

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 15, 2010 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I 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.

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

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

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which document is considered a primary source?

- (1) encyclopedia article
- (2) modern textbook
- (3) biography
- (4) personal correspondence

2 Which title best completes the partial outline below?

- I. _____
- A. Located in a region of volcanoes and earthquakes
 - B. Has limited mineral resources
 - C. Concentration of population in coastal plains

- (1) Geographic Features of Japan
- (2) Environmental Challenges in Mongolia
- (3) Economic Issues Facing Saudi Arabia
- (4) Factors Affecting British Industrialization

3 Which Neolithic Revolution development led to the other three?

- (1) complex civilizations
- (2) surplus of food
- (3) division of labor
- (4) domestication of plants and animals

4 • The Ganges River is sacred to people practicing Hinduism.
• Shinto shrines are usually located near mountains or lakes.
• The Jordan River is a site of many Christian baptisms.

Which conclusion is most valid based on these statements related to belief systems?

- (1) The Middle East was the birthplace of these belief systems.
- (2) Water plays an important role in these belief systems.
- (3) Pilgrimages to mountainous regions are encouraged by these belief systems.
- (4) Understanding nature is a requirement of these belief systems.

Base your answer to question 5 on the illustration below and on your knowledge of social studies.



Source: Wilson G. Turner, *Maya Designs*,
Dover Publications

5 Which element of civilization is most clearly shown in this Maya artwork?

- (1) urbanization
- (2) a system of education
- (3) a code of laws
- (4) social classes

6 Which achievements are most closely associated with the Tang and Song dynasties of China?

- (1) wheel and stirrup
- (2) chinampas and calendar
- (3) gunpowder and movable wooden type
- (4) mosaics and domes

7 Korea has frequently served as a cultural bridge between

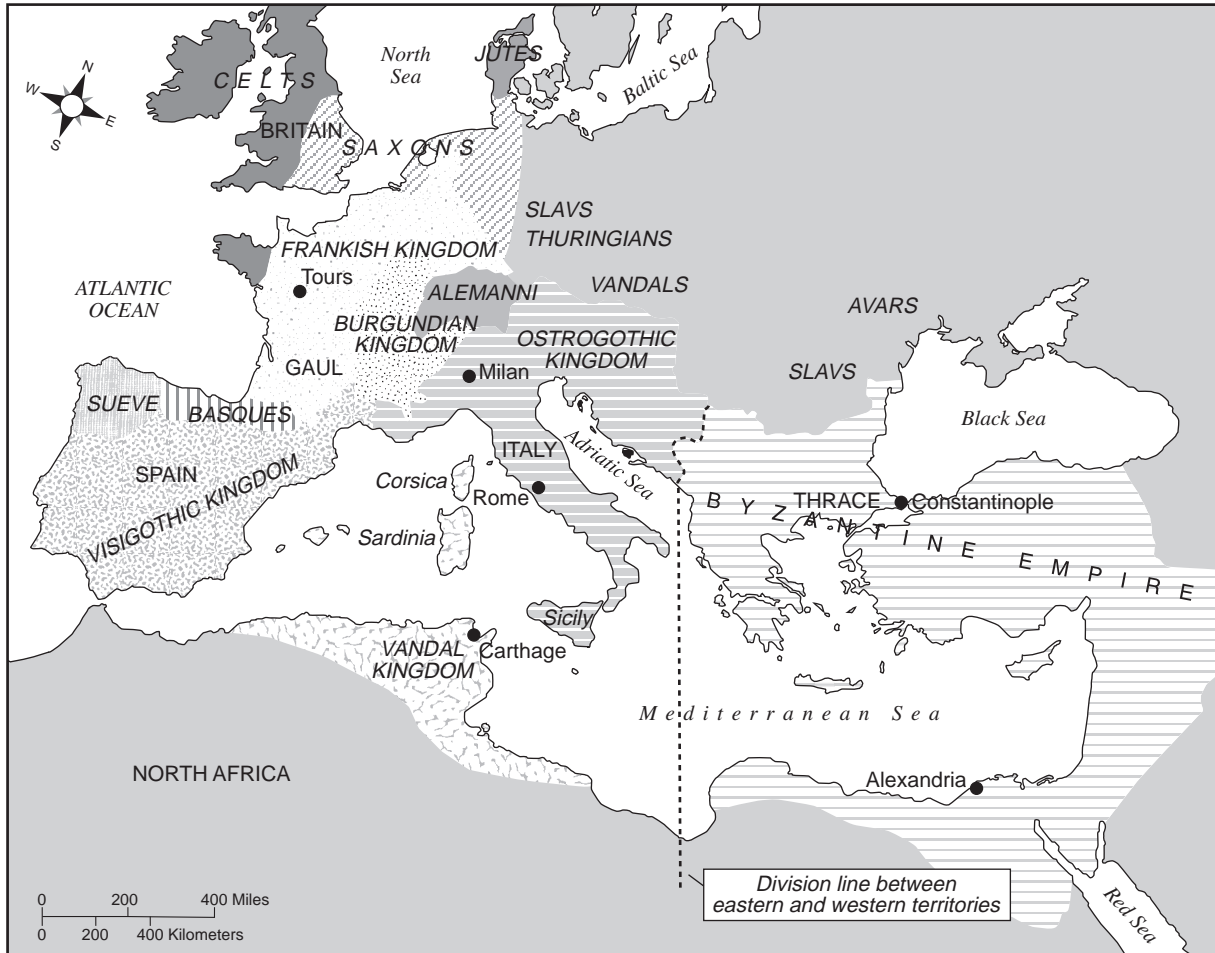
- (1) Cambodia and Vietnam
- (2) Russia and India
- (3) Thailand and Indonesia
- (4) China and Japan

8 Which institution served as the primary unifying force in medieval western Europe?

- (1) legislature
- (2) church
- (3) monarchy
- (4) military

Base your answer to question 9 on the map below and on your knowledge of social studies.

