

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Tuesday, August 18, 2026 — 12:30 to 3:30 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 answer to question 1 on the passage below and on your knowledge of social studies.

. . . Daimyo came under the centralizing influence of the Tokugawa shogunate in two chief ways. In a sophisticated form of hostage-taking that was used by the shogunate, the daimyo were required to alternate their residence between their domains and the shogun's court at Edo (now Tokyo) in a system called *sankin kōtai*. Second, since shogunate law took precedence within the country, the daimyo adopted within their domains the general principles of Tokugawa law and bureaucratic procedure. . . .

Source: *Encyclopedia Britannica*

1 One effect of the policy described in this passage was that it

- (1) promoted local resistance
 - (2) strengthened the power of the shogun
 - (3) renewed trade agreements
 - (4) increased the wealth of the samurai
-

Base your answer to question 2 on the passage below and on your knowledge of social studies.

. . . If the mainspring [foundation] of popular government in peacetime is virtue, the mainspring of popular government in revolution is virtue and terror both: virtue, without which terror is disastrous; terror, without which virtue is powerless. Terror is nothing but prompt, severe, inflexible justice; it is therefore an emanation [beginning] of virtue; it is not so much a specific principle as a consequence of the general principle of democracy applied to the homeland's most pressing needs. . . .

Source: Maximilien Robespierre, February 5, 1794

2 Based on this passage, which statement best describes the author's point of view?

- (1) Force is necessary to achieve political goals.
 - (2) The French monarchy can maintain peace through divine right.
 - (3) Passive resistance is the only way to achieve peaceful revolution.
 - (4) Leaders are bound by the will of the people.
-

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

. . . The French Revolution angered and horrified Catherine. It likewise opened her eyes to the great distance between herself and Diderot. She could not understand how “bootmakers and cobblers” could presume to know more than a king about running a nation. She realized that her position as absolute ruler was incompatible with the Enlightenment ideas that had sparked the Revolution. Therefore, she imposed Russia’s first system of censorship, banning the publication of books that “appeared doubtful, likely to corrupt morals, concerned with the government, and, above all, dealt with the French Revolution and the execution of the French king.” She sentenced a Russian writer to death for his article that called for freeing the serfs, accusing him of introducing “French revolutionary principles into Russia.” She censored the literature of the French philosophers she had always promoted. This Catherine was far different from the young tsarina who, in 1762, had invited Diderot to publish his *Encyclopedie* in Russia after the French censors had suspended its publication. . . .

Source: Stephanie Prescott, “Catherine II,” *Calliope*, May/June, 1997

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|---|---|
| <p>3 Based on this document, what response was taken by Catherine the Great of Russia when she learned of the French Revolution?</p> <ul style="list-style-type: none">(1) She increased communication with Enlightenment thinkers such as Diderot.(2) She strictly limited what could be written and published in her country.(3) She enacted legislation that would free the serfs in Russia.(4) She executed all French citizens living within Russian borders. | <p>4 Which claim about Catherine the Great is best supported by this document?</p> <ul style="list-style-type: none">(1) Her enlightened ideals ended when they threatened her absolute rule.(2) The French Revolution led to an increase in individual freedoms in Russia.(3) Her policies resulted in more freedom of the press.(4) The French Revolution increased her desire for democratic reforms. |
|---|---|

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

“My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.”

Source: Factory Inspector's Report, *British Parliamentary Papers*, 1836

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|---|--|
| <p>5 This report was created in order to</p> <ul style="list-style-type: none">(1) illustrate how most families in Britain had an improved standard of living(2) provide proof that Taylor, Ibbotson & Co. was following labor laws(3) demonstrate how many children and workers had managed to unionize(4) provide evidence of child labor abuses being committed by factory owners | <p>6 Which change occurred as a result of this and other similar reports?</p> <ul style="list-style-type: none">(1) Less urbanization occurred as people moved from cities to rural areas.(2) New legislation was implemented to protect the rights of factory owners.(3) Britain began a shift from socialism to capitalism.(4) Britain enacted basic education requirements and child labor reform. |
|---|--|
-

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

I am going out of Rome. Whoever is willing to follow me will be received among my people. I ask nothing of them but a heart filled with love for our country. They will have no pay, no provisions, and no rest. I offer hunger, cold, forced marches, battles and death. Whoever is not satisfied with such a life must remain behind. He who has the name of Italy not only on his lips but in his heart, let him follow me.

