

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, January 23, 2020 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I 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, III A, and III B.

Part I contains 30 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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 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 (1–30): 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 map on the next page and on your knowledge of social studies.

- 1 Which statement about topography is best supported by the information shown on this map?
 - (1) Paraguay has diverse landforms.
 - (2) Chile is dominated by flat, fertile regions.
 - (3) Brazil has several distinct geographic zones.
 - (4) The Llanos are located in Argentina.
-



Source: Mountain High Maps (adapted)

- 2 • Historical sources can contain bias or points of view.
- People’s beliefs and values affect their perspectives.
 - New information can affect previous understandings of history.

These statements best demonstrate the

- (1) interpretive nature of history
- (2) ways history shapes religious beliefs
- (3) need to discourage independent thought
- (4) effects of cultural diversity

- 3 **“Customer Service Call Centers Open in New Delhi”**
“Nike Expands Production in Indonesia”
“Toyota Vehicles Assembled in Tennessee”

Which concept do these headlines reflect?

- (1) nationalism
- (2) globalization
- (3) colonialism
- (4) extraterritoriality

- 4 The ideas of Montesquieu, Rousseau, and Voltaire are most closely associated with the

- (1) Congress of Vienna
- (2) Scientific Revolution
- (3) Enlightenment
- (4) unification of Italy

- 5 Which work is correctly paired with its author?

- (1) *Communist Manifesto* – Otto von Bismarck
- (2) *The Wealth of Nations* – Adam Smith
- (3) *Essay on the Principles of Population* – Galileo Galilei
- (4) *Two Treatises of Government* – Charles Darwin

- 6 Simón Bolívar, José de San Martín, and Toussaint L’Ouverture are leaders who led

- (1) slave revolts
- (2) independence movements
- (3) representative governments
- (4) non-violent protests

Base your answer to question 7 on the passage below and on your knowledge of social studies.

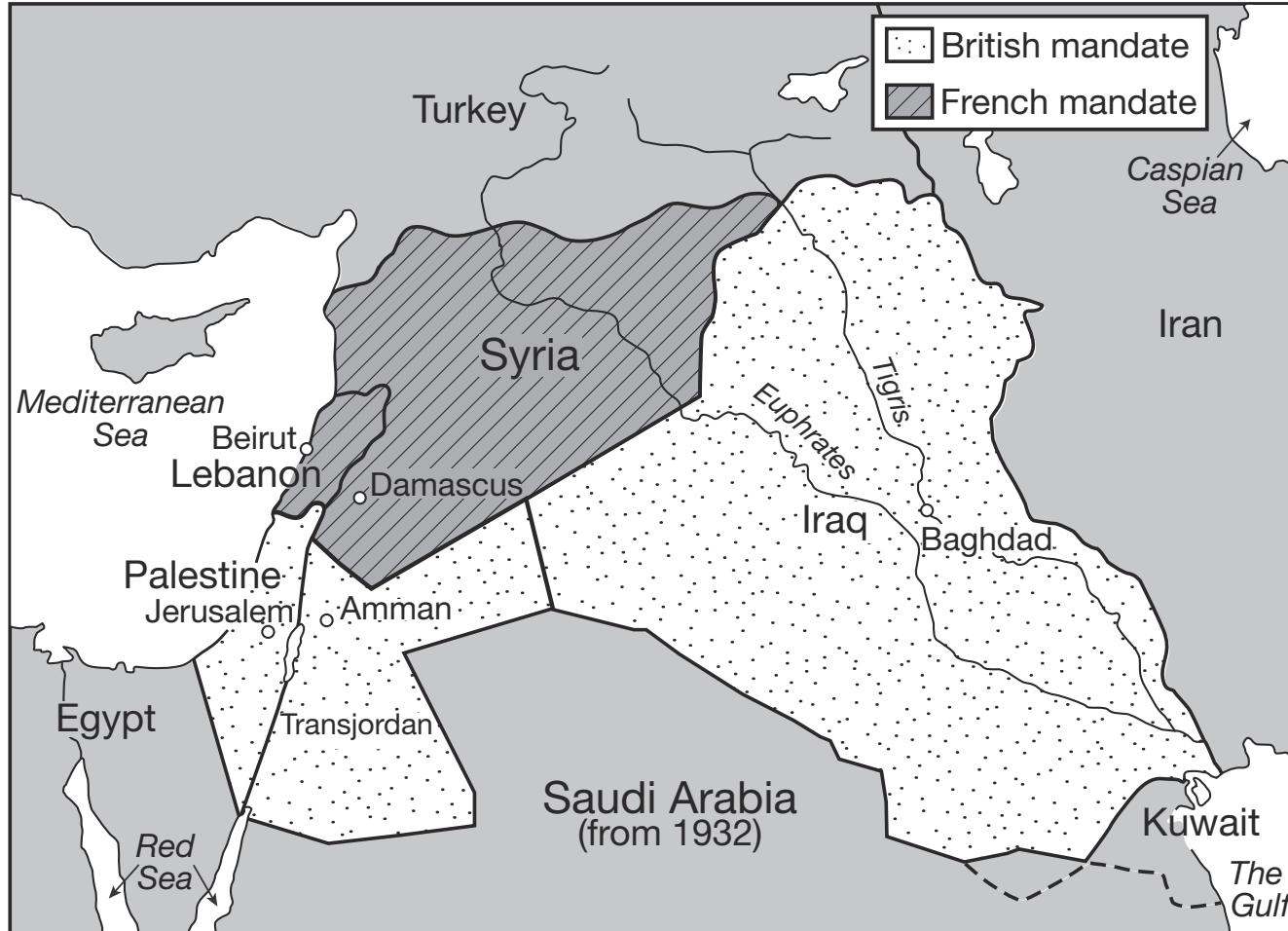
. . . If the strength of popular government in peacetime is virtue, the strength of popular government in revolution is both virtue and terror; terror without virtue is disastrous, virtue without terror is powerless. Terror is nothing but prompt, severe, and inflexible justice; it is thus an emanation [root] of virtue; it is less a particular principle than a consequence of the general principle of democracy applied to the most urgent needs of the fatherland. It is said that terror is the strength of despotic government. Does ours then resemble despotism? Yes, as the sword that shines in the hands of the heroes of liberty resemble the one with which the satellites of tyranny are armed. Let the despot govern his brutalized subjects through terror; he is right as a despot. Subdue the enemies of liberty through terror and you will be right as founders of the Republic. The government of revolution is the despotism of liberty against tyranny. . . .

