

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

Thursday, June 15, 2023 — 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 answer to question 1 on the passage below and on your knowledge of social studies.

...Osei Kwadwo clearly believed that Asante [Ashanti] could not maintain its position solely by force of arms. During his 13-year reign (1764–77), he shifted authority in many areas from military leaders to civilian officials. The Asante devoted great care to the training of these administrators. Many officials entered government departments as children and spent years performing menial [low-level] jobs as they absorbed the routines and attitudes of public service. Though most of these youths were the sons of officials, Osei Kwadwo saw to it that opportunities were created for talented outsiders. Trainees who showed ability were promoted, and the most capable eventually attained important posts. Under the guidance of these individuals, Asante entered the 19th century as the most sophisticated society in all of Africa....

Source: Philip Koslow, *Asante: The Gold Coast*, Chelsea House Publishers, 1996

1 This passage would best be used for

- (1) explaining how the Asante king reformed his government
 - (2) recounting strategies used by officers in the Asante military
 - (3) discussing a variety of childhood experiences within the Asante kingdom
 - (4) justifying economic policies implemented under Asante leadership
-

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Base your answers to questions 2 and 3 on the cartoon below and on your knowledge of social studies.



Source: Paris, 1789 (adapted)

2 Which situation is being depicted in this cartoon?

- (1) beginning of an estate system where the majority holds power
- (2) creation of a classless society
- (3) revolution led by the nobility and clergy
- (4) existence of a rigid social class structure

3 Which event directly resulted from the situation shown in this cartoon?

- (1) Russian Revolution
 - (2) Agricultural Revolution
 - (3) French Revolution
 - (4) Cultural Revolution
-

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

...What were people using all the extra energy for? More heating and cooking, to be sure, and more travel in steamships and trains; but mainly, people were manufacturing more things: more textiles, more machines, more food and ale, more paper. The pattern was clear: the more you produced, the more energy you needed. And conversely [in reverse], the more energy you used, the more things you produced — and the wealthier you or, more likely, your employer or the state, became.

One might just as well relabel [rename] the expanding Industrial Revolution the energy revolution, because the industrial economies of the nineteenth century simply could not have developed without the parallel emergence of energy economies to sustain them. And as industrialization spread, country by country, region by region, so did demand for energy....

Source: Paul Roberts, *The End of Oil*, Houghton Mifflin Company, 2004

4 Which economic concept best explains the relationship between energy and industrial production discussed in this passage?

- (1) supply and demand
- (2) favorable trade balance
- (3) collectivization
- (4) scarcity

5 Which statement best represents this author's point of view?

- (1) Pollution from energy sources hindered the expansion of railways.
 - (2) New energy technologies reduced industrial production.
 - (3) Reliance on traditional energy sources made industrialization more efficient.
 - (4) Industrialization was dependent on increased energy production.
-

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

... The influence of *laissez faire* on the treatment of Ireland during the famine is impossible to exaggerate. Almost without exception the high officials and politicians responsible for Ireland were fervent [strong] believers in non-interference by Government, and the behaviour of the British authorities only becomes explicable [understandable] when their fanatical belief in private enterprise and their suspicions of any action which might be considered Government intervention are borne in mind....

Source: Cecil Woodham-Smith, *The Great Hunger*, Harper & Row Publishers, 1962

... Far from allowing the market to work, England launched a massive program of government intervention, consisting mainly of building workhouses, most completed just prior to the onset of the Famine....

The workhouses, an early version of New Deal make-work programs, only made the problem of poverty worse. A system of extensive public works required heavy taxation on the local economy. The English officials directed money away from projects that would increase productivity and agricultural output into useless road building....

In addition to the fundamental failure of the government programs, workhouses, public works, and soup kitchens tended to concentrate the people into larger groups and tighter quarters. This allowed the main killer of the Famine—disease—to do its evil work....

Source: Mark Thornton, "What Caused the Irish Potato Famine?," Mises Institute, 2008

- 6 Which conclusion about these passages is valid?
- (1) British officials disagreed about an appropriate response to economic problems.
 - (2) Irish peasants refused to accept government assistance during the famine.
 - (3) Agricultural productivity increased as a result of British involvement.
 - (4) Britain's long-term objective was to support Irish nationalism.
-

- 7 What was a significant consequence of the events described in these passages?
- (1) A majority of the Irish people converted to Protestant Christianity.
 - (2) Ireland became the most agriculturally diversified country in Europe.
 - (3) Government intervention no longer took place in Ireland.
 - (4) Approximately one million people emigrated from Ireland.

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



Source: J. S. Pughe, *Puck*, 1899 (adapted)

8 Which development most likely influenced the action taken in this cartoon?

- (1) China's naval power posed a threat to the Western powers.
- (2) China had become stronger militarily than the Western powers.
- (3) The Western powers desired political means to control Japan.
- (4) The Western powers desired access to new markets in Asia.

