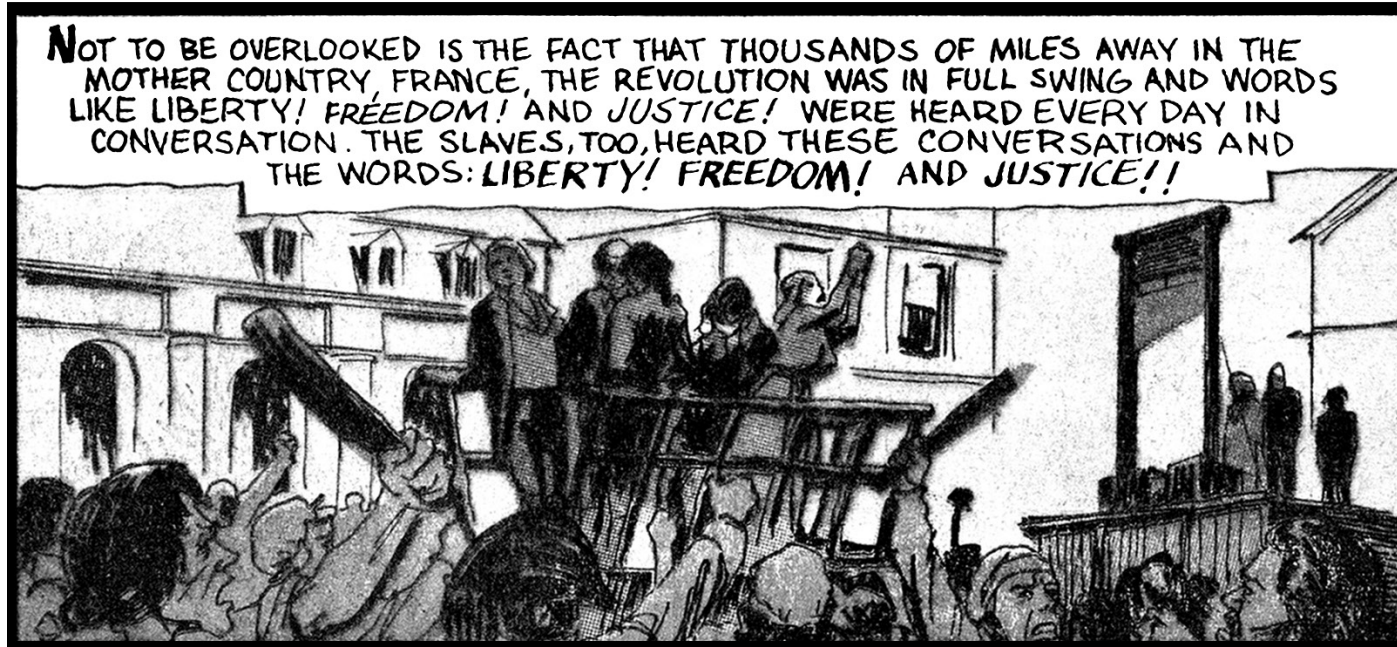
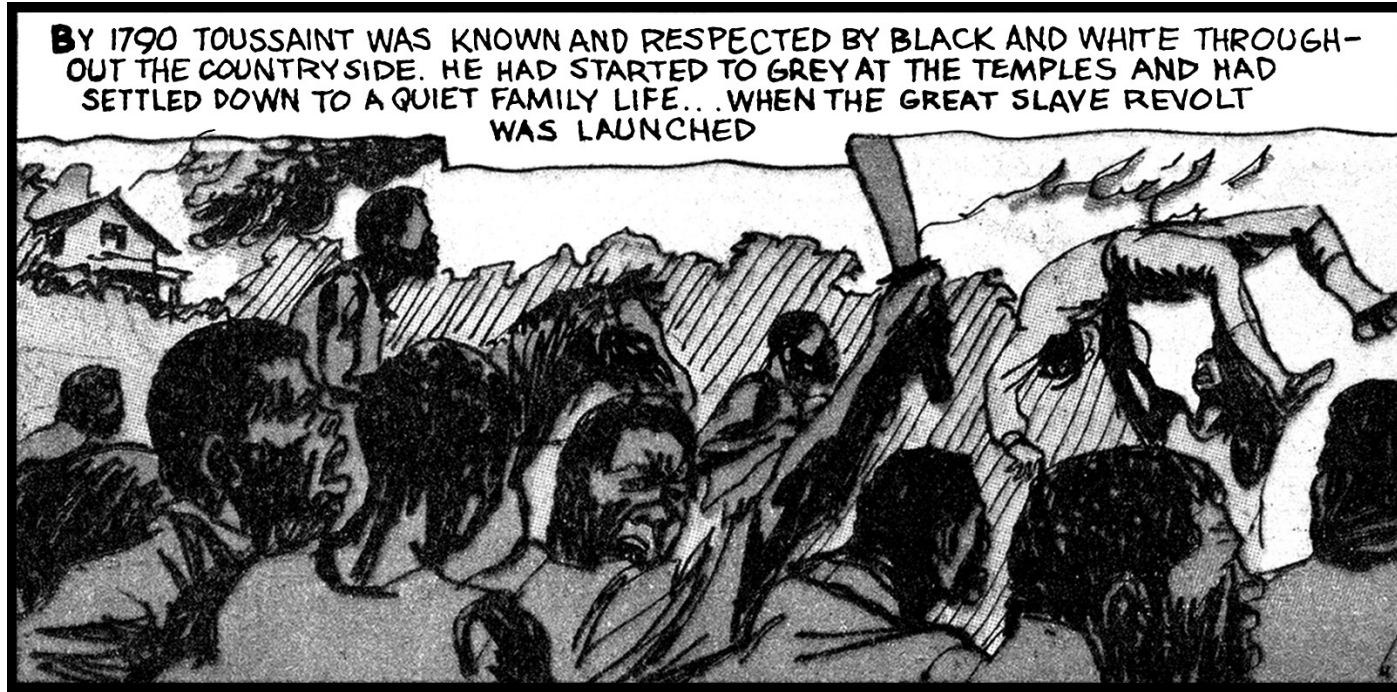
3 What impact did the situation described in this passage have on Mughal rule?