— Maximilien Robespierre, “Virtue and Terror: Speech to the Convention”, 1794

- 7 According to Robespierre, during a revolution it is essential for a government to rule by using
- (1) terror to control its subjects
 - (2) liberty to ensure its citizens’ rights
 - (3) justice to promote peace
 - (4) censorship to control the media
-
- 8 During the late 1800s and early 1900s, which situation most influenced the growth of Slavic nationalist movements in the Balkan region?
- (1) decline of the Ottoman Empire
 - (2) growth of fascism in Germany
 - (3) corruption within the Russian czar’s government
 - (4) formation of the Muslim League in India

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

League of Nations Mandates



Source: Albert Hourani, *A History of the Arab Peoples*, The Belknap Press of Harvard University Press (adapted)

- 9 The League of Nations mandates shown on this map had been part of which empire prior to World War I?
- (1) Austro-Hungarian
 - (2) German
 - (3) Russian
 - (4) Ottoman

- 10 What was one reason the standard of living improved for many Europeans in the late 1800s?
- (1) Governments had redistributed wealth equally within the working class.
 - (2) Epidemics and periods of starvation had eliminated the surplus population.
 - (3) Wage and price controls had prevented inflation.
 - (4) Industrialization had created more jobs and markets.
- 11 Which topic was the focus of discussion at the Berlin Conference (1884–1885)?
- (1) expanding the role of European powers in Latin America
 - (2) dividing Africa
 - (3) granting self-determination to colonies
 - (4) restricting exploration and scientific research in colonial territories
- 12 The Sepoy Mutiny, Boer War, and Opium Wars are all associated with
- (1) British imperialism
 - (2) French colonization
 - (3) German industrialization
 - (4) Russian militarism
- 13 The construction of railroad and telegraph lines between Yokohama and Tokyo and the establishment of a national bank were actions taken by Japan's Meiji government primarily to
- (1) modernize the economy
 - (2) eliminate foreign collaboration
 - (3) limit urban to rural migration
 - (4) increase the power of the samurai class

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- 14 • Serbia receives an ultimatum.
• Russia supports Serbia.
• Germany mobilizes its troops.