9 Which concept is depicted in this cartoon?

- (1) socialism
- (2) imperialism
- (3) isolationism
- (4) pacifism

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Base your answers to questions 10 through 12 on the maps below and on your knowledge of social studies.

MAP A



MAP B



Source: Holt and O'Connor, *The New Exploring World History*, Globe Book Company (adapted)

- 10 One reason for the situation shown in Map A was Austria's
- (1) defeat by Germany in both World Wars
 - (2) diverse ethnic composition
 - (3) loss of power after fighting the Ottoman Empire
 - (4) location along key trade routes
- 11 What led to the situation shown in Map B?
- (1) Prussian leaders appealing to a common German culture in wars against common enemies
 - (2) a president elected by male voters in German states
 - (3) approval of German princes at a conference in Potsdam
 - (4) proclamation of the Empress who was head of the German Confederation

- 12 Which claim about nationalism is best supported by Maps A and B?
- (1) Nationalism only occurs in western European countries.
 - (2) Nationalism has not been found to lead to military conflicts.
 - (3) Nationalism is both a unifying and a dividing force.
 - (4) Nationalism has played a limited role in the political makeup of European countries.

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Base your answers to questions 13 through 15 on the passage below and on your knowledge of social studies.

This passage is from Gandhi's second letter to Lord Irwin drafted on the eve of his arrest:

Dear Friend,

God willing, it is my intention...to set out for Dharasana and reach there with my companions... and demand possession of the Salt Works. The public have been told that Dharasana is a private property. This is mere camouflage. It is as effectively under Government control as the Viceroy's house. Not a pinch of salt can be removed without the previous sanction of the authorities.

It is possible for you to prevent this raid, as it has been playfully and mischievously called, in three ways:

By removing the Salt Tax;

By arresting me and my party, unless the country can, as I hope it will, replace every one taken away;

By sheer *goondaism* [violence] unless every head broken is replaced, as I hope it will....

Source: M.K. Gandhi, *Selected Letters of Mahatma Gandhi*, May 4, 1930

13 This letter was written primarily in response to the

- (1) partition of India and Pakistan
- (2) widespread boycott of British textiles
- (3) human rights violations at Amritsar
- (4) British monopoly of Indian resources

14 The purpose of Gandhi's letter was to

- (1) notify the British government of his plan to continue his nationalist efforts
- (2) inform the British viceroy that his home is considered private property
- (3) advocate for British control over salt production
- (4) explain how religion has influenced his fight for independence against Britain

15 Which other document presented a message similar to this letter?

- (1) Mandela's Rivonia Trial Speech
- (2) Germany's Nuremberg Laws
- (3) Mao's Little Red Book
- (4) France's Law of Suspects

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

“Stalin Solidifies Power for Communists”

“Adolf Hitler Declares Third Reich”

“Mussolini Establishes Fascist State”

16 Which situation was most responsible for the rise of the political systems referred to in these headlines?

- (1) unification of Italy
- (2) conflicts between European nations over Africa
- (3) worldwide economic instability
- (4) emergence of the United States as a world power

17 What is a common characteristic of the political systems represented in these headlines?

- (1) multinationalism
- (2) capitalism
- (3) humanitarianism
- (4) totalitarianism

