

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

Tuesday, June 18, 2024 — 1:15 to 4:15 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.

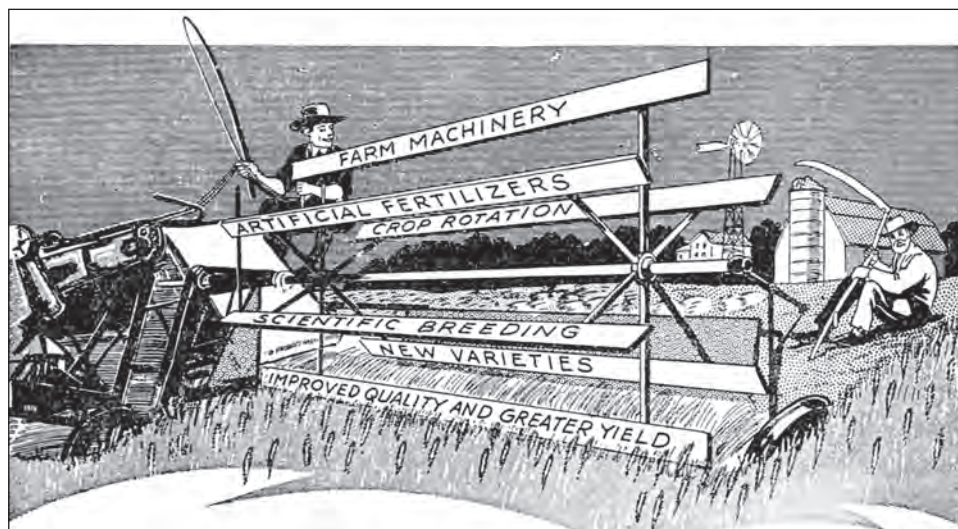
Part I

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 illustration below and on your knowledge of social studies.

The Agricultural Revolution



Source: Philip Dorf, *World History*, Oxford Book Company, 1958 (adapted)

- | | |
|--|--|
| 1 This illustration can best be used to | 2 Which claim is best supported by this illustration? |
| (1) describe factors that hindered British industrialization | (1) New technologies reduced the impact of farming on the environment. |
| (2) illustrate advances in agriculture | (2) Innovations in farming contributed to a drop in population. |
| (3) explain the decline of Enclosure Movements | (3) Improved equipment decreased the amount of human labor of farmers. |
| (4) depict daily life of British urban workers | (4) Changes in farming prevented the growth of large scale farms. |

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

. . . The serf question is commonly seen as the acid test of Catherine's sincerity; and her failure to solve it is taken as proof of insincerity. But Catherine was convinced, both on humanitarian and practical grounds, of the desirability of emancipation, or at least of state regulation of the relationship between noble and serf.

She voiced her beliefs clearly and often, publicly and privately. She roundly declared that 'unless we agree to alleviate the cruelties and to mitigate [reduce] a condition intolerable for human beings, they themselves will take matters into their own hands, whether we like it or not'.

On the other hand, when it came to putting her wishes into action, Catherine was faced with the almost unanimous disapproval of the nobility. They, having won wide authority over the serfs from her predecessors, were bent on exacting [forcing] still more from Catherine herself, and had little patience with her liberal ideas. . . .

. . . The gulf between noble and serf had grown too wide for Catherine to bridge it. Faced with such an impasse, she could do nothing. To push through her programme with any prospect of success, she would have had to resort to the forcible methods of Peter the Great, an option that she had neither the inclination nor the power to take. Trapped in a historical process that was none of her making and which she could not control, Catherine was compelled to yield against her private judgment.

Hence the paradox [contradiction], that under the most enlightened Russian ruler of the century, the condition of the serfs underwent so marked and rapid a deterioration. The nobility demanded payment for their support of Catherine; and Catherine had to pay at the serfs' expense. . . .