- (1) Mughal political and economic authority became more centralized.
- (2) Foreign influence in India led to the Mughals’ loss of territorial control.
- (3) The Mughals led successful resistance efforts against French interference.
- (4) Competition between European countries brought increased stability to the Mughals.

4 This passage could best be used by historians to address the

- (1) peaceful coexistence between Hindus and Muslims
- (2) social effects of urbanization and industrialization in India
- (3) relationship between European migration and the spread of disease
- (4) shifting balances of power and trade in India

Base your answers to questions 5 and 6 on the cartoon below and on your knowledge of social studies.



Source: Bertram A. Fitzgerald Jr., ed., *The Saga of Toussaint L'Ouverture and The Birth of Haiti*, Fitzgerald Publishing Company, 1966

5 What influenced the actions of the Haitian people in this cartoon?

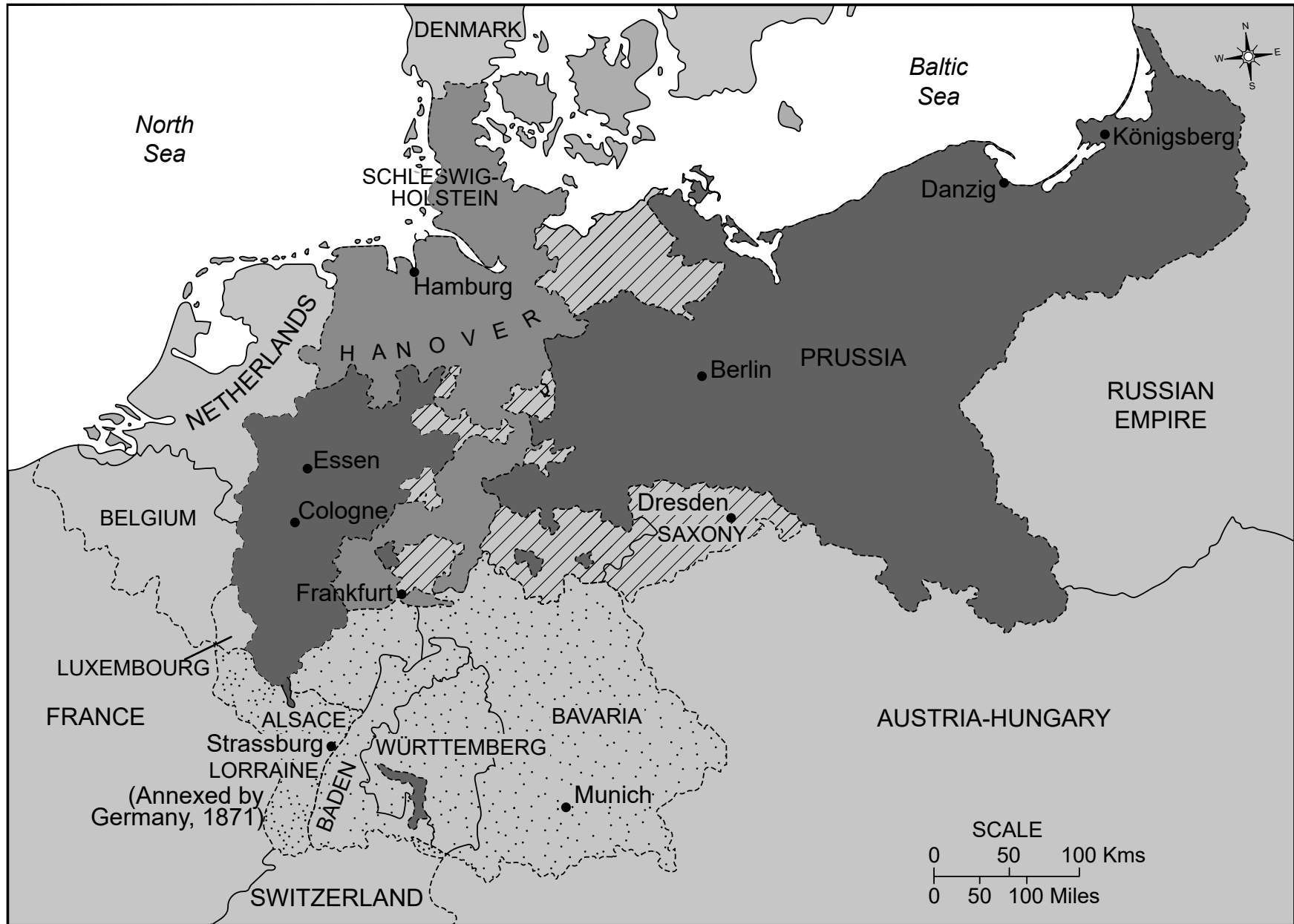
- (1) the adoption of Marxist ideas by revolutionaries in Haiti
- (2) the spread of Enlightenment ideas to Haiti
- (3) the rebellions in the Spanish colonies led by Bolívar
- (4) the weakening of the Catholic Church in Latin America

6 What was a major result of the situation depicted in this cartoon?

- (1) Toussaint L'Ouverture led a revolution to win independence for the people of Haiti.
- (2) Napoleon formed an alliance with Toussaint L'Ouverture to jointly rule Haiti.
- (3) The French monarchy granted rights to Haiti without any blood being shed.
- (4) The French Whites in Haiti formed a new government that abolished slavery.