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

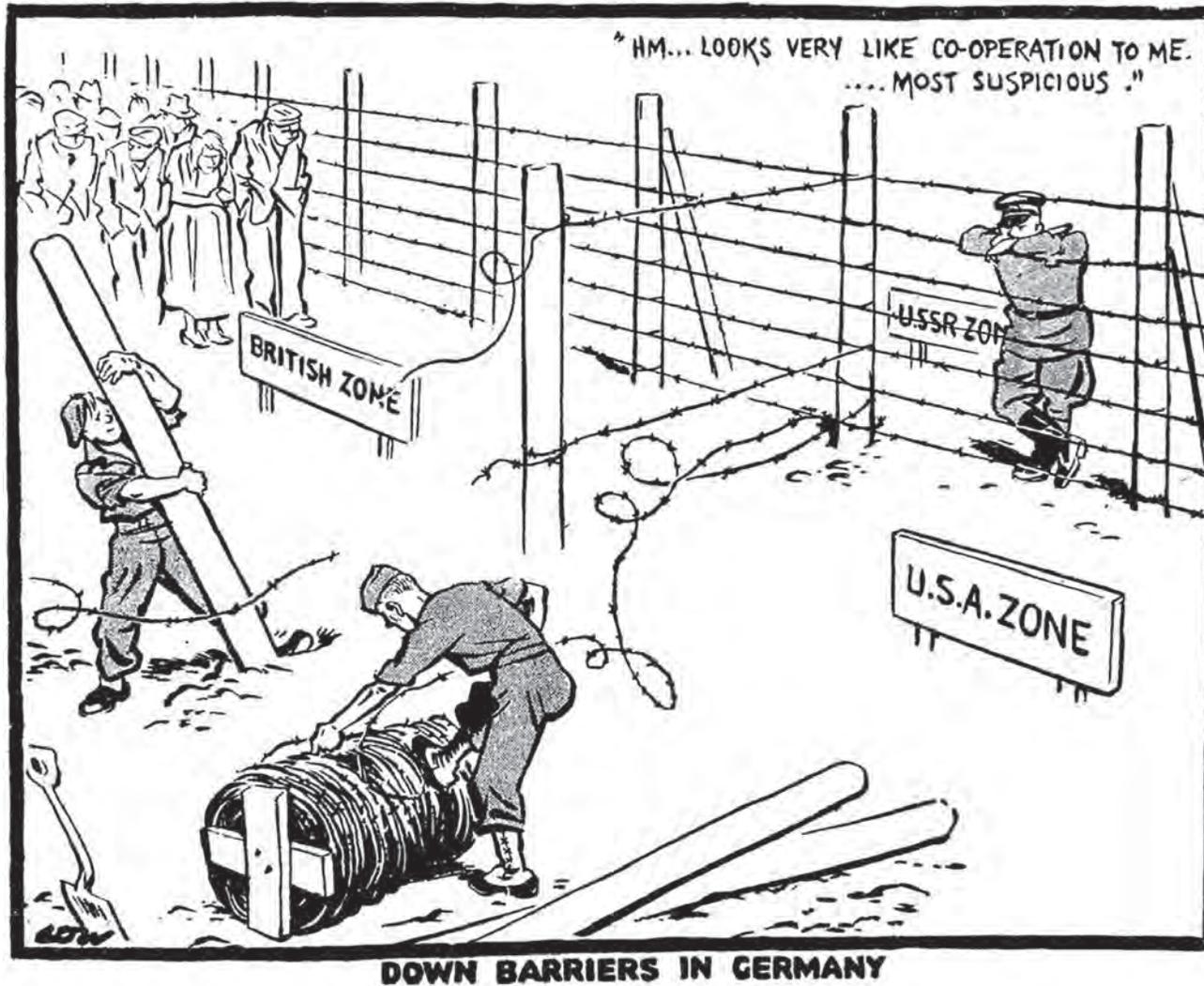


Source: Daniel Fitzpatrick, *St. Louis Post-Dispatch*, 1939 (adapted)

18 Which term is most closely associated with the event shown in this cartoon?

- (1) disarmament
- (2) blitzkrieg
- (3) Holodomor
- (4) containment

Base your answer to question 19 on the cartoon below and on your knowledge of social studies.



Source: David Low, *The Evening Standard*, 1946 (adapted)

- 19 The situation shown in this cartoon is most closely associated with the
- (1) end of World War I
 - (2) rise of fascism
 - (3) Holocaust
 - (4) Cold War

Base your answer to question 20 on the passage below and on your knowledge of social studies.

This is an excerpt from a speech given at the conclusion of the Asian-African Conference in Bandung, Indonesia.

...We value the friendship of the great countries and, if I may on your part, I should like to say that we send our greetings to the great countries of Europe and America. It is not in any spirit of hatred or dislike or aggressiveness we meet here with regard to Europe or America; certainly not. We send our greetings to them I hope from all of us here, and we want to be friends with them and to cooperate with them. But, we shall only cooperate in future and we shall obviously only be friends and equals; there is no friendship when nations are not equal, when one has to obey another and when one only dominates another. That is why we raise our voices against the domination and colonialism from which many of us have suffered for so long, and that is why we have to be very careful that any other form of domination does not come in our way. Therefore, we want to be friends with the West and friends with the East and friends with everybody, because if there is something that may be called the approach to the mind and spirit of Asia, it is one of toleration and friendship and cooperation; not one of aggressiveness.

Source: Jawaharlal Nehru, April 24, 1955

20 Nehru's views in this passage can best be described as

- | | |
|-----------------|-----------------|
| (1) imperialist | (3) nationalist |
| (2) militarist | (4) communist |

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

...On this continent, it has not taken us long to discover that the struggle against colonialism does not end with the attainment of national independence. Independence is only the prelude to a new and more involved struggle for the right to conduct our own economic and social affairs; to construct our society according to our aspirations [goals], unhampered by crushing and humiliating neo-colonialist controls and interference.

From the start we have been threatened with frustration where rapid change is imperative and with instability where sustained effort and ordered rule are indispensable. No sporadic act nor pious [righteous] resolution can resolve our present problems. Nothing will be of avail, except the united act of a united Africa.

We have already reached the stage where we must unite or sink into that condition which has made Latin America the unwilling and distressed prey of imperialism after one-and-a-half centuries of political independence....

