

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Tuesday, August 16, 2022 — 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 answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . Spain's stubborn possession of the Mississippi's mouth kept alive the possibility that the United States would rip itself apart. Yet something unexpected changed the course of history. In 1791, Africans enslaved in the French Caribbean colony of Saint-Domingue [Haiti] exploded in a revolt unprecedented in human history. Saint-Domingue, the eastern third of the island of Hispaniola, was at that time the ultimate sugar island, the imperial engine of French economic growth. But on a single August night, the mill of the first slavery's growth stopped turning. All across Saint-Domingue's sugar country, the most profitable stretch of real estate on the planet, enslaved people burst into the country mansions. They slaughtered enslavers, set torches to sugar houses and cane fields, and then marched by the thousand on Cap-Français, the seat of colonial rule. Thrown back, they regrouped. Revolt spread across the colony. . . .

Source: Edward E. Baptist, *The Half Has Never Been Told*, Basic Books, 2014

- | | | | |
|---|---|--|---|
| 1 What was a short-term effect of the uprising described in this passage? | 1 | 2 Which group on Saint-Domingue stood to lose most of its wealth and power as a result of the actions described in this passage? | 2 |
| (1) creation of the independent nation of Haiti | : | (1) enslaved Africans | : |
| (2) election of Napoleon Bonaparte as First Consul in France | : | (2) indigenous peoples | : |
| (3) introduction of women's suffrage across Haiti | : | (3) mulattoes | : |
| (4) emergence of socialist labor reform movements in Latin America | : | (4) French plantation owners | : |

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

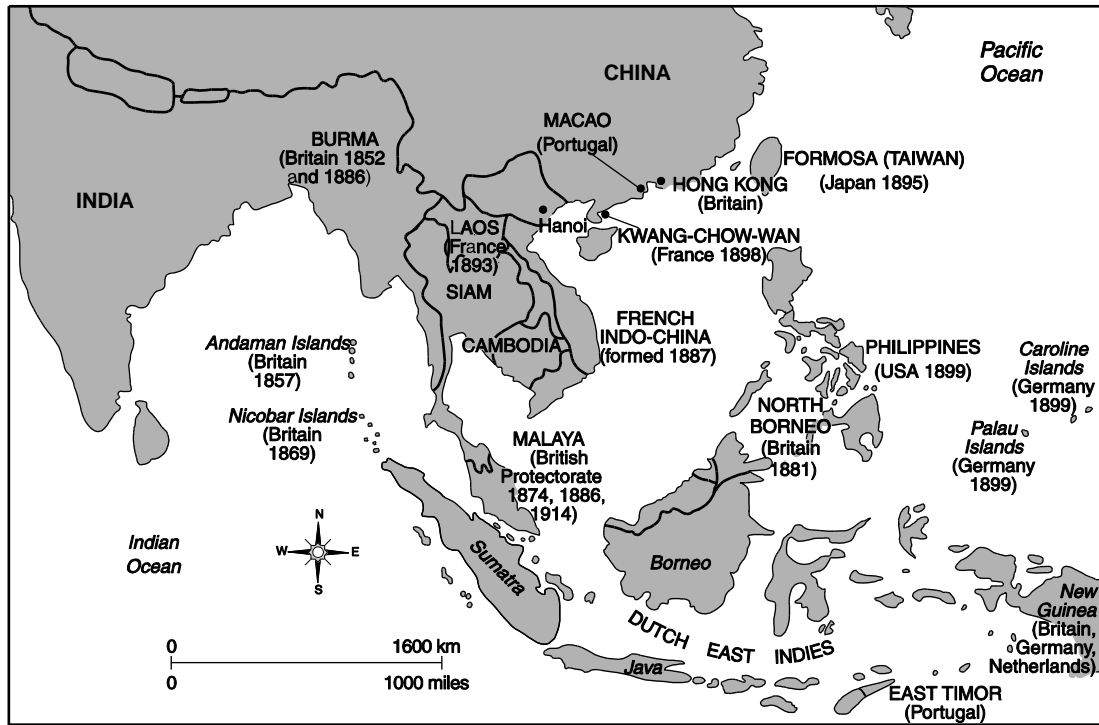
. . . I have heard that you are a kind, compassionate monarch. I am sure that you will not do to others what you yourself do not desire. I have also heard that you have instructed every British ship that sails for Canton not to bring any prohibited goods to China. It seems that your policy is as enlightened as it is proper. The fact that British ships have continued to bring opium to China results perhaps from the impossibility of making a thorough inspection of all of them owing to their large numbers. I am sending you this letter to reiterate [repeat] the seriousness with which we enforce the law of the Celestial Empire and to make sure that merchants from your honorable country will not attempt to violate it again. . . .

