

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 25, 2013 — 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 50 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 (1–50): 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.

- 1 Which item would be considered a secondary source on World War I?
 - (1) map used by General Lanrezac in planning for the Battle of the Marne
 - (2) diary of a soldier who fought in the Battle of the Somme
 - (3) rifle instruction manual used by a Russian soldier on the Eastern Front
 - (4) magazine article on the 75th anniversary of the poem, “In Flanders Fields”
- 2 Which body of water is located between Southwest Asia and Southeast Asia?
 - (1) Pacific Ocean
 - (2) Caribbean Sea
 - (3) Indian Ocean
 - (4) Black Sea
- 3 Which river system is found in Mesopotamia?
 - (1) Nile River
 - (2) Yellow River
 - (3) Tigris and Euphrates rivers
 - (4) Ganges and Brahmaputra rivers
- 4 The Bantu migrations in Africa (500 B.C.–A.D. 1500) had the greatest impact on the development of modern African
 - (1) languages
 - (2) market systems
 - (3) transportation systems
 - (4) architecture
- 5 Oracle bones, Daoism, and the Mandate of Heaven are all associated with early civilizations in
 - (1) Egypt
 - (2) Russia
 - (3) India
 - (4) China
- 6
 - Fasting during Ramadan
 - Praying five times each day
 - Giving charity to the poor

Followers of which religion engage in these practices?

- (1) Christianity
- (2) Buddhism
- (3) Islam
- (4) Judaism

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

**Cathedral of St. Sophia,
1017-1037**



Source: Basil Dmytryshyn, ed.,
Medieval Russia: A Source Book, 850-1700,
Academic International Press

- 7 Which civilization most influenced the style of Russian architecture shown in this photograph?
 - (1) Umayyad
 - (2) Byzantine
 - (3) French
 - (4) Persian
- 8
 - Creation of colorful murals in the Ajanta caves
 - Development of decimal system and concept of zero
 - Trade with Persia and east African cities

These accomplishments occurred during the

- (1) Han dynasty
- (2) Gupta Empire
- (3) Tang dynasty
- (4) Maurya Empire

- 9 Which achievements are most closely associated with the Golden Age of Islamic culture?
- (1) mosques, medical books, and algebra
 - (2) gunpowder, pagodas, and silk
 - (3) aqueducts, roads, and polytheistic temples
 - (4) columns, theory of a sun-centered universe, and democracy
- 10 Which statement accurately describes the actions of Muslims during the Crusades?
- (1) Most Muslims converted to Christianity.
 - (2) Muslims attacked and conquered Constantinople.
 - (3) Muslims defended Jerusalem because it was sacred to them.
 - (4) Many Muslims visited Europe for the first time to obtain luxury goods.
- 11 One important impact of the Mongol expansion across Asia and Europe was the
- (1) increased authority of the Kievan princes
 - (2) rise in trade along the Silk Roads
 - (3) introduction of Hinduism into Chinese culture
 - (4) maritime exploration of the Arabian seacoast
- 12 The economic wealth of Calicut, Mogadishu, and Venice in the 13th century was primarily dependent on their
- | | |
|------------------|-----------------------|
| (1) fertile soil | (3) gold mines |
| (2) iron ore | (4) coastal locations |
- 13 What was a direct result of the Black Death in Europe?
- (1) The rate of urbanization increased.
 - (2) A shortage of workers developed.
 - (3) Food crops had to be imported from the Americas.
 - (4) German states dominated trade in the eastern Mediterranean.
- 14 In *The Prince*, Niccolò Machiavelli was most concerned with
- (1) the use of political power
 - (2) the expansion of church authority
 - (3) government regulation of the economy
 - (4) equality and justice for all
- 15
- The world view shifted from other-worldly to secular.
 - Greek and Roman ideas were revived.
 - Improvements were made to the printing press.
- Which occurrence is most closely associated with these aspects of the Renaissance?
- (1) Gothic cathedrals became the focal point of town activities.
 - (2) Charlemagne was crowned Holy Roman Emperor by the Pope.
 - (3) Galileo Galilei published information about a heliocentric universe.
 - (4) Emperors used the Twelve Tables to bring about Pax Romana.
- 16 Which situation was an immediate cause for the collapse of the Aztec civilization?
- (1) disruption of overseas trade networks
 - (2) conquest by foreigners
 - (3) a series of crop failures
 - (4) a lack of military training
- 17 Why is the year 1492 considered a turning point in history?
- (1) The Spanish established an exchange between Europe and the Americas.
 - (2) The Ming dynasty launched expeditions to the east coast of Africa.
 - (3) Muslim Arab armies succeeded in conquering Egypt and Syria.
 - (4) The British established control over new territories in India.
- 18 In the 1500s, European attempts to establish colonies in Africa were hindered by
- (1) the abolition of the slave trade
 - (2) the cooperative efforts of Christian and Islamic missionaries
 - (3) a variety of geographic obstacles in Africa
 - (4) a widespread unified resistance by African tribal leaders