Source: Kwame Nkrumah, Speech Given in Addis Ababa, 1963

21 The ideas expressed in this passage are most similar to the ideas of

- (1) Simón Bolívar
- (2) Winston Churchill
- (3) Deng Xiaoping
- (4) Mary Wollstonecraft

22 Based on this passage, which statement best supports Kwame Nkrumah's point of view?

- (1) Nations in Africa must be careful to avoid being conquered by Latin America.
- (2) Now that nations in Africa have gained independence, their struggle is over.
- (3) African nations must unite to protect themselves from neocolonialists.
- (4) African nations were better off as colonies than they are as independent nations.

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Base your answers to questions 23 and 24 on the documents below and on the next page, and on your knowledge of social studies.

Document A

...To achieve a win/win result will require us to face reality. Apparently conflicting demands will have to be reconciled with one another sensibly — conflicting demands such as:

Protection of the established economic interests of investors, landowners, businessmen, professional people and salaried workers against the demand for better living conditions on the part of the less-privileged.

Participation by, and protection of minorities from domination, against the demand of a majority — however constituted [formed] — for democratically obtained power.

Recognition and accommodation of our diversity of population against the necessity of a single nationhood with a common loyalty.

The need for education linked to language and culture against the necessity of a single educational system.

So I could continue. The heart of the challenge lies in all of us having to learn not to propagate [spread] only the truth that fits our case, but also in being able to see and understand the truth that may not suit our case — and then, together, working out a solution that recognises the whole truth and deals with it sensibly....

Source: Excerpt from Opening Statement by State President F. W. de Klerk, Convention for a Democratic South Africa, December 20, 1991

Document B

Nelson Mandela and F. W. de Klerk receive the Nobel Peace Prize, 1993



Source: Gerard Julien, Australian Broadcasting Company, December 1993

23 Based on these documents, which method is being used by Mandela and de Klerk to address the conflict in South Africa?

- (1) outside military intervention
- (2) political compromise
- (3) a violent revolution
- (4) international economic sanctions

24 As shown in Document B, Mandela and de Klerk are being honored for agreeing to establish a political system that

- (1) provided universal suffrage
 - (2) required complete separation of the races
 - (3) allowed only a single political party
 - (4) nationalized all the major industries
-

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

...Political discussion in blogs presaged [indicated] the turn of popular opinion in both Tunisia and Egypt. In Tunisia, conversations about liberty, democracy and revolution on blogs and on Twitter often immediately preceded mass protests. Twenty percent of blogs were evaluating Ben Ali's leadership the day he resigned from office (Jan. 14), up from just 5 percent the month before. Subsequently [afterward], the primary topic for Tunisian blogs was "revolution" until a public rally of at least 100,000 people eventually forced the old regimes' remaining leaders to relinquish power.

In the case of both Tunisia's and Egypt's revolutions, discussion spanned borders. In the two weeks after Mubarak's resignation, there was an average of 2,400 tweets a day from people in neighboring countries about the political situation in Egypt. In Tunisia after Ben Ali's resignation, there were about 2,200 tweets a day.

"In other words," Howard [professor of communications] said, "people throughout the region were drawn into an extended conversation about social uprising. The success of demands for political change in Egypt and Tunisia led individuals in other countries to pick up the conversation. It helped create discussion across the region." ...

Source: Catherine O'Donnell, "New Study Quantifies Use of Social Media in Arab Spring," *UW Today*, September 12, 2011