Source: A. Lentin, "Catherine the Great and Enlightened Despotism," *History Today*, March 1971

3 Based on this passage, what issue was debated but not changed during the reign of Catherine the Great?

- (1) abolishing noble titles
- (2) emancipating the serfs
- (3) withholding pay from the nobility
- (4) increasing royal authority

4 Which claim is best supported by this passage?

- (1) Political and social changes can be difficult to bring about.
- (2) Monarchs rule with unquestioned authority.
- (3) Nobility rarely have an impact on royal decisions.
- (4) Inequality was not a concern of monarchs.

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

... The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have a world to win. . . .

Source: Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*, 1848

- | | |
|---|--|
| 5 What conditions inspired the writing of this passage? | 6 Which leader agreed with the philosophy in this passage? |
| (1) economic inequality in industrial cities | (1) Fidel Castro |
| (2) government reforms to protect worker's rights | (2) Augusto Pinochet |
| (3) rise of powerful labor unions | (3) Jiang Jieshi [Chiang Kai-shek] |
| (4) decline of urban populations | (4) Maximilien Robespierre |
-

Base your answers to questions 7 and 8 on the statement below and on your knowledge of social studies.

... Prussia's borders according to the Vienna Treaties [of 1814–15] are not favorable for a healthy, vital state; it is not by speeches and majority resolutions that the great questions of the time are decided – that was the big mistake of 1848 and 1849 – but by iron and blood. . . .

Source: Speech by Otto von Bismarck, 1862

- | | |
|---|---|
| 7 This statement is most closely associated with which event? | 8 The opinion expressed in this statement was most likely influenced by |
| (1) Industrial Revolution | (1) fascist goals |
| (2) German Unification | (2) containment concerns |
| (3) Berlin Conference | (3) nationalistic feelings |
| (4) Ukrainian Holodomor | (4) appeasement policies |
-

Base your answers to questions 9 and 10 on the document below and on your knowledge of social studies.

Excerpts from the Meiji Constitution of 1889

ARTICLE II. The Imperial Throne shall be succeeded to by Imperial male descendants, according to the provisions of the Imperial House Law.

ARTICLE VI. The Emperor gives sanction to laws and orders them to be promulgated [developed] and executed.

ARTICLE XI. The Emperor has the supreme command of the Army and Navy.

ARTICLE XIII. The Emperor declares war, makes peace, and concludes treaties.

ARTICLE XV. The Emperor confers titles of nobility, rank, orders and other marks of honor.

ARTICLE XVIII. The conditions necessary for being a Japanese subject shall be determined by law.

ARTICLE XXIV. No Japanese subject shall be deprived of his right of being tried by the judges determined by law.

ARTICLE XXVIII. Japanese subjects shall, within limits not prejudicial to peace and order, and not antagonistic to their duties as subjects, enjoy freedom of religious belief.

ARTICLE XXIX. Japanese subjects shall, within the limits of law, enjoy the liberty of speech, writing, publication, public meetings and associations.

Source: Meiji Constitution of 1889, Asia for Educators, Columbia University online

9 Which statement about Japan is best supported by this document?

- (1) The people of Japan enjoyed great freedom while the power of the Emperor was quite limited.
- (2) The Japanese people could remove the Emperor if their rights were not protected.
- (3) The Emperor of Japan was required to seek counsel of the people before declaring war.
- (4) The rights of the Japanese people were protected under law but the Emperor held supreme authority.

10 What was a goal of Japan in the 19th century that most influenced the writing of this document?

- (1) expanding its trade networks by water from Asia to the Western Hemisphere
- (2) matching the technological and industrial advancements of the Western nations
- (3) gaining worldwide recognition for its large empire
- (4) decreasing its cultural and economic ties throughout Asia

Base your answers to questions 15 and 16 on the passage below and your knowledge of social studies.

It was dangerous to stand out from the crowd because of illness or any other reason. Once a prisoner became known to the guards, he or she was a target for abuse or “special” treatment. By staying invisible, by being nothing more than the number tattooed on your forearm, you stood a chance of living longer.

Disappearing in the crowd helped Helen stay alive for the two months she was in Auschwitz. During this time, she survived three more selections by Dr. Mengele. In the last, she was one of 300 women and teenage girls chosen to go to another barrack. Helen took this as a hopeful sign, because those selected for the gas chamber were never counted. Rumor soon spread that the women were going to be moved to a labor camp.