Source: Speech by Giuseppe Garibaldi, July 2, 1849

- | | |
|--|--|
| <p>7 Which course of action is being encouraged in this speech?</p> <ul style="list-style-type: none">(1) economic reform(2) self-sacrifice for the nation(3) nonviolent resistance(4) ethnic tolerance | <p>8 Based on this speech, Giuseppe Garibaldi was similar to Otto von Bismarck in that both</p> <ul style="list-style-type: none">(1) supported using military force to unify their countries(2) were unpopular within their respective countries(3) sought revenge against Germany(4) were chosen to become king |
|--|--|
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Base your answer to question 9 on the passage below and on your knowledge of social studies.

The British response to the revolt was threefold. First, administrators decided that the British East India Company had become a cumbersome anachronism [an inefficient system], and in 1858 India at last came fully under the jurisdiction [control] of the British state. In 1876 Queen Victoria took the title of empress of India, the first time the British monarch was formally identified as the ruler of an empire. Second, India had to be ruled more tightly, with a higher ratio of troops from the British isles to those from India and with an activist agenda of promoting progress that might ease economic tensions—more railroads, more education facilities. Third, India had to be ruled more carefully. Land taxes were lowered, and care was taken regarding the alienation [taking away] of land. The government pledged not to annex any more states, except those that had joined the Mutiny, and it eventually recognized approximately six hundred princely states within India. . . .

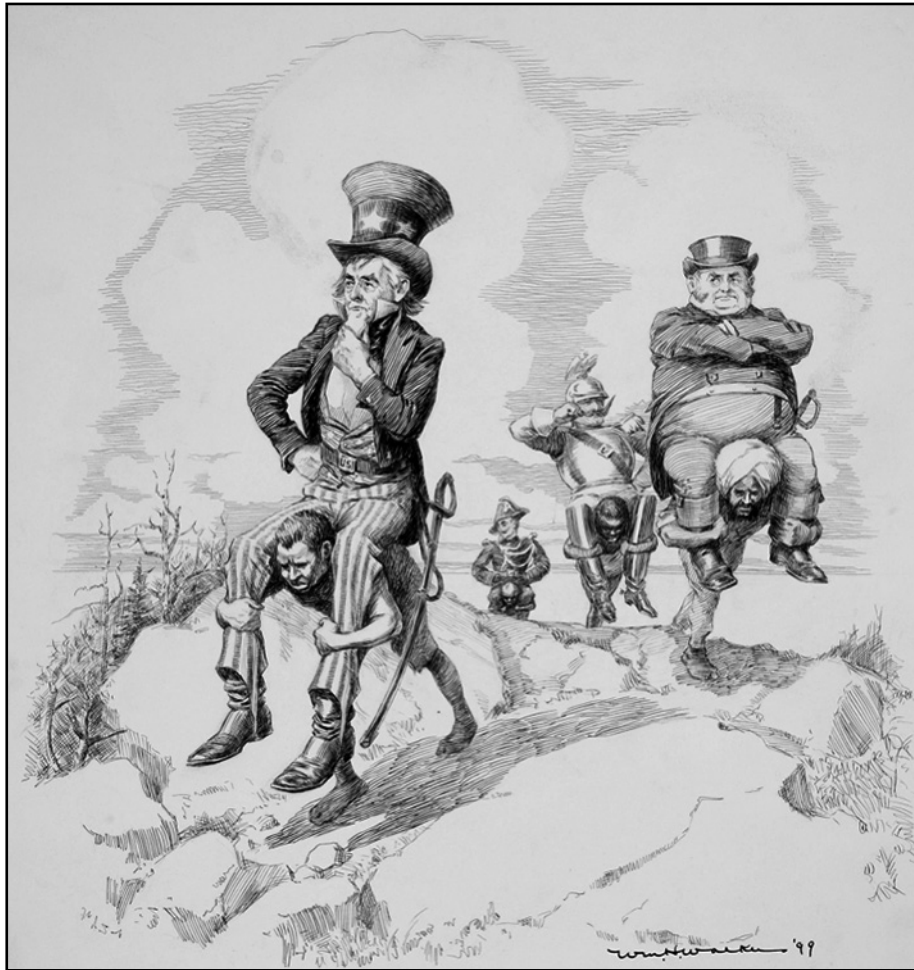
Source: Burbank and Cooper, *Empires in World History*, Princeton University Press, 2010

9 Which turning point resulted from the actions described in this passage?

- (1) the British government taking direct control over India
 - (2) the termination of Indian resistance to British rule
 - (3) the end of the British use of Indian soldiers in colonies
 - (4) the British East India Company growing in power and prestige
-

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

“The White (?) Man’s Burden”



Source: William H. Walker, *Life*, March 16, 1899

10 Which point of view is expressed in this 1899 cartoon?

- (1) Industrialized nations should bring civilization to less-developed areas.
- (2) European nations could learn from the people they conquered.
- (3) Many regions welcome the guidance of imperial nations.
- (4) Colonized peoples suffer under Western colonial policies.