25 Which statement about the use of social media is best supported by this passage?

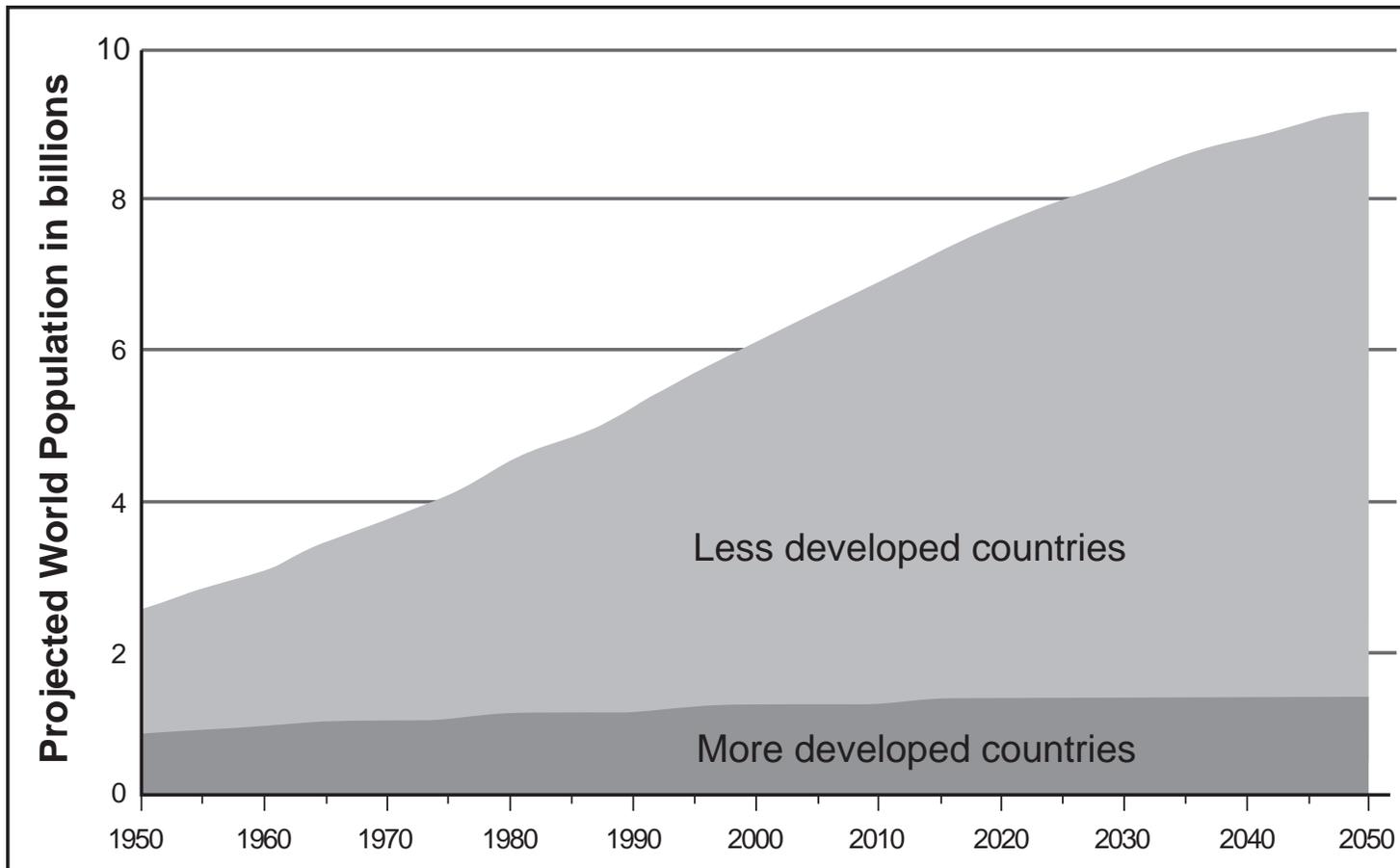
- (1) The use of Twitter had little impact on the uprisings in Tunisia and Egypt.
- (2) Online discussions about political rights helped encourage mass demonstrations.
- (3) Egyptian and Tunisian governments were successful in limiting social media access.
- (4) Leaders were able to use propaganda on social media to limit political reforms.

26 How is social media use most likely to affect places with political conditions like those described in this passage?

- (1) Repressive governments will have more difficulty maintaining power.
- (2) Liberal democracies will see increased political participation.
- (3) Isolated societies will easily adopt more democratic practices.
- (4) Technologically advanced societies will actively encourage political corruption.

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Base your answers to questions 27 and 28 on the population graph below and the passage on the next page, and on your knowledge of social studies.



Source: "World Population Highlights 2007: Overview of World Population," Population Reference Bureau Online, 2007 (adapted)

...Before those grim visions [global hunger] could come to pass, the green revolution transformed global agriculture, especially wheat and rice. Through selective breeding, Norman Borlaug, an American biologist, created a dwarf variety of wheat that put most of its energy into edible kernels rather than long, inedible stems. The result: more grain per acre. Similar work at the International Rice Research Institute (IRRI) in the Philippines dramatically improved the productivity of the grain that feeds nearly half the world.

From the 1960s through the 1990s, yields of rice and wheat in Asia doubled. Even as the continent's population increased by 60 percent, grain prices fell, the average Asian consumed nearly a third more calories, and the poverty rate was cut in half. When Borlaug won the Nobel Peace Prize in 1970, the citation read, "More than any other person of this age, he helped provide bread for a hungry world."...

Source: Tim Folger, "The Next Green Revolution," *National Geographic*, October 2014

27 According to this population graph, what is the approximate projected world population for 2050?

- (1) 1 billion
- (2) 3 billion
- (3) 9 billion
- (4) 10 billion

28 According to this *National Geographic* article, why was Norman Borlaug awarded the Nobel Peace Prize?

- (1) He transformed global agricultural production.
- (2) He was able to decrease the surplus population in areas of famine.
- (3) He targeted poverty by providing food donations to the less fortunate.
- (4) He ended famines by moving the production of grains to the Philippines.