Source: Ayer et al., *Parallel Journeys*, Aladdin Paperbacks, 2000

- | | |
|---|--|
| 15 The human rights violations discussed in the passage occurred during the | 16 Which course of action was taken in response to the atrocities described in this passage? |
| (1) Holocaust | (1) issuance of the Potsdam Declaration |
| (2) Armenian Genocide | (2) creation of the policy of containment |
| (3) Rwandan Genocide | (3) holding of criminal trials at Nuremberg |
| (4) Amritsar Massacre | (4) signing of the Treaty of Versailles |

Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

. . . From the mound, Mr. Tanimoto saw an astonishing panorama. Not just a patch of Koi, as he had expected, but as much of Hiroshima as he could see through the clouded air was giving off a thick, dreadful miasma [fog]. Clumps of smoke, near and far, had begun to push up through the general dust. He wondered how such extensive damage could have been dealt out of a silent sky; even a few planes, far up, would have been audible. Houses nearby were burning, and when huge drops of water the size of marbles began to fall, he half thought that they must be coming from the hoses of firemen fighting the blazes. (They were actually drops of condensed moisture falling from the turbulent tower of dust, heat, and fission fragments that had already risen miles into the sky above Hiroshima.) . . .

Source: John Hersey, *Hiroshima*, Alfred A. Knopf, 1946

- | | |
|--|--|
| 17 Which situation most directly led to the event described in this passage? | 18 The event described in this passage resulted in |
| (1) German rejection of the Treaty of Versailles | (1) the expansion of World War II into Asia |
| (2) Japanese aggression in the Pacific | (2) Hiroshima's emergence as an important center for trade |
| (3) Russian demands that the Allies establish a second front | (3) an international agreement banning chemical weapons |
| (4) evacuation of Nationalist Chinese forces to Taiwan | (4) the development of a new type of arms race |

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

“LET’S GET A LOCK FOR THIS THING”



Source: Herblock, *Washington Post*, November 1, 1962 (adapted)

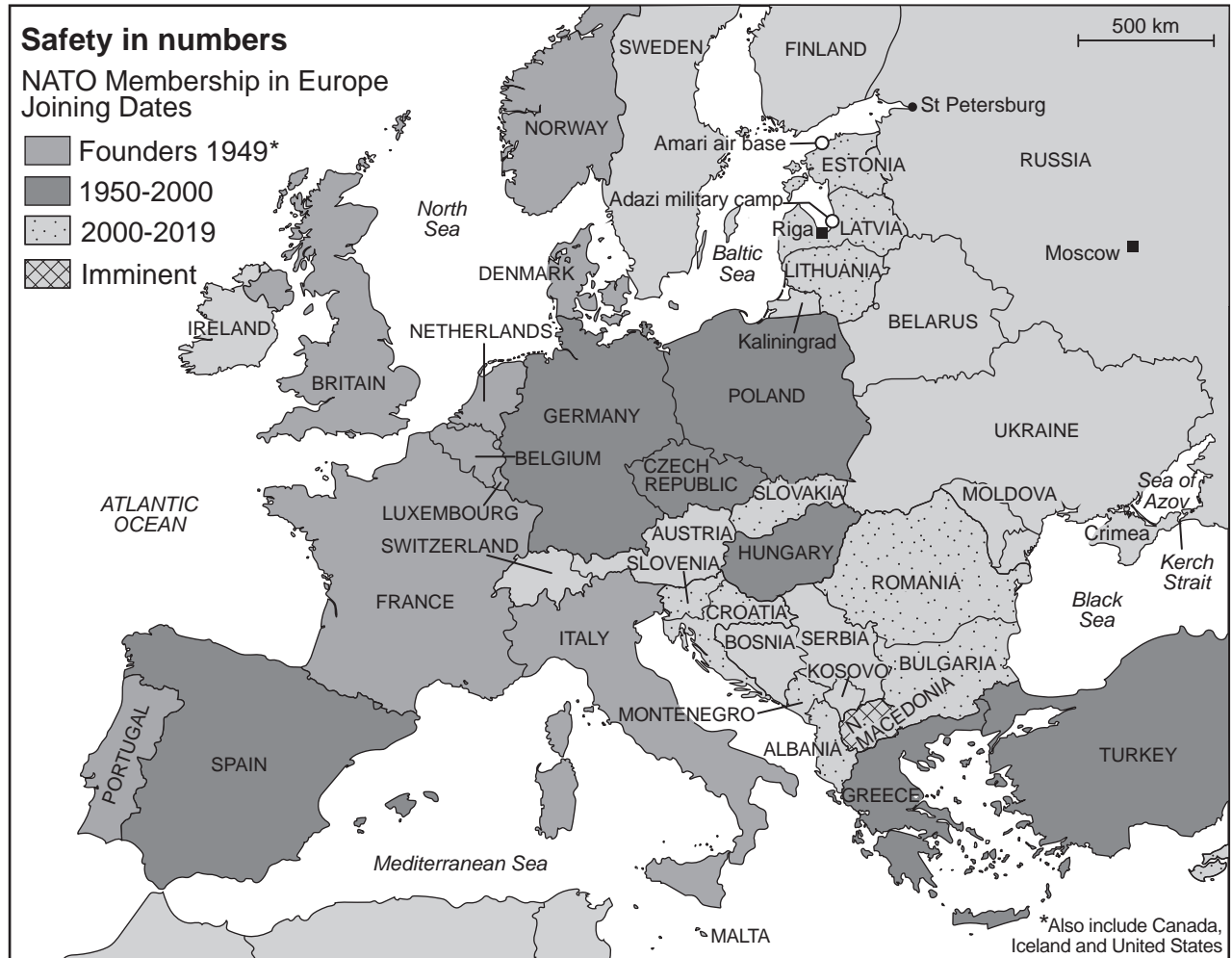
19 This political cartoon is most closely associated with which world event of the 20th century?