Newcomers in the Roman World, c. AD 526



Source: Lim and Smith, *The West in the Wider World, Sources and Perspectives, Vol. 1*, Bedford/St. Martin's (adapted)

9 Which conclusion about the Roman world around AD 526 can be drawn from the information on this map?

- (1) The Gauls dominated trade on the Mediterranean Sea.
- (2) Rome was the capital of the entire western region.
- (3) The eastern region was unified under the Byzantine Empire.
- (4) The division between eastern and western Rome followed natural boundaries.

10 Which change to Christian church practice was suggested by Martin Luther?

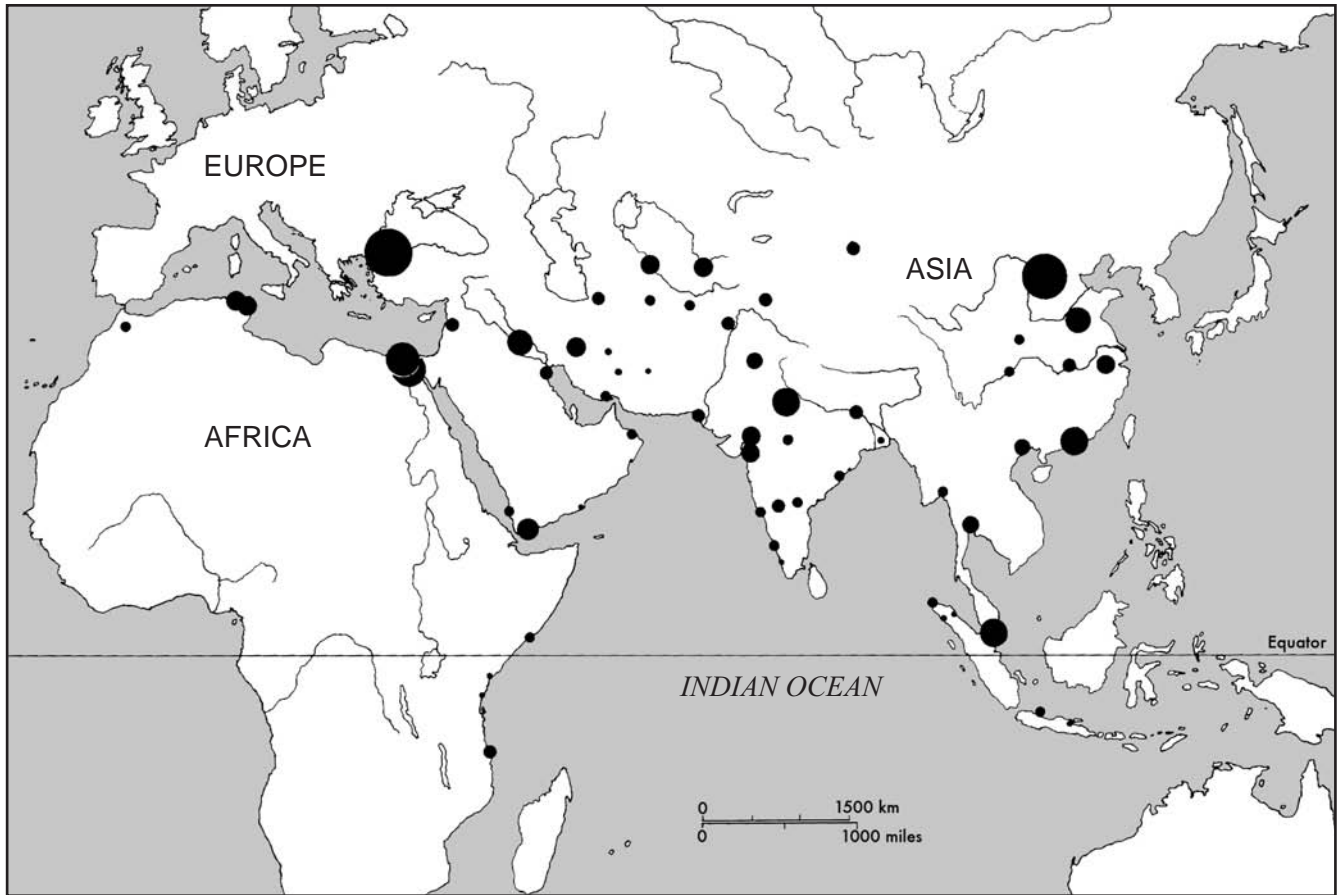
- (1) increasing the sale of indulgences
- (2) installing statues of saints in churches
- (3) saying the mass in Latin so the faithful would learn it
- (4) printing the Bible in the vernacular so all could read it

11 The trans-Saharan trade carried out by West African civilizations was primarily based on an exchange of

- (1) gold and salt
- (2) ivory and silk
- (3) silver and tea
- (4) hardwoods and animal skins

Base your answer to question 12 on the map below and on your knowledge of social studies.

The Pattern of Urbanization: The Primate [First] and Secondary Cities, 650–1500



Source: K. N. Chaudhuri, *Trade and Civilisation in the Indian Ocean*, Cambridge University Press (adapted)

12 Based on the information provided by this map, which statement about urban areas between 650 and 1500 is accurate?

- (1) Most urbanization occurred in the Southern Hemisphere.
- (2) Most urbanization is associated with a tropical climate.
- (3) Most urban areas were located in Europe.
- (4) Most urban areas developed near waterways.