11 What is one long-term result of the historical development illustrated in this cartoon?

- (1) the creation of utopian socialism
- (2) the growth of independence movements
- (3) the establishment of economic equality
- (4) the restoration of hereditary monarchies

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

. . . This is boycott and this is what is meant when we say, boycott is a political weapon. We shall not give them assistance to collect revenue and keep peace. We shall not assist them in fighting beyond the frontiers or outside India with Indian blood and money. We shall not assist them in carrying on the administration of justice. We shall have our own courts, and when time comes we shall not pay taxes. . . .

Source: Bal Gangadhar Tilak, Address to the Indian National Congress, 1907

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|---|---|
| 12 The actions described and promoted in this passage are examples of | 13 Which individual engaged in actions similar to those promoted in this passage? |
| (1) collective bargaining | (1) Ho Chi Minh |
| (2) censorship | (2) Mikhail Gorbachev |
| (3) civil disobedience | (3) Augusto Pinochet |
| (4) economic interdependence | (4) Mohandas Gandhi |
-

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

. . . Austria-Hungary was an empire made up of a group of provinces located in Central Europe. While its two largest ethnic groups were German and Hungarian, in 1914 there were also forty million Slavs—Poles, Croats, Bosnians, Serbians, Czechs, and Slovaks—living within the empire because their territories had been occupied by the Austrians. Most of these Slavic people hated being ruled by the Austrians. Burning for the day they would be free, some plotted to break up the empire and return the Slavic provinces to their rightful people.

The small Slav kingdom of Serbia supported these desires. Its government looked the other way as extremist groups, bent on using violence and destruction against Austria, organized within its borders. It was one of these terrorists, a nineteen-year-old named Gavrilo Princip, who calmly stepped out in front of Archduke Ferdinand's car during the prince's ceremonial visit to the city of Sarajevo (in modern-day Bosnia). Aiming carefully, Princip fired twice. The archduke's wife, Sophie, instantly crumpled, and blood gushed from the archduke's neck. Fifteen minutes later, both the future ruler of Austria-Hungary and his wife were dead. . . .

Source: Candace Fleming, *The Family Romanov*, Schwartz & Wade, 2014

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|--|---|
| 14 Which claim is best supported by this passage? | 15 Based on this passage, which concept influenced the actions of the Serbian people? |
| (1) Slavic people wanted to remain in the Austro-Hungarian Empire. | (1) laissez-faire (3) appeasement |
| (2) The Austro-Hungarian Empire consisted of many ethnic groups. | (2) nationalism (4) nonalignment |
| (3) Austro-Hungarian leaders eliminated all threats of separatism in their empire. | |
| (4) Serbia refused to support groups looking to separate from the Austro-Hungarian Empire. | |
-

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



Source: Philip Dorf, *Visualized Modern History*,
Oxford Book Company, 1937

16 Which claim about the effects of World War I is best supported by this illustration?

- (1) The victorious nations benefitted financially as a result of World War I.
- (2) The victorious nations had more casualties from the war than the defeated nations.
- (3) Economic hardships of the defeated nations were addressed by the victorious nations.
- (4) Both the victorious and defeated nations faced significant financial obstacles.

17 Which nation is most likely represented by the kneeling soldier in this illustration?

- | | |
|-------------------|-------------|
| (1) United States | (3) Germany |
| (2) Great Britain | (4) Japan |

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

Berlin Airlift Time Line

February 1945:
Yalta Conference: Germany is divided into zones by the Allied leaders.



Source: *World History: Perspectives on the Past*, D.C. Heath and Company (adapted)

June 24, 1948:
Soviets block entry to Berlin from the west beginning the Berlin blockade.

June 25, 1948:
Berlin Airlift: British and United States forces send supplies into Berlin by air drops from planes.