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)
-

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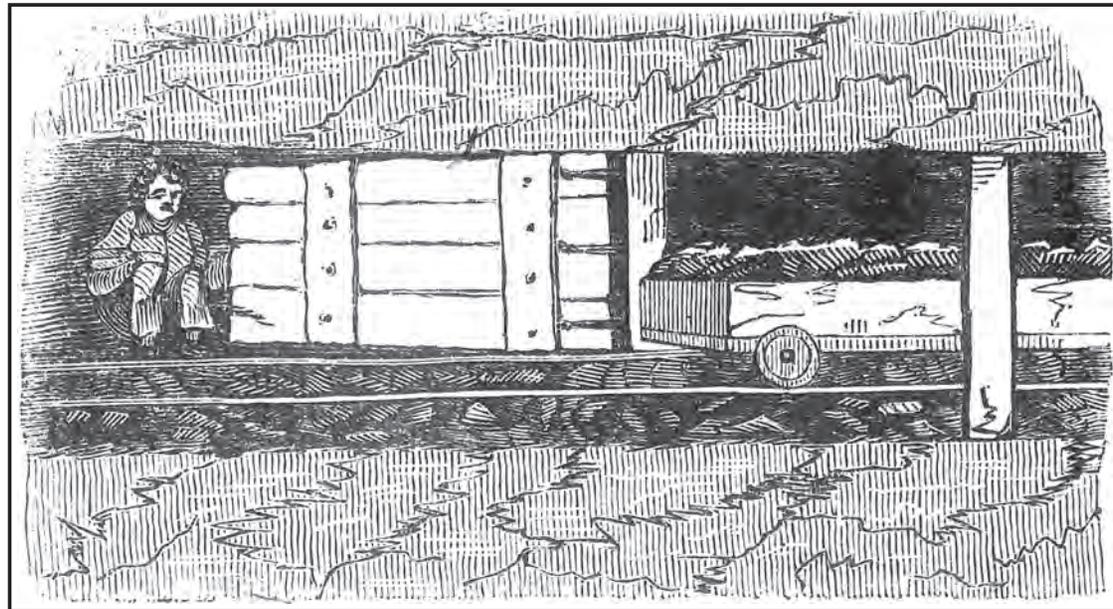
CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

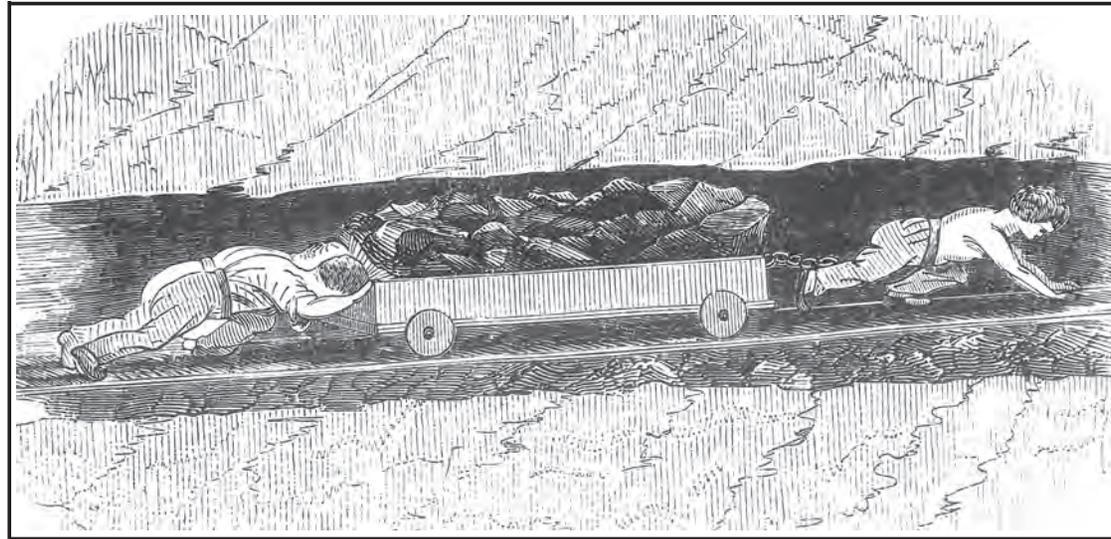
These engravings show children working in the mines and collieries (coal mining buildings) in the United Kingdom.

The Nature of Employment in Mines



Art continued on the next page.

Art continued



Source: *The Condition and Treatment of the Children Employed in the Mines and Collieries of the United Kingdom*, William Strange, 21 Paternoster Row, 1842

29 Explain the historical circumstances that led to the situation shown in these engravings. [1]

Score

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

Document 2

...Further progress was made towards the end of Victoria's reign. The Factory Act of 1878 prohibited work before the age of 10 and applied to all trades. It was bolstered [strengthened] by the Education Act of 1880, which introduced compulsory schooling up to the age of 10. Subsequent [later] amendments raised the school-leaving age to 12, with dispensations [exemptions] to leave before this age if pupils reached the required standards in reading, writing and arithmetic. By the end of Victoria's reign, almost all children were in school up to the age of 12. This helped to ensure that a marked improvement in child welfare occurred between the beginning and end of Victoria's reign....