13 China's image of itself as the Middle Kingdom is associated with

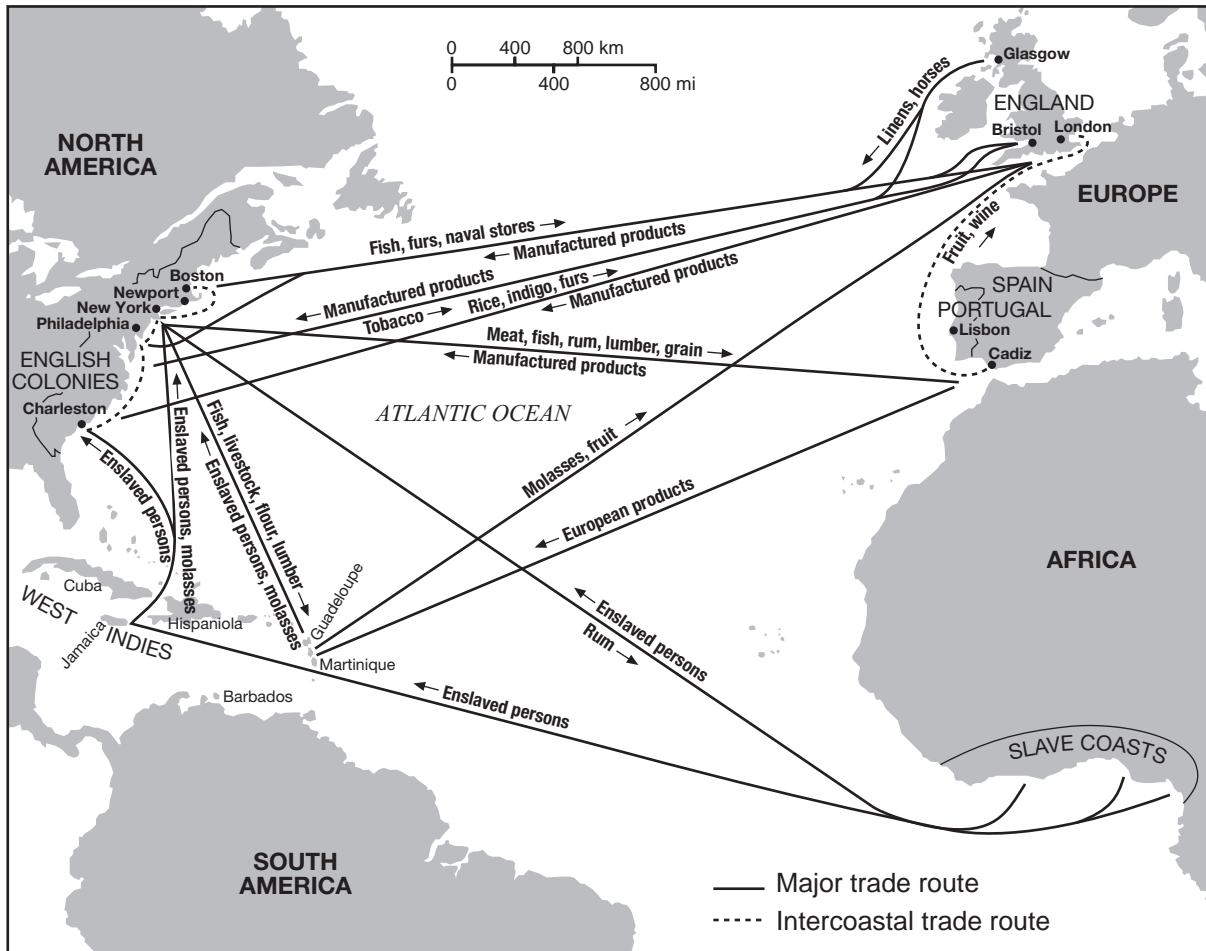
- (1) welcoming foreign ideas and influences
- (2) mixing Western religions with traditional Chinese philosophies
- (3) controlling how contact occurs with other cultures
- (4) building the Grand Canal to expand trade within China

14 Which factor most influenced the development of diverse cultures in pre-Columbian South America?

- (1) trade agreements
- (2) geographic features
- (3) imported religious ideas
- (4) peasant revolts

Base your answer to question 15 on the map below and on your knowledge of social studies.

Trade Routes Between the Old and New Worlds



Source: Marvin Perry et al., *Western Civilization: Ideas, Politics & Society*, Houghton Mifflin, 2000 (adapted)

- 15 Based on the information shown on this map, most manufactured goods were produced in
- | | |
|---------------------|----------------------|
| (1) the West Indies | (3) English colonies |
| (2) Europe | (4) Africa |

- 16 What was a key characteristic of an absolute monarchy in the 16th and 17th centuries?
- (1) centralized governmental authority
 - (2) increased political rights for peasants and serfs
 - (3) freedom of religion
 - (4) a system of checks and balances

- 17 The signing of the Magna Carta in 1215 and the Glorious Revolution in 1688 were key events in English history because they resulted in
- (1) creating alliances with France
 - (2) defeating Protestant nobles
 - (3) limiting the power of the monarchy
 - (4) annexing territory

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

. . . The Mongols made no technological breakthroughs, founded no new religions, wrote few books or dramas, and gave the world no new crops or methods of agriculture. Their own craftsmen could not weave cloth, cast metal, make pottery, or even bake bread. They manufactured neither porcelain nor pottery, painted no pictures, and built no buildings. Yet, as their army conquered culture after culture, they collected and passed all of these skills from one civilization to the next. . . .