- 19 Which idea is most closely associated with the economic concept of mercantilism?
- (1) Colonies exist to provide raw materials and markets for a colonial power.
 - (2) Wealth and power are based on land exchanged between nobles.
 - (3) Goods and services are traded without government interference.
 - (4) Property is owned collectively and administered by the state.
- 20 One way in which the reigns of Peter the Great and Catherine the Great are similar is that both leaders
- (1) promoted the emancipation of serfs
 - (2) strengthened the role of the Duma and centralized royal power
 - (3) shared their power with the Russian Orthodox Church
 - (4) pursued a policy of westernization and expansion
- 21 Which institution became stronger and limited the monarchy in order to end absolutism in England?
- | | |
|----------------|---------------------|
| (1) banks | (3) universities |
| (2) Parliament | (4) Anglican Church |
- 22 Which idea is central to John Locke's *Two Treatises of Government*?
- (1) A government's power comes from the consent of the people.
 - (2) Predestination will determine who will go to heaven.
 - (3) Famine, disease, and conflict are natural checks on population growth.
 - (4) The have-nots will rise up and overthrow the government of the haves.
- 23 The Andes Mountains and the Amazon River basin affected Simón Bolívar's efforts to bring about
- (1) economic imperialism
 - (2) political unification
 - (3) religious solidarity
 - (4) technological improvements
- 24 • Appointment of Otto von Bismarck as Chancellor
• Austro-Prussian War, 1866
• Franco-Prussian War, 1870–1871
- These events led directly to
- (1) the unification of Germany
 - (2) foreign rule in Italy
 - (3) the rebellion of the Sepoys
 - (4) an alliance between Serbs and Russians
- 25 The mass emigration of the Irish in the mid-19th century was primarily a result of
- (1) mandatory military service
 - (2) famine
 - (3) civil war
 - (4) farm mechanization
- 26 The 19th-century ideas of Social Darwinism and the "White Man's Burden" were often used to justify
- | | |
|------------------|-----------------|
| (1) isolationism | (3) imperialism |
| (2) appeasement | (4) disarmament |
- 27 Before 1914, nationalism in the Balkan Peninsula contributed to
- (1) resistance by ethnic groups to Austrian rule
 - (2) campaigns by foreign diplomats against the use of trench warfare
 - (3) the inability of countries to make reparation payments
 - (4) the rejection of the Versailles Treaty by combatants

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



Source: Grant Wallace, *San Francisco Chronicle*, reprinted in *The Literary Digest*, July 14, 1900 (adapted)

28 The idea expressed in this cartoon is most closely associated with the

- (1) alliances formed in Europe
- (2) division of Africa discussed at the Berlin Conference
- (3) spheres of influence established in China by foreigners
- (4) border changes made at the Congress of Vienna

29 Which statement regarding World War I is an opinion rather than a fact?

- (1) European countries increased the production of weapons during the war.
- (2) The governments of most countries stated that the period of conflict would be short.
- (3) Propaganda posters were used to gain support for the war.
- (4) Citizens of the Allied nations showed more patriotism than those of the Central Powers.