Source: Emma Griffin, "Child Labour," *British Library*, May 14, 2014

30 Explain the purpose of the Elementary Education Act of 1880, based on this passage. [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

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

Functions of the World Bank

The past 70 years have seen major changes in the world economy. Over that time, the World Bank Group—the world’s largest development institution—has worked to help more than 100 developing countries and countries in transition adjust to these changes by offering loans and tailored knowledge and advice. The Bank Group works with country governments, the private sector, civil society organizations, regional development banks, think tanks, and other international institutions on issues ranging from climate change, conflict, and food security to education, agriculture, finance, and trade. All of these efforts support the Bank Group’s twin goals of ending extreme poverty by 2030 and boosting shared prosperity of the poorest 40 percent of the population in all countries.

Founded in 1944, the International Bank for Reconstruction and Development—soon called the World Bank—has expanded to a closely associated group of five development institutions. Originally, its loans helped rebuild countries devastated by World War II. In time, the focus shifted from reconstruction to development, with a heavy emphasis on infrastructure such as dams, electrical grids, irrigation systems, and roads. With the founding of the International Finance Corporation in 1956, the institution became able to lend to private companies and financial institutions in developing countries. And the founding of the International Development Association in 1960 put greater emphasis on the poorest countries, part of a steady shift toward the eradication of poverty becoming the Bank Group’s primary goal. The subsequent launch of the International Centre for Settlement of Investment Disputes and Multilateral Investment Guarantee Agency further rounded out the Bank Group’s ability to connect global financial resources to the needs of developing countries.

Source: The World Bank, 2019

32 Explain the historical circumstances that led to the establishment of the World Bank. [1]

Score

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

Document 2

In the early 1970s, Bangladesh both fought for and won independence from Pakistan. Muhammad Yunus, an economics professor and Bangladeshi native, witnessed the extreme poverty of the Bangladeshi people and committed himself to helping them emerge from this poverty. To this end, Yunus started Grameen Bank, a microfinance institution, in Bangladesh in 1983, which continues to operate today around the world.

...It is so tempting to blame the poor for the problems they face. But when we look at the institutions we have created and how they fail to serve the poor, we see that those institutions and the backward thinking they represent must bear much of the blame.

At Grameen Bank, we challenged the financial apartheid [discrimination]. We dared to give the poorest people bank credit. We included destitute women who had never in their lives even touched any money. We defied the rules. At each step along the way, everybody shouted at us, “You are wasting your money! The money you lend will never come back. Even if your system is working now, it will collapse in no time. It will explode and disappear.”

But Grameen Bank neither exploded nor disappeared. Instead, it expanded and reached more and more people. Today, it gives loans to over seven million poor people, 97 percent of whom are women, in 78,000 villages in Bangladesh....

Source: Muhammad Yunus, *Creating a World Without Poverty*, Public Affairs, 2007

33 Identify Muhammad Yunus’s point of view regarding poverty in Bangladesh, based on this excerpt from *Creating a World Without Poverty*. [1]

Score

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Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

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

- a) Identify a similarity **or** a difference between the work of the World Bank and of the Grameen Bank. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

34a Score	<input type="text"/>
34b Score	<input type="text"/>

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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

Bordeaux is a city in France.

... Bordeaux's workers also greeted the start of the [French] Revolution with a mixture of enthusiasm for its promise and a fear of a royal reaction. Equally important, they worried about a return of bread shortages, which had periodically plagued the city over the course of the eighteenth century. These fears crystallized [formed] around the medieval royal fortress of Chateau Trompette, called the "Bastille of Bordeaux." Built in 1453 and significantly enlarged after the Fronde,* Chateau Trompette served as a massive—and for some—unwelcome symbol of royal power. It also proved to be a tempting target for those Bordeaux workers afraid of a royal insurrection [rebellion] and anxious about the supply of bread. By August 1789, rumors circulated that royal troops garrisoned at Trompette were mining [setting traps to] the approach to the fortress and waiting for orders from the king to reduce the city to rubble. Other rumors warned of royalist sympathizers ready to take control of the fortress and bring the Revolution to an abrupt halt. In response, the city's workers hatched a plan to seize the fortress, secure its cache of weapons, and liberate the grain and flour that was rumored to be stockpiled inside.

Source: Stephen Auerbach, "Politics, Protest, and Violence in Revolutionary Bordeaux, 1789–1794," *Journal of the Western Society for French History*, Volume 37, 2009 (adapted)

*The Fronde was a series of rebellions in France between 1648 and 1653.

Document 2

On 20 February 1913 *The Times* reported: ‘An attempt was made yesterday morning to blow up a house which is being built for Mr Lloyd George [Chancellor of the Exchequer*] near Walton Heath Golf Links’. One device had exploded, causing about £500 worth of damage, while another had failed to ignite.

With discarded hairpins, hatpins and the sound of a motor car as their only clues, it was fortunate the police soon had a confession. For that evening, at a meeting held in Cory Hall Cardiff, Mrs Emmeline Pankhurst, one of the leaders of the militant suffragette society, the Women’s Social and Political Union (WSPU), declared ‘we have blown up the Chancellor of Exchequer’s house’ and stated that ‘for all that has been done in the past I accept responsibility. I have advised, I have incited, I have conspired’....