- (1) the Korean War
- (2) the Cuban missile crisis
- (3) the Soviet invasion of Afghanistan
- (4) the nuclear meltdown at Chernobyl

20 Based on this political cartoon, what statement about nuclear weapons is most accurate?

- (1) Nuclear weapons were largely ignored by countries' leaders in favor of conventional weapons.
- (2) Leaders of the world encouraged the use of nuclear weapons to solve conflict.
- (3) The dangers of nuclear weapons greatly concerned world leaders.
- (4) The failure of nuclear weapons disappointed the leaders of many countries.

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



Source: *The Economist*, March 16th-22nd, 2019 (adapted)

- 21 The international organization shown on this map was originally established to improve its
- (1) defensive capabilities during the Cold War
 - (2) participation in the economic benefits of globalization
 - (3) ability to counter the harmful effects of pollution and climate change
 - (4) access to development loans by the International Monetary Fund

- 22 The shift in membership after 2000 can best be explained as a response to the
- (1) construction of the Berlin Wall
 - (2) formation of the United Nations
 - (3) independence movements in Africa
 - (4) collapse of the Soviet Union

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

Chile, 1988



Source: Marcelo Montecino, Watson Institute for International and Public Affairs, Brown University

* ¿Dónde Están? = “Where are they?”

23 This photograph shows women demanding information about their relatives who disappeared

- (1) following a severe earthquake
- (2) while fighting in a war with Chile’s neighbors
- (3) after a mass migration
- (4) during a time of political repression

24 Which group of women took similar actions for similar reasons?

- (1) Mothers of the Plaza de Mayo in Argentina in the early 1980s
- (2) British suffragists who marched in the early 1900s
- (3) Saudi women driving into cities in early 2013
- (4) activists protesting the World Bank in 2002

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

. . . In 1991, while the attacking Tutsi rebels were gaining ground, speeches at Rwandan political meetings, notably at rallies held by the party of President Habyarimana and his ministers, consisted almost entirely of threats made against Tutsis. In Butare, home of the national university, professors vied with one another to publish historical screeds [rants] and anti-Tutsi diatribes [lectures]. In the broadcast studios of popular radio stations, Radio Rwanda and Radio Mille Collines, the Tutsis were referred to as “cockroaches.” Announcers, the two best known of whom were Simon Bikindi and Kantano Habimana, used humorous sketches and songs to call openly for the destruction of the Tutsis. . . .