30 Which action was taken by the Bolsheviks under the leadership of Vladimir Lenin?

- (1) supporting a traditional economy
- (2) eliminating political opposition
- (3) surrendering to the Provisional Government
- (4) extending the war against Austria-Hungary

31 An economic change introduced in the Soviet Union under Joseph Stalin would include

- (1) establishing free-market reforms
- (2) boycotting Baltic Sea trade routes
- (3) focusing on the production of consumer goods
- (4) collectivizing agriculture

32 Which of these World War II events happened *first*?

- (1) Battle of Britain
- (2) D-Day invasion
- (3) invasion of Poland
- (4) dropping of an atomic bomb on Hiroshima

Base your answer to question 33 on the passage below and on your knowledge of social studies.

The “Middle East” is not a term Middle Easterners gave themselves, but a British term borne of a colonial, European perspective. The term’s origins are steeped [steeped] in controversy for having originally been a European imposition of geographic perspective according to European spheres of influence. East from where? From London. Why “Middle”? Because it was half-way between the United Kingdom and India, the Far East....

— Pierre Tristram, “What is the Middle East?”

- 33 Which term is most closely associated with the main idea of this passage?
- (1) interdependence (3) containment
(2) pacifism (4) ethnocentrism
-
- 34 In what way were Korea and Germany similar after World War II?
- (1) They refused to align with the superpowers.
(2) Their former emperors stood trial for war crimes.
(3) Both remained divided during the Cold War.
(4) Ethnic tensions threatened civil war in each country.
- 35 A goal of both the European Union (EU) and the North American Free Trade Agreement (NAFTA) is to
- (1) reduce trade barriers between member nations
(2) decrease competition between key industries
(3) control the supply of oil available to industrialized nations
(4) increase nationalism in western nations
- 36 Which Chinese leader is most closely associated with leading the Great Leap Forward and the Cultural Revolution?
- (1) Sun Yixian (Sun Yat-sen)
(2) Jiang Jieshi (Chiang Kai-shek)
(3) Mao Zedong
(4) Deng Xiaoping
- 37 Why did large numbers of Hindus and Muslims migrate immediately after India gained its independence?
- (1) Many jobs were being outsourced overseas.
(2) The government offered housing incentives in newly developed areas.
(3) Religious pilgrimages to neighboring countries were required based on their beliefs.
(4) The subcontinent was divided into countries based primarily on the location of religious majorities.
- 38 F. W. de Klerk and Nelson Mandela received the Nobel Peace Prize for their work to end the
- (1) foreign control of the diamond mines
(2) discriminatory policy of apartheid
(3) anarchy in Somalia
(4) Boer War
- 39 Pol Pot, the Khmer Rouge, the “killing fields,” and Year Zero are all associated with a violent period in which country?
- (1) Vietnam (3) China
(2) Cambodia (4) Korea
- 40 Which condition, in combination with drought, has most directly forced the migration of people out of the southern regions bordering the Sahara?
- (1) urbanization (3) wildlife tourism
(2) coastal pollution (4) desertification

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Robert ARIAL, *The State*, April 27, 2008 (adapted)

41 What is the main idea of this cartoon?

- (1) Riding a horse is more dangerous than riding in an automobile.
- (2) The use of bio-fuels made from corn will improve automobile safety.
- (3) Using corn to make bio-fuels for automobiles will increase food shortages.
- (4) Feeding corn to horses is less efficient than using it to make fuel for automobiles.

Base your answer to question 42 on the passage below and on your knowledge of social studies.

... For Ukraine, however, contamination via river water is still a major problem, since most of the rivers flow southwards. To slow the spread of radiation, protective dams were built along the Dnieper after the accident. "But of course not all riverbanks could be protected in this way," as the Ukrainian government agency Chernobyl Interinform points out in its summary of the situation. "Particularly during flooding, radiation is still leached into rivers. This is a particular threat for the 30 million people who obtain their drinking water from the Dnieper basin." ...

— Chernobyl.info

42 The aftermath of which problem is being described in this passage?

- (1) volcanic eruption
- (2) nuclear disaster
- (3) global warming
- (4) deforestation

43 What is one factor that has affected economic development in southern African nations in the 21st century?

- (1) reliance on coffee exports
- (2) equal distribution of wealth
- (3) establishment of communist governments
- (4) spread of the AIDS epidemic

44 The workers in industrial countries must create a revolution, overthrow the existing governments using force if necessary, and then create a new classless society.