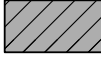


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Base your answer to question 7 on the map below and on the next page and on your knowledge of social studies.



Art continued on the next page.

Art continued

 Prussia before The Seven Weeks' War, 1866	 Territory joined with Prussia to form the North German Confederation, 1867
 Annexed by Prussia in 1866	 Territory United with North German Confederation to form the German Empire, 1871

Source: *Historical Maps on File*, Martin Greenwald Associates, 1984 (adapted)

7 Which concept most influenced the major changes shown on this map?

(1) universal suffrage

(3) emancipation of serfs

(2) isolationism

(4) nationalism

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Base your answers to questions 8 and 9 on the passage below and on your knowledge of social studies.

In comparing the advantages of England for manufactures with those of other countries, we can by no means overlook the excellent commercial position of the country — intermediate between the north and south of Europe; and its insular situation [island location], which, combined with the command of the seas, secures our territory from invasion or annoyance. The German ocean, the Baltic, and the Mediterranean are the regular highways for our ships; and our western ports command an unobstructed [clear] passage to the Atlantic, and to every quarter [part] of the world.

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, H. Fisher, R. Fisher, and P. Jackson, 1835

8 Which claim is best supported by this passage?

- (1) There are many diverse cultures in England because it is near the Atlantic Ocean.
- (2) The proximity of England to Germany makes it vulnerable to invasion.
- (3) England has many economic advantages because of its island location.
- (4) England is isolated from overseas trade networks.

9 Which turning point is most closely associated with the geographic context described in this passage?

- (1) the Industrial Revolution
- (2) the Great Depression
- (3) the Russian Revolution
- (4) World War I

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

Chinua Achebe was an author from Nigeria.

“Does the white man understand our custom about land?”

“How can he when he does not even speak our tongue?”

But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart.”

Source: Chinua Achebe, *Things Fall Apart*, Anchor Books

10 Which event most influenced the situation being described in this passage?

- (1) the Berlin Conference
- (2) World War II
- (3) the Congress of Vienna
- (4) the Treaty of Versailles

11 For which purpose could this passage best be used?

- (1) to show the perspective of indigenous people during the time period
- (2) to provide a primary source of information to explain events during the Cold War
- (3) to give an example of resistance methods that can be modeled to other societies
- (4) to develop policies of religious toleration and consideration of traditional cultures

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



Source: Nelson Harding, "A Threatening Situation," *Brooklyn Eagle*, December 4, 1912

12 Which event occurred as a result of the situation illustrated in this cartoon?

- (1) the sinking of unarmed ships by France
- (2) the installation of the Weimar government
- (3) the rejection of the Treaty of Versailles
- (4) the assassination of the archduke of Austria

13 Based on this cartoon, which statement best describes the cartoonist's point of view?

- (1) European militarism prevented conflict.
- (2) European peace relied on collective security.
- (3) A system of European alliances caused the escalation of tension in Europe.
- (4) Serbia was able to avoid getting involved with other European countries.

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

The Doormat.



Source: David Low, *Evening Standard*, January 19, 1933 (adapted)

