

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, August 16, 2023 — 12:30 to 3:30 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

Print your name and the name of your school on the lines above. A separate answer sheet has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II and III.

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

## Part I

### Answer all questions in this part.

*Directions (1–28):* For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the passage below and on your knowledge of social studies.

. . .The samurai constituted the governing class. For the most part, they were compelled to withdraw from the countryside to the castle town, where they lived in segregated residential quarters. They retained the right to bear arms, something denied the other classes. The populace had been disarmed, settling one of the principal conflicts of the “country at war.” So the samurai held the monopoly on inflicting violence. Here Hideyoshi laid down the design plan for the rigid class system that matured under his successor regime, the Tokugawa shogunate, and lasted until that regime’s fall in 1868. . . .

Source: J.S.A. Elisonas, “The Epoch of Unification (1568–1615 AD),” Japan Society online, 2003

- 1 What was the main reason for implementing the system described in this passage?
- (1) to welcome outsiders                      (3) to allow social mobility  
(2) to promote cultural exchange            (4) to establish power and authority
-

Base your answers to questions 2 and 3 on the document below and on your knowledge of social studies.

### Letter to Napoleon

27 Messidor, Year IX [July 16, 1801]

Citizen Consul:

The minister of the Marine, in the account he gave you of the political situation of this colony, which I devoted myself to making known to him, should have submitted to you my proclamation of last 16 Pluviose [February 5, 1801] on the convocation [start] of a Central Assembly, which would be able to set the destiny of Saint-Domingue [Haiti] through wise laws modeled on the mores [values] of its inhabitants. I today have the satisfaction of announcing to you that the final touch has just been put to this work. I hasten to send it to you in order to have your approval and the sanction of my government. Given the absence of laws, and the Central Assembly having requested to have this constitution provisionally executed, which will more quickly lead it to its future prosperity, I have surrendered to its wishes. This constitution was received by all classes of citizens with transports of joy that will not fail to be reproduced when it will be sent back bearing the sanction of the government.

Greetings and profound respect.

[signed: Toussaint Louverture]

Source: The Louverture Project online

2 Which historical turning point was directly influenced by the events described in this document?

- (1) Germany unified and industrialized, becoming a dominant world power by World War I.
- (2) Europeans lost profitable colonies in the Americas and sought new imperial holdings.
- (3) Japan shifted from a period of isolation to a more modernized state.
- (4) British Parliament began to pass legislation to address concerns over working conditions.

3 Which historical writing most influenced the circumstances described in this document?

- (1) John Locke's *Two Treatises of Government*
- (2) Olympe de Gouges' *Declaration of the Rights of Woman*
- (3) Karl Marx's *Communist Manifesto*
- (4) Adam Smith's *Wealth of Nations*

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

. . . “That the people of Ireland, in their bitter hours of misfortune, have the strongest right to impeach [condemn] the criminality of the ministers of the crown, inasmuch as it has pleased a merciful Providence to favour Ireland in the present season with a most abundant crop of oats. Yet, whilst the Irish harbours are closed against the importation of foreign food, they are left open for the exportation of Irish grain, an exportation which has already amounted in the present season to a quantity nearly adequate to feed the entire people of Ireland, and to avert the now certain famine; thus inflicting upon the Irish people the abject [wretched] misery of having their own provisions carried away to feed others, whilst they themselves are left contemptuously [cruelly] to starve. . . .

Source: John O'Rourke, *The History of the Great Irish Famine of 1847*,  
James Duffy, 1902

- |   |  |
|---|--|
| 4 The passage was written to justify                      | 5 Which problem is identified in this passage? |
| (1) the export of Irish grain                             | (1) the low prices of agricultural products    |
| (2) the importation of foreign food through English ports | (2) the exporting of much-needed food          |
| (3) Irish protests against British trade policies         | (3) the waste caused by grain overproduction   |
| (4) the Great Famine                                      | (4) the opening of ports to foreign merchants  |
- 

Base your answer to question 6 on the document below and on your knowledge of social studies.

“Some time ago a party of white men came into my country, the principal one appearing to be a man named Rudd. They asked me for a place where they could dig for gold, and said they would give me certain things for the right to do so. I told them to bring it to me, and I would see what I would do. A document was read and presented to me for signature. I asked what it contained, and was told that in it were my words and the words of those men. I put my hand to it. About three months after I heard from other sources I had given the right to all the minerals in my country. I called a meeting of my Indunas [advisors] and of the white men, and demanded a copy of the document. It was proved to me that I had signed away the right to minerals of the whole country to Rudd and his friends. I have since had a meeting of my Indunas, and they will not recognise the paper, as it contains neither my words nor the words of those who got it from me.”