Source: Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*, Farrar, Straus and Giroux, 2005

- | | |
|---|---|
| 25 Based on this passage, one can infer that popular radio programming | 26 Which situation in Rwanda led to the events described in this passage? |
| (1) gave hope to the Tutsis during the genocide | (1) the establishment of a classless society |
| (2) was used to help end the genocide | (2) ethnic rivalries promoted by colonial favoritism |
| (3) was not well known in Rwanda | (3) famine caused by environmental disaster |
| (4) was a propaganda tool that led to the Tutsis being seen as inferior | (4) a large influx of refugees |
-

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

A colossal hydroelectric dam being built on the Nile 2,000 miles upriver, in the lowlands of Ethiopia, threatens to further constrict Egypt’s water supply — and is scheduled to start filling this summer.

The dispute between Egypt and Ethiopia over the \$4.5 billion Grand Ethiopian Renaissance Dam — Africa’s largest, with a reservoir about the size of London — has become a national preoccupation in both countries, stoking patriotism, deep-seated fears and even murmurs of war.

To Ethiopians, the dam is a cherished symbol of their ambitions — a megaproject with the potential to light up millions of homes, earn billions from electricity sales to neighboring countries and confirm Ethiopia’s place as a rising African power.

After years of bumpy progress, including corruption scandals and the mysterious death of its chief engineer, the first two turbines are being installed. Officials say the dam will start filling in July.

That prospect induces dread in Egypt, where the dam is seen as the most fundamental of threats. . . .

Source: Walsh and Sengupta, “For Thousands of Years, Egypt Controlled the Nile. A New Dam Threatens That,” *New York Times*, February 9, 2020

- 27 What is one concern expressed in this passage?
- (1) scarcity of resources
 - (2) outsourcing of labor
 - (3) overproduction of agricultural products
 - (4) widening income gap between top and bottom earners

- 28 Which claim is best supported by this passage?
- (1) Infrastructure projects create jobs essential for development.
 - (2) Modernization benefits some but presents challenges to others.
 - (3) Lack of technology has hindered development in Africa.
 - (4) Sustainable agricultural production depends on the cultivation of cash crops.

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

The attack on the Bastille prison in Paris is seen by many as the first major violent event of the French Revolution.



Source: Jean-Pierre Houël, *The Storming of The Bastille*, July 14, 1789, World History Encyclopedia

29 Explain the historical circumstances that led to the scene shown in this painting. [1]

Score

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

Document 2

Jean-Paul Marat was a radical revolutionary who wrote political journals in Paris from 1789 until his death in July of 1793. His “Journal of the French Republic” was published daily and was one of hundreds of journals that emerged during this period. This article was published two days after the execution of King Louis XVI.

The Execution of the Tyrant

The head of the tyrant has just fallen under the sword of the law; the same blow has overturned the foundations of monarchy among us. I finally believe in the republic. . . .

The rest of the day was perfectly calm; for the first time since the federation the people seemed animated by a serene joy: one would have thought they had just participated in a religious celebration, delivered from the weight of oppression that had weighed on them for so long; and, penetrated by the sentiment of fraternity, all hearts gave themselves over to the hope for a happier future.

The execution of Louis XVI is one of those memorable events that mark an epoch [era] in the history of nations. It will have a prodigious [vast] influence on the fate of the despots of Europe, and on those peoples who have not yet broken their chains. . . .

The execution of Louis XVI, far from troubling the peace of the state [France], will only serve to strengthen it, not only by containing the internal enemies through terror, but also the external enemies. It will also give the nation new strength to push back the ferocious hordes of foreign henchmen [accomplices] who would dare bear arms against it. For there is no way of going back, and this is the position in which we find ourselves today: we must win or perish, a palpable [visible] truth that Cambon* rendered in a sublime image when he said at the tribune the day before yesterday: “We have finally docked on the isle of freedom, and we have burned the vessel that brought us there.”