Source: Lin Tse-Hsü, *A Letter to Queen Victoria*, 1839

- | | |
|---|--|
| 3 The primary purpose of this letter was to persuade the British to | 4 What is a long-term result of the conflict described in this letter? |
| (1) stop the flow of opium into China | (1) The British were forced to pay reparations to China. |
| (2) increase trade with China | (2) The Chinese government closed all ports to the British. |
| (3) end all business with China | (3) The British forced China to sign unequal treaties. |
| (4) defend China against invasion | (4) The British agreed to respect Chinese sovereignty. |
-

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

IMPERIAL EXPANSION IN SOUTHEAST ASIA 1850–1914



Source: J.M. Roberts, *A History of Europe*, Allen Lane (adapted)

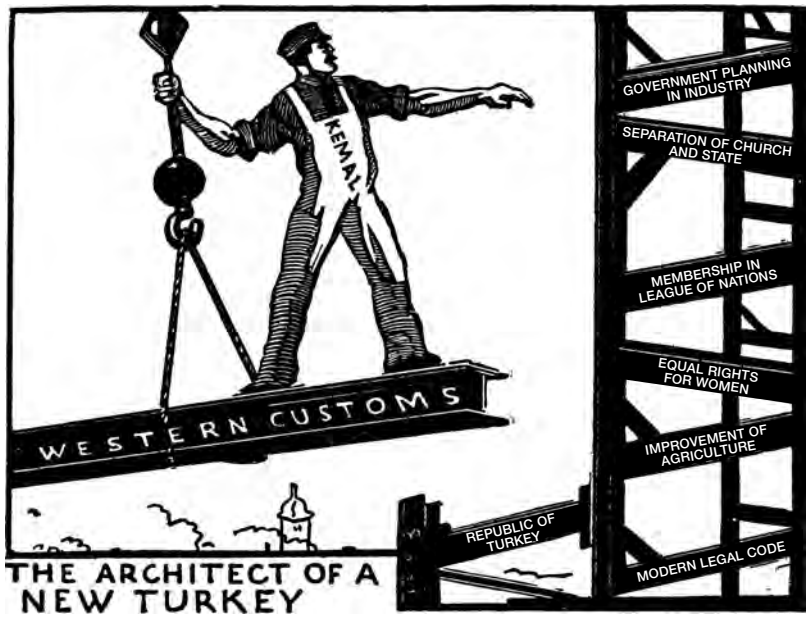
5 Based on this map, countries from which part of the world gained the most power in Southeast Asia during the late 1800s?

- (1) North America
- (2) Africa
- (3) Europe
- (4) Southwest Asia

6 Which event played a major role in the expansion shown on this map?

- (1) Russo-Japanese War
- (2) French Revolution
- (3) Industrial Revolution
- (4) World War I

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



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

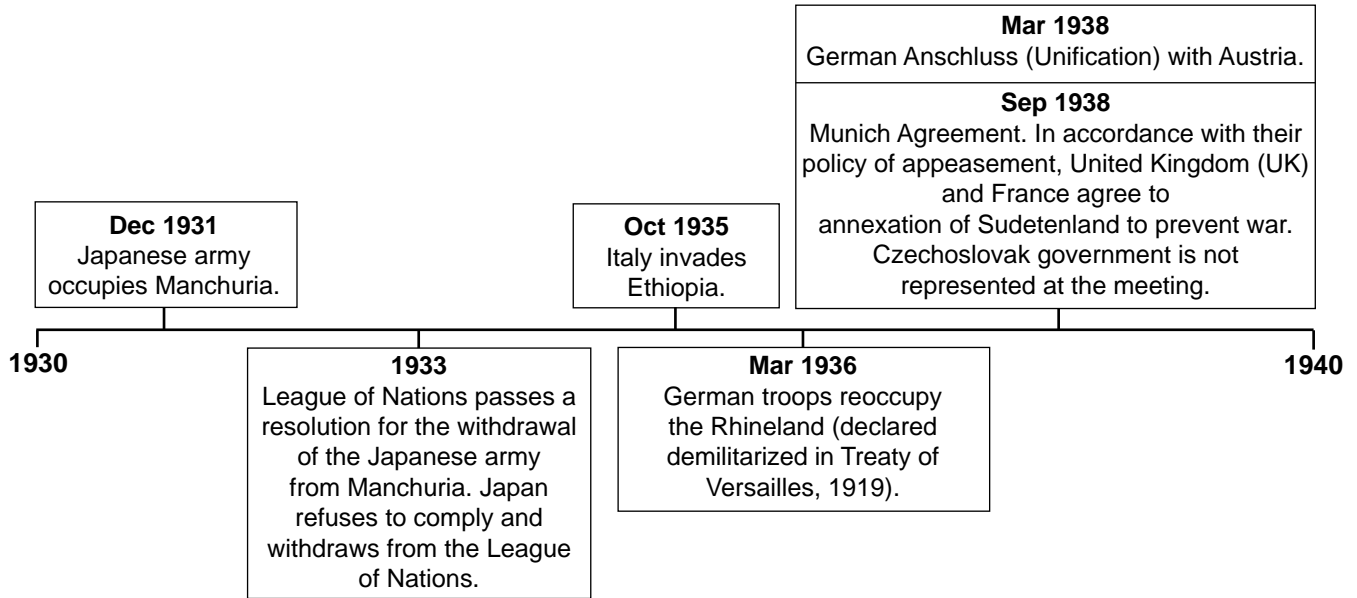
7 Based on this cartoon, which concept influenced Kemal Atatürk's development of New Turkey?