Source: *The Parliamentary Debates*, 1893

- 6 Which British policy is most closely associated with the situation described in this document?
- |                         |                  |
|-------------------------|------------------|
| (1) neutrality          | (3) imperialism  |
| (2) collective security | (4) isolationism |
-

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

At dawn the ridge emerges massed and dun  
In the wild purple of the glow'ring sun,  
Smouldering through spouts of drifting smoke that  
shroud  
The menacing scarred slope; and, one by one,  
Tanks creep and topple forward to the wire.  
The barrage roars and lifts. Then, clumsily bowed  
With bombs and guns and shovels and battle-gear,  
Men jostle and climb to, meet the bristling fire.  
Lines of grey, muttering faces, masked with fear,  
They leave their trenches, going over the top,  
While time ticks blank and busy on their wrists,  
And hope, with furtive eyes and grappling fists,  
Flounders in mud. O Jesus, make it stop!

Source: Siegfried Sassoon, "Attack," 1918

7 Which event influenced the writing of this poem?

- (1) World War I
- (2) the Russian Revolution
- (3) World War II
- (4) the Korean War

8 Siegfried Sassoon's primary purpose for writing this poem is to

- (1) promote nationalism and encourage soldiers to volunteer
- (2) show the horrors of the fighting and the cruelty of the war
- (3) encourage the development of more technologically advanced weapons
- (4) protect the environment from destruction by human actions

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

### Mandates of the League of Nations

	Country or Region	Mandatory Power
<b>Class A</b>	Palestine, Transjordan, Iraq	Britain
	Syria/Lebanon	France
<b>Class B</b>	Tanganyika; part of Togoland; part of Cameroons	Britain
	part of Togoland, part of Cameroons	France
<b>Class C</b>	Ruanda-Burundi	Belgium
	South-West Africa	Union of South Africa
	Western Samoa	New Zealand
	Nauru	Britain/New Zealand/ Australia
	New Guinea	Australia
	North Pacific Islands	Japan

Source: Norman Lunger, *Global History and Geography: Readings and Documents*, Amsco School Publications, 2003

9 Why did Britain and France have power over many of the mandates identified in this chart?

- (1) They had strong cultural ties to these areas.
- (2) They defeated Germany, giving them a strong claim to its colonies.
- (3) There were large populations of British and French citizens living in these territories.
- (4) Their experience in decolonization made them the best choices.

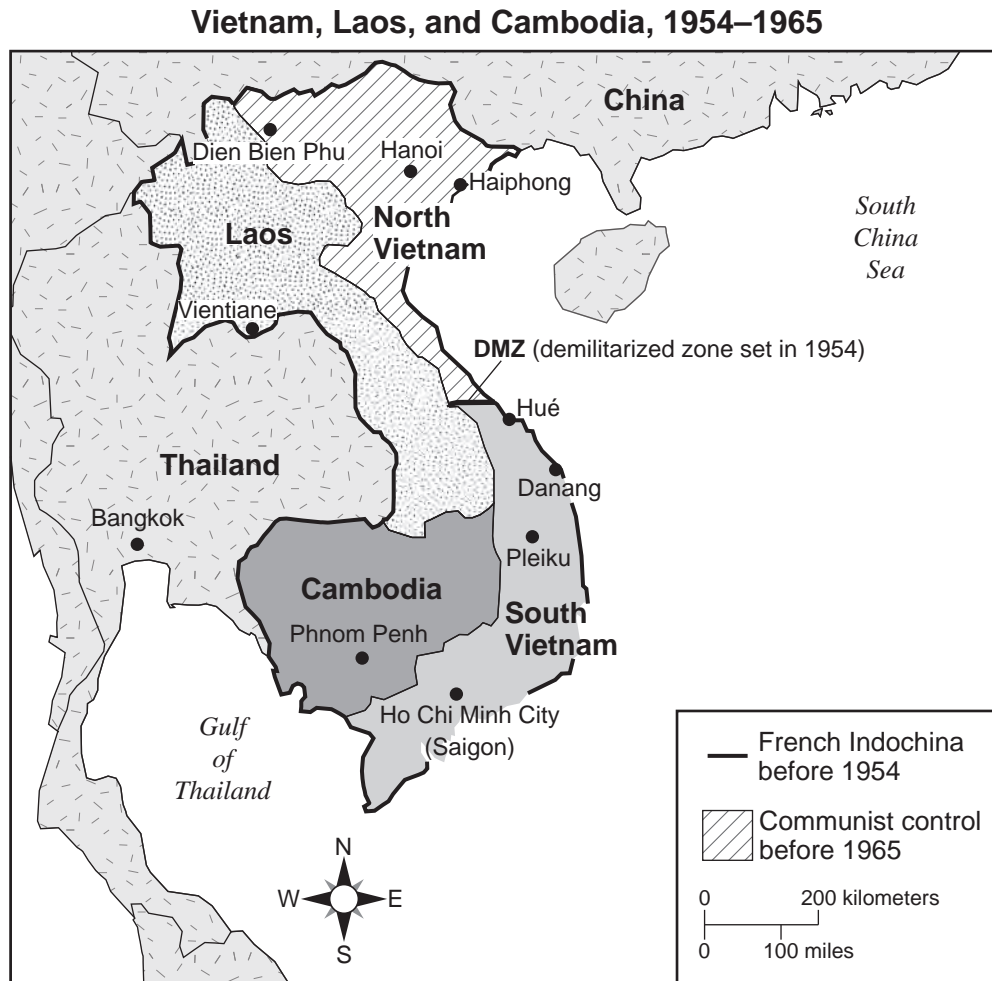
10 What was a consequence of the situation shown in this chart?