14 Which situation is considered a cause of the events depicted in this cartoon?

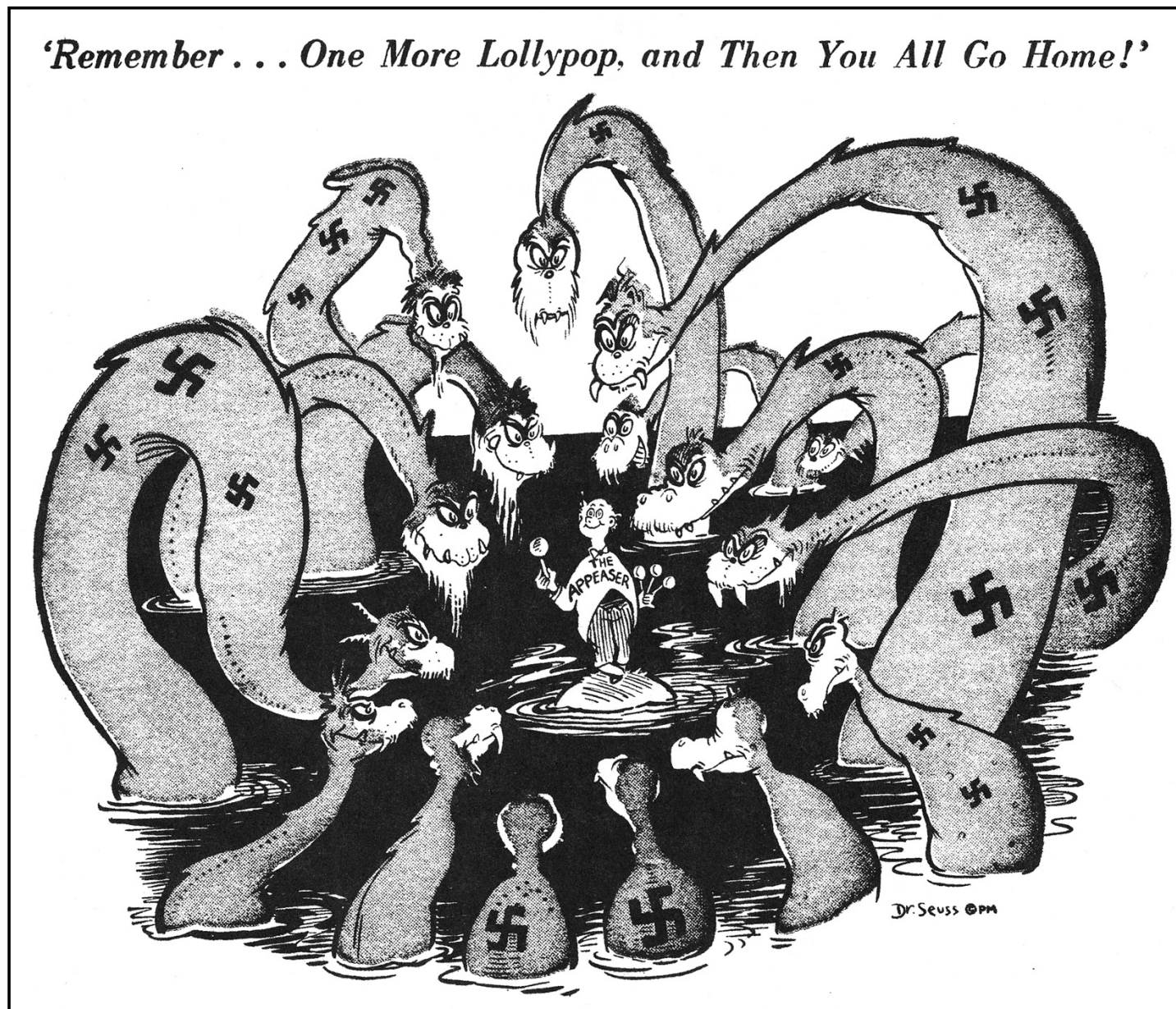
- (1) the German invasion of Poland
 - (2) the policy of self-determination stated by the League of Nations
 - (3) the failure of secret treaties created after World War I
 - (4) the League of Nations' inability to control aggressor nations
-

15 Which claim about the League is best supported by this cartoon?

- (1) It allowed Japan to invade Manchuria without any form of retaliation.
- (2) It supported Japan's invasion of Manchuria by supplying troops.
- (3) It attacked Japan after the invasion of Manchuria, but lost the battles.
- (4) It failed to include Great Britain in the original charter.

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



Source: Dr. Seuss, *PM*

16 What led most directly to the situation depicted in this cartoon?

- (1) the reluctance of Europeans to get drawn into another war
- (2) international support for German militarism
- (3) the success of European peacemaking
- (4) the Allies' demand for German war reparations

17 What was an immediate effect of the actions depicted in this cartoon?

- (1) The United States entered World War II.
- (2) The Nazis proceeded to take over new territory.
- (3) Wilson's Fourteen Points allowed Germany to rebuild its military.
- (4) Nazi leaders were tried for crimes against humanity at Nuremberg.

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Base your answer to question 18 on the headlines below and on your knowledge of social studies.

U.S. BLOCKADES CUBA, TELLS RUSS 'LAY OFF'