- (1) laissez-faire
- (2) modernization
- (3) communism
- (4) zionism

8 Which event led to Kemal Atatürk's development of New Turkey?

- (1) fall of the Ottoman Empire
- (2) rise of the Soviet Union
- (3) unification of Germany
- (4) creation of a Jewish homeland

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



Sources: International Society for Educational Information, *Japan in Modern History*, 1994
 Chapman and Lindroth, *World History on File: Second Edition—The 20th Century*,
 The Diagram Group, 2007 (adapted)

- 9 The significance of the events shown on this time line is that they represent
- (1) attempts to force empires to decolonize
 - (2) efforts by Manchuria and Czechoslovakia to maintain the balance of power
 - (3) the expansion of communist forces into Europe and Asia
 - (4) underlying causes of World War II

- 10 What was one consequence of the events shown on this time line?
- (1) the formation of the United Nations (UN)
 - (2) having an atomic bomb dropped on Berlin
 - (3) triggering a worldwide Great Depression
 - (4) inspiring the assassination of Archduke Franz Ferdinand

Base your answer to question 11 on the passage below and on your knowledge of social studies.

**Address Given by President Harry Truman to a Joint Session of Congress
on March 12, 1947**

. . . The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion [persuasion] and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. . . .

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [oppression] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry S. Truman, Address to Congress

- 11 Which historical development is most closely associated with the situation described in this passage?
- | | |
|-----------------------|----------------------|
| (1) Berlin Conference | (3) Nuremberg Trials |
| (2) Armenian Massacre | (4) Cold War |
-

Base your answers to questions 12 through 14 on the passage below and on your knowledge of social studies.

Universal Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3.

Everyone has the right to life, liberty and security of person. . . .

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Source: "Universal Declaration of Human Rights," United Nations online, December 10, 1948

- | | | |
|---|---|--|
| 12 What is the intended purpose of this document?
(1) establishment of alliances
(2) promoting isolationism
(3) containing communism
(4) preventing future atrocities | 13 The ideals contained in this document are most closely associated with the ideals developed by
(1) dictators
(2) Enlightenment thinkers
(3) industrialists
(4) supporters of imperialism | 14 This document was drafted largely in response to the
(1) Holocaust
(2) Meiji Restoration
(3) Irish Potato Famine
(4) Rwandan Genocide |
|---|---|--|
-

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



Source: Alan Taylor, "50 Years Ago: The Cuban Missile Crisis," *The Atlantic* (adapted)

- 15 The location identified by this photograph was considered strategically important because of its
- (1) mineral resources
 - (2) tropical climate
 - (3) distance from the United States
 - (4) position in the mid-Atlantic

- 16 Which term is most closely associated with the situation shown in this photograph?
- (1) nonalignment
 - (2) perestroika
 - (3) détente
 - (4) arms race

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

These letters to the editor appeared in *Time* magazine in response to the Six-Day War in 1967.

Sir: If you were to offer a Nation of the Year award, my vote would go to Israel. For the past 19 years, this bastion [stronghold] of democracy has survived in spite of the Arab commandment "harass thy neighbor." This tiny nation may yet fulfill the Biblical prophecy of being a "light unto all nations." Let's hope the U.A.R. [United Arab Republic] is one of the first to see the light.

JOEL S. GOPEN

Sharon, Mass.

Source: *Time* magazine, letter to the editor,
June 16, 1967

Sir: TIME'S lavish contribution, in the form of a cover story, to the Israeli cause is exceeded only by the distorted, sketchy coverage afforded the plight of the Arabs. Neither eloquent oratory [moving speeches] nor military victories can decide the rights of people. Win or lose, the underlying principle for the Arab struggle is no less justified. Where was indignant [angry] world opinion in 1947 when "third parties" paid off political debts with land that they did not own? Where were those who now call for justice when these parties permitted the Arab to be ejected from land he has owned for generations? Perhaps only history will vindicate [justify] the Arab cause, but what of today?

O. J. AKEL

Waltham, Mass.

Source: *Time* magazine, letter to the editor,
June 16, 1967

17 What is the primary concern from the Arab perspective in these letters?

- (1) The international community failed to support their land claims.
- (2) The survival of Israel is threatened by distorted and sketchy reporting.
- (3) Israel may not fulfill its Biblical destiny.
- (4) History cannot be used to vindicate the Arab cause.

18 Which turning point led to the 1967 war that inspired these letters?

- (1) signing of the Camp David Accords
- (2) creation of the State of Israel
- (3) Palestinian Intifada
- (4) Persian Gulf War

Base your answers to questions 19 through 21 on the passage below and on your knowledge of social studies.

French Colonization of Vietnam

. . . Economic development always involved what benefited France and her French colonists, not the Vietnamese. Vietnam was kept as dependent on the mother country as possible, both as a source of raw materials and as a captive market for French manufactured goods. Customs regulations were designed to promote French products and discourage competition from foreign goods, thus restricting the consumer in what he could buy.

A less shortsighted administration could have predicted the eventual outcome of these restrictive policies, but it took raw armed force to shock the French and the rest of the world into the realities of the situation. In a few words, the people were getting fed up. . . .

Source: Tran Van Don, *Our Endless War: Inside Vietnam*, Presidio Press, 1978 (adapted)

- 19 Which statement best describes Tran Van Don's point of view regarding the French in Vietnam?
- (1) Vietnam's economy benefited from French presence.
 - (2) The Vietnamese exported many consumer goods.
 - (3) Vietnam's economic development was restricted.
 - (4) The economies of France and Vietnam benefited equally.
- 20 Which of these countries experienced a similar economic relationship with a colonial power?
- (1) India
 - (2) Liberia
 - (3) Japan
 - (4) Russia
- 21 What was a long-term effect of the situation described in this passage?
- (1) Vietnamese nationalism led to bloody conflict.
 - (2) Soviet troops liberated the Vietnamese from French rule.
 - (3) The French agreed to rule northern Vietnam.
 - (4) Vietnamese resistance led to the establishment of Indochina.