- (1) Nationalist movements developed in areas under European control.
- (2) Britain and France were bankrupted by the high cost of governing these mandates.
- (3) More mandates were created as nations struggled to govern themselves after World War II.
- (4) Germany regained substantial power in sub-Saharan Africa.

Base your answers to questions 11 and 12 on the documents below and on your knowledge of social studies.

. . . In the eyes of the rest of Asia and of key areas threatened by Communism in other areas as well, South Vietnam is both a test of U.S. firmness and specifically a test of U.S. capacity to deal with “wars of national liberation.” Within Asia, there is evidence — for example, from Japan — that U.S. disengagement and the acceptance of Communist domination would have a serious effect on confidence. More broadly, there can be little doubt that any country threatened in the future by Communist subversion [disruption] would have reason to doubt whether we would really see the thing through. This would apply even in such theoretically remote areas as Latin America. . . .

Source: Memorandum from the U.S. Secretary of Defense, Robert S. McNamara to the President, 1964



Source: Brun et al., *Reviewing Global History and Geography*, AMSCO, 2008 (adapted)

- 11 Based on these documents, Secretary McNamara believed U.S. involvement in this region would prevent
- (1) rebellions against colonial rule
  - (2) genocides and human rights abuses
  - (3) the spread of communism
  - (4) civil wars in recently liberated nations

- 12 The conflict referred to in the documents is most closely associated with
- (1) the Chinese Civil War
  - (2) the Cold War
  - (3) the Cultural Revolution
  - (4) global terrorism

Base your answers to questions 13 and 14 on the document below and on your knowledge of social studies.

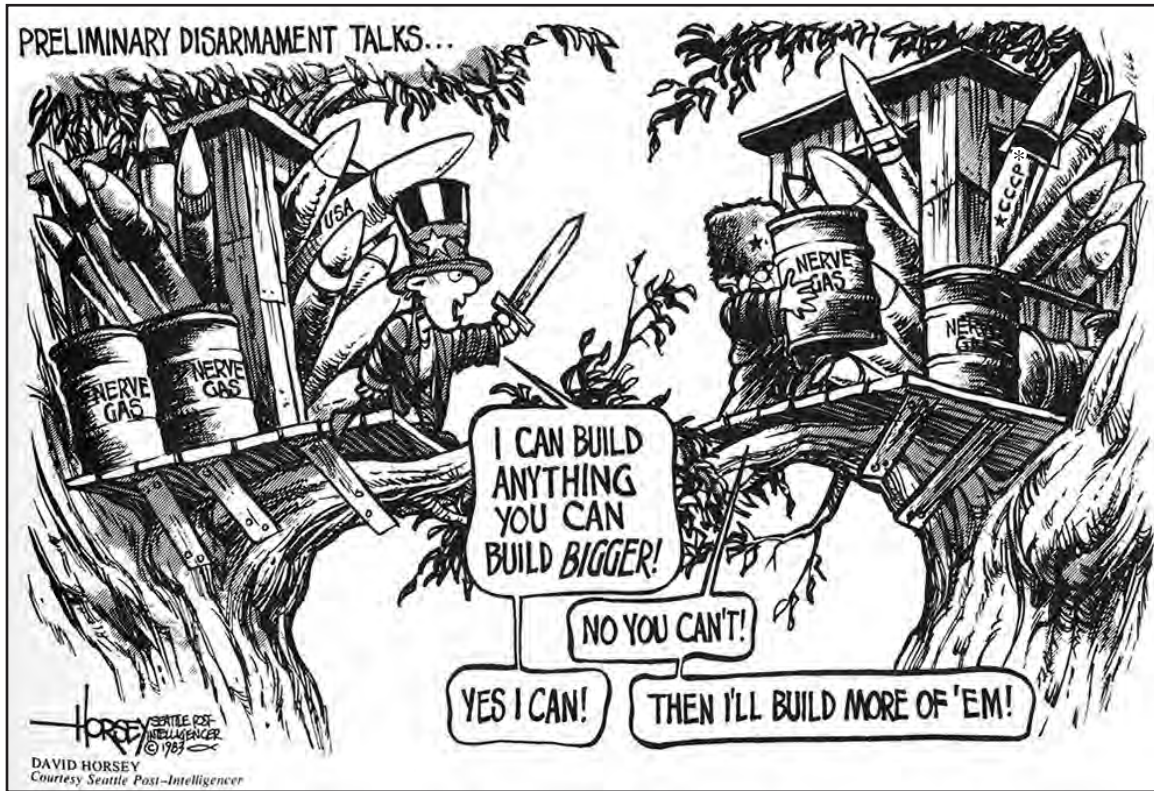
When Kenyatta returned on the platform for the third time, after a few other speakers, he explained the flag. He said, “Black is to show that this is for black people. Red is to show that the blood of an African is the same colour as the blood of a European, and green is to show that when we were given this country by God it was green, fertile and good but now you see the green is below the red and is suppressed.” (Tremendous applause!) I tried to figure out this real meaning. What was meant by green being “suppressed” and below the red? Special Branch agents were at the meeting recording all the speeches so Kenyatta couldn’t speak his mind directly. What he said must mean that our fertile lands (green) could only be regained by the blood (red) of the African (black). That was it! The black was separated from the green by red; the African could only get to his land through blood.

