

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 27, 2012 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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.

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

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

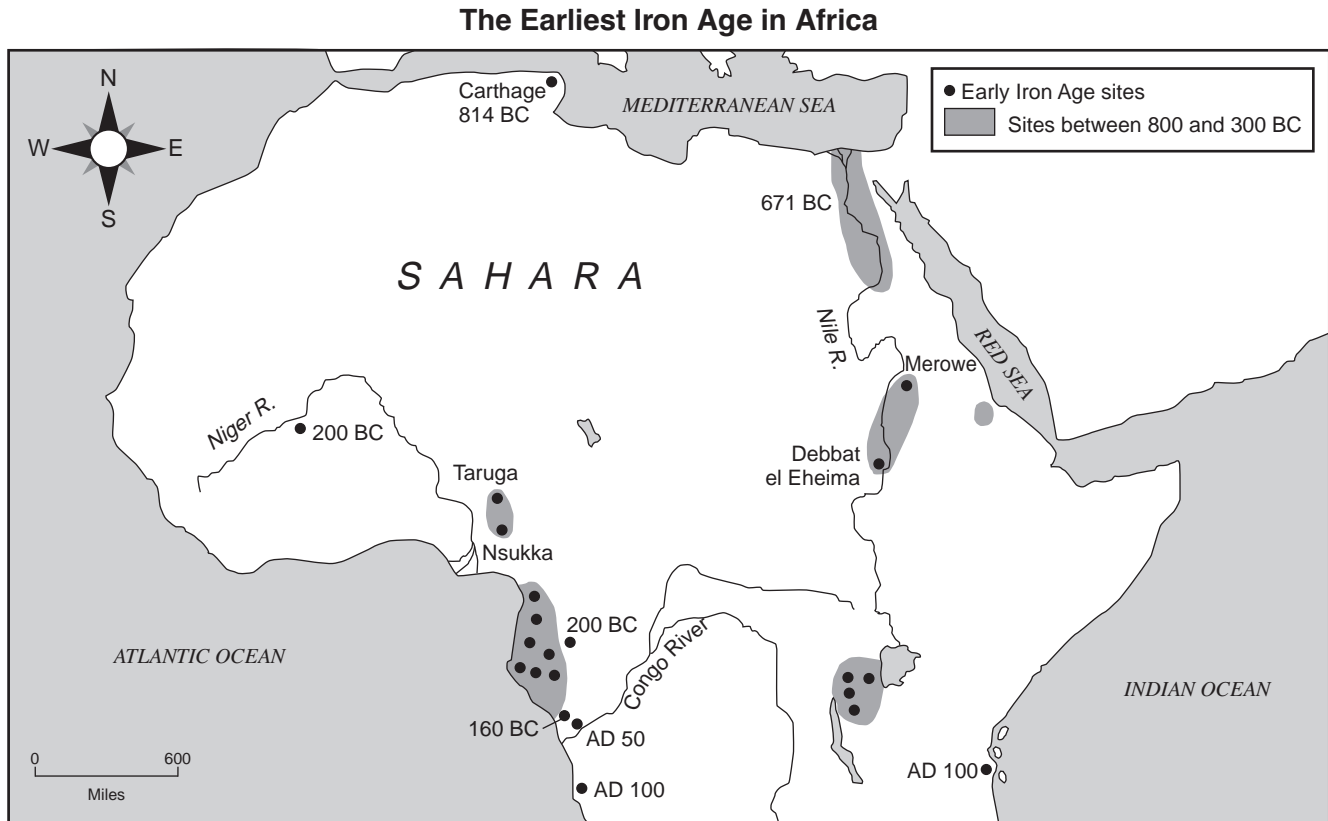
REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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.

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



Source: Philip Curtin et al., *African History: From Earliest Times to Independence*, Longman (adapted)

1 Which statement is supported by the information provided on this map about the earliest Iron Age in Africa?

- (1) Before 300 B.C., iron sites existed only in river valleys.
- (2) Iron technology spread from the west to the east.
- (3) Numerous iron sites were clustered in the Niger region.
- (4) Most of the iron sites in Africa were located in the region south of the Sahara.