Source: *Arizona Republic*, October 23, 1962

EXPERTS SAY BERLIN BLOCKADE IS BACKFIRING

Source: *Boston Daily Leader*, November 24, 1948

**CZECHOSLOVAKIA INVADED BY RUSSIANS
AND FOUR OTHER WARSAW PACT FORCES;
THEY OPEN FIRE ON CROWDS IN PRAGUE**

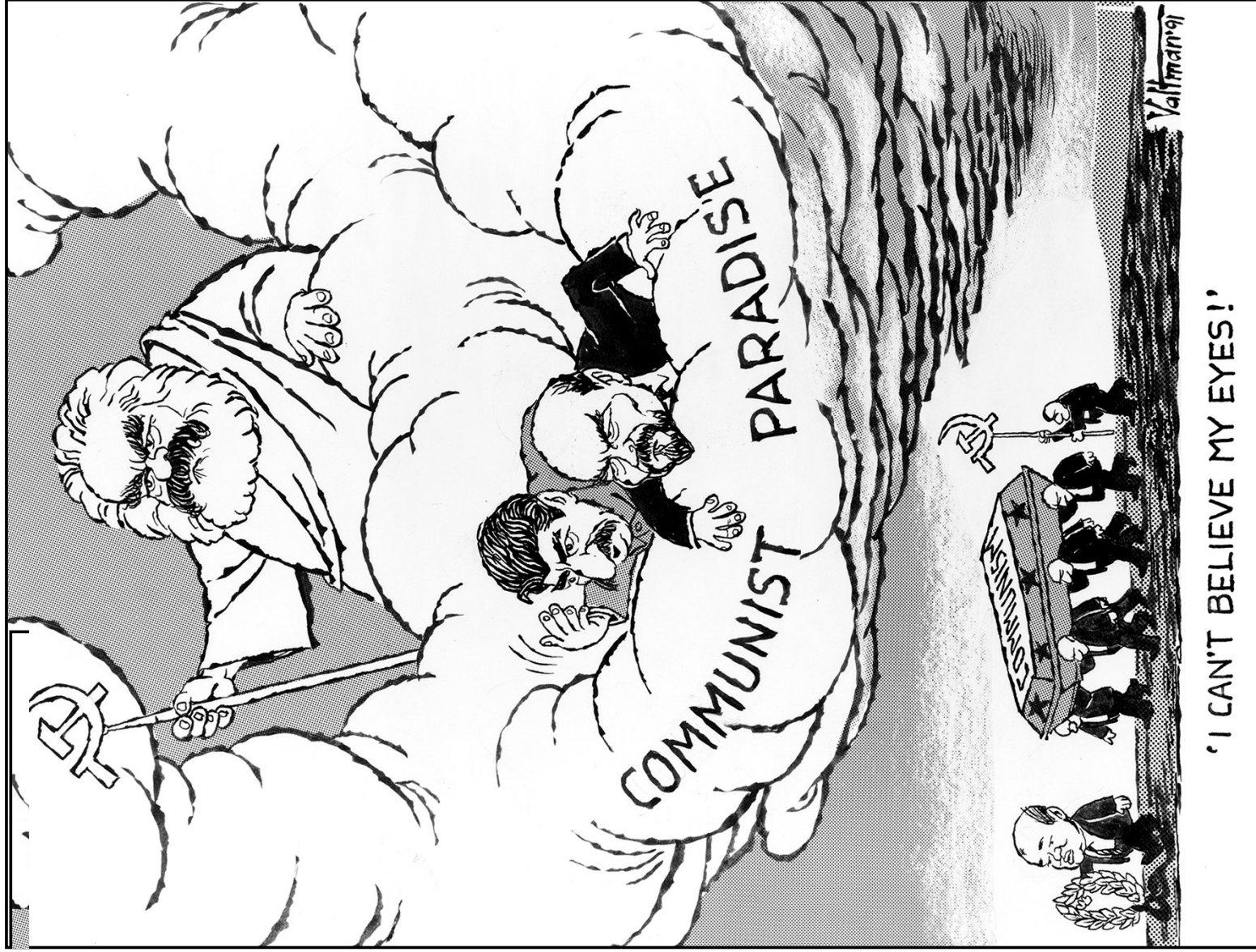
Source: *New York Times*, August 21, 1968

18 Which generalization about the Cold War is best supported by these headlines?

- (1) It prevented outbreaks of violence.
 - (2) It led to direct military conflict between the U.S. and the Soviet Union.
 - (3) It impacted various countries and regions throughout the world.
 - (4) It required intervention by the United Nations.
-

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



'I CAN'T BELIEVE MY EYES!'

Source: Edmund Valtman, *Waterbury Republican*, 1991

- 19 Which event is being depicted in this cartoon?
- (1) the rule of Czar Nicholas II
 - (2) the creation of the International Criminal Court
 - (3) the collapse of the Soviet Union
 - (4) the decrease in the power of the Orthodox church
-

- 20 Which policy most directly contributed to the situation shown in this cartoon?
- (1) Lenin's New Economic Policy
 - (2) Stalin's Five-Year Plans
 - (3) Deng's Four Modernizations
 - (4) Gorbachev's policy of glasnost

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Base your answers to questions 21 and 22 on the passage below and on your knowledge of social studies.

. . . I reminded the people that our land was our own and that we did not want to continue to live in slavery and under exploitation and oppression; that it was only under full self-government that we would be in a position to develop the country so that our people could enjoy the comforts and amenities of modern civilization. I explained to them the necessity for backing our demand for self-government with a programme of positive action employing legitimate agitation, newspaper and political educational campaigns and the application of strikes, boycotts and non-cooperation based on the principle of non-violence. I advised against diplomacy and deception as I pointed out to them that the British, as past masters themselves of diplomatic tactics, would far prefer to have from us frankness and firmness. A policy of collaboration and appeasement would get us nowhere in our struggle for immediate self-government. . . .

Source: Kwame Nkrumah, *The Autobiography of Kwame Nkrumah*, Thomas Nelson and Sons, 1957

21 Which claim is most plausible based on the information in this passage?

- (1) Britain avoided diplomacy in dealing with Africans.
- (2) Kwame Nkrumah wanted independence from Britain.
- (3) Self-government for European colonies only required education.
- (4) European powers encouraged colonial demands for freedom.

22 Which leader used similar methods as those described in this passage?

- (1) Ho Chi Minh
- (2) Mao Zedong
- (3) Mohandas Gandhi
- (4) Ayatollah Khomeini

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

. . . India's partition and the conflict over Kashmir, a Muslim-majority princely state ruled by a Hindu dynasty, were driven by local interests and philosophy, including the two-nation theory, which held that the Muslims of British India should be granted their own country, Pakistan. According to Muhammad Ali Jinnah, the founder of Pakistan:

“Hindus and Muslims belong to two different religious philosophies, social customs and literary traditions. They neither intermarry nor eat together, and indeed they belong to two different civilizations which are based mainly on conflicting ideas and conceptions.”

This view of Hindus and Muslims belonging to two different civilizations is problematic for many modern thinkers, who seek in the British Raj an explanation for the subcontinent's divides. Was the divide – the different social customs and philosophies that Jinnah referred to – the result of a colonial plot? Or is there a deeper civilizational divide? . . .