This statement expresses the views of

- (1) Mikhail Gorbachev
- (2) Jomo Kenyatta
- (3) Karl Marx
- (4) Kemal Atatürk

Base your answers to questions 45 and 46 on the art work below and on your knowledge of social studies.



Source: *Bridging World History*, Annenberg Learner

- 45 Which economic system is most closely associated with the activities shown in this art work?
- (1) manorialism (3) communism
(2) capitalism (4) socialism
- 46 With which historical setting is this art work most closely associated?
- (1) Japan—Tokugawa shogunate
(2) Middle East—Abbasid dynasty
(3) Western Europe—Middle Ages
(4) India—Mughal Empire

- 47 The Nuremberg laws are best described as
- (1) efforts of the Roman Catholic Church to punish heresy
(2) major articles in the Declaration of the Rights of Man
(3) specific laws contained in Justinian's Code
(4) anti-Semitic laws of 20th-century Germany
- 48 Which factor aided Russian troops in defeating Napoleon's armies and Soviet forces in defeating Hitler's armies?
- (1) severe winters
(2) mountain passes
(3) superior air forces
(4) United Nations peacekeepers
- 49 The treatment of untouchables in India, the treatment of Jews during the Holocaust, and the treatment of Chinese student demonstrators in Tiananmen Square are all examples of
- (1) fascist policies
(2) extraterritoriality
(3) excommunication
(4) human rights violations
- 50 One way in which Toussaint L'Ouverture, Kwame Nkrumah, and Ho Chi Minh are similar is that each leader
- (1) opposed the role of the Roman Catholic Church in politics
(2) established the first democratic government in his country
(3) fought to free his country from European control
(4) embraced the principles of civil disobedience

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: Change—Collapse of Government

The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

Task:

Select **two** situations where the collapse of a government has led to significant changes in a country or region and for **each**

- Describe the historical circumstances that led to the collapse of a government
- Discuss the political, social, **and/or** economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI's government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II's government, collapse of the Ottoman Empire, collapse of the Nationalist government in China [Guomindang], collapse of Batista's government in Cuba, fall of Reza Pahlavi's government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are *not* limited to these suggestions.

Do *not* use an example from United States history as one of your situations.

Guidelines:

In your essay, be sure to

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include *salt*, *sugar*, and *cotton*.

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

Choose *two* products mentioned in the historical context and for *each*

- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, *and/or* a region

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

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

Part A

Short-Answer Questions

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

Document 1

... In the Mediterranean world, where there were not only salt deposits but a strong enough sun to dry sea salt, salting to preserve food was not a new idea. In preclassical times, Egyptians and Romans had salted fish and developed a thriving trade. Salted meats were popular, and Roman Gaul had been famous for salted and smoked hams. Before they turned to cod, the Basques had sometimes salted whale meat; salt whale was found to be good with peas, and the most prized part of the whale, the tongue, was also often salted...