These events led most directly to the

- (1) defeat of Kemal Ataturk
- (2) unification of Germany
- (3) outbreak of World War I
- (4) end of World War II

- 15 One way in which Gandhi's followers specifically targeted the British economy was by

- (1) establishing the Indian National Congress
- (2) organizing a protest at Amritsar
- (3) fasting in prison
- (4) boycotting imported textiles

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

Article 1

1. From January 1, 1939, the running of retail shops, mail order houses, and the practice of independent trades are forbidden to Jews.
2. Moreover, Jews are forbidden from the same date to offer goods or services in markets of all kinds, fairs or exhibitions or to advertise them or accept orders for them.
3. Jewish shops which operate in violation of this order will be closed by police. . . .

- 16 Which concept is best illustrated in this excerpt?

- (1) diversity
- (2) tolerance
- (3) anti-Semitism
- (4) emancipation

- 17 Which document, written after World War II, specifically condemned these types of actions?

- (1) Winston Churchill's Iron Curtain Speech
- (2) Universal Declaration of Human Rights
- (3) European Economic Community Charter
- (4) Warsaw Pact

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

. . . For centuries, Europeans dominated the African continent. The white man arrogated [claimed] to himself the right to rule and to be obeyed by the non-white; his mission, he claimed was to “civilise” Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people. . . .

— Kwame Nkrumah, 1961

18 Based on this quotation, which statement would Kwame Nkrumah most likely support?

- (1) Independent African states should obey European directives.
 - (2) African countries should continue to rely on European technology.
 - (3) Europeans should control the mineral mines of Africa.
 - (4) European colonialism on the African continent should come to an end.
-

19 The partition of British India was characterized by

- (1) efforts to regulate family size
- (2) violence between Hindus and Muslims
- (3) negotiations to limit the production of nuclear weapons
- (4) opposition to economic aid from the United States and the Soviet Union

20 A reason communist governments used to justify implementing a command economy was that a command economy would be able to

- (1) increase the production of luxury items
- (2) strengthen society as a whole
- (3) promote global interdependence
- (4) solve environmental concerns

21 The use of political and military power by the Soviet Union in Hungary in 1956 and in Czechoslovakia in 1968 was based on a desire to

- (1) gain control of warm-water ports
- (2) establish democratic governments
- (3) preserve communist control
- (4) spread the Eastern Orthodox Christian faiths

- 22 • Relocating the urban population
- Restarting the country's history at "Year 0"
 - Forcing peasants to work in the fields until they died

Which leader's policies were responsible for these actions taken by the Khmer Rouge?

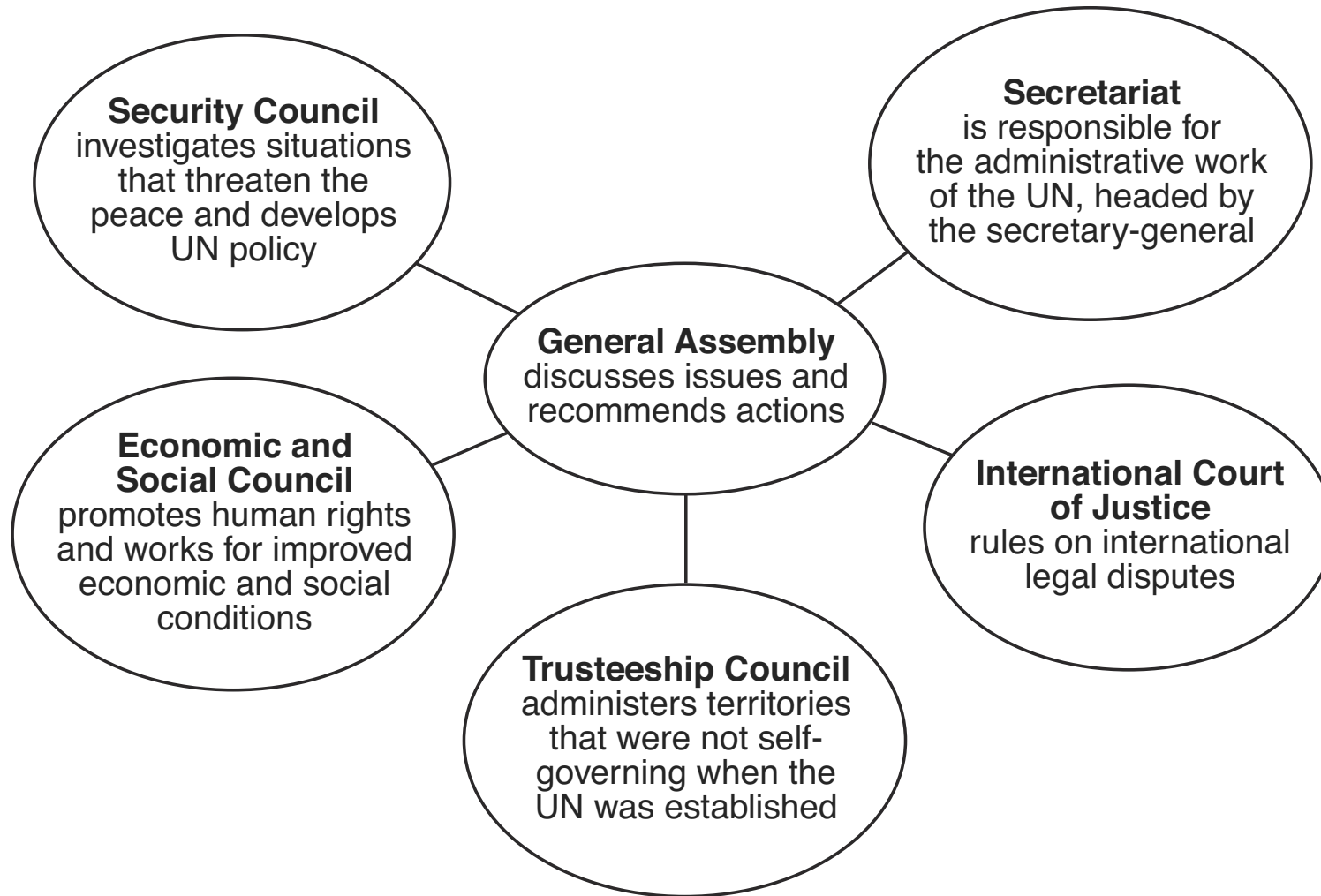
- | | |
|-----------------|-------------------|
| (1) Pol Pot | (3) Mao Zedong |
| (2) Ho Chi Minh | (4) Jomo Kenyatta |