2 A primary source about the French Revolution is

- (1) an eyewitness account from a prisoner at the Bastille
- (2) an encyclopedia entry about the Reign of Terror
- (3) a recent biography of Robespierre
- (4) a movie about Louis XVI

3 In a pure market economy, who determines which goods and services are produced and in what quantities?

- (1) government agencies
- (2) consumers and producers
- (3) church hierarchy
- (4) banks and cartels

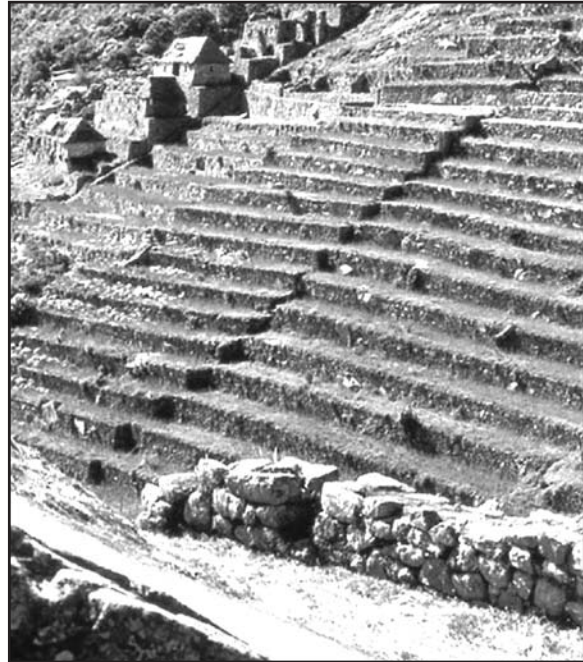
Base your answer to question 4 on the photographs below and on your knowledge of social studies.

Terracing in southern Chinese river valleys.



Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, McGraw Hill, 2006

Terracing at the Inca city of Macchu Picchu.



Source: Steven Turiano, 1984

4 These photographs indicate the people of China and the people of ancient Peru modified their environment to

- (1) create effective trade routes
- (2) increase the amount of land available for agriculture
- (3) move large quantities of water into cities
- (4) provide an effective defense

- 5 • Kabul is the capital of Afghanistan.
• India borders Pakistan, China, and Bangladesh.
• Most of China's major cities are in the eastern part of the country.

Which type of map would be most helpful in verifying all this information?

- (1) political
- (2) climate
- (3) land use
- (4) population density

6 Which belief system requires fasting during Ramadan, praying five times daily, and making a pilgrimage to Mecca?

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

7 Which statement about ancient Greece is an opinion rather than a fact?

- (1) Mountainous terrain was an obstacle to Greek political unity.
- (2) The Spartan culture placed an emphasis on military skills.
- (3) Athens granted voting rights to male citizens only.
- (4) Greek architecture was superior to Persian architecture.

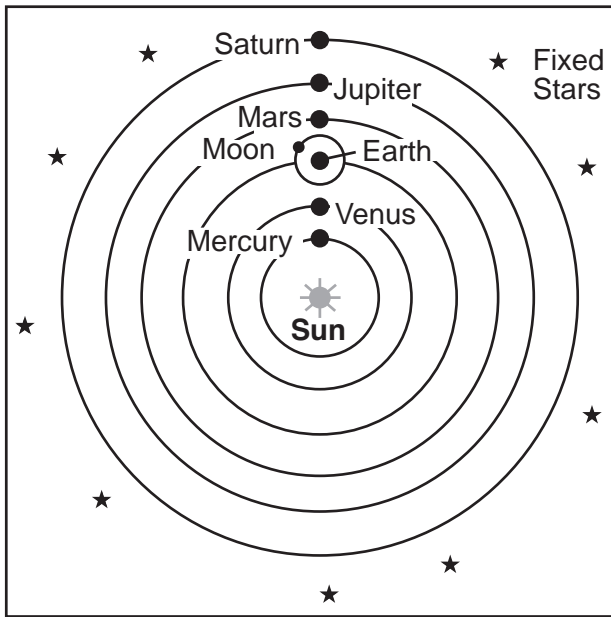
8 The Thar Desert, Ganges River, and Deccan Plateau are all geographic features of