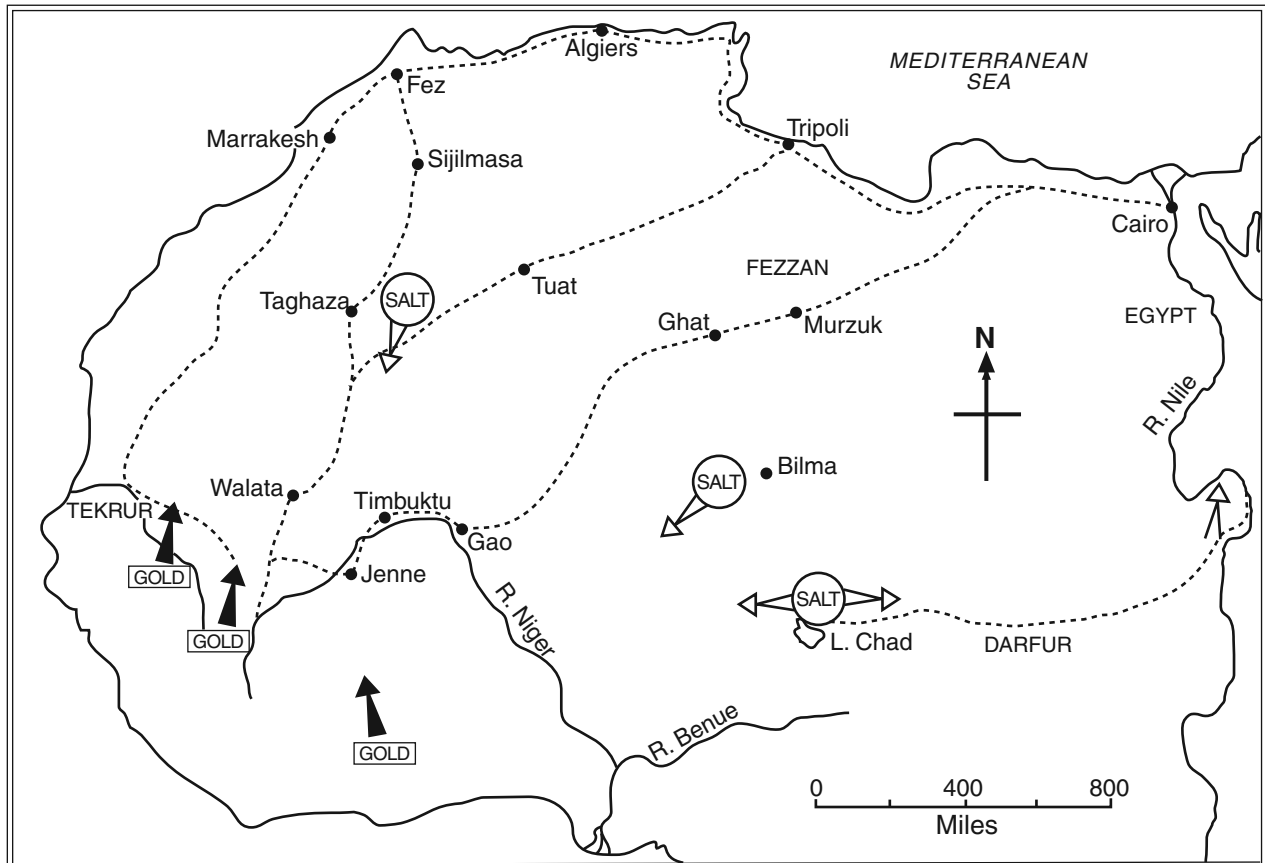
Source: Mark Kurlansky, *Cod*, Penguin Books

1 According to Mark Kurlansky, why did people use salt? [1]

Score

Document 2

Trans-Saharan Gold-Salt Trade in Early Times



... All this trade led to the founding of cities. Most of these cities were especially concerned with the trade across the Sahara. They began as small trading settlements, but grew bigger as more traders came and went, and became centres for craftsmen who worked in leather, wood, ivory, and metals. City governments became necessary, as well as men trained to be put in charge of keeping accounts, of maintaining law and order, of ensuring the safety of citizens. Then the rulers of these cities began to extend their power to ever wider regions of neighbouring countryside. Gradually the cities grew into states, and the states into empires....

Source: Basil Davidson, *A History of West Africa to the Nineteenth Century*, Anchor Books (adapted)

2 Based on this document, what was **one** result of the gold-salt trade in West Africa? [1]

Score

Document 3

... One of the chief trade centers for salt in the ancient world was the fabled city of Timbuktu. Located on the southern edge of the Sahara Desert, the city thrived on profits from the salt trade....

The salt trade made the city prosperous; in Africa, salt ranked with gold and slaves in value. For merchants to risk camels over hundreds of miles of burning sand, the profits must have been enormous. Nor did the city squander [waste] its wealth. Timbuktu's salt trade supported schools and libraries; merchants lived in fine houses; the king paid handsome salaries to judges, doctors, and clerics—all from profits on the three-hundred-pound salt cargo that each camel carried....