Source: Jean-Paul Marat, *Journal of the French Republic*, 1793 (adapted)

* Joseph Cambon was a member of the Legislative assembly.

30 Based on this excerpt, explain Marat’s point of view regarding the effect King Louis XVI’s execution will have on political developments outside of France. [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

. . . Colonialism changed African societies in significant ways. For example, colonial rulers shifted the focus of African economies toward trade with Europe and grouped diverse and hostile societies within new colonial borders. But this period was not a complete departure from those that came before it. Relations between Europeans and Africans stretched back hundreds of years. What made the nineteenth-century different was that Europeans wanted to take away African sovereignty—the right of Africans to rule themselves. . . .

Source: Colonization and Independence in Africa, The Choices Program, Brown University, January 2014

32 Explain the historical circumstances that led to the developments described in Document 1. [1]

Score

GO ON TO THE NEXT PAGE ➞

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

Document 2

Harsh repression of African political activities made written African primary sources rare. The Song of Africa (Kenyan Song) was composed in 1957 by Kenyan political activists (Mau Mau) who were imprisoned by the British and provides an African perspective. Josiah Mwangi Kariuki, a fellow prisoner, published this song in 1963.

<p>God gave to the black people This land of Africa Praise the God who dwells in the high places For his blessings</p> <p>Chorus: We will continue in our praises Of the land of Africa From East to West From North to South</p> <p>After much suffering The country of Egypt Was delivered from bondage And received Freedom</p> <p>Abyssinia [Ethiopia] saw the light Shining down from the North Her people struggled mightily And rescued themselves from the mire</p>	<p>Now do we loudly rejoice To hear the story of Ghana The flag of Great Britain Has been lowered for all time there</p> <p>If you look round the whole of Kenya It is only a river of blood For we have our one single purpose To lay hold of Kenya's freedom</p> <p>Listen to the sobbing Of our brothers in South Africa Where they are being tormented By the tribe of Boers [also known as Afrikaners]</p> <p>We shall greatly rejoice In the unity of all the black people Let us create in our unity A United States of all Africa.</p>
---	--

Source: Todd Shepard, *Voices of Decolonization: A Brief History with Documents*, Bedford/St. Martin's Books, 2015

33 Based on this excerpt, explain Josiah Mwangi Kariuki's purpose for publishing the Song of Africa (Kenyan Song). [1]

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]

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

Emmeline Pankhurst was a suffragette in Britain in 1914.

THE DAILY MIRROR, Friday, May 22, 1914

The Militants' March to Buckingham Palace Fully Illustrated.

The Daily Mirror

LATEST CERTIFIED CIRCULATION MORE THAN 940,000 COPIES PER DAY

No. 3,300. Registered at the G.P.O. as a Newspaper. FRIDAY, MAY 22, 1914. One Halfpenny.

MRS. PANKHURST ARRESTED AT THE GATES OF BUCKINGHAM PALACE IN TRYING TO PRESENT A PETITION TO THE KING.



Forcing back the women at Constitution Hill

Suffragette faints after a scuffle

Chief Inspector Rolfe arrests Mrs. Pankhurst



Chasing the first woman to break through the cordon [fence]. She reached the pavement when she stumbled and fell, her arrest followed.

Source: *The Daily Mirror*, May 22, 1914 (adapted)

Document 2

In June 1919, Ho Chi Minh [Nguyen Ai Quoc] petitioned Allied leaders at the Paris Peace Conference but his petition was rejected. He founded the Communist Party in Vietnam in 1930.

. . . While waiting for the principle of national self determination to pass from ideal to reality through the effective recognition of the sacred right of all peoples to decide their own destiny, the inhabitants of the ancient empire of Annam [Vietnam], at the present time French Indochina, present to the noble governments of the entente [alliance] in general and in particular to the honourable French government the following humble claims: . . .

2. Reform of Indochinese justice by granting to the native population the same judicial guarantees as the Europeans have, and the total suppression of the special courts which are the instruments of terrorisation and oppression against the most responsible elements of the Annamite people.
3. Freedom of press and speech.
4. Freedom of association and assembly. . . .