In the early stages of the campaign, militants had confined their attacks to government property, but from 1911 onwards had begun to attack private property. At first this had been confined to smashing shop windows and setting fire to letter boxes [mailboxes] but, as frustration with the government’s refusal to concede votes for women mounted, these attacks became increasingly violent and spectacular. In 1913 the militants began a concerted [coordinated] arson campaign, which included setting fire to residential houses, golf courses, schools and even churches. The bombing of David Lloyd George’s house was part of this campaign....

Source: Elizabeth Crawford, “We Wanted to Wake Him Up: Lloyd George and Suffragette Militancy,” Blog History of Government, No. 10 Guest Historian Series, National Archives UK Government, July 4, 2013

*Treasury

Document 3

...It was April 1977, a year since the military had launched a fierce wave of repression against left-wing activists and people accused of collaborating with them.

Ms de Bonafini's* first son had been arrested two months earlier by the security forces.

"We went to the square that Thursday with the intention of handing over a letter to (military ruler Jorge) Videla.

"I remember there was a small group of mothers, some were terrified. Many of us came from small towns outside the city. Some, like me, hadn't even finished primary school. Others couldn't even read or write," she says.

Their inquiries were met with silence. Officials would refuse to meet them or tell them where their children were.

At the time, Ms Almeida says, the concept of "the disappeared" was unknown.

"We thought our sons had been imprisoned and kept in solitary confinement, but were surely alive."

That Thursday, 30 April 1977, a small group of mothers had assembled on the square by mid-afternoon.

The authorities had forbidden public gatherings of more than three people, so the police immediately approached them to demand they clear the place.

"But, by absolute chance, in response we started grabbing each other in pairs, arm to arm, and started walking in circles around the square. There was nothing illegal about that," says Ms de Bonafini, now 83.

It was the first act of a movement that would slowly raise international awareness of one of the most brutal episodes of state-sponsored repression in South America....

Source: Vladimir Hernandez, "Argentine Mothers Mark 35 Years Marching for Justice," BBC Mundo, April 2012

*Ms de Bonafini was the president and co-founder of the Mothers of the Plaza de Mayo.

Remembering Iran's 1979 Islamic Revolution

As part of a series of conversations marking 1979 as a seminal [important] year in the Muslim world, Steve Inskeep talks to Iranian-born journalist Kasra Naji about the Islamic Revolution. Naji was a student in Iran at the time and has been in and out of the country since then. He is a special correspondent for BBC Persian television in London. He is also the author of *Ahmadinejad: The Secret History of Iran's Radical Leader...*

STEVE INSKEEP: The ouster of Iran's ruler and the rise of Ayatollah Khomeini created the Islamic government that rules Iran to this day, and that now faces its own street protests. BBC journalist Kasra Naji was a young demonstrator then.

Give me an idea. What was it like to be an Iranian on the street of Tehran in early 1979?

Mr. KASRA NAJI (BBC Journalist): It was most exciting. We were university students in those days in 1979. The dominant politics of universities was leaning towards the left, if you remember. And those days, a revolution was something we were all looking for, anyway. And what happened in Iran was exactly what we were looking for. We wanted democracy, and the revolution was promising that.

INSKEEP: And there are images of what looked like millions of people on the streets of Tehran as the shah of Iran, the ruler of that time, abdicated and left the country.

Mr. NAJI: Yes. It was a most popular revolution, you can imagine, throughout Iran, not just the capital Tehran. Even in remote villages, people were up in arms against the shah and were demonstrating. I was part of some of these demonstrations when I was in Tehran. These demonstrations, mostly in central parts of the capital Tehran, mostly, often and invariably descended into running battles with the army soldiers who were in charge of maintaining the security, and they used to shoot in the air and occasionally, very occasionally, into the crowds. They used to fire tear gas at us. We used to run away and sort of regroup down the street. And this is how it went. We used to shout these slogans: Down with the shah. And that was the unifying slogan, if you like....

Source: "Remembering Iran's 1979 Islamic Revolution," Special Series: Upheaval in the Muslim World, 30 Years Ago, NPR, August 17, 2009

Document 5



Waving banners, students march in Beijing streets near Tiananmen Square on May 25, 1989, during a rally to support the protest against the Chinese government.

Source: Catherine Henriette, "For Chinese, The Tiananmen Square Massacre is Still Too Taboo to Talk About," *The Epoch Times*, June 4, 2015 (adapted)

GO RIGHT ON TO THE NEXT PAGE ⇨

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>		1 2 3 4 5	
<p>Which documents can be used to develop the explanation for this issue?</p>		1 2 3 4 5	

Planning Page continued on the next page.

Planning Page continued

Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page 45 to review the task.

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