Source: Barnett and Njama, *Mau Mau From Within*, Modern Reader Paperbacks, 1966

- |  |   |
|--|---|
| 13 The author interprets Kenyatta’s discussion of the Kenya African Union flag as a call for | 14 Which event led most directly to the situation described in this document? |
| (1) a new monotheistic religious movement  | (1) the French Revolution   |
| (2) a peaceful transfer of political power to Africans                                       | (2) the Berlin Conference   |
| (3) removal of restriction on political speech   | (3) the Treaty of Versailles  |
| (4) violent resistance against colonial authority  | (4) the Truman Doctrine   |
-



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



Source: David Horsey, 1983 (adapted)

\*CCCP refers to the Union of Soviet Socialist Republics (U.S.S.R.)

15 Which statement best describes the point of view of this cartoonist?

- (1) Nuclear arms treaties have been highly effective.
- (2) The arms race was limited to nuclear missiles.
- (3) The threat of armed revolution was not taken seriously.
- (4) Disarmament talks had not been effective.

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



Source: Henry Payne, *Brief Review in Global History and Geography*, Prentice Hall, 2003 (adapted)

16 Based on this cartoon, what is being “fed” to the Chinese people?

- (1) Democratic philosophy
- (2) Communist ideology
- (3) Capitalist doctrine
- (4) Mercantilist principles

17 This cartoon suggests that the Chinese people and their government

- (1) wanted to continue Mao’s economic programs
- (2) saw the need to increase agricultural imports
- (3) disagreed on whether to adopt democratic reforms
- (4) had no interest in the principles of the Enlightenment

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

### The Day 100,000 Iranian Women Protested the Headscarf



Source: Hengameh Golestan, March 1979

- 18 This photo demonstrates a clash between
- (1) traditional cultural values and secularization
  - (2) localized trade networks and globalization
  - (3) economic inequality and socialism
  - (4) ethnic diversity and cultural homogenization

- 19 Which event most directly contributed to the action shown in this photo?
- (1) Iran's decision to become a member of OPEC
  - (2) passage of the Universal Declaration of Human Rights
  - (3) founding of the Mothers of the Plaza de Mayo
  - (4) the Ayatollah Khomeini's rise to power

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

**Global Summary of the HIV Epidemic in Women and Children, 2016**

	<b>Global</b>	<b>Sub-Saharan Africa</b>	<b>% of Global</b>
Estimated number of women (15+) living with HIV	17,800,000	14,100,000	79%
Estimated number of pregnant women living with HIV	1,400,000	1,300,000	93%
Estimated number of children (<15) living with HIV	2,100,000	1,900,000	90%
Estimated number of children (<15) newly infected with HIV	160,000	140,000	88%
Estimated number of children (<15) dying of AIDS-related causes	120,000	100,000	83%

Source: United Nations Children’s Fund, UNICEF online

20 What is a correct inference based on the data presented in this chart?

- (1) Global migration trends reveal people increasingly moving to urban centers and living in overcrowded environments.
- (2) European imperialism has left many African nations with inadequate health care, a lack of education, and poverty.
- (3) Post-independence movements led some African nations to experience ethnic conflict, genocide, and an increase in refugee populations.
- (4) Modern societies continue to negatively impact the environment by polluting air and water in addition to depleting natural resources.