Source: Akhilesh Pillalamarri, “The Origins of Hindu-Muslim Conflict in South Asia,”
The Diplomat, March 16, 2019

23 Which claim about the need to create Pakistan is best supported by this passage?

- (1) Concerns about the loss of shared Muslim and Hindu traditions need to be considered.
- (2) Local residents should determine whether Kashmir is controlled by Muslims or Hindus.
- (3) The cultural identity of Muslims is unique and separate from that of Hindus.
- (4) Muslims and Hindus could not live in harmony without colonial assistance.

24 Based on this passage, some modern thinkers believed the continuing tensions between Hindus and Muslims on the Indian subcontinent were caused by the

- (1) secular beliefs of India's leaders
- (2) policies of the British Raj
- (3) philosophies of Buddhist Monks
- (4) social customs in Hindu temples

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Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . .The new Turkish Constitution, based on the principle of national sovereignty adopted in April 1924; the “new order” now had its legal frame. In November 1925 Western headgear was officially adopted. The religious orders and their premises were banned during the same month. In December 1925 a new law established the Western calendar and time system which were to be effective as of January 1926. A new civil code, inspired by the Swiss code was enacted in February, transforming the legal basis of marriage, family and property. . . .

In April 1928, Article 2 of the Constitution of 1924, which stipulated that Islam was the official religion of the Turkish State, was annulled. Latin numbers were adopted in May 1928, and the Latin alphabet, replacing the Arabic alphabet, in November of the same year. . . .

Source: “Atatürk’s Reforms,” *The Turkish Yearbook of International Relations*, Ankara University Press, 1979

25 What inference about Atatürk is best supported by this passage?

- (1) He was a strict believer of Adam Smith’s ideas.
- (2) He supported westernization.
- (3) He opposed secularization.
- (4) He based his ideas on key concepts of Sharia law.

26 The policies being described in this passage are a result of the

- (1) Iranian Revolution
- (2) fall of the Ottoman Empire
- (3) Mughal victory during World War I
- (4) Mandate System following World War II

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Base your answer to question 27 on the cartoon below and on your knowledge of social studies.



Source: Denny Pritchard, *Ottawa Citizen*, 1995

27 Which statement best describes this cartoonist's point of view of the United Nations (UN)?

- (1) The United Nations peacekeeping system is broken.
 - (2) People are safe because of United Nations peacekeeping efforts.
 - (3) Walls are the most effective United Nations peacekeeping tool.
 - (4) United Nations peacekeeping efforts are supported by many people.
-

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

. . .In December, [Wael] Ghonim, who has since moved to Silicon Valley, posted a TED talk about what went wrong. It is worth watching and begins like this: “I once said, ‘If you want to liberate a society, all you need is the Internet.’ I was wrong. I said those words back in 2011, when a Facebook page I anonymously created helped spark the Egyptian revolution. The Arab Spring revealed social media’s greatest potential, but it also exposed its greatest shortcoming. The same tool that united us to topple dictators eventually tore us apart.”. . .

Source: Thomas L. Friedman, “Social Media: Destroyer or Creator?,” *New York Times*, February 3, 2016

28 Which claim about the internet can best be supported by this article?

- (1) It is slower than traditional means of communication.
 - (2) It is only favored by young, urban individuals.
 - (3) It is always an accurate source of information.
 - (4) It can be used to promote different political ideologies.
-

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NAME _____

SCHOOL _____

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.

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)

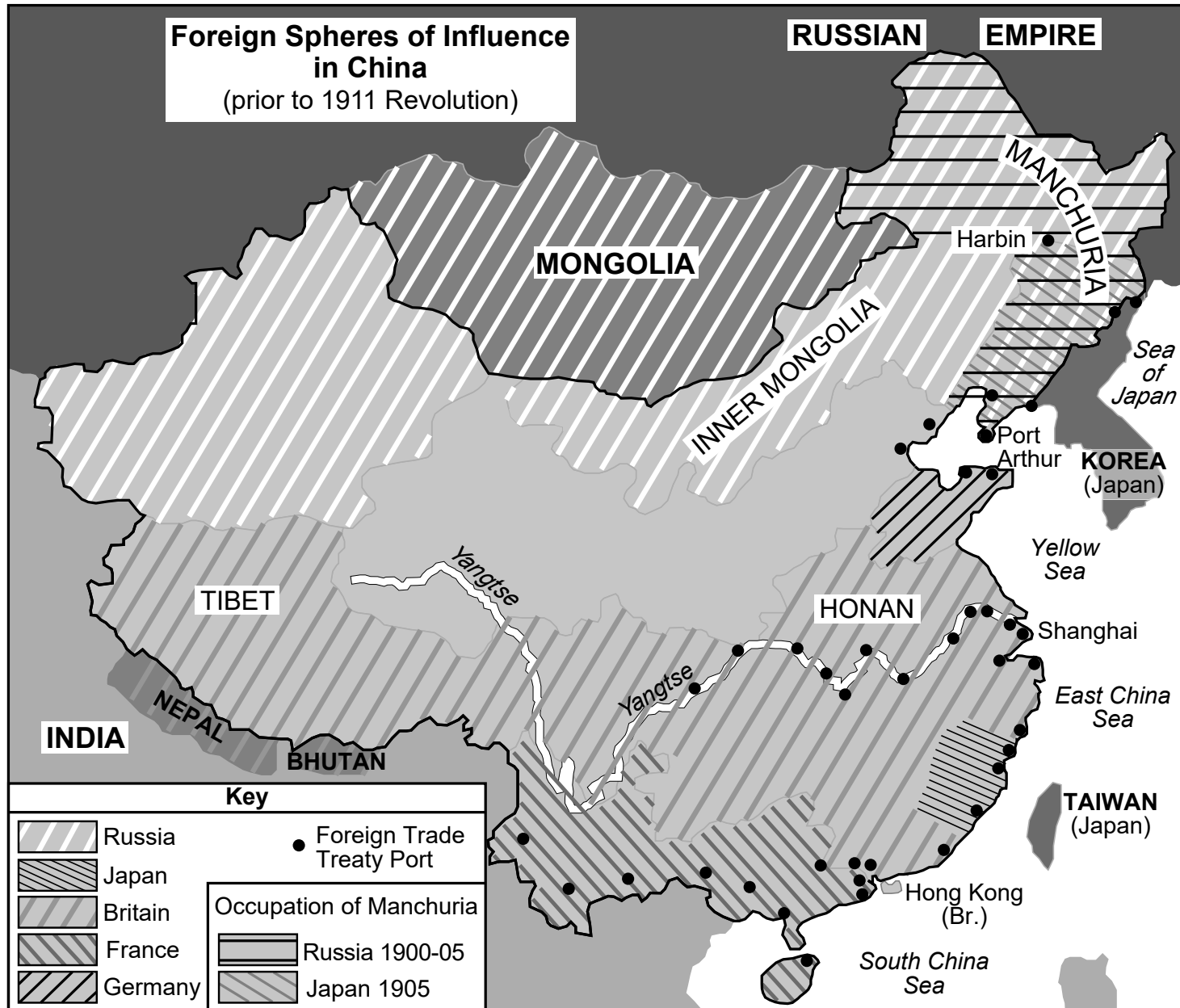
Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