— Jack Weatherford

- 18 This passage leads to the conclusion that the Mongols
- (1) rejected technology
 - (2) were a peaceful people
 - (3) were urbanized
 - (4) contributed to cultural diffusion
-
- 19 Many Enlightenment philosophers used reason to
- (1) reinforce traditional beliefs
 - (2) strengthen religious authority
 - (3) reveal natural laws
 - (4) encourage censorship
- 20 The unification of Germany under Otto von Bismarck demonstrates the
- (1) influence of Marxist ideology
 - (2) impact of nationalism
 - (3) force of civil disobedience
 - (4) power of democratic ideals
- 21 What was a result of the Industrial Revolution in Europe?
- (1) the growth of the middle class
 - (2) an increase in nomadic herding
 - (3) a decline in urban population
 - (4) a decrease in international trade

- 22 One reason the Suez Canal has been of strategic importance to countries other than Egypt was that the canal
- (1) allowed for faster movement between the North Atlantic Ocean and the Indian Ocean
 - (2) enabled Europeans to explore the Western Hemisphere
 - (3) made it easier for Russia to gain control of Afghanistan
 - (4) provided the Austro-Hungarian Empire with access to its colonies in South Asia
- 23 Much of which area of the world came under European colonial control in the 19th century?
- (1) Japan
 - (2) Southwest Asia
 - (3) Africa
 - (4) Latin America
- 24 A similarity between the Sepoy Rebellion in India and the Boxer Rebellion in China is that both were
- (1) attempts to remove foreign influence
 - (2) movements to establish communist governments
 - (3) efforts to restore trade monopolies
 - (4) struggles to westernize cultures

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

Observation of a Soldier in World War I

Private Archie Surfleet, February 8th, 1918 — We have been in camp near the wood at Écurie for some days now and a more miserable existence it would be hard to imagine. There is nothing but unrest and uncertainty and everyone here is absolutely fed up to the teeth.

— Malcolm Brown, *Tommy Goes to War*

- 25 Which hypothesis can best be supported by this passage?
- (1) Allied forces were on the verge of winning the war.
 - (2) Technology had created a military stalemate.
 - (3) Revolution in Russia hastened the end of the war.
 - (4) Conditions contributed to low troop morale.
-

- 26 One reason the League of Nations failed as a world organization was that it
- (1) supported the rise of fascist states
 - (2) lacked a military force to settle conflicts
 - (3) dealt with conflict by establishing naval blockades
 - (4) encouraged the annexation of territory by force
- 27 Japan's invasion of China in 1937 and Germany's attack on Poland in 1939 led directly to
- (1) the beginning of World War II in Asia and Europe
 - (2) a meeting at Yalta between the United States and the Soviet Union
 - (3) a conference at Munich for European leaders
 - (4) the withdrawal of Britain and France from European affairs
- 28 The Nuremberg Trials are considered an important event in the 20th century because they
- (1) brought an end to genocide
 - (2) condemned the use of nuclear weapons
 - (3) ruled on provisions for the postwar occupation of Germany
 - (4) established principles of responsibility for human rights violations
- 29 The North Atlantic Treaty Organization (NATO) was initially formed to
- (1) promote religious freedom
 - (2) defend Western Europe from Soviet aggression
 - (3) isolate member nations from the rest of the world
 - (4) stop the flow of immigration between member nations
- 30 What was one social change Mao Zedong instituted in China after 1949?
- (1) granting legal equality for men and women
 - (2) requiring arranged marriages
 - (3) adopting the practice of foot binding
 - (4) mandating Confucianism as the state philosophy

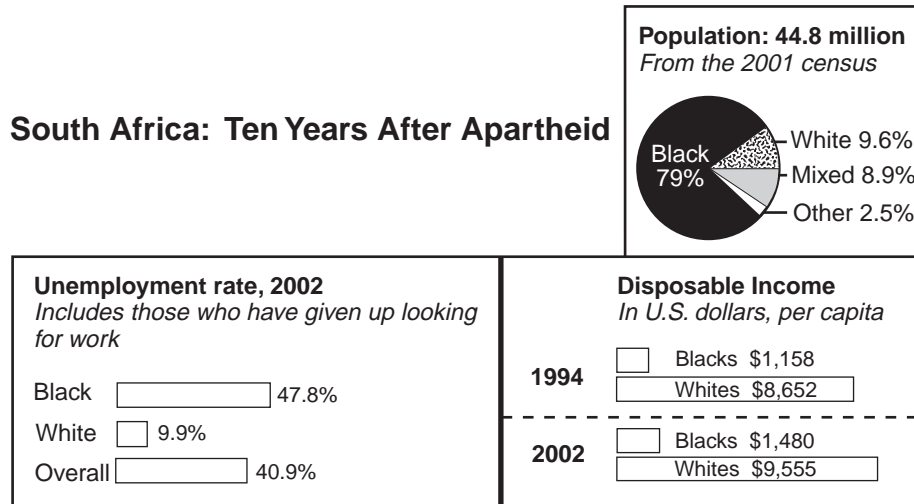
Base your answers to questions 31 and 32 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *The Orlando Sentinel*, 1989

- 31 This 1989 cartoon suggests that the governments of both China and East Germany
- (1) removed the military from power
 - (2) allowed a shift in rule from autocracy to fascism
 - (3) gave people the right to decide how they would be ruled
 - (4) faced challenges in their ability to maintain communist governments
- 32 Which event in China is symbolized by the “Lady with the Light” in this 1989 cartoon?
- (1) Long March
 - (2) Great Leap Forward
 - (3) Cultural Revolution
 - (4) Tiananmen Square protests
-
- 33 Which statement about the United Nations is a fact rather than an opinion?
- (1) The United Nations has too many committees to be effective.
 - (2) The United Nations would be more efficient if its headquarters moved to Europe.
 - (3) The membership of the United Nations has increased since its formation.
 - (4) The United Nations has successfully met most of its goals.

Base your answer to question 34 on the chart below and on your knowledge of social studies.



Source: *New York Times*, April 26, 2004 (adapted)

- 34 Which conclusion about South Africa's economy can be drawn from this chart?
- (1) Since the end of apartheid, most blacks have gained economic equality.
 - (2) In some sectors of the economy, blacks earn more than whites.
 - (3) Despite the end of apartheid, many blacks continue to struggle economically.
 - (4) Economic opportunity for blacks is directly related to education reform.