Source: Robert A. Divine, et al., *America Past and Present*, Longman

- 18 This time line would be most useful to a person attempting to understand the
- (1) reasons for the creation of the atomic bomb
 - (2) tension between the Cold War superpowers
 - (3) development of airplane technology during war
 - (4) reasons for the failure of the League of Nations

- 19 What was an effect of the situation presented in this time line?
- (1) The United States threatened to use nuclear weapons to end the blockade.
 - (2) The United States built a wall around Berlin.
 - (3) The Cold War in Europe came to an end.
 - (4) The Soviet Union ended the blockade to prevent war.

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

Photographs of F.W. de Klerk and Nelson Mandela



Source: Nelson Mandela, *Long Walk to Freedom*, Little, Brown and Company, 1994

20 These photographs show a turning point in history because they represent

- (1) the dismantling of apartheid
- (2) the promotion of Afrikaaner power
- (3) a return to traditional religions
- (4) a declining role for the African National Congress

21 The events depicted in these photographs were a result of

- (1) armed conflicts with neighboring nations
- (2) international boycotts and internal uprisings
- (3) independence movements away from the Dutch Empire
- (4) creation of the Truth and Reconciliation Commission

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

. . . In my village [in Egypt], I have a friend. He is a peasant and we are very close. He lives in a big mud hut, and the animals (buffalo, sheep, cows, and donkeys) live in the house with him. Altogether, in the household, with the wife and children of his brother, his uncle, the mother, and his own family, there are thirty people. He wears a long *galabeya* (robe), works in the fields for long hours, and eats food cooked in the mud oven.

But when he married, he rode around the village in a hired Peugeot car with his bride. She wore a white wedding dress, her face was made up like a film star, her hair curled at the hairdresser's of the provincial town, her finger and toe nails manicured and polished, and her body bathed with special soap and perfumed. At the marriage ceremony, they had a wedding cake, which she cut with her husband's hand over hers. Very different from the customary rural marriage ceremony of his father. And all this change in the notion of beauty, of femininity, of celebration, of happiness, of prestige, of progress happened to my peasant friend and his bride in one generation.

The culprit [offender], or the benevolent agent, depending on how you see it, was television. . . .

Source: Sherif Hetata, "Dollarization, Fragmentation, and God," *The Cultures of Globalization*, Duke University Press, 1998

22 Which argument is best supported by this passage?

- (1) Popular beauty aids and bathing practices carry hidden health risks.
 - (2) The diffusion of modern technology has changed local cultural practices.
 - (3) The spread of democracy has led to an erosion of traditional religious values.
 - (4) Tariffs on international trade would improve people's standard of living.
-

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

Southern Sudan

. . . Even though the water spraying out of the borehole was brown and muddy, some of the little boys wanted a drink right away. But their mothers held them back. The men kept on working with the drill. Their leader talked to Nya's uncle and father and some of the other village men.

Later, Dep explained things to her. "Don't worry!" he said. "The water is muddy because it is still mixed with the old water that they were using from the pond. They have to drill farther down, to make sure of getting deep enough into the good clean water underground. And then they have to put in the pipes, and make a foundation with the gravel, and then install the pump and pour cement around it. And the cement has to dry."

It would be several more days before they could drink the water, Dep said.

Nya sighed and picked up the big plastic can. Yet another walk to the pond. . . .

Source: Linda Sue Park, *A Long Walk to Water*, Houghton Mifflin Harcourt, 2010

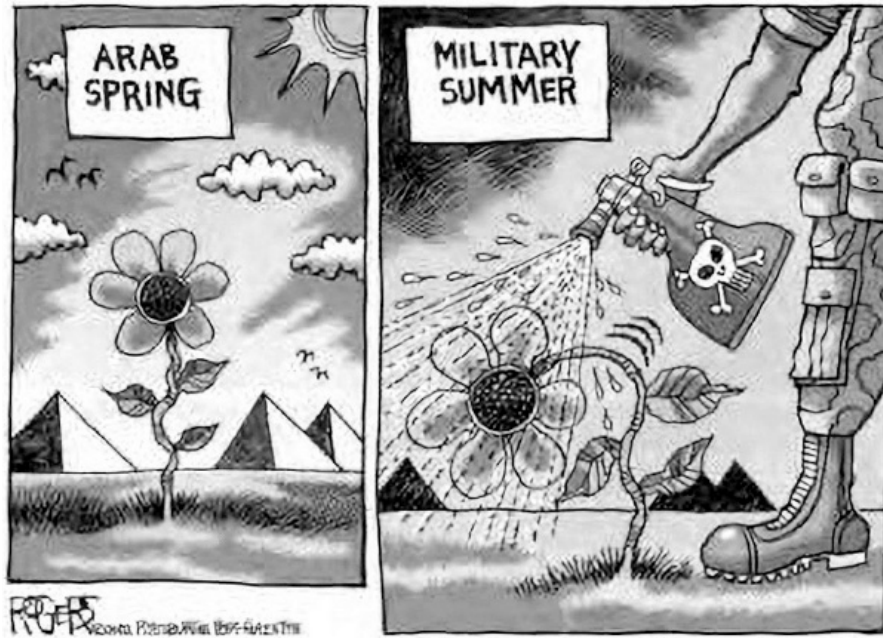
23 Which claim about southern Sudan is best supported by this passage?