Source: Robert Kraske, *Crystals of Life: The Story of Salt*, Doubleday & Company

3 According to Robert Kraske, what are **two** ways the profits of the salt trade affected the city of Timbuktu? [2]

(1) _____

Score

(2) _____

Score

Document 4

... At the time [1450s] that the Portuguese and the Spaniards set out to establish a sugar industry on the Atlantic islands they controlled, sugar was still a luxury, a medicine, and a spice in western Europe. The peoples of Greece, Italy, Spain, and North Africa were familiar with sugar cane as a crop and, to some extent, with sugar itself as a sweetener. But as sugar production in the Mediterranean waned [decreased], knowledge of sugar and the desire for it waxed [increased] in Europe. The movement of the industry to the Atlantic islands occurred when European demand was probably growing. Individual entrepreneurs were encouraged to establish sugar-cane (and other) plantations on the Atlantic islands, manned with African slaves and destined to produce sugar for Portugal and other European markets, because their presence safeguarded the extension of Portuguese trade routes around Africa and toward the Orient....

Source: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books (adapted)

4 According to Sidney Mintz, what was **one** way western Europeans used sugar? [1]

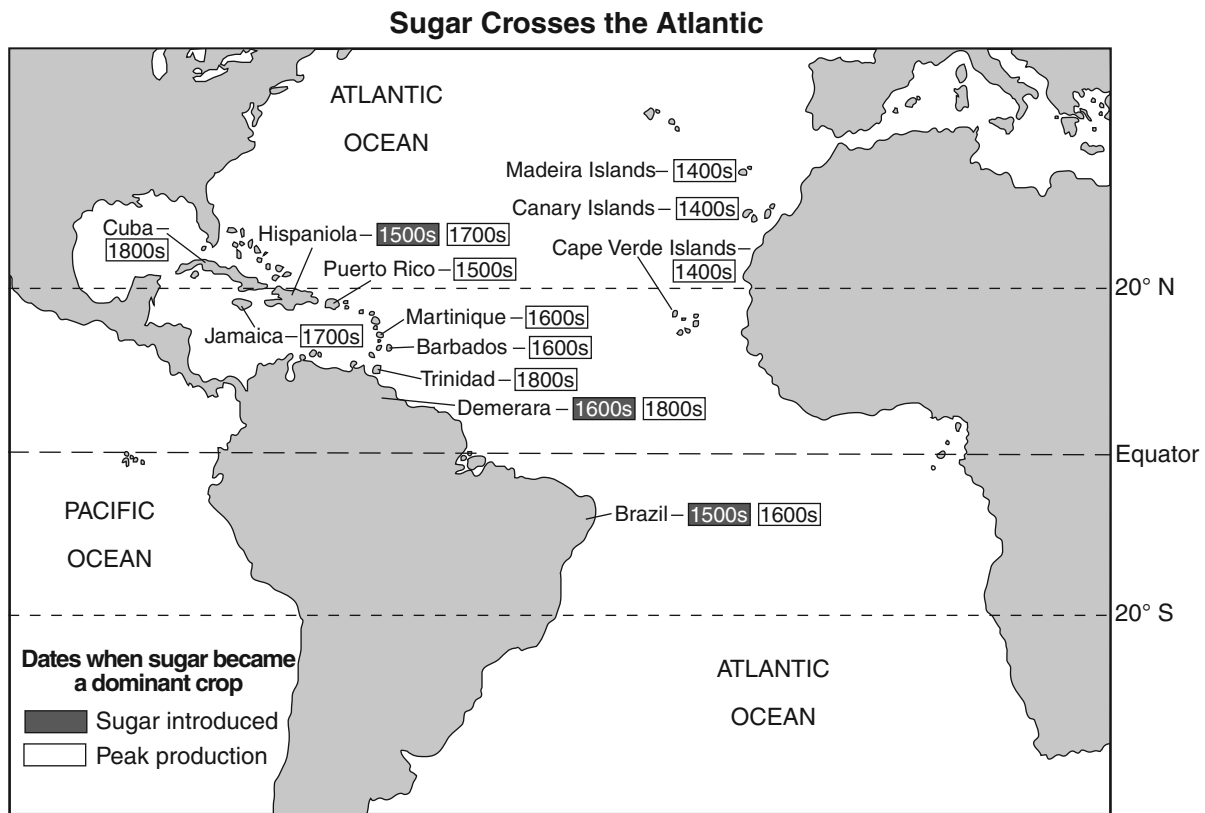
Score

Document 5a

... Sugar grows best where heat and water are plentiful all year round. The Mediterranean is therefore less than ideal. Even the southern Mediterranean has a cool season in the winter and a dry season in the summer. With the European maritime revolution beginning in the fifteenth century, Europeans had easy access to the Atlantic islands, and some of them had a far better environment for sugar cultivation....