- (1) Japan
- (2) China
- (3) India
- (4) Indonesia

- 9 Which philosophy is most closely associated with the development of the Chinese civil service system?
- (1) legalism (3) Daoism
(2) Buddhism (4) Confucianism
- 10 The Byzantine Empire influenced the development of Russia by
- (1) preventing Mongol invasions
(2) destroying the power of the legislature
(3) establishing the potato as a staple food
(4) introducing Eastern Orthodox beliefs
- 11 An economic reason for the institution of serfdom was to maintain
- (1) an educated citizenry
(2) a stable workforce
(3) overseas trade
(4) religious uniformity
- 12 One long-term effect of the Crusades was the
- (1) development of Pax Mongolia
(2) fall of the Ming dynasty
(3) control of Jerusalem by Europeans
(4) growth of trade and towns in western Europe
- 13 One way Japanese feudalism during the Tokugawa shogunate was different from European feudalism is that during this period of Japanese feudalism
- (1) political power was more centralized
(2) foreign missionaries were welcomed
(3) emperors were overthrown in coups d'état
(4) most wealthy merchants were able to attain high social status
- 14 The kingdoms of Ghana, Mali, and Songhai prospered primarily due to their
- (1) exchanges with Indian ports
(2) direct access to the Arabian Sea
(3) control of trade routes
(4) abundance of diamonds
- 15 How did the Commercial Revolution change economic practices in Europe?
- (1) The manorial system was established.
(2) A capitalist economy was developed.
(3) The Church became a major economic power.
(4) Colonies were granted independence.
- 16 One impact Gutenberg's printing press had on western Europe was
- (1) the spread of Martin Luther's ideas
(2) a decrease in the number of universities
(3) a decline in literacy
(4) the unification of the Holy Roman Empire
- 17 What was a result of the efforts of Prince Henry of Portugal, Christopher Columbus, and Ferdinand Magellan?
- (1) The importance of Mediterranean trade routes was established.
(2) The modern concept of universal human rights was promoted.
(3) The European view of the physical world was transformed.
(4) An understanding of the benefits of cultural diversity was encouraged.
- 18 The Spanish encomienda system in the Americas resulted in
- (1) the strengthening of indigenous cultures
(2) political independence for the colonies
(3) the exploitation of natives
(4) religious freedom for the majority of peasants
- 19 Which region's colonial class structure included peninsulares, creoles, and mestizos?
- (1) western Europe (3) East Asia
(2) sub-Saharan Africa (4) Latin America
- 20 One similarity in the policies of Louis XIV and of Suleiman the Magnificent is that both leaders
- (1) expanded their empires in the Americas
(2) encouraged the growth of democracy
(3) increased the power of their central governments
(4) abolished the bureaucracy

- 21 Oliver Cromwell led the Puritan Revolution in England in response to the
- (1) passage of the Bill of Rights
 - (2) autocratic rule of the king
 - (3) implementation of mercantilism
 - (4) defeat of the Spanish Armada

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



- 22 Which individual supported the theory represented in this illustration?
- (1) Socrates
 - (2) Ptolemy
 - (3) Dante
 - (4) Galileo
-
- 23 Which issue was a cause of the French Revolution?
- (1) ineffective rule of Napoleon Bonaparte
 - (2) nationalization of the Church
 - (3) outrage over the use of the guillotine by the Committee of Public Safety
 - (4) demand of the Third Estate for more political power
- 24 A major reason the Industrial Revolution developed in Great Britain in the 1700s was because of Great Britain's
- (1) geographic features
 - (2) immigration policies
 - (3) use of collectivization
 - (4) access to imported oil

- 25 • Toussaint L'Ouverture
• Bernardo O'Higgins
• José de San Martín

These individuals had their greatest impact on the

- (1) unification of Italy
 - (2) independence movements in Latin America
 - (3) Zionist movement
 - (4) Catholic Counter Reformation
- 26 What is a major belief associated with Marxism?
- (1) The proletariat would rise up and overthrow the bourgeoisie.
 - (2) Religion should be more important than political forces.
 - (3) Private ownership of property should be expanded.
 - (4) Peasants would gain control of overseas markets.
- 27 The Berlin Conference in 1884 was significant because it
- (1) promoted Belgium as a world power
 - (2) established rules for the European division of Africa
 - (3) called for a war against England
 - (4) ensured ethnic harmony in the Middle East
- 28 Japan began an aggressive policy of imperialism in the late 19th and early 20th centuries because Japan
- (1) needed raw materials for its factories
 - (2) hoped to spread Shinto
 - (3) sought Western technology
 - (4) wanted revenge for the Opium Wars
- 29 The immediate cause of World War I was the
- (1) assassination of Archduke Ferdinand
 - (2) Japanese alliance with Germany
 - (3) treaty agreement at Versailles
 - (4) German invasion of Poland

- 30 The Bolshevik Revolution of 1917 in Russia was caused in part by
- (1) a forced famine in Ukraine
 - (2) the failure of Czar Nicholas II to come to Serbia's aid
 - (3) a shortage of military supplies and food during World War I
 - (4) the establishment of Lenin's New Economic Policy (NEP)
- 31 One way in which Kemal Atatürk of Turkey and Shah Reza Pahlavi of Iran are similar is that both leaders
- (1) implemented programs to modernize their nations
 - (2) supported increased rights for ethnic minorities
 - (3) adopted policies of nonalignment
 - (4) established theocracies based on Islam

Base your answer to question 32 on the passage below and on your knowledge of social studies.