35 Which document is most closely associated with the Arab-Israeli conflict?

- (1) Balfour Declaration
- (2) Kyoto Protocol
- (3) *Communist Manifesto*
- (4) Treaty of Nanjing

36 **“Reliance on Imported Oil Raises Concerns in China, Europe, and the United States”**

“Coca-Cola Accused of Wasting Precious Water in India”

“Competition for Control of Cobalt Mines Causes Violence in Congo”

These headlines best illustrate the economic concept of

- (1) inflation
- (2) embargo
- (3) boycott of goods
- (4) scarcity of resources

37 Rapid industrialization in developing nations has often resulted in

- (1) little growth in urban centers
- (2) decreases in the levels of pollution
- (3) the continuation of traditional ideas in the workplace
- (4) a growing gap between the rich and the poor

38 One way in which the Aswan Dam in Egypt and the Three Gorges Dam in China are similar is that both

- (1) convert salt water to freshwater
- (2) harness natural forces to produce energy
- (3) provide fertilizers for agricultural production
- (4) connect small bodies of water to larger bodies of water

Base your answer to question 39 on the passage below and on your knowledge of social studies.

. . . The horrible truth is that failure to eradicate [destroy] the root causes of terrorism is almost certain to extend the Age of Terrorism, it is not clear that they really can be eradicated. To appease the extremists might be easy but may not work. To allow them to win would be to accept the supremacy of evil. To promote democracy and open government might be the ultimate solution, but it stands on a shaky conceptual foundation of untested assumptions about the nature of the world and diverse cultures.

Unfortunately, the world is at a point where it can see the danger from terrorism but not the cure. Worse still, a cure may not exist.

— Steven Metz, "Can Terrorism Be Cured?," Project Syndicate

39 The author of this 2006 passage concludes that terrorism

- (1) has failed to take root
- (2) requires a strong military response
- (3) is extremely difficult to defeat
- (4) will be overcome through diplomacy

40 One way in which the actions of Alexander the Great, Saladin, and Shaka Zulu are similar is that each implemented

- (1) military strategies to defeat opponents
- (2) constitutions to define political powers
- (3) policies to increase religious persecution
- (4) legal changes to protect human rights

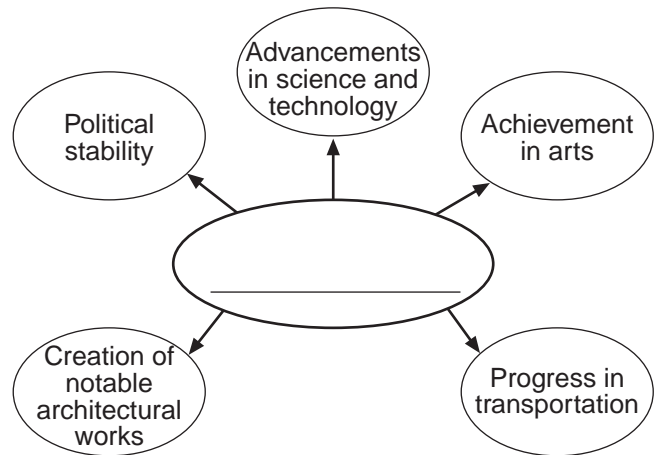
41 In the traditional Hindu caste system and in the social hierarchy of colonial Latin America, the status of a person was usually determined by

- (1) education
- (2) wealth
- (3) birth
- (4) power

42 One way in which the travels of Marco Polo and Ibn Battuta are similar is that each

- (1) started mass migrations from Europe
- (2) stimulated interest in other cultures
- (3) led to the establishment of colonies
- (4) resulted in archaeological discoveries in Africa

Base your answer to question 43 on the graphic organizer below and on your knowledge of social studies.



43 Which title best completes this graphic organizer?

- (1) Characteristics of the Inca Golden Age
- (2) Reasons for the Reconquista
- (3) Results of Lenin's New Economic Plan
- (4) Features of the Marshall Plan

Base your answer to question 44 on the passage below and on your knowledge of social studies.