21 This chart would be most useful to a person or group advocating for

- (1) policies to slow climate change
- (2) free trade laws
- (3) collective security agreements
- (4) health and education funding



Base your answers to questions 22 and 23 on the documents below and on your knowledge of social studies.

**Document A**

. . . Unlike the Cold War system, globalization has its own dominant culture, which is why it tends to be homogenizing. In previous eras this sort of cultural homogenization [uniformity] happened on a regional scale—the Hellenization of the Near East and the Mediterranean world under the Greeks, the Turkification of Central Asia, North Africa, Europe and the Middle East by the Ottomans, or the Russification of Eastern and Central Europe and parts of Eurasia under the Soviets. Culturally speaking, globalization is largely, though not entirely, the spread of Americanization – from Big Macs to iMacs to Mickey Mouse – on a global scale. . . .

Source: Thomas L. Friedman, *The Lexus and the Olive Tree*, Farrar Straus and Giroux, 2000

**Document B**

. . . It is a myth that globalization involves the imposition of Americanized uniformity, rather than an explosion of cultural exchange. For a start, many archetypal [typical] “American” products are not as all-American as they seem. Levi Strauss, a German immigrant, invented jeans by combining denim cloth (or “serge de Nimes,” because it was traditionally woven in the French town) with Genes, a style of trousers worn by Genoese sailors. So Levi’s jeans are in fact an American twist on a European hybrid. Even quintessentially American exports are often tailored to local tastes. MTV in Asia promotes Thai pop stars and plays rock music sung in Mandarin. CNN en Espanol offers a Latin American take on world news. McDonald’s sells beer in France, lamb in India, and chili in Mexico. . . .

Source: Philippe Legrain, “Cultural Globalization is Not Americanization,” *The Chronicle of Higher Education*, May 9, 2003

- |   |  |
|---|--|
| 22 What is the primary focus of these documents?<br>(1) the need for cultural exchanges in Europe<br>(2) the value of immigration to German regions<br>(3) the role of American culture in globalization<br>(4) the importance of the Cold War in history | 23 Which claim about globalization is supported by these documents?<br>(1) It minimizes trade.<br>(2) It reshapes cultures.<br>(3) It discourages creativity.<br>(4) It restricts freedom. |
|---|--|
-

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

. . .China is the world's leader in e-commerce, with digital retail sales volume double that of the United States and accounting for a staggering 40 percent of the global total, according to digital business research company eMarketer. Last year, it also boasted four of the top 10 Internet companies in the world ranked by market capitalization, according to the data website Statista, including e-commerce giant Alibaba, social-media and gaming company Tencent and search specialists Baidu.

After two decades of Internet development under the Communist Party's firm leadership, he said, his country had struck the correct balance between "freedom and order" and between "openness and autonomy." It is traveling, he said, on a path of "cyber-governance with Chinese characteristics."

What China calls the "Golden Shield" is a giant mechanism of censorship and surveillance that blocks tens of thousands of websites deemed inimical [harmful] to the Communist Party's narrative and control, including Facebook, YouTube, Twitter and even Instagram. . . .

Source: Simon Denyer, "China's Scary Lesson to the World: Censoring the Internet Works,"  
*The Washington Post*, May 23, 2016

24 Which conclusion about China can best be drawn from this passage?

- (1) It uses a communist economy based on Maoist principles.
  - (2) It rejects capitalism as an economic system but welcomes democratic ideals.
  - (3) It wants to completely isolate itself from contact with the rest of the world.
  - (4) It wants the economic benefits of capitalism without free speech and democracy.
-

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

My father was one of the million victims who were killed by the Khmer Rouge genocide politics. Up to this today I cannot comprehend the reason for the execution of my father and other millions of my fellow country men. My father was not a man of politics nor was he a criminal by any means. As a far as I can remember, he was a family man like any other Cambodian men in the country. He was a loving and caring father. A great protector and provider for his family and for those worked in his shipping company. He was a patriotic man. He did not abandon Cambodia during the 1970-75 civil war because he wished to devoted his energy and resource for the reconstruction of the country after the war. Unfortunately, his patriotism was not greeted with gratitude but it was received by punishment then execution. . . .