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



Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

29 Explain the geographic context for the developments shown on this map. [1]

Score

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

Document 2

The following is a foreign correspondence that illustrates actions taken by the I Ho Ch'uan, also known in the West as the Boxers. This author includes quotes from Dr. John Hykes of the American Bible Society and information provided by Edwin Conger, an American government official in China.

NORTH CHINA TERRORIZED

Bands Organized to Destroy the Homes of Christian Converts.

Work of Pillage and Murder by Boxers—Would Drive Out Foreigners— Suspicion of Government Connivance [scheme].

Foreign Correspondence New York Times.

TIEN-TSIN, Feb. 10.—In order to present intelligently an account of the disturbances in North China it will be necessary for me to write a brief summary of the uprising from its beginning. While confined principally to Shantung Province, it is affecting seriously all Christian work in the north and is rapidly assuming vast proportions and spreading like a forest fire from village to village. I have gathered all the information possible from various sources, both native and foreign, but as it is important that only facts should be presented, I will make only such statements as are amply proved. Most of the statements given below are those which have been communicated officially to Minister Conger by our American missionaries and they do not include the reports of innumerable outrages of which we have not reliable information. . . .

Passage continued on the next page.

Passage continued

The I Ho Ch'uan, Righteous Harmony Fists, commonly known as the "Boxers," is a so-called secret society which made its first appearance about one year ago. It rapidly attracted multitudes of men, both young and old, who formed into small bands of gymnasts. Each band was conducted by a "demonized" leader, who, by the selection of an epileptic [having seiuires] patient or by the aid of hypnotism, caused a "medium" to display wild or unnatural symptoms or to utter wild and strange speech, this serving as a basis for the claim of this society to spiritual power. The followers were assured of immunity from death or physical injury, their bodies being spiritually protected from sword cuts and bullets. . . .

Source: *New York Times*, March 30, 1900

30 Based on this excerpt, explain how this article shows bias in its description of the I Ho Ch'uan. [1]

Score

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]

Score

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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 and on your knowledge of social studies.

Document 1

Photograph from Cape Town, South Africa, in 1967



Source: *The Guardian*

32 Explain the historical circumstances that led to the situation shown in this photograph. [1]

Score

GO RIGHT ON TO THE NEXT PAGE ⇨

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

Document 2

On February 2, 1990, South African President F. W. de Klerk delivered a speech at the opening of Parliament. The audience included South Africa's White government and foreign ambassadors, and was also broadcast on television and radio in South Africa and around the world. The speech outlines de Klerk's goals for South Africa.

. . . Our country and all its people have been embroiled in conflict, tension and violent struggle for decades. It is time for us to break out of the cycle of violence and break through to peace and reconciliation. The silent majority is yearning for this. The youth deserve it.

With the steps the Government has taken it has proven its good faith and the table is laid for sensible leaders to begin talking about a new dispensation [system], to reach an understanding by way of dialogue discussion.

The agenda is open and the overall aims to which we are aspiring should be acceptable to all reasonable South Africans.

Among other things, those aims include a new, democratic constitution; universal franchise [voting]; no domination; equality before an independent judiciary; the protection of minorities as well as of individual rights; freedom of religion; a sound economy based on proven economic principles and private enterprise; dynamic programmes directed at better education, health services, housing and social conditions for all.

In this connection Mr. Nelson Mandela could play an important part. The Government has noted that he has declared himself to be willing to make a constructive contribution to the peaceful political process in South Africa. . . .