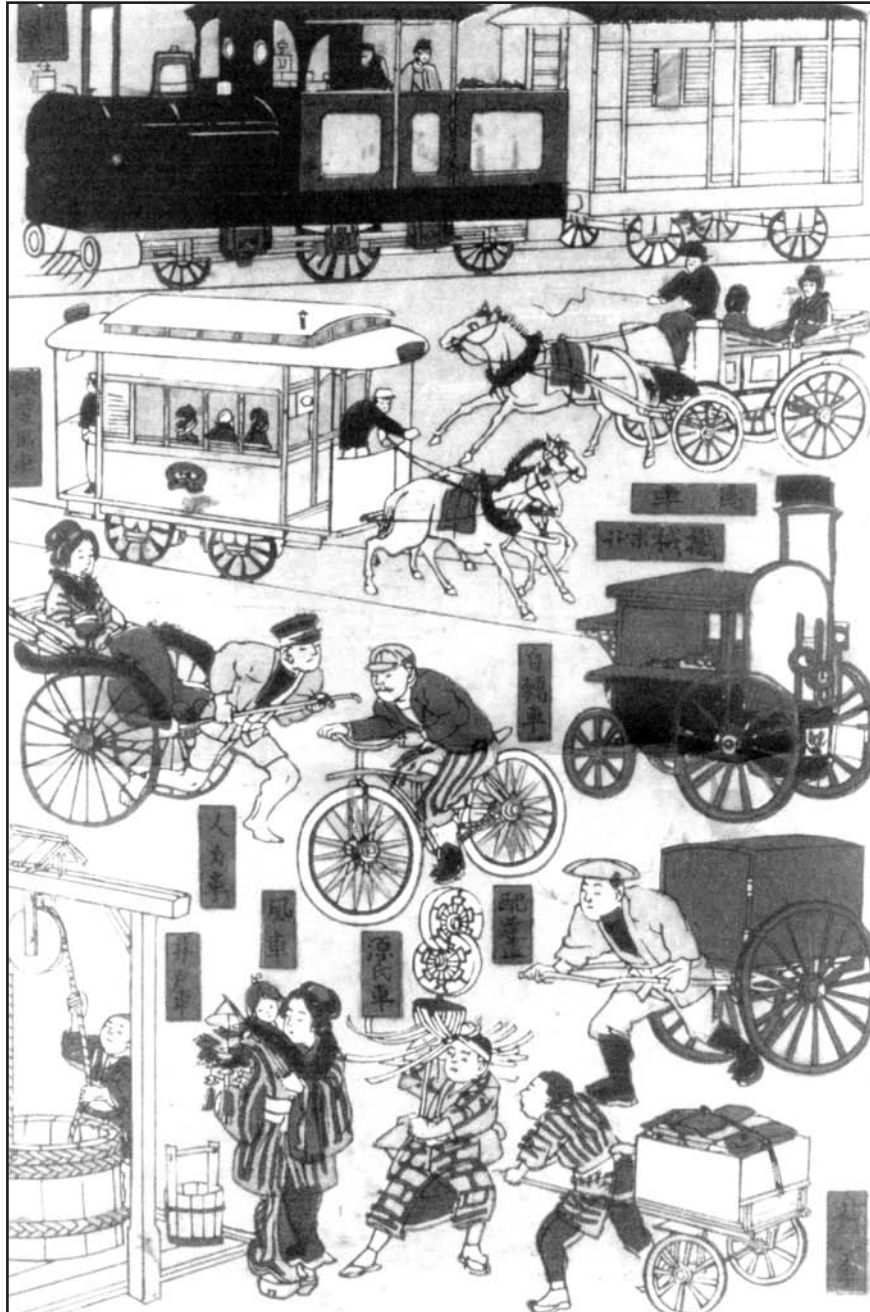
. . . The split arose from a dispute over who should succeed the Prophet Muhammad after his death in A.D. 632. Some followers believed his successor should be chosen by tribal consensus, and they named one of Muhammad's inner circle as the first caliph, or spiritual leader. But others thought the successor should come directly from the Prophet's family, namely his cousin and son-in-law Ali. . . .

Source: *National Geographic*, June 2004

44 The situation described in this passage led to the

- (1) pogroms in Russia
- (2) fall of Constantinople
- (3) division of Sunnis and Shiites
- (4) tensions between Protestants and Catholics

Base your answer to question 45 on the wood block print below and on your knowledge of social studies.



Source: James L. Huffman, *Modern Japan, A History in Documents*, Oxford University Press

- 45 During which period of Japanese history did the changes shown in this wood block print occur?
- (1) Heian court
 - (2) Tokugawa shogunate
 - (3) Meiji Restoration
 - (4) United States occupation

46 Between 1300 and 1600, which economic system began to develop as a result of the transformation in global trade?

- (1) socialism
- (2) capitalism
- (3) communism
- (4) manorialism

47 The combined usage of the caravel, compass, and astrolabe in the late 1400s helped bring about the

- (1) migration of the Bantu
- (2) exploration of the Americas
- (3) introduction of Buddhism to East Asia
- (4) voyages of Zheng He

48 • Focus on individual achievement
• Use of classical Greek and Roman ideas
• Artistic works of Leonardo da Vinci

Which time period is most closely associated with these characteristics?

- (1) Hellenistic Golden Age
- (2) Early Middle Ages
- (3) European Renaissance
- (4) Scientific Revolution

49 • Romans destroy the temple in Jerusalem.
• British officials partition India.
• Hutus and Tutsis fight in Rwandan civil war.

One way in which these events are similar is that each resulted in the

- (1) establishment of uniform legal codes
- (2) emigration of people from their homelands
- (3) intervention of coalition military forces
- (4) acceptance of new political boundaries

50 Which of these groups were the major supporters of 20th-century communist revolutions?

- (1) priests and artisans
- (2) bourgeoisie and nobility
- (3) entrepreneurs and capitalists
- (4) workers and peasants

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GO ON TO THE NEXT PAGE ⇨

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change — Ideas

The ideas of individuals have had a significant influence on groups, nations, and regions.

Task:

Select **two** individuals and for **each**

- Explain a specific idea developed by the individual
- Describe the historical circumstances that surrounded the development of the idea
- Discuss how the idea influenced a group **or** a nation **or** a region

You may use any individual whose ideas had a significant influence from your study of global history. Some suggestions you might wish to consider include Confucius, Niccolò Machiavelli, Galileo Galilei, John Locke, Simón Bolívar, Karl Marx, Kemal Atatürk, Nelson Mandela, Deng Xiaoping, and Mikhail Gorbachev.

You are *not* limited to these suggestions.

Do *not* write about any individual from the United States in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

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.

Historical Context:

Throughout history, geographic factors such as *deserts*, *monsoons*, and *cold climates* have had a variety of effects on different regions.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Select **two** geographic factors mentioned in the historical context and for **each**
- Describe the geographic factor
 - Discuss the effects this geographic factor has had on a specific region or regions

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

. . . The aridity of the North African steppe turns to desolation in the Sahara, the most extensive desert in the world. In popular imagination the Sahara is seen as a wilderness of sand dunes; yet it is a region of most varied landscapes, ranging from the great massifs [highlands] of Ahaggar and Tibesti with their extraordinary rock formations and their lofty volcanic peaks to vast stretches of gravelly plains or broad belts of constantly shifting dunes. The desert is not completely waterless—in certain parts, particularly on the northern fringes, excellent supplies of subterranean water support the rich culture of the oases—nor is it completely bereft of [without] vegetation. Men have thus found it possible to gain a livelihood in the Sahara whether as cultivators in the oases or pastoralists [herders] in other areas. . . .