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

. . . From the beginning of the revolution there had been many aborted [failed] attempts to impose the veil on women; these attempts failed because of persistent and militant resistance put up mainly by Iranian women. In many important ways the veil had gained a symbolic significance for the regime. Its reimposition [reinstatement] would signify the complete victory of the Islamic aspect of the revolution, which in those first years was not a foregone conclusion. The unveiling of women mandated by Reza Shah in 1936 had been a controversial symbol of modernization, a powerful sign of the reduction of the clergy's power. It was important for the ruling clerics to reassert that power. All this I can explain now, with the advantage of hindsight, but it was far from clear then. . . .

Source: Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*, Random House, 2004

- 22 Based on this passage, which statement best describes the significance of the government regulations involving both the veiling and unveiling of women?
- (1) Modernization created power shifts that led to conflict.
 - (2) Women's rights were consistently protected by Iranian leaders.
 - (3) Clerics supported the changes in their respective time periods.
 - (4) Emigration to culturally compatible countries was prohibited.
-

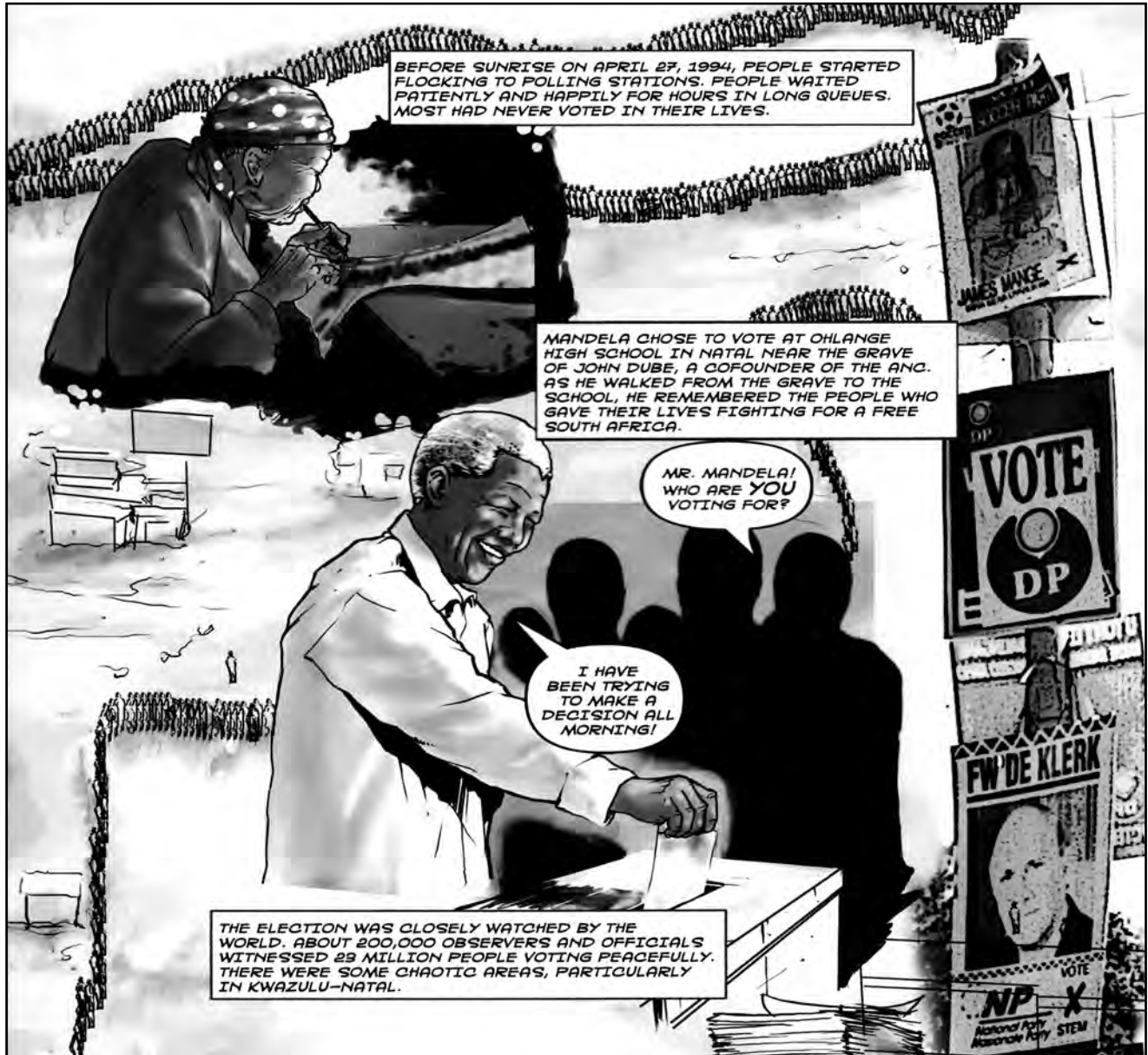
Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . With growing unrest at home over the loss of Soviet soldiers in Afghanistan and the inability of the society to wage a foreign war and provide the essentials of life to its own citizens, the USSR was forced to retreat in ignominious [humiliating] defeat in February 1989—fewer than ten years after its invasion. This proved to be the final straw on the Soviet camel’s back. By the end of the same year, the Berlin Wall was down, and the Warsaw Pact was dead. Within two years, the Soviet Union was history. . . .