Source: Sisowath Doung Chanto, Cyber Cambodia

- 25 Which claim is best supported by the evidence in this passage?
- (1) Sisowath Doung Chanto questioned his father's patriotism.
  - (2) The Khmer Rouge only arrested artists and authors.
  - (3) Millions of Cambodians were executed during the civil war.
  - (4) Many Cambodians resisted arrest by fleeing the country.
- 26 The actions described in this passage are most closely associated with which leader?
- (1) Ho Chi Minh
  - (2) Pol Pot
  - (3) Deng Xiaoping
  - (4) Sun Yat Sen

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

### Eighty million children do backbreaking work

. . . Deeply impoverished, millions of children around the world sacrifice their health, safety, and sometimes their lives, for just pennies a day. “Child labor is cheap labor,” says Darlene Adkins of the Child Labor Coalition. “Employers can pay children less than adults for the same work.” In many cases, young workers labor for months, even years, without receiving a single cent. “Some kids are bonded laborers,” says Robin Romano, a filmmaker who is shooting a movie about child labor around the world. “Their families need to borrow money, so they sell their children into slavery to pay off the loan. A debt as small as \$50 may put a family in bondage for a generation or more.”

Most countries have laws that forbid businesses from hiring children to perform dangerous work. However, employers are rarely punished for breaking the law.

“The biggest problem in child labor is enforcement,” says Romano. “You can write laws until you are blue in the face, but until countries have the political will and conviction to enforce them, the laws are meaningless.” . . .

Source: Karen Fanning, “Lost Childhoods,” *Junior Scholastic*, 2001

27 According to this author, what is the underlying reason for the exploitation of child labor?

- (1) increasing health costs
- (2) extreme poverty
- (3) government interventions
- (4) technological developments

28 Which statement best describes the difference between child labor laws and enforcement as described in this passage?

- (1) Most countries have no laws to protect children from dangerous labor situations.
- (2) Most employers are always punished for breaking child labor laws.
- (3) Unless people take action, little will change regarding child labor abuses.
- (4) Child labor laws are changing to ensure children are earning equal pay for equal work.



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.

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**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)

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**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 and on your knowledge of social studies.

### Document 1



## IVORY & APES & PEACOCKS

East Africa. The land from which, men say, ages ago King Solomon's ships came sailing with their freight of rare and precious things, "gold and ivory, apes and peacocks."

To-day it is British—and of all the tropical domains of the Empire none is richer in promise than this vast territory twenty times the size of England. But to-day its wealth is of another kind. Coffee from the uplands of Uganda, Tanganyika and, above all, Kenya. Tobacco from Rhodesia and Nyasaland, which also sends us Tea. Cotton from Uganda. Sisal from Tanganyika and Kenya. Cloves from Zanzibar.

You have a personal interest in the future of East Africa. For as her new industries prosper, her orders for British goods grow larger year by year, and that means more employment and better times for all of us.

Drink Empire coffee—smoke Empire tobacco—use Empire binder twine. You'll be helping in one of the greatest colonising ventures to which the British race has ever set its hand.

# EAST AFRICA

*sends us*

COFFEE—TEA—TOBACCO—COTTON—MAIZE  
SISAL—HIDES & SKINS—CLOVES  
COPRA—OILSEEDS—GUMS—BINDER TWINE

Issued by the Empire Marketing Board

Source: Empire Marketing Board, *The Times*, London, 1926-27 (adapted)

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

29 Explain the geographic context for the historical developments shown in Document 1. [1]

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Score

**GO ON TO THE NEXT PAGE** ➞

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

**Document 2**

Wangari Maathai was an activist, environmentalist, and politician from Kenya. She won the Nobel Prize in 2004 for establishing The Greenbelt Movement. This organization planted over a million native trees between 1977 and the present.

. . . At about this time, something profound started happening in the hitherto pristine [formerly untouched] Aberdare forest. The colonial government had decided to encroach [intrude] into the forest and establish commercial plantations of nonnative trees. I remember seeing huge bonfires as the natural forests went up in smoke. By the mid-1940s, the British had introduced many exotic tree species into Kenya. Pines were transplanted from the northern hemisphere, and eucalyptus and black wattle from the southern hemisphere. These trees grew fast and strong and contributed to the development of the newly emerging timber and building industry.

To popularize them, foresters gave many such seedlings to farmers free of charge. Farmers appreciated their commercial value and planted them enthusiastically at the expense of local species. However, these trees did damage, too. They eliminated local plants and animals, destroying the natural ecosystem that helped gather and retain rainwater. When rain fell, much of the water ran downstream. Over the subsequent decades, underground water levels decreased markedly and, eventually, rivers and streams either dried up or were greatly reduced. . . .