- (1) Modern wells will improve the overall health of the people of the region.
- (2) Modifying the environment will increase the risk of flooding.
- (3) Landlocked areas will now see increased water travel.
- (4) The availability of oil will foster economic development in this region.

24 An economist would find this passage most useful for studying how societies are

- (1) building housing to address population increases
- (2) responding to climate change by developing alternative sources of energy
- (3) modifying the environment to secure natural resources
- (4) developing new farming methods in order to increase food production

Base your answer to question 25 on the cartoon below and on your knowledge of social studies.



Source: Rob Rogers, *Pittsburgh Post-Gazette*, 2012

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

- (1) Exposing corruption guarantees victory.
 - (2) Government actions hinder the growth of democracy.
 - (3) Meaningful reform requires foreign aid.
 - (4) Conflicts over religious and secular values are quickly solved.
-

Base your answer to question 26 on the quotations below and on your knowledge of social studies.

Quotes from Kemal Atatürk:

“Everything we see in the world is the creative work of women.”

“The cornerstone of education is an easy system of reading and writing. The key to this is the new Turkish alphabet based on the Latin script.”

“In order to raise our new Turkey to the level that she is worthy of, we must, under all circumstances, attach the highest importance to the national economy.”

“Sovereignty belongs unconditionally to the people.”

Source: Kemal Atatürk

26 How did the views expressed in these quotations lead to a turning point in Turkish history?

- (1) They transformed Turkey into a communist nation.
 - (2) They pushed Turkey toward adopting more secular policies.
 - (3) They encouraged Turkey to establish isolationist policies.
 - (4) They ended tensions between religious groups in Turkey.
-

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

As Hong Kong grapples with draconian [oppressive] new security laws, the tiny territory is emerging as the front line in a global fight between the United States and China over censorship, surveillance and the future of the internet.

Long a bastion [supporter] of online freedom on the digital border of China's tightly managed internet, Hong Kong's uneasy status changed radically in just a week. The new law mandates police censorship and covert digital surveillance, rules that can be applied to online speech across the world.

Now, the Hong Kong government is crafting web controls to appease the most prolific [abundant] censor on the planet, the Chinese Communist Party. And the changes threaten to further inflame tensions between China and the United States, in which technology itself has become a means by which the two economic superpowers seek to spread influence and undercut each other. . . .

Source: Paul Mozur, "In Hong Kong, a Proxy Battle Over Internet Freedom Begins,"
New York Times, July 7, 2020

27 Which claim about internet access in Hong Kong is best supported by this document?

- (1) Hong Kong lacked the technology to provide its people with internet capabilities.
- (2) Hong Kong authorities were forced to implement severe limitations on internet access.
- (3) Citizens of Hong Kong had little interest in the internet.
- (4) The United States attempted to limit access to the internet in Hong Kong.

28 Which action is directly opposed to the events in this document?

- (1) Voltaire advocating for freedom of speech during the Enlightenment
- (2) book-burning campaigns during the Nazi rule of Germany
- (3) Joseph Stalin purging political dissidents
- (4) the Tokugawa Shogunate implementing the Seclusion Edicts

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)