Source: Thomas E. Gouttierre, “What History Can Teach Us About Contemporary Afghanistan,”
Education About Asia, Fall 2012

- 23 Based on this passage, which long-term impact did the invasion of Afghanistan have on the Soviet Union?
- (1) It increased the Soviet Union’s ability to provide for their own people.
 - (2) It helped to bring about the collapse of the Soviet Union.
 - (3) It encouraged the Soviets to wage foreign wars and expand their empire.
 - (4) It allowed the Soviets to remove themselves from the Warsaw Pact.
-

Base your answers to questions 24 and 25 on the illustration below and on your knowledge of social studies.



Source: Nelson Mandela: The Authorized Comic Book, W. W. Norton & Company (adapted)

24 Which claim is best supported by the information provided in this illustration?

- (1) The end of apartheid allowed Black South Africans to participate in national elections for the first time.
- (2) Violence in South Africa led to injury and death, contributing to a revolution.
- (3) Economic sanctions by international powers led to political and economic hardships for many South Africans.
- (4) The opening of South African schools to Black children created an increase in national literacy rates.

25 After his victory, which course of action was recommended by the leader depicted in this illustration?

- (1) implementing programs to assist the widespread refugee crisis throughout the nation
 - (2) promoting communism through state collectivization of lands and the use of propaganda
 - (3) establishing a Truth and Reconciliation Commission to overcome a history of discrimination
 - (4) having the African National Congress (ANC) plan peaceful marches, demonstrations, and boycotts
-

Base your answers to questions 26 through 28 on the passage below and on your knowledge of social studies.

. . . Climate change is not equally felt across the globe, and neither are its longer term consequences. . . . Climate change is a threat multiplier: It contributes to economic and political instability and also worsens the effects. It propels sudden-onset disasters like floods and storms and slow-onset disasters like drought and desertification; those disasters contribute to failed crops, famine and overcrowded urban centers; those crises inflame political unrest and worsen the impacts of war, which leads to even more displacement. There is no internationally recognized legal definition for “environmental migrants” or “climate refugees,” so there is no formal reckoning of how many have left their homes because climate change has made their lives or livelihoods untenable [unsustainable]. In a 2010 Gallup World Poll, though, about 12 percent of respondents — representing a total of 500 million adults — said severe environmental problems would require them to move within the next five years. . . .

Source: Jessica Benko, “How a Warming Planet Drives Human Migration,” *New York Times Magazine*, April 19, 2017 (adapted)

- | | |
|---|---|
| <p>26 What is a direct cause of the climate issues described in this passage?</p> <ul style="list-style-type: none">(1) decrease in the volume of global trade(2) expansion of fresh water resources(3) surplus of funding for scientific research(4) increase in greenhouse gas emissions <p>27 Based on this passage, which statement best describes the author’s point of view?</p> <ul style="list-style-type: none">(1) Climate change leads to numerous problems.(2) International organizations have sufficiently addressed changes to the climate.(3) There is no need to track people who have moved as a result of climate change.(4) The number of climate refugees is rapidly decreasing. | <p>28 What was one way the international community responded to the changes described in this passage?</p> <ul style="list-style-type: none">(1) discouraging the use of renewable energy resources(2) signing agreements such as the Kyoto Protocol(3) promoting the use of fossil fuels(4) dismantling of the World Trade Organization (WTO) |
|---|---|

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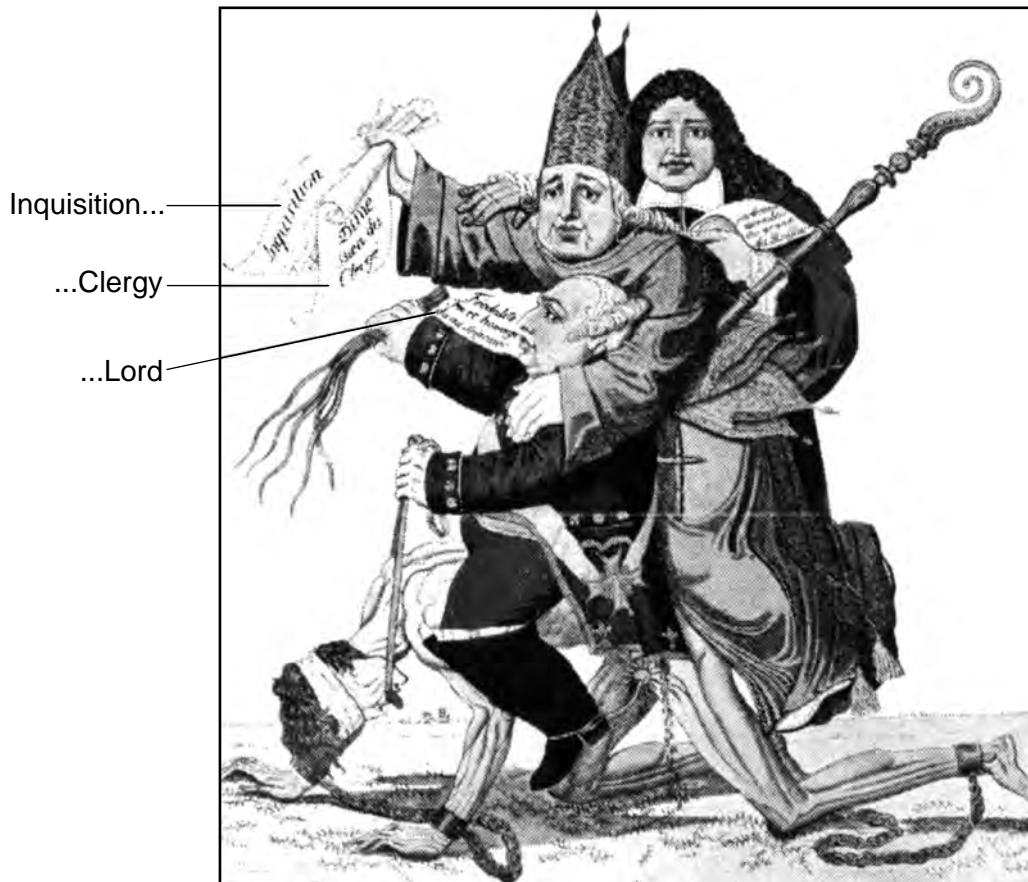
CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