In the name of the group of Annamite [Vietnamese] patriots . . .

Nguyen Ai Quoc [Ho Chi Minh]

Source: Ho Chi Minh, "Demands of the Annamite People,"
University of Massachusetts Library

Document 3

The Declaration of Purna Swaraj was written by the Indian National Congress and publicly declared on January 26, 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. . . .

We hold it to be a crime against man and God to submit any longer to a rule that has caused this fourfold [enormous] disaster to our country. We recognize, however, that the most effective way of gaining our freedom is not through violence. We will therefore prepare ourselves by withdrawing, so far as we can, all voluntary association from the British Government and will prepare for civil disobedience, including nonpayment of taxes. We are convinced that if we can but withdraw our voluntary help and stop payment of taxes without doing violence, even under provocation, the end of this inhuman rule is assured. We therefore hereby solemnly resolve to carry out the Congress instructions issued from time to time for the purpose of establishing *Purna Swaraj*.

Source: *Declaration of Purna Swaraj*, 1930

Document 4

After gaining freedom from czarist rule in 1918, Estonia was caught in the middle of the World War II conflict between Germany and the Soviet Union. This conflict ended with the Soviet Union once again annexing Estonia.

Embracing Estonia's Singing Revolution

Song has long been a cherished Estonian form of expression, a way to keep hold of their national character, especially in the face of foreign domination. As long ago as 1869 (during another era of Russian subjugation [control]), Estonians gathered in massive choirs to sing and to celebrate their cultural uniqueness. Later, during the Soviet era, a brave choir master, Gustav Ernesaks, had the nerve in 1947 to lead singers in Estonia's unofficial national anthem. For planting the seeds of the singing revolution to come, Ernesaks is still revered.

Finally, as the USSR began to crumble, the Estonians mobilized again, using song to demand independence. In 1988, they gathered — 300,000 strong, a third of the population — at the Song Festival Grounds outside Tallinn. Locals vividly recall coming out to sing patriotic songs while dressed in folk costumes sewn years before by their grandmothers. The next year, the people of Latvia, Lithuania and Estonia held hands to make the “Baltic Chain,” a human bond that stretched 400 miles from Vilnius, Lithuania, to Riga, Latvia, to Tallinn. Some feared a Tiananmen Square-type bloodbath, but the Estonians just kept singing.

This so-called Singing Revolution, peaceful and nonviolent, persisted for five years, and in the end, Estonians gained their freedom. It was a remarkable achievement: one million singing Estonians succeeded against 150 million Russian occupiers. . . .

Source: Rick Steves, “Embracing Estonia's Singing Revolution,”
Seattle Times, January 30, 2018

Document 5

Hu Yaobang served as an official in China under Deng Xiaoping and Premier Li Peng.

Chinese Students Begin Protests at Tiananmen Square, 1989

Six days after the death of Hu Yaobang, the deposed reform-minded leader of the Chinese Communist Party, some 100,000 students gathered at Beijing's Tiananmen Square to commemorate Hu and voice their discontent with China's authoritative communist government. The next day, an official memorial service for Hu Yaobang was held in Tiananmen's Great Hall of the People, and student representatives carried a petition to the steps of the Great Hall, demanding to meet with Premier Li Peng. The Chinese government refused such a meeting, leading to a general boycott of Chinese universities across the country and widespread calls for democratic reforms.

Ignoring government warnings of violent suppression of any mass demonstration, students from more than 40 universities began a march to Tiananmen on April 27. The students were joined by workers, intellectuals, and civil servants, and by mid-May more than a million people filled the square, the site of communist leader's Mao Zedong's proclamation of the People's Republic of China in 1949. On May 20, the government formally declared martial law in Beijing, and troops and tanks were called in to disperse the dissidents. However, large numbers of students and citizens blocked the army's advance, and by May 23 government forces had pulled back to the outskirts of Beijing. . . .

Source: "Chinese Students Begin Protests at Tiananmen Square," *History*

This page left blank intentionally.

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?		1 2 3 4 5	
Which documents can be used to develop the explanation for this issue?		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?		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 20 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II