Source: Wangari Maathai, *Unbowed: A Memoir*, Alfred A. Knopf, 2006

30 Based on this excerpt, explain Wangari Maathai’s point of view on the introduction of non-native trees to Kenya. [1]

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Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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Score

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

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

**Document 1**

. . . Despite the turmoil, the authorities could have contained the situation if they had avoided open conflict with the crowds. But the forces of the tsar [czar] opened fire, killing protesters. The demonstrations began to turn into a full-scale revolution as angry protesters broke into the barracks of the city's Pavlovsky Regiment. Rather than attack them, the soldiers joined the protesters, some even firing on their own officers. . . . Nothing less than Tsar Nicholas's abdication, meanwhile, could save the war campaign against Germany—all his senior generals told him so. The Duma also called on him to stand down. On March 2, 1917, Nicholas II gave up the throne. The end of the monarchy was marked by scenes of rejoicing throughout the Russian Empire. Symbols of monarchical power—emblems, coats of arms, double-headed eagles, and tsarist statues—were destroyed.

Source: Orlando Figes, *History Magazine*, National Geographic, October 25, 2017

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

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Score

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

**Document 2**

On June 23, 1931, Joseph Stalin delivered a speech, “New Conditions — New Tasks in Economic Construction,” at a Conference of Business Executives. It was attended by representatives of the economic organizations united under the Supreme Council of the National Economy of the U.S.S.R. [Soviet Union] and by the People’s Commissariat of Supply of the U.S.S.R. The speech was published in the Soviet newspaper *Pravda* on July 5, 1931.

. . .As you see, we now have an entirely new situation and new conditions in regard to the supply of manpower for our factories.

What follows from that?

It follows, firstly, that we must no longer count on an automatic influx [increase] of manpower. This means that we must pass from the “policy” of letting things proceed automatically to the policy of *organized* recruiting of workers for industry. But there is only one way of achieving this—that of contracts of economic organizations with collective farms and collective farmers. As you know, certain economic organizations and collective farms have already adopted this method; and experience has shown that this practice yields important advantages both for the collective farms and for the industrial enterprises.

It follows, secondly, that we must pass immediately to *mechanization* of the heavier processes of labour and develop this to the utmost (timber industry, building industry, coal mining, loading and unloading, transport, iron and steel industry, etc.). This, of course, does not mean that we must abandon manual labour. On the contrary, manual labour will continue to play a very important part in production for a long time to come. But it does mean that mechanization of labour processes is for us the *new* and *decisive* force, without which neither our tempo nor the new scale of production can be maintained. . . .

Source: Speech by Joseph Stalin, 1931

33 Based on this excerpt, identify Stalin’s point of view regarding the Soviet economy. [1]

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Score

**GO ON TO THE NEXT PAGE** ⇨

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

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

- a) Identify a turning point directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change using evidence from both Documents 1 **and** 2. [1]

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Score



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**Part III**  
**(Question 35)**

**ENDURING ISSUES ESSAY**

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

**Task:**

- Identify *and* explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time using your knowledge of social studies and evidence from the documents

**In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.

## Document 1

### Industrial Revolution in England

. . . The small town of Manchester, England also grew rapidly and famously to become the quintessential [typical] industrial city. Its cool climate was ideal for textile production. And it was located close to the Atlantic port of Liverpool and the coalfields of Lancashire. The first railroads in the world later connected the textile town to Liverpool. As a result, Manchester quickly became the textile capital of the world, drawing huge numbers of migrants to the city. In 1771, the sleepy town had a population of 22,000. Over the next fifty years, Manchester's population exploded and reached 180,000. Many of the migrants were destitute farmers from Ireland who were being evicted from their land by their English landlords. In Liverpool and Manchester roughly 25 to 33 percent of the workers were Irish. . . .

Source: *Modern World History Textbook* online

## Document 2

Following World War II, Germany was occupied by Great Britain, France, the United States and the Soviet Union. This occupation led to the division of Germany.

. . . Until 1961, however, Berlin represented a dangerous anomaly [inconsistency] from the East's point of view. Though a hundred miles inside East Germany, and surrounded by Soviet and East German forces, it remained under joint four-power Allied occupation and kept a special status, still more or less one city, in which fairly free movement was possible. Its porous [penetrable] boundaries represented a hole, an 'escape hatch' through which enterprising East Germans could head to the by-now booming West in pursuit of political freedom and a higher standard of living than their neo-Stalinist masters were prepared to allow them.