This illustration was created in France in 1788.

People Under the Ancien Régime (Old Regime)



Source: *The Age of Revolutions (1750-1900)*, Highsmith Press, 1996 (adapted)

29 Explain the historical circumstances that led to the situation shown in this illustration. [1]

Score

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

Document 2

The *Declaration of the Rights of Man and of the Citizen* was written by representatives of the French people and was approved by the National Assembly of France on August 26, 1789. This document became the basis for the French Constitution of 1791.

Declaration of the Rights of Man and of the Citizen – 1789

Articles:

. . .2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression.

3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .

Source: The Avalon Project, Yale Law School online

30 Based on this excerpt, identify the National Assembly’s point of view regarding the relationship between the government and its citizens. [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 the 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]

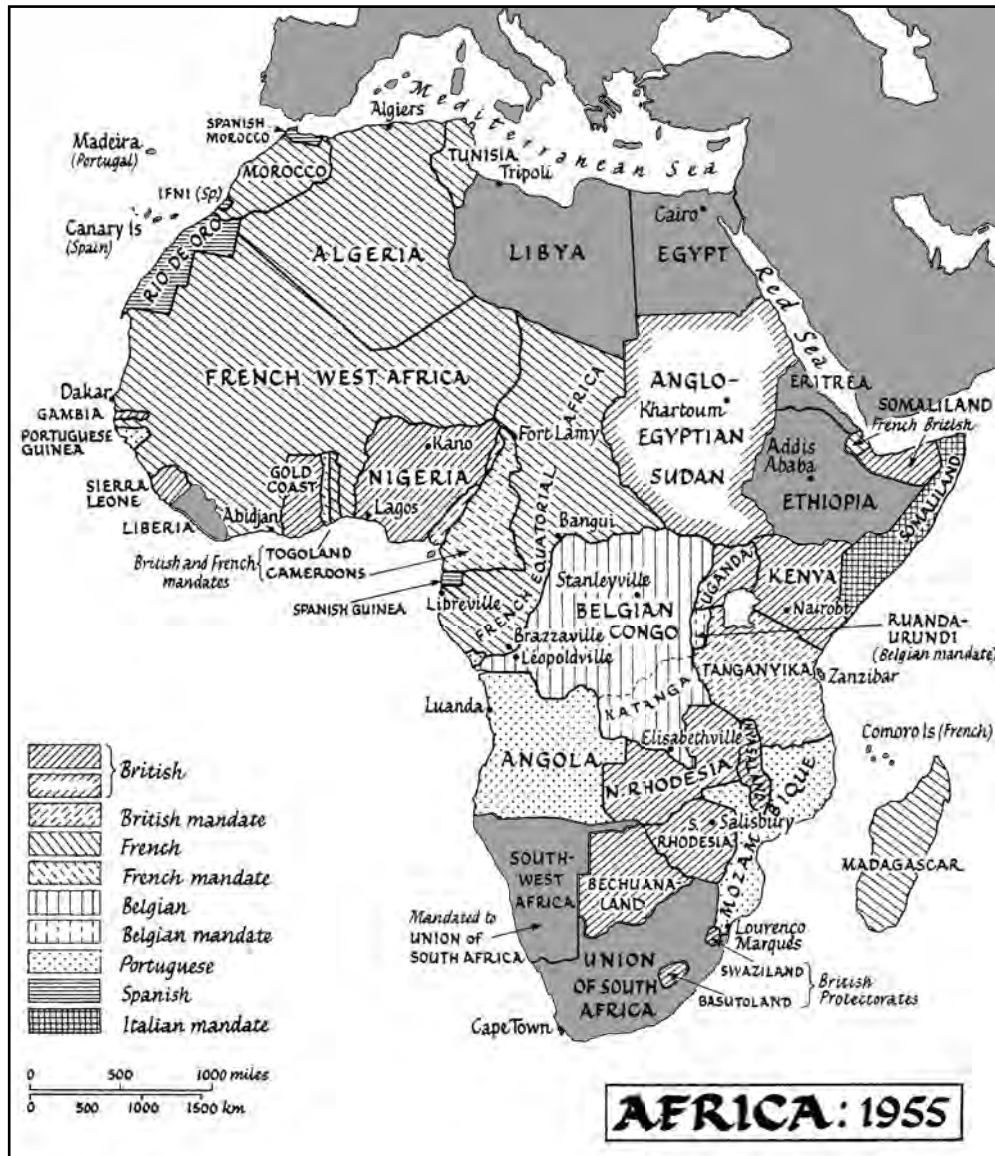
Score

GO ON TO THE NEXT PAGE ⇒

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1



Source: Martin Meredith, *The Fate of Africa*, Public Affairs, 2011 (adapted)