Source: Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*, Cambridge University Press

Document 5b



Source: Aronson and Budhos, *Sugar Changed the World*, Clarion Books (adapted)

5 Based on this excerpt by Philip D. Curtin and the information on this map, what was **one** reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas? [1]

Score

Document 6

... The sugar industry was established in northeast Brazil [by the Portuguese] in the 16th century and it brought great prosperity to the region until competing sources of sugar were created in the Caribbean by the French (Haiti) and the British (Jamaica) in the eighteenth century. The sugar industry consisted of sugarcane plantations and plants for processing the sugarcane into sugar. The sugarcane plantations [in Brazil] were worked by slaves brought from the Portuguese-controlled areas of southern Africa (Angola and Mozambique)....

Source: Thayer Watkins, "The Economic History of Brazil," online at San José State University

6 According to Thayer Watkins, what were **two** changes that occurred in the Americas as a result of the establishment of the sugar industry? [2]

(1) _____

Score

(2) _____

Score

Document 7

... The cotton industry commanded the central role in Britain's early industrialization. Cotton, as a fiber, had characteristics relatively easy to mechanize; it broke less often than wool and, particularly, linen. Further, cotton was a new product line in Europe, more open to innovation. It had been widely used in India, and an Asian market for cotton cloth already existed. In England, however, its novelty facilitated the introduction of new machines, though the raw fiber had to be imported. Workers were displaced indirectly by the rise of cotton because traditional linen production declined. The lack of a large established labor force in cotton obviated [made unnecessary] the need to prompt many traditional workers to change their ways directly, and this fact limited resistance. At the same time, cotton had great appeal as a product: It could be brightly colored for a population increasingly eager to make a statement through clothing, and it was easily washed, which appealed to people who were developing more stringent [demanding] notions of personal cleanliness. Cotton was in demand, and this invited new techniques to produce the cloth in quantity...

Source: Peter N. Stearns, *The Industrial Revolution in World History*, Westview Press

7a According to Peter N. Stearns, what was **one** effect of the cotton trade on Great Britain? [1]

Score

b According to Peter N. Stearns, what was **one** reason cotton was in demand in England? [1]

Score

Document 8a

Prior to the British Industrial Revolution, India was a major producer of textiles.

... India had not only a large and inexpensive workforce, but also centuries of expertise with cotton textiles. The assembly of millions of short, fragile cotton fibers into a durable thread is no mean [ordinary] task. Before 1750, English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp, so domestically made cloth was usually a mix of linen or wool warp and cotton weft; only the more highly skilled Indian spinners manufactured thread adequate for bolts of pure cotton fabric. Thus, before the invention of practical spinning machines in the eighteenth century, almost all of the West's cotton cloth came from thread spun in India....

Source: William J. Bernstein, *A Splendid Exchange: How Trade Shaped the World*, Grove Press

8a According to William J. Bernstein, what was **one** reason the West imported cotton cloth from India before 1750? [1]

Score

Document 8b

The British desire for raw cotton from India influenced the development of the British textile industry and Great Britain's relationship with India.