Source: Robin Hallett, *Africa to 1875: A Modern History*, The University of Michigan Press, 1970

1 What is **one** feature of the Sahara Desert, according to Robin Hallett? [1]

Score

Document 2

. . . For several centuries, these contacts [between North Africa and the interior] were limited by the nature of the Sahara itself. More than 3 million square miles in area, the Sahara is the world's largest desert. Because temperatures during the day can reach as high as 120 degrees Fahrenheit and supplies of water are scant, the 40-day journey across the desert required courage, determination, and careful planning. Travelers who became separated from their companions were seldom seen again. The trans-Saharan trek became somewhat easier after the 4th century A.D., when camels were introduced in place of horses; camels are able to travel long distances without water, and their wider hooves make it easier for them to move through sand. However, intensive contact between North Africa and the interior did not begin until the 7th century, when a revolutionary change took place in the political and religious life of the region. By this time, the old empires of the Mediterranean and the Middle East were in decline or in ruins. In their place was a powerful new force—Islam. . . .

Source: Philip Koslow, *Ancient Ghana: The Land of Gold*, Chelsea House Publishers

2a What is **one** reason travel across the Sahara Desert was difficult, according to Philip Koslow? [1]

Score

b What change was adopted after the 4th century to make travel easier, according to Philip Koslow? [1]

Score

Document 3

. . . Desertification directly affects 1.2 billion people, and more and more productive land is being lost year by year. It has presented a challenge for governments and aid agencies in over 110 countries for some time, and is a contributing factor in poverty and regional conflicts, for example in Sudan. It has also been a major issue in Egypt, where 90% of the country's land mass is desert. Faced with a rising population, the government has had to undertake a number of settlement and irrigation projects to create additional living and working space. In China, almost two-thirds of the country and over 400 million people are affected, the worst hit areas being the Gobi desert in the northwest of the country and the Takla Makan desert in the west. . . .

Source: Ute Schaeffer, "Deutsche Welle reporters on the ground,"
Down to Earth: News & Views on Desertification,
UNCCD, June 2006, Volume 21

3 What is **one** challenge areas face because of desertification, according to Ute Schaeffer? [1]

Score

Document 4

The Subcontinent of India

. . . Only in the northern mountain region do temperatures fall below freezing. The hot season comes on in March, with temperatures ranging from 80 to 90 degrees along the coasts to well over 100 degrees in the Indo-Gangetic Plain. The rainy season, brought on by the southwest monsoon carrying moisture off the Indian Ocean, spans the months of June through September. Moisture here means as many as 450 inches of rainfall in certain spots along the west coast and in the state of Assam in the extreme northeast. In the interior and along the east coast, the summer monsoon has already lost most of its moisture, and rainfall may average only 40 to 80 inches. Moisture from the Bay of Bengal brings about 120 inches of rain to the northeastern portion of India and Bangladesh. Monsoons, winds that blow for a whole season, come twice a year. The northeast or winter monsoon blows from land to sea in most of the subcontinent and brings little rain. . . .

Source: James I. Clark, *India: The Subcontinent: India, Pakistan, and Bangladesh*, McDougal, Littell & Company