- 23 A goal of the 1989 Tiananmen Square protest in China was to
- (1) secure independence for autonomous regions
 - (2) develop a constitution
 - (3) create a uniform law code
 - (4) gain democratic reforms

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Base your answer to question 24 on the graphic organizer below and on your knowledge of social studies.

The United Nations in the 1990s



Source: Burton F. Beers, *World History: Patterns of civilization*, Prentice Hall (adapted)

24 Which United Nations body is directly responsible for sending troops to crises such as those that occurred in the 1990s in the Balkans and in Rwanda?

(1) Trusteeship Council

(3) Security Council

(2) Secretariat

(4) International Court of Justice

- 25 • Widespread dissatisfaction with communist practices
- Bureaucratic stagnation within the communist government
 - Lack of goods available due to economic inefficiencies
 - Demand for independence by different nationalities

Which historic event was caused by these situations?

(1) Ayatollah Khomeini's revolution in Iran

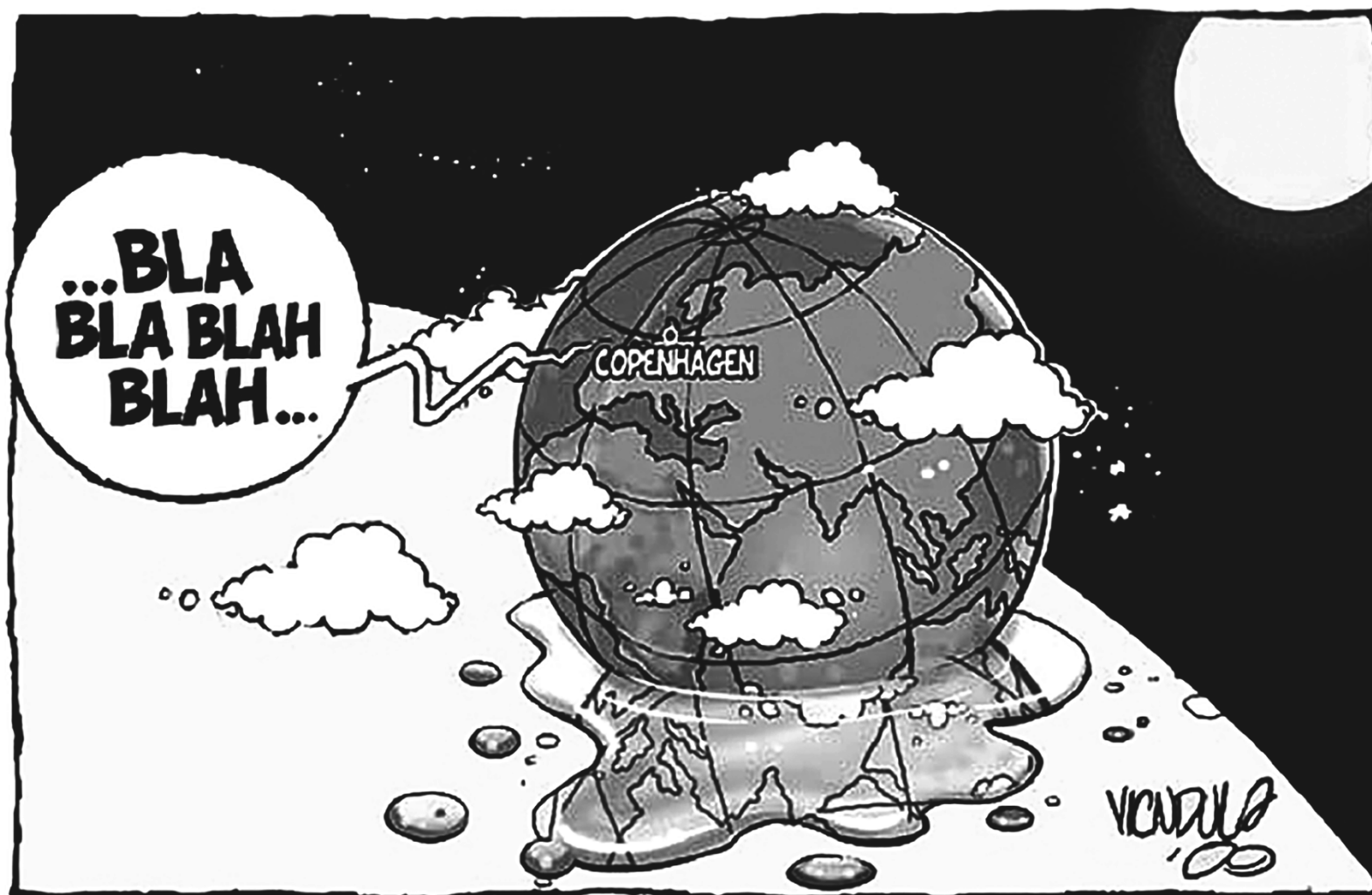
(2) Aung San Suu Kyi's election to Burma's parliament

(3) return of Hong Kong to Chinese control

(4) breakup of the Soviet Union

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



Source: Victor Ndula, *Nairobi Star*, December 7, 2009

- 26 This cartoonist is primarily concerned with the issue of
- (1) chemical weapons
 - (2) global warming
 - (3) endangered species
 - (4) displaced persons

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



Source: Mike Keefe, *Denver Post*, May 31, 2006

27 What is the main idea of this 2006 cartoon?

- (1) The nations of the West are eager to assist the people of Darfur.
- (2) Most countries fail to understand the situation in Darfur.