Source: F. W. de Klerk, speech at the opening of Parliament, February 2, 1990

33 Based on this excerpt, explain how the intended audience affects what de Klerk includes in his speech. [1]

Score

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Base your answers to questions 34a and 34b on **both** Document 1 and 2 below and on your knowledge of social studies.

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]

34a Score

34b Score

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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

. . . In 1789, to avert [prevent] the deepening crisis, Louis agreed to summon the 'estates-general' (a form of parliament, but without real power) in order to try and raise taxes. This was the first time the body had met since 1614. Angered by Louis' refusal to allow the three estates – the first (clergy), second (nobles) and third (commons) – to meet simultaneously, the Third Estate proclaimed itself a national assembly, declaring that only it had the right to represent the nation.

Rumours that the king intended to suppress the assembly provoked the popular storming of the Bastille prison, a symbol of repressive royal power, on 14 July 1789. In October, Louis and his family were forced by the mob to return to Paris from their palace at Versailles. In June 1791, they attempted to escape, which was considered proof of Louis' treasonable dealings with foreign powers. He was forced to accept a new constitution, thereby establishing a constitutional monarchy. . . .

Source: "Historic Figures: Louis XVI (1754-1793)," BBC History online, 2014

Document 2

King Leopold II of Belgium expanded his control of the Congo region.

. . .Christened the Congo Free State in 1885, Leopold's playground was an astonishing 76 times the size of Belgium. Comprised largely of unmapped jungle, it was initially a huge financial burden. But when worldwide demand for rubber boomed, Leopold cashed in. Congolese workers were sent out into the jungle to slash down vines and layer their bodies with rubber latex. Later they would scrape it off their skin – often taking flesh and hair with it. The work was labour-intensive and injurious to health; the only economical way to collect it was via the forced mobilisation of Congolese society. The Congo Free State evolved from a vanity possession into a slave plantation. . . .

Source: Tim Stanley, "Belgium's Heart of Darkness," *History Today*, October 10, 2012

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Document 3

Between 1940 and 1960, Evfronsiniia Kersnovskaia spent time in exile in Siberia and in Soviet prison camps. Beginning in 1964, she began writing and illustrating her experiences.

“The arrival at the corrective labor camp turned out to be the culmination of the humiliation. First we were made to strip naked and were shoved into some roofless enclosures made out of planks. Above our heads the stars twinkled; below our bare feet lay frozen excrement. An enclosure measured 3 square feet. Each held three to four naked, shivering, and frightened men and women. Then these ‘kennel cages’ were opened one after the other and the naked people were led across a courtyard ‘the camp version of a foyer [entrance]’ into a special building where our documents were ‘formulated’ and our things were ‘searched.’

The goal of the search was to leave us with rags, and to take the good things ‘sweaters, mittens, socks, scarves, vests, and good shoes’ for themselves. Ten thieves shamelessly fleeced these destitute and barely alive people.

‘Corrective’ is something that should make you better, and ‘labor’ ennobles you. But ‘camp’? A camp wasn’t a jail, So then what on earth was going on?”

Source: “Gulag: Soviet Forced Labor Camps and the Struggle for Freedom,” Gulag: Many Days, Many Lives, Online Exhibit, Center for History and New Media, George Mason University, 2006–2021

<p>"All the News That's Fit to Print"</p>	<h1>The New York Times.</h1>	<p>LATE CITY EDITION Mostly sunny today. Fair and warmer tomorrow. Temperatures Yesterday—Max., 54; Min., 45 Sunrise today, 6:52 A. M.; Sunset, 5:38 P. M. Full U. S. Weather Bureau Report, Page 42</p>	
<p>VOL. XCVI...No. 32,393.</p>	<p>Entered as Second-Class Matter, Postoffice, New York, N. Y.</p>	<p>Copyright, 1946, by The New York Times Company. NEW YORK, WEDNESDAY, OCTOBER 2, 1946.</p>	<p>THREE CENTS <small>IN</small> NEW YORK CITY</p>
<p><i>12 NAZI WAR LEADERS SENTENCED TO BE HANGED; GOERING HEADS LIST OF THOSE TO DIE BY OCT. 16; HESS GETS LIFE, SIX OTHERS ORDERED TO PRISON</i></p>			

Source: *New York Times*, October 2, 1946

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Document 5

Saddam Hussein is the first world leader in modern times to have brutally used chemical weapons against his own people. His goals were to systematically terrorize and exterminate the Kurdish population in northern Iraq, to silence his critics, and to test the effectiveness of his chemical and biological weapons. Hussein launched chemical attacks against 40 Kurdish villages and thousands of innocent civilians in 1987-88, using them as testing grounds. The worst of these attacks devastated the city of Halabja on March 16, 1988.

Source: Bureau of Public Affairs, "Saddam's Chemical Weapons Campaign: Halabja, March 16, 1988," U.S. Department of State Archive online, March 14, 2003

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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
<p>Is this an issue supported by <i>at least three</i> documents?</p> <p>Which documents support this issue?</p>		<p style="text-align: center;">1 2 3 4 5</p>	

Planning Page continued on the next page.

Planning Page continued

<p>Which documents can be used to develop the explanation for this issue?</p>		<p>1 2 3 4 5</p>	
<p>Has this issue significantly affected people or been affected by people?</p> <p>In which document or documents do you see this?</p>		<p>1 2 3 4 5</p>	
<p>Has this issue endured across time or changed over time?</p> <p>In which document or documents do you see this?</p>		<p>1 2 3 4 5</p>	

Refer back to page 45 to review the task.