4 According to James I. Clark, what is a monsoon? [1]

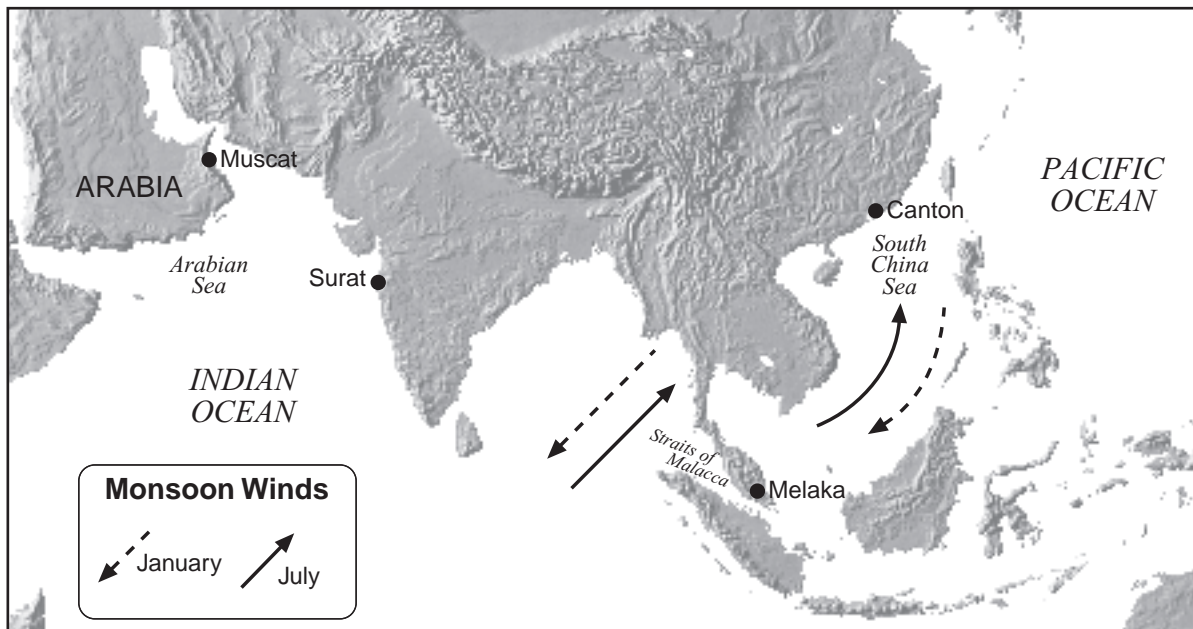
Score

Document 5a

. . . Nature also shaped the rhythms of trade and the places where it was conducted by constraining [hindering] transportation. All across maritime Asia—from Canton [China] to Mocca [southern Arabia]—trading schedules were dictated by the monsoon winds. Since strong winds blew consistently in one direction for several months and then stopped, and then blew consistently the other way for months, it made no sense to fight those winds. A trader went as far as he (or occasionally she) could in one direction and then stayed around until the wind reversed; his goods were then picked up by another merchant who had arrived earlier and knew precisely how long into the next season he could safely stay and still have enough days of favorable wind to get home. Thus, instead of Chinese traders spending two or more monsoon seasons (and years) sailing all the way to, say, Persia with silks, it made more sense to sail out one monsoon season and exchange with intermediaries based in between and thereby return home with frankincense and rugs. A series of emporia [trade centers] developed at sites such as Melaka [Malacca], Surat [India], and the Muscat [Oman] that had more to do with how far one could travel from there in one sailing season than with what goods could be produced locally. The result was a remarkably lively and cosmopolitan chain of port cities along the Asian littoral [sea coast], but in many cases these cities had only weak relationships with their immediate hinterlands [areas inland from the port]. . . .

Source: Pomeranz and Topik, *The World That Trade Created*, M. E. Sharpe, 1999 (adapted)

Document 5b



Sources: "The West and the Spice Trade," *Calliope*, Cobblestone (adapted); *Mountain High Maps*, Digital Wisdom (adapted)

5 Based on these documents, what is **one** way the monsoons affected trade in Southeast Asia? [1]

Score

Document 6a

Summer 1983



Pushing replaces pedaling when monsoon waters send the Ganges over its banks to inundate [flood] the city of Varanasi (Banaras) in Uttar Pradesh. Last year [1983] the city lay under water mixed with sewage, rotting grain, and floating carcasses of animals. Elsewhere in the state flash floods swept away a locomotive and three railcars.

Source: Prit J. Vesilind, "Monsoons: Life Breath of Half the World," *National Geographic*, December 1984, Photograph by Steve McCurry (adapted)

6a What was **one** problem that people in the Varanasi region of India faced once the 1983 summer monsoons arrived, based on this *National Geographic* photograph and its caption? [1]

Score

Document 6b

Late Monsoons

June 9 [1984]

. . . At midnight a stifling silence descended. Air conditioners hiccuped to a halt as electric-power rationing reached home consumers in [the city of] Trivandrum. All power to heavy industrial users had already been severed. Now, movie houses were restricted to one showing a day, neon display lights were outlawed, and stores were compelled to close by sundown. . . .

Across India reservoirs dwindled into puddles as the rains hovered offshore. About half of the nation's electricity is generated by hydropower, and thus by the monsoons. Government officials confessed to newspapers in anxiety that late rains would impede [interfere with] food production, aggravate inflation, and increase prices—and all this in a preelection year. Prime Minister Indira Gandhi, touring in Europe, asked for monsoon forecasts to be added to her daily political briefings. . . .

Source: Priit J. Vesilind, "Monsoons: Life Breath of Half the World," *National Geographic*, December 1984

6b State **two** problems regions in India face when the monsoons are late, based on this excerpt from Priit J. Vesilind's article. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Russia has a largely continental climate because of its sheer size and compact configuration. Most of its land is more than 400 kilometers from the sea, and the center is 3,840 kilometers from the sea. In addition, Russia's mountain ranges, predominantly to the south and the east, block moderating temperatures from the Indian and Pacific oceans, but European Russia and northern Siberia lack such topographic protection from the Arctic and North Atlantic oceans. . . .

The long, cold winter has a profound impact on almost every aspect of life in the Russian Federation. It affects where and how long people live and work, what kinds of crops are grown, and where they are grown (no part of the country has a year-round growing season). The length and severity of the winter, together with the sharp fluctuations in the mean summer and winter temperatures, impose special requirements on many branches of the economy. In regions of permafrost, buildings must be constructed on pilings, machinery must be made of specially tempered steel, and transportation systems must be engineered to perform reliably in extremely low and extremely high temperatures. In addition, during extended periods of darkness and cold, there are increased demands for energy, health care, and textiles. . . .

Source: <http://country-studies.us/russia/24.htm>

- 7 According to this information from Country Studies, what is **one** way the cold winters affect the permafrost region of Russia? [1]

Score

Document 8

Old Man Winter



Source: Leslie Gilbert Illingworth, November 10, 1941,
Library of Wales, Aberystwyth (adapted)

8 Based on this cartoon by Leslie Gilbert Illingworth, what role did “Old Man Winter” play in the defense of Russia? [1]

Score

Document 9

. . . Ardalin's [a region in the Russian Arctic] unique ecology challenged the Russian and Western personnel working in the field to find new approaches to preserve the fragile ecosystem of the Arctic tundra. Because the tundra is particularly vulnerable in summertime, construction and drilling operations were conducted only in winter to shield the tundra from harmful affects. Roads were built from ice to transport equipment and supplies to the remote site. When the ground thawed, helicopters were used to bring in equipment and supplies. . . .

Source: IPIECA, "Conoco in the Russian Arctic: Preserving delicate Arctic ecology by minimizing the development footprint and environmental impact"

9 What are **two** ways the Russians have adapted to the challenges of developing the tundra, according to the International Petroleum Industry Environmental Conservation Association (IPIECA)? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, geographic factors such as *deserts*, *monsoons*, and *cold climates* have had a variety of effects on different regions.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

- Select *two* geographic factors mentioned in the historical context and for *each*
- Describe the geographic factor
 - Discuss the effects this geographic factor has had on a specific region or regions

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 15, 2010 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
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20.....	45.....
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22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here