- (3) Darfur will get attention only if it economically benefits other countries.
- (4) The people of Darfur are using Western technology to access natural resources.

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

. . .Africa did not experience a green revolution. Tropical Africa lacks the massive floodplains that facilitate the large-scale and low-cost irrigation found in Asia. Also, its rainfall is highly variable, and impoverished farmers have been unable to purchase fertilizer. The initial Green Revolution research featured crops, especially paddy rice and wheat, not widely grown in Africa (high-yield varieties suitable for it have been developed in recent years, but they have not yet been disseminated [distributed] sufficiently). The continent's food production per person has actually been falling, and Africans' caloric intake is the lowest in the world; food insecurity is rampant [widespread]. Its labor force has remained tethered [tied] to subsistence agriculture. . . .

Source: Jeffrey Sachs, "Can Extreme Poverty Be Eliminated?," *Scientific American*, 2005

28 Based on this passage, which statement best explains why the Green Revolution has had little impact in Africa?

- (1) Large-scale irrigation projects impoverished African farmers.
 - (2) Africa's rural workforce has a low caloric intake.
 - (3) Africa grows mostly paddy rice and wheat.
 - (4) Geographic factors in Africa were ignored.
-

Base your answers to questions 29 and 30 on the passage below and on your knowledge of social studies.

. . . “The U.S. support for Tibet in the 1950s,” the Dalai Lama told me, “was not out of moral principle or sympathy but because of its worldwide anti-Communist policies.” American support was, as he wrote in his autobiography, “a reflection of their anti-Communist policies rather than genuine support for the restoration of Tibetan independence.” . . .