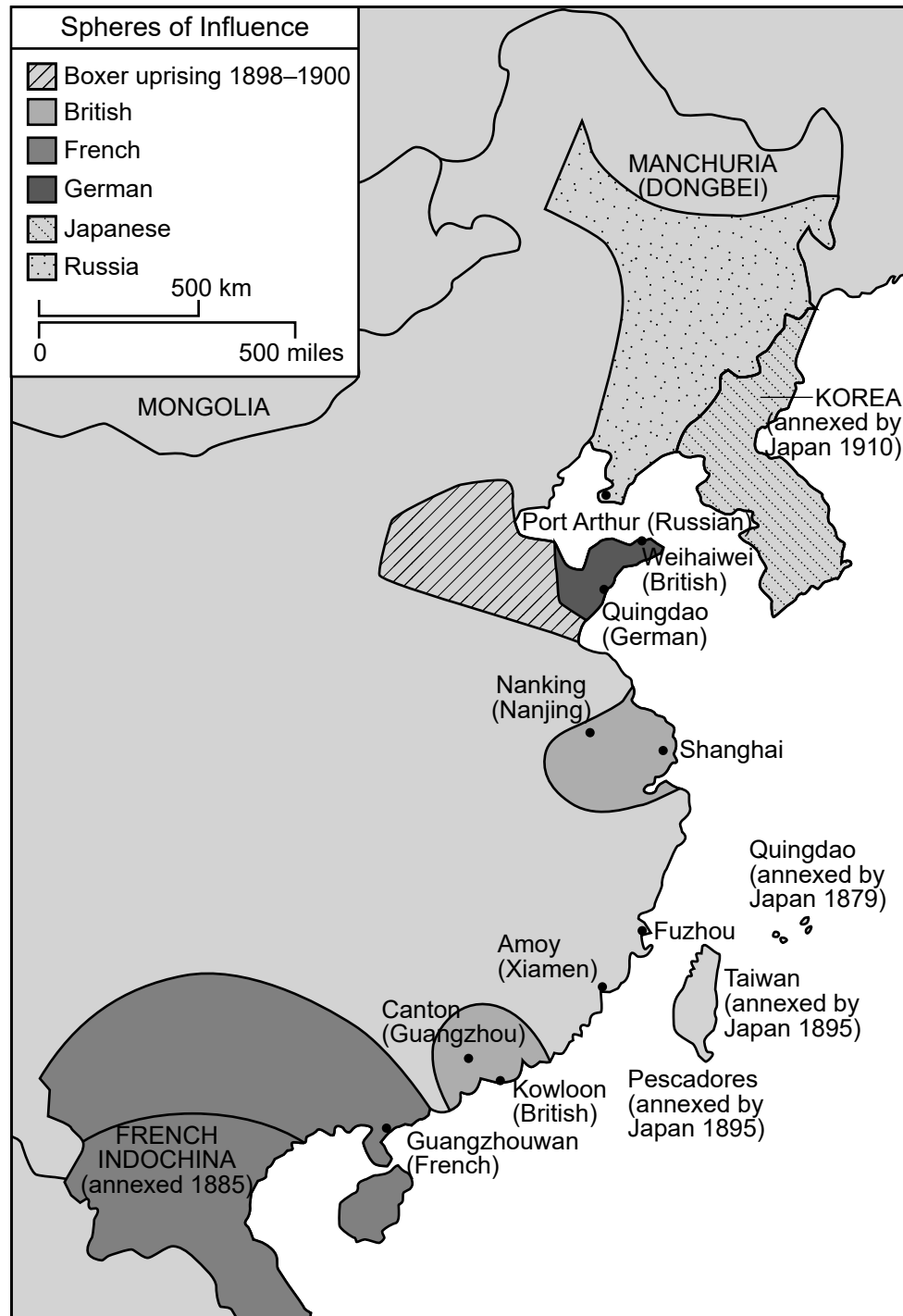
Short-Answer CRQ Set 2 Structure

- 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



Source: R. Keith Schoppa, *Twentieth Century China*, Oxford University Press, 2011 (adapted)

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 historical developments shown on this map. [1]

Score

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

Document 2

About a year after the revolutionary overthrow of the Qing (Manchu) Dynasty, China was politically divided. During this time, various factions, including nationalists and warlords, competed for control of the republic. Ching Chun Wang, a representative of the new Chinese Republic, visited the United States. This excerpt is from an article written by Ching for an American magazine in January 1913.

The Chinese millions have given the world the greatest revolution of modern times in the most civilized manner known to history. We have emancipated ourselves from the imperial yoke, not by brute force but by sheer reasoning and unparalleled toleration. Within the amazingly short period of four months, and without shedding over one hundredth part of the blood that has been shed in other similar revolutions, we have transformed our immense country from an empire of four thousand years' standing into a modern democracy. After having set this new standard of sanity in revolutions, we have organized ourselves into the newest republic, following up-to-date patterns. Now we come forward with hands and hearts open to join the sisterhood of nations, and all we ask is that the world will permit us to join its company. We are born into the world as a nation, and we wish to be registered as a part of the world. We ask for recognition of our Republic because it is an accomplished fact. Neither our modesty nor our sense of self-respect will ever allow us to make another request if any party can show us that the Chinese Republic is not a fact. . . .