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

32 Explain the geographic context of the historical developments shown on this map. [1]

Score

GO ON TO THE NEXT PAGE ➡

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

Document 2

At midnight on March 6, 1957, Kwame Nkrumah gave a speech at the flag ceremony, where the imperial power’s flag was lowered and the flag of the new state of Ghana, previously known as the Gold Coast, was raised. In the audience were thousands of Ghanaians, representatives of foreign nations, and numerous dignitaries from Britain, including Queen Elizabeth II.

At long last the battle has ended! And thus Ghana, your beloved country, is free for ever. And here again, I want to take the opportunity to thank the chiefs and people of this country, the youth, the farmers, the women, who have so nobly fought and won this battle. Also I want to thank the valiant ex-servicemen who have so co-operated with me in this mighty task of freeing our country from foreign rule and imperialism! And as I pointed out at our Party conference at Saltpond, I made it quite clear that from now on, today, we must change our attitudes, our minds. We must realise that from now on we are no more a colonial but a free and independent people! But also, as I pointed out, that entails [requires] hard work. I am depending upon the millions of the country, the chiefs and people to help me to reshape the destiny of this country. We are prepared to make it a nation that will be respected by any nation in the world. We know we are going to have a difficult beginning but again I am relying upon your support, I am relying upon your hard work, seeing you here in your thousands, however far my eye goes. My last warning to you is that you ought to stand firm behind us so that we can prove to the world that when the African is given a chance he can show the world that he is somebody. We are not waiting; we shall no more go back to sleep any more. Today, from now on, there is a new African in the world and that new African is ready to fight his own battle and show that after all the black man is capable of managing his own affairs. We are going to demonstrate to the world, to the other nations, young as we are, that we are prepared to lay our own foundation. . . .

Source: Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology*, Praeger, 1961

33 Explain how audience affects what Kwame Nkrumah includes in his speech, based on this passage. [1]

Score

Turning point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

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

- a) Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

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

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

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 or causes of; to show the 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

. . . The spinning of cotton into threads for weaving into cloth had traditionally taken place in the homes of textile workers. In 1769, however, Richard Arkwright patented his 'water frame', that allowed large-scale spinning to take place on just a single machine. This was followed shortly afterwards by James Hargreaves' 'spinning jenny', which further revolutionised the process of cotton spinning.

The weaving process was similarly improved by advances in technology. Edmund Cartwright's power loom, developed in the 1780s, allowed for the mass production of the cheap and light cloth that was desirable both in Britain and around the Empire. Steam technology would produce yet more change. Constant power was now available to drive the dazzling array of industrial machinery in textiles and other industries, which were installed up and down the country. . . .

Source: Matthew White, "The Industrial Revolution," The British Library online, October 14, 2009

Document 2

. . . The first important economic changes in Japanese life came in communication and transportation. In both these fields the changes helped national defense as well as economic growth.

The first field to be improved was communications, which is easier to develop than transportation. In 1869 a telegraph line ran from the lighthouse outside Yokohama harbor to the center of the city. Thus the keeper could send early news of ships' arrivals to the people who had to meet them. By 1872 telegraph lines linked Tokyo to Sapporo in the north and to Nagasaki on the west. From Nagasaki undersea cables to Shanghai and Vladivostok tied Japan to the rest of the world. In fact, the telegraph helped the imperial government crush the Satsuma rebellion in 1877. It also helped businessmen in their jobs. However, most people seldom used the telegraph, and then only for very special or urgent messages.

A new postal system grew out of the old Tokugawa system of runners between major cities. In 1871 relays of runners ran the 343 miles (about 556 kilometers) between Tokyo and Osaka in 78 hours. The next year Tokyo had mail delivery three times a day. In 1874 Japan joined the Universal Postal Union, a link to other major countries. Soon, inexpensive postcards became a favorite way of sending personal messages. By the end of Meiji, post offices handled about 33 pieces of mail each year for each Japanese individual. Quick communication had become a way of life. . . .

Source: John F. Howes, *Tradition in Transition: The Modernization of Japan*, Macmillan Publishing Co., 1975

World War II



Homemade wireless receiver used by a Dutch family during the occupation

SECRET RADIO

Hidden in a tin, this radio was used by a Dutch family to listen to the BBC (British Broadcasting Corporation). Broadcasts included general war news, messages from the exiled Dutch royals, and coded messages to secret agents. Owning a radio was forbidden in many occupied countries, but that did not stop people from making their own and using them in secret.