Source: Thomas Laird, *The Story of Tibet: Conversations with the Dalai Lama*, Grove, 2006

29 Which event is reflected in this passage?

- | | |
|-----------------------|------------------|
| (1) Boxer Rebellion | (3) World War II |
| (2) Sino-Japanese War | (4) Cold War |

30 This passage most likely represents the perspective of leaders from

- | | |
|---------------------|------------------------|
| (1) Tibet | (3) the United States |
| (2) Communist China | (4) the United Nations |
-

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) 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 II

THEMATIC ESSAY QUESTION

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

Theme: Human and Physical Geography

From the 1700s to the present, geographic features have influenced the development of empires, countries, and regions. Geographic features have promoted and limited interactions with other empires, countries, and regions. These interactions include trade, expansion, colonization, aid, and war.

Task:

Select *two* different geographic features that influenced development between the 1700s and the present and for *each*

- Describe how this geographic feature influenced the development of a specific empire, country, or region
- Discuss how this geographic feature promoted *and/or* limited the interaction of this empire, country, or region with *another* empire, country, or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include France's location on the Great Northern European Plain, good harbors in Great Britain, cold climate in Russia, lack of industrial resources in Japan, Amazon rain forest in Brazil, oil in the Middle East, low-lying delta of the Ganges and Brahmaputra rivers in Bangladesh, construction of the Suez Canal, and building of the Berlin Wall.

You are *not* limited to these suggestions.

Do *not* use a geographic feature within 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

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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. 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.

Historical Context:

The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not.

Task: Using the information from the documents and your knowledge of global history and geography, 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

- Discuss how the Russian government failed to meet the needs of its people
- Describe actions taken by individuals *and/or* groups to address governmental failures in Russia
- Discuss the extent to which Russia changed as a result of the Russian Revolutions

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

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

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Part A

Short-Answer Questions

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

- 1 Based on the information shown on the map on the next page, what was **one** problem faced by the Russian government between 1905 and 1906? [1]

Score

Document 1



Source: Victoria Sherrow, *Life During the Russian Revolution*, Lucent Books (adapted)

Document 2

. . . Nicholas II, the last tsar [czar], had put himself in double jeopardy. He had seriously obstructed and annoyed the emergent elements of a civil society: the political parties, professional associations and trade unions. But he also stopped trying to suppress them entirely. The result was a constant challenge to the tsarist regime. The social and economic transformation before the First World War merely added to the problems. Those groups in society which had undergone impoverishment were understandably hostile to the authorities. Other groups had enjoyed improvement in their material conditions; but several of these, too, posed a danger since they felt frustrated by the nature of the political order. It was in this situation that the Great War broke out and pulled down the remaining stays [supports] of the regime. The result was the February* Revolution of 1917 in circumstances of economic collapse, administrative dislocation and military defeat. Vent [voice] was given to a surge of local efforts at popular self-rule; and workers, peasants and military conscripts [recruits] across the empire asserted their demands without impediment [obstruction]. . . .

Source: Robert Service, *A History of Twentieth-Century Russia*, Harvard University Press, 1998

*February in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in March as seen in documents 4 and 7a.

2 According to Robert Service, what was *one* problem Czar Nicholas II faced before or during World War I?
[1]

Score

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Document 3

Russia entered World War I in 1914.

. . .It is a mistake to attribute the February Revolution [1917] to fatigue with the war [World War I]. The contrary is true. Russians wanted to pursue the war more effectively, and they felt that the existing government [Czar Nicholas II's] was not capable of doing it, that existing political structures were in need of a major overhaul: remove the disloyal tsarina and let the Duma appoint ministers, whereupon Russia will really be able to fight properly and win. Fatigue with the war set in only after the unsuccessful June 1917 offensive launched by the Provisional Government to bolster its prestige and lift national morale. Until then, even the Bolsheviks did not dare openly to call for peace because it was a highly unpopular slogan. . . .

The breakdown of transport during the First World War contributed to the unhappiness of the urban population because it seriously hampered the delivery of food and fuel to the northern cities, where the food riots started. Inflation in the cities also played its part. . . .

Source: Richard Pipes, *Three "Whys" of the Russian Revolution*, Vintage Books, 1997

3 According to Richard Pipes, what was **one** reason some Russian people believed Czar Nicholas II's government was ineffective? [1]

Score

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Document 4

On March 15, 1917 the czar abdicated and the Provisional Government under Prince Lvov took power.