During the past seven months China has rushed through her great drama with appalling speed and audacity [boldness]. She has run the hardest Marathon known in history. After reaching her goal, breathless, she nervously but confidently looks to the world for the recognition due to every such runner. She stretches out her hands to America first, because she prefers to have her best friend be the first in giving her this deserved encouragement. Now, will America understand the truth? Will America listen to her plea?

Source: Ching Chun Wang, "A Plea for the Recognition of the Chinese Republic," *The Atlantic*, January 1913

30 Based on this excerpt, explain how the audience affects what Ching includes in his article. [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 (32–34): 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

December 24, 1979: The Invasion Begins



Source: "Soviet War in Afghanistan," BBC News (adapted)

*garrison = military base

. . . By the late 1980s, the mujahedeen [Islamic guerilla fighters] had battled the mighty Red Army to a stalemate. Finally, the Soviet Union gave up, pulling out the last of its troops early in 1989.

The war had taken a terrible toll on both sides. As many as 1.5 million Afghans died, including hundreds of thousands of civilians, out of a population of 15 million.

On the Soviet side, 15,000 soldiers died and another 11,000 returned home disabled. In addition, the war's enormous expense intensified already crushing economic problems at home. Public discontent, and tempers, ran high. . . .

Back in Afghanistan, chaos reigned. With the Soviets gone, the tribal bands of the mujahedeen were battling each other for supremacy. Tens of thousands more lives were lost and much of Kabul, the capital, was reduced to rubble. . . .

Source: Lawrence M. Paul, "Afghanistan: How We Got There," *New York Times Upfront*, February 8, 2010

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

- 32 Explain the geographic context for the historical developments shown on this map and described in this excerpt. [1]

Score

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

Document 2

The Tet Offensive began on January 30, 1968. It was a coordinated series of attacks by the Communist North Vietnamese on more than 100 cities and outposts in South Vietnam.

For the President from [Ambassador] Bunker. Herewith my thirty-eighth weekly message. . . .

Enemy attacks have resulted in heavy damage in many cities and towns. We do not yet have an accurate count of the number of houses destroyed or refugees created, but we do have enough information to know that there has been very considerable property damage. As of this morning, the refugee count in the Saigon metropolitan area was 93,000 and for the country as a whole about 190,000. Thus far, with 31 provinces out of 50 reporting, even though sketchily, we estimate the number of evacuees (many of whom will return home as soon as fighting subsides) may reach between 250,000 and 300,000. About 15,000 homes are reported destroyed though this figure will undoubtedly increase. Civilian casualties compiled from preliminary figures total almost 800 dead and 7,500 injured, though this also is probably much under the actual total. Some important installations, such as hospitals, radio stations, and power plants, have also been damaged. The GVN [Government of the Republic of Vietnam], however, has taken prompt measures to deal with all these problems through the Joint Task Force, which I mentioned in my last message and to which I shall refer in more detail later in this report. . . .

Source: Telegram from Ambassador to South Vietnam Ellsworth Bunker in Saigon to the United States Department of State, February 8, 1968

33 Explain the purpose of this telegram to the Department of State. [1]

Score

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

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 in the conflicts described in Documents 1 **and** 2. [1]
- b) Explain the similarity **or** difference you identified using evidence from **both** documents. [1]

34a Score

34b Score

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

. . . *Starvation, exhaustion, and exposure.* As news of the terror spread, hundreds of thousands of people fled their villages. In retaliation, soldiers often took their animals and burned their huts and crops, leaving them no food. This pattern of action was established even before the rubber boom, when Leopold's soldiers were looking primarily for ivory and for porters [people who carry large loads] and food for themselves. A Swedish lieutenant describes such a raid in 1885 in the lower Congo rapids district: "When we were approaching there was a terrible tumult [commotion] in the village. The natives . . . were completely taken with surprise. We could see them gather what they could of their belongings and escape into the deep thick woods. . . . Before I left the place I had the village plundered of the large number of goats, hens and ducks that were there. . . . Then we abandoned the village and retired to a better place for our noon rest." . . .