Between 1945 and 1961, some two and a half million fled in this way, reducing the GDR's (German Democratic Republic) population by around 15 percent. Ominously [threateningly] for the Communist regime, most emigrants were young and well qualified. The country was losing the cream of its educated professionals and skilled workers at a rate that risked making the Communist state totally unviable [useless]. During the summer of 1961, this exodus reached critical levels. Every day, thousands of East Germans slipped into West Berlin and from there were flown to West Germany itself along the so-called 'air corridors'. The regime was not prepared to abandon the political and economic restrictions that fuelled the haemorrhaging [loss] of its brightest and best. Hence, on that fateful August weekend, the Communists' vast undertaking to seal off East from West Berlin, to close the 'escape hatch.' . . .

The Wall shocked and amazed the world, a massive engineering and security project that before it was built many outsiders had dismissed as impossible. It extended for almost a hundred miles, with thirty or so of it dividing East from West Berlin, the rest sealing off the surrounding East German countryside. It was overseen by 300 watchtowers, manned by guards with orders to shoot to kill. The 'no man's land' between East and West was littered with lethal obstacles, alarms, and self-activating searchlights, with an eleven-foot-high clamber-proofed slab fence representing the final, on its own near-insuperable [impossible] obstacle. The structure would soon become notorious even in the farthest, darkest corners of the earth as the 'Berlin Wall'. . . .

Source: Frederick Taylor, *The Berlin Wall: A World Divided, 1961-1989*, Harper Collins Publishers

## Document 3

### Rural-to-Urban Migration in China

In 2009, there were 145 million rural-urban migrants in China, accounting for about 11 percent of the total population. Among them, an estimated 85 million to 100 million were born after 1980 — a period when three distinct government policies converged to shape the circumstances for increased rural-to-urban migration within China.

After its introduction in 1979, the controversial One Child Policy, which promoted late marriage and delayed child bearing and limited the number of children born in rural families to 1.5 (two for a first-born girl, otherwise one), was firmly implemented and shifted the vast rural China household structure — and thus, agricultural workforce — dramatically to fewer children.

Then in the mid-1980s, the *Hukou* System — a residence registration system devised in the 1950s to record and control internal migration and which ultimately hindered rural-to-urban movements — began to loosen in response to the demands of both the market and rural residents wishing to seek greater economic opportunity in cities.

At the same time, China's "Reform and Open" economic policy was already on track for creating unprecedented growth and ultimately resulted in a booming economy with increased incomes across China and large foreign investments directed to the manufacturing industry in Eastern urban areas. Slower income growth for rural families, increased demand for cheap labor in China's new manufacturing sector, and booming development that encroached [expanded] on rural lands pushed a large amount of rural surplus labor to the cities. . . .

Source: Xiaochu Hu, "China's Young Rural-to-Urban Migrants," Migration Policy Institute, January 4, 2012

## Document 4



A refuge for many post-Partition, nearly five lakh [500,000] people poured into the city from western Punjab, Sindh, and the Northwest Frontier. New Delhi then did not have the infrastructure to support migration of this magnitude. The refugees moved into camps, gurudwaras, temples, schools, and military barracks. The less fortunate settled on pavements as well as parks and Delhi was never the same again.

Source: Ramachandra Guha, "Looking Backwards and Forwards from Partition," *Hindustan Times*, August 30, 2015 (adapted)

## Document 5

Doctors Without Borders is an international non-governmental organization. Its goal is to provide medical treatment to regions in conflict and crisis.

There are now [August 2018] 68.5 million forcibly displaced people around the world—more than at any time in modern history. These are people who have fled extreme dangers, whether to escape relentless bombing, an invading army, gang violence, or other life-threatening circumstances.

Those who have been uprooted from their homes often face further struggles on their journey to find safety, including lack of access to essential needs like clean water, food, shelter, personal security, and health care.

Doctors Without Borders/Médecins Sans Frontières (MSF) works in a number of countries that have experienced massive population shifts due to conflict, including Syria, Iraq, Afghanistan, South Sudan, and Democratic Republic of Congo. We also treat large numbers of displaced people in the world's leading host countries for refugees, including Pakistan, Bangladesh, Jordan, Lebanon, Uganda, and Ethiopia.

Our teams are responding to a humanitarian crisis in Central America, providing medical and mental health care to tens of thousands of refugees and migrants fleeing extreme violence in El Salvador, Honduras, and Guatemala and in transit through Mexico. . . .

Under international law, refugees and asylum seekers have the right to protection from violence as well as access to food, shelter, and medical care. Increasingly, governments around the world—from the United States to members of the European Union—are closing their borders and enacting inhumane policies designed to deter refugees from seeking asylum. These policies trap vulnerable people in dangerous conditions and leave them exposed to further violence and persecution. . . .

Source: "Global Refugee and Migration Crisis," Doctors Without Borders online

**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: \_\_\_\_\_

<b>Essay Requirements</b>	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.

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II