. . . The new Provisional Government was dominated by the Constitutional Democrats or Cadets, a party that wished to establish a democratic government in Russia similar to Great Britain's. The head of the Provisional Government was Prince Lvov, an aristocrat of mediocre ability. The Cadet regime, regarding itself as a caretaker government serving until national elections could be held, pursued a do-nothing policy. For eight months this government did little to restore law and order or to halt the rapid disintegration of the nation's economy. Needing strong leadership at this time of crisis, Russia found itself with a weaker government than that of the czar. . . .

Under the best conditions, the Lvov government could not have quickly solved the economic problems that had plagued Russia for centuries. Among peasants the chief demand was for land reform. For centuries they had dreamed of owning their own land, and the revolution had given them hope that this dream would come true. But the best the Provisional Government could do was to refer the problem to the proposed constitutional convention. By deciding to keep Russia in the war, the new government lost the confidence of war-weary soldiers and civilians. The Russian people had never lived well, and now they were suffering more than ever. . . .

Source: Michael Kublin, et al., *Russia*, Third Edition, Houghton Mifflin Company, 1990

4 According to Michael Kublin et al., what was **one** reason the Russian people would consider the Provisional Government under Prince Lvov ineffective? [1]

Score

Document 5

In July 1917 Alexander Kerensky became the leader of the Provisional Government. Some key events on October* 25 and 26, 1917 led to the downfall of the Provisional Government that was led by Kerensky and the Mensheviks.

- **Midnight to 2:00 AM:** All around Petrograd, troops and workers who supported the Bolsheviks began to seize the bridges, railroad stations, telephone exchanges, power plants, banks, and post offices of the city. . . .
- **Midday:** Bolshevik troops seized the Marinsky Palace, headquarters of the Preparliament, a government body set up after the February Revolution until a legitimate parliament could be elected in its place. Inside the Winter Palace, news of Kerensky's departure caused widespread panic. Remaining ministers of the Provisional Government met in the Malachite Hall to discuss a last-ditch defense. . . .
- **6:50 PM:** The Bolsheviks issued an ultimatum to the Winter Palace, calling on the Provisional Government to surrender. It was presented to ministers who had just sat down to dine on borscht (a type of beet soup), steamed fish, and artichokes. Still unsure of when Kerensky would be returning with help, and unaware of their own laughable weakness, they decided to try to hold out. . . .
- **Midnight:** As guns thundered outside the Soviet Congress, the Mensheviks and Social Revolutionaries demanded that fighting stop at once. Such action, they rightly predicted, would topple Russia into civil war. The Bolsheviks refused to listen to them. Their opponents [Mensheviks and others] walked out, as Trotsky delivered one of the most famous dismissals in history. Lenin had cleverly undermined his opponents, leaving the Bolsheviks in complete control of the Soviet. . . .

Source: Paul Dowsell, *The Russian Revolution, October 25, 1917*, Raintree, 2004 (adapted)

*October in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in November as seen in documents 6 and 7a.

5a According to Paul Dowswell, what was **one** action taken by the Bolsheviks or their supporters in 1917 to remove their opponents from power? [1]

Score

b According to Paul Dowswell, what was **one** concern raised by the Mensheviks and Social Revolutionaries about the fighting? [1]

Score

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Document 6

After the November 1917 Revolution, the Sovnarkom was established as the lawmaking body by the Bolsheviks.

. . .Promises. . .

During its first winter in power Sovnarkom [the Council of People's Commissars] introduced a series of astonishingly far-reaching decrees, or laws. First, as promised, Lenin announced that Russia was withdrawing from World War I. Second, the Decree on Land took away all land owned by the nobility and the Russian Orthodox Church, and handed it over to the peasants.

Free schooling was promised for all children, and women were now to be considered the equals of men. All titles except "citizen" and "comrade" were abolished; there would be no more princes or dukes. The maximum length of the working day was reduced to eight hours. The minority nations of the Russian Empire, like the Ukraine and Georgia, were to be given more control over their own affairs. These measures, and not the seizure of power, made up the real revolution. . . .

Source: David Downing, *Vladimir Ilyich Lenin*, Heinemann Library, 2002

6 According to David Downing, what was **one** way the laws or measures decreed by Sovnarkom tried to address inequalities in Russia? [1]

Score

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Document 7a

Lenin seized power in November 1917. The Bolsheviks faced an enormous task in trying to restore production levels to those achieved in 1913 during Czar Nicholas II's rule. World War I, the revolutions of March 1917 and November 1917, and the civil war from 1918 to 1921 had an impact on production.