Hunger also struck villagers who did not flee into the forest, because if they were near a rubber post they had to give up much of their bananas, manioc, fish and meat to feed the soldiers. The village of Bumba in the A.B.I.R*. concession, for example, had only a hundred families, but it was expected each month to deliver fifteen kilos of yams or similar vegetables, in addition of five pigs to fifty chickens. Furthermore, villages like this one usually had to come up with all the food while their able-bodied men were in the forest, desperately searching for rubber. Without the manpower to clear new garden plots, so essential in farming the fragile soil of the rain forest, the women often replanted worn-out fields. Harvests declined, and in the old A.B.I.R. region the period is remembered today as *lonkali*, the time of famine.

Untold thousands of people, women, children, and the elderly, died as hostages. Soldiers kept them in dirt compounds, often in chains, feeding them little or nothing until the men of a village brought in the demanded amount of rubber — something that might take weeks. In one stockade in 1899, prisoners were found to be dying at the rate of three to ten a day. . . .

Source: Adam Hochschild, *King Leopold's Ghost*, Houghton Mifflin Company, 1998

*A.B.I.R.: Anglo-Belgian India Rubber company, a British and Belgian company hired by Leopold to extract rubber

Document 2

After the Ukrainian kulaks attempted to resist Stalin's plans to collectivize their farms, the Soviet government retaliated against them.



Source: *Chicago American*, February 25, 1935 (adapted)

Document 3

In September 1939, the Nazis invaded Poland which was home to a large Jewish population.

When the Nazis conquered Poland, they immediately began dealing with the Jewish population. The first step was to identify Jews and separate them from non-Jews. To do this, they established ghettos, special neighborhoods for Jews in the cities and towns of Poland.

The Central Office for Reich Security (RSHA), a branch of Hitler's dreaded SS, created the ghettos and later controlled them. They began by closing off a slum area in a city or town and forcing Jews to live there.

Jews were driven from their homes, many with little more than the clothes on their backs. Thousands crowded into neighborhoods meant for a few hundred. The result was chaos. . . .

Jews were crowded into filthy, lice-infested apartments. For lack of firewood, they froze to death in the brutal Polish winters. Epidemic diseases such as typhus and tuberculosis claimed thousands of lives. Slow starvation claimed even more. In one six month period, five thousand Jews died of starvation in the Lodz ghetto alone. . . .

Source: Linda Jacobs Altman, *The Jewish Victims of the Holocaust*, Enslow Publishers, 2003

Document 4

Mao's Great Leap Forward was a failed attempt to increase industrial and agricultural production throughout China.

. . . This famine, which was nationwide, started in 1958 and lasted through 1961, peaking in 1960. That year, the regime's own statistics recorded, average daily calorie intake fell to 1,534.8. According to a major apologist [defender] for the regime, Han Suyin, urban housewives were getting a maximum 1,200 calories a day in 1960. At Auschwitz, slave-laborers got between 1,300 and 1,700 calories per day. They were worked about eleven hours a day, and most who did not find extra food died within several months. . . .

While all this was happening, there was plenty of food in state granaries [a place for storing grain] which were guarded by the army. Some food was simply allowed to rot. A Polish student saw fruit "rotting by the ton" in southeast China in summer-autumn 1959. But the order from above was: "Absolutely no opening the granary door even if people are dying of starvation." . . .

Source: Chang and Halliday, *Mao: The Unknown Story*, Anchor Books, 2006

Document 5

In the 1970s, Cambodia was taken over by the Khmer Rouge, led by Pol Pot.

. . . Food was power. For all the talk about a revolutionary society in which everyone was equal, those at the top ate reasonably well and those of us at the bottom were chronically malnourished. Every day, when the gong rang for lunch, *mit neary* [a female soldier] brought a vat of watery rice to a hillock [small hill] in the fields and ladled watery rice into bowls for the 'new' people. Meanwhile, the soldiers went off to the Khmer Rouge headquarters, the row of three houses near the railroad tracks. The rest of us had seen oxcarts laden with supplies pull up to those three houses. We saw the smoke from the cooking fires every day. We didn't need to be told what was happening inside. But when the soldiers came back to the rice fields, licking their lips, looking well fed and content, they pretended not to have eaten anything at all. They took up bowls and ate watery gruel [porridge] the same as we did. They spooned the liquid into their mouths with loud slurping noises and said 'Look. We eat like you. Exactly the same food. It's enough for us, so it should be enough for you. You people really are lazy. You must work harder, to show your gratitude to Angka [ruling body of Khmer Rouge].' . . .

Source: Ngor and Warner, *Survival in the Killing Fields*, Basic Books, 1987

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 **25** to review the task.

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