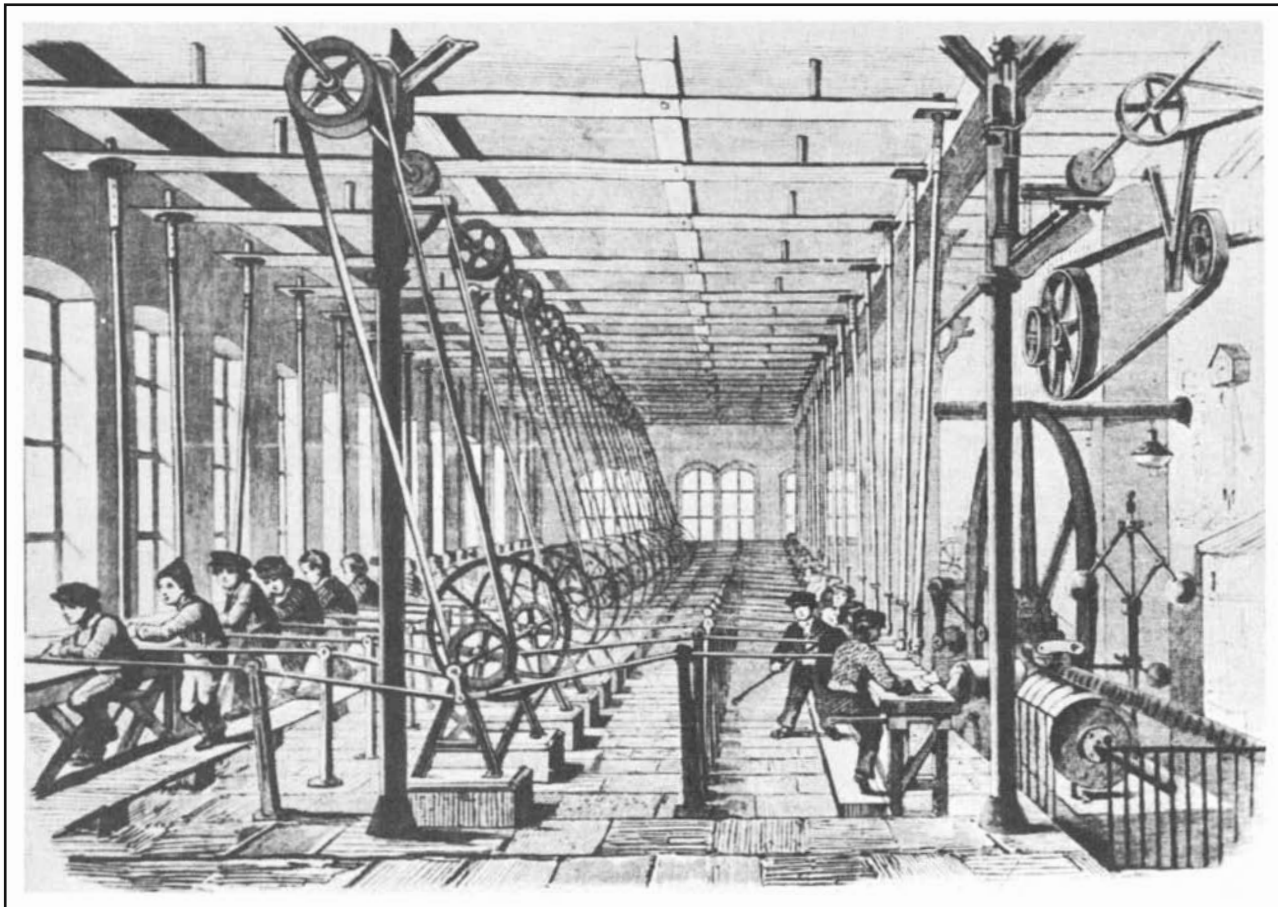
... Inevitably, Indian cotton had the makings of a contentious [controversial] political issue. By depriving India of the fruits of its own labor, England all but guaranteed that the crop would one day come to symbolize colonial subjugation [control] and provide a rallying point against it. When that day finally arrived in the early 1900s, a frail warrior with the heart of a lion, Mahatma Gandhi, intertwined the destinies of homespun cotton and self-rule so adroitly [skillfully] that he made one indistinguishable from the other. Freedom became the cotton cloth you wove and wore, a tangible [visible] protest against tyranny from abroad....

Source: Stephen Yafa, *Cotton: The Biography of a Revolutionary Fiber*, Penguin Books

8b According to Stephen Yafa, what effect did the British cotton textile industry have on India? [1]

Score

Document 9



Source: Jack Abramowitz, *World History Study Lessons*, Follett Publishing Company (adapted)

9 Based on this image, state **one** impact the importation of cotton had on Great Britain. [1]

Score

Part B

Essay

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

Historical Context:

Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include **salt**, **sugar**, and **cotton**.

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

Choose **two** products mentioned in the historical context and for **each**

- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, **and/or** a region

Guidelines:

In your essay, be sure to

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

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