In 1921, Lenin abandoned War Communism [1918–1921] and introduced his New Economic Policy (NEP) [1921–1924]. This reduced the government's control over the economy. Some people were allowed to work for themselves and make a profit, instead of working directly for the state. The new policy aimed to boost the economy and remove the opposition of the workers and peasants to communist rule by easing their problems.

Source: Philip Ingram, *Russia and the USSR 1905–1991*, Cambridge University Press, 1997

Document 7b

Russia/USSR Production Levels

	Czar	War Communism				New Economic Policy		
Commodity	1913	1918	1919	1920	1921	1922	1923	1924
Wheat (Million metric tons)	28	---	---	8.7	5.6	10.6	12.3	13.1
Potatoes (Million metric tons)	35.9	---	---	20.9	20.6	22.2	34.7	36.2
Hard Coal (Million metric tons)	28.0	11.5	7.7	6.7	7.5	9.3	10.5	14.6
Crude Steel (Thousand metric tons)	4,918	402	199	194	220	318	615	993
Electrical Energy (Gigawatt hours)	2.04	---	---	0.50	0.52	0.78	1.15	1.56

Source: B.R. Mitchell, *International Historical Statistics: Europe 1750–1988*, Third Edition, Stockton Press, 1992 (adapted)

7 Based on the excerpt by Philip Ingram and the data in the chart, state **one** difference between the impact of Lenin’s NEP and the impact of his War Communism Policy on the Russian/USSR economy. [1]

Score

Document 8

. . . From the Communist standpoint NEP was a retreat, and a partial admission of failure. Many Communists felt deeply disillusioned: it seemed that the revolution had changed so little. Moscow, the Soviet capital since 1918 and headquarters of the Comintern, became a bustling city again in the early years of NEP, although to all outward appearances it was still the Moscow of 1913, with peasant women selling potatoes in the markets, churchbells and bearded priests summoning the faithful, prostitutes, beggars and pickpockets working the streets and railway stations, gypsy songs in the nightclubs, uniformed doormen doffing [tipping] their caps to the gentry, theatre-goers in furs and silk stockings. In this Moscow, the leather-jacketed Communist seemed a sombre outsider, and the Red Army veteran was likely to be standing in line at the Labour Exchange [unemployment office]. The revolutionary leaders, quartered incongruously [ironically] in the Kremlin or the Hotel Luxe, looked to the future with foreboding. . . .

Source: Sheila Fitzpatrick, *The Russian Revolution, Second Edition*, Oxford University Press, 1994

- 8 According to Sheila Fitzpatrick, what was **one** reason some communists believed the NEP failed to change Russia under Soviet communism? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ⇨

Document 9

. . .By 1921, Lenin and the Soviet leaders stood successful against their domestic and foreign foes, although peasant revolts were still going on. However, they ruled over a country with a shattered economy, seething with discontent, and traumatized by years of war and civil war. Altogether, perhaps 25–30 million people died from war and war-related disease between 1914 and 1923. An even larger number were left permanently impaired from wounds, disease, and hunger. The expected international revolution had not happened. Moreover, many of the hopes for social and cultural transformation lay shattered as well. The world that so many had hoped for seemed far away. The leadership faced a wide range of questions about what to do now, about what kinds of policies were needed to deal with the many problems facing the country. They generally agreed that the New Economic Policy was a temporary measure, and that the ultimate goal was a socialist society, but concurred [agreed] on little else, including how long NEP would last or how to go about building that society. The political leaders of the Soviet Union, soon without Lenin's leadership (he fell ill in 1922 and died in January 1924), fought out the answers to those questions through the power struggles of the 1920s that led to Stalin's rise to supreme power.

Source: Rex A. Wade, *The Bolshevik Revolution and Russian Civil War*, Greenwood Press, 2001

9a Based on this excerpt by Rex A. Wade, state **one** way Lenin and the Soviet leadership were successful in their revolution. [1]

Score

b Based on this excerpt by Rex A. Wade, state **one** problem the Soviet leadership faced after the revolution waged by Lenin and the Soviets failed to meet the needs of the people. [1]

Score

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Part B

Essay

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

Historical Context:

The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not.

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

- Discuss how the Russian government failed to meet the needs of its people
- Describe actions taken by individuals *and/or* groups to address governmental failures in Russia
- Discuss the extent to which Russia changed as a result of the Russian Revolutions

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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