US Army field telephone

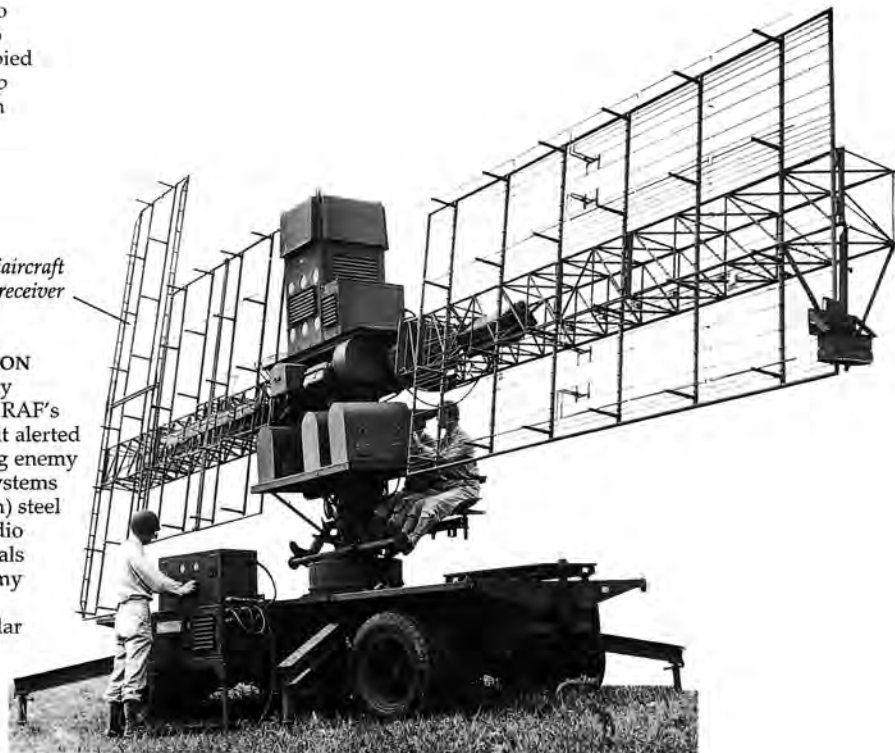
PORTABLE COMMUNICATIONS

Field telephones were used by Allied and Japanese soldiers to keep in contact with their commanders and the rest of their unit. The speed of the Japanese advance across Southeast Asia and the Pacific meant that troops needed efficient communications to inform headquarters of their progress, and on the whereabouts of the enemy.

Mobile antiaircraft radar receiver

ENEMY DETECTION

Radar was hugely important to the RAF's success because it alerted them to incoming enemy aircraft. Radar systems used 300-ft (90-m) steel masts to emit radio signals. The signals bounced off enemy planes and were picked up by radar receivers. This alerted pilots to scramble into the air to resume battle.



Source: Simon Adams, *Eyewitness Books: World War II*, Dorling Kindersley

Document 4

The Golden Quadrilateral is a 3,633-mile expressway designed to link India's four largest cities. The project was launched in 2001.

. . . Announced in 1998 by then Prime Minister Atal B. Vajpayee, who is credited with giving the project its grandiose [impressive] name, the Golden Quadrilateral is exceeded in scale only by the national railway system built by the British in the 1850s. For decades after its 1947 independence, India practiced a kind of South Asian socialism in keeping with the idealism of its founders, Gandhi and Nehru, and its economy eventually stalled. In the 1990s the country began opening its markets to foreign investment, led by a pro-growth government and staffed by an army of young go-getters who speak excellent English and work for a fraction of the wages paid in the West. Yet India's leaders realized their decrepit [decaying] highways could hobble the country in its race toward modernization. "Our roads don't have a few potholes," Prime Minister Vajpayee complained to aides in the mid-1990s. "Our potholes have a few roads." . . .

It's not unusual, on a six-lane superhighway, to find oxcarts, water buffalo, motorcycles, and the occasional line of trucks and cars coming straight at you, in your lane, driving the wrong way because it's shorter or easier or perhaps because they're confused. Goats graze the median strip, and traffic is often held up by sacred cows, the only users of the highway that seem oblivious to the danger flying around like shrapnel. . . .

Source: Don Belt, "Fast Lane to the Future," *National Geographic*, October 2008

Document 5

The Middle East: Worries about privacy—a concern of the elite

. . . In many Middle Eastern countries, most people can't afford a computer, let alone access to the Internet, so the security and privacy of information is generally not a concern. Some, however, who have access to this technology—primarily citizens of oil-rich countries—are perturbed [upset] about the security of their personal information when using the Internet. Social networks such as *Facebook* and *MySpace* are growing in popularity with young people in the region, although they are banned in some countries, such as Syria. Privacy, however, is tenuous [questionable]; it is generally a risky proposition to challenge unauthorized governmental intrusion into one's computer.

Although the Egyptian interior ministry in July 2002 formed a specialized unit to combat Internet-related crimes, offenders are primarily punished according to the country's laws governing communications and the protection of intellectual property. That is the situation in most Middle Eastern countries.

There is very limited use of biometric security* in Middle Eastern countries, although some airports, including Israel's Ben-Gurion Airport, have for years used iris-scanning biometrics to verify the identities of employees and passengers. . . .

Source: Larry Greenemeier, "International Report: What Impact Is Technology Having on Privacy around the World?," *Scientific American* online, August 18, 2008

* Biometric security uses devices to measure unique characteristics of a person, such as voice pattern, the iris or retina pattern of the eye, or fingerprint patterns.

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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 26 to review the task.

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

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