...The German people were never more pitiable than when they stood by and watched this thing done. For the raiders who were let loose on the streets and given a day to sate [indulge] the lowest instincts of cruelty and revenge were indeed an enemy army. No foreign invader could have done more harm. This is Germany in the hour of her greatest defeat, the best overcome by the worst. While many protested at the outrages, and millions must have been sickened and shamed by the crimes committed in their name, many others looked on stolidly or approvingly while the hunters hunted and the wreckers worked. There are stories of mothers who took their children to see the fun....

— *New York Times*, November 12, 1938

- 32 This 1938 passage criticizes those German people who did not
- (1) participate in these demonstrations
 - (2) condemn the violent acts of Kristallnacht
 - (3) support the government's policy in Austria
 - (4) resist the war effort

- 33 What was one geographic characteristic of Germany that influenced the outcomes of both World War I and World War II?
- (1) Mountainous topography protected Germany from the opposing side.
 - (2) A lack of navigable rivers in Germany slowed transportation.
 - (3) Excellent harbors allowed Germany to defeat Great Britain's naval forces.
 - (4) Its central location in Europe resulted in Germany having to fight on two fronts.

- 34 Which event in the history of the Indian subcontinent occurred *last*?
- (1) Salt March
 - (2) Amritsar Massacre
 - (3) creation of Pakistan
 - (4) Sepoy Rebellion

- 35 In the post-World War II time period, the purpose of both the North Atlantic Treaty Organization (NATO) and the Warsaw Pact was to
- (1) discourage religious toleration
 - (2) establish a military alliance
 - (3) promote economic self-sufficiency
 - (4) eliminate political corruption

- 36 Fidel Castro was successful at leading a revolution in Cuba because he gained the support of
- (1) wealthy landowners
 - (2) government officials
 - (3) peasant farmers
 - (4) foreign investors

- 37 Which Southeast Asian nation fought in wars against Japan, France, and the United States during the 20th century?
- (1) Myanmar (Burma)
 - (2) Thailand
 - (3) Philippines
 - (4) Vietnam

- 38 Which country was ruled by Pol Pot and the Khmer Rouge?
- (1) Afghanistan
 - (2) Kazakhstan
 - (3) Cambodia
 - (4) Bangladesh

- 39 The primary goal of the student protests in Tiananmen Square (1989) was to
- (1) support the policies of the Chinese Communist Party
 - (2) decrease the amount of Western influence in China
 - (3) encourage the spread of industrialization throughout China
 - (4) increase political freedom and rights in China

Base your answer to question 40 on the passage below and on your knowledge of social studies.

...We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant [agreement] that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world....

— Nelson Mandela, excerpt from Inaugural Address

- 40 These words were delivered in 1994 by the newly elected president of South Africa to praise his countrymen's rejection of
- | | |
|--------------------|---------------|
| (1) nationalism | (3) apartheid |
| (2) Pan-Africanism | (4) democracy |
-
- 41 The policies of the European Union (EU) and the North American Free Trade Agreement (NAFTA) have both resulted in
- (1) an increase in interdependence
 - (2) the expansion of totalitarianism
 - (3) an improvement in containment efforts
 - (4) the support of isolationist practices
- 42 Which issue has raised significant environmental concerns in the Amazon Basin?
- | | |
|---------------------|---------------------|
| (1) desertification | (3) tsunami threats |
| (2) deforestation | (4) acid rain |
- 43 Many scientists believe global warming is the direct result of
- (1) using solar panels
 - (2) burning fossil fuels
 - (3) generating nuclear power
 - (4) producing hydroelectric power

- 44 Iran and North Korea attracted worldwide attention in the early 21st century because they both have
- (1) experienced widespread famine
 - (2) discovered oil reserves
 - (3) strengthened humanitarian practices
 - (4) developed nuclear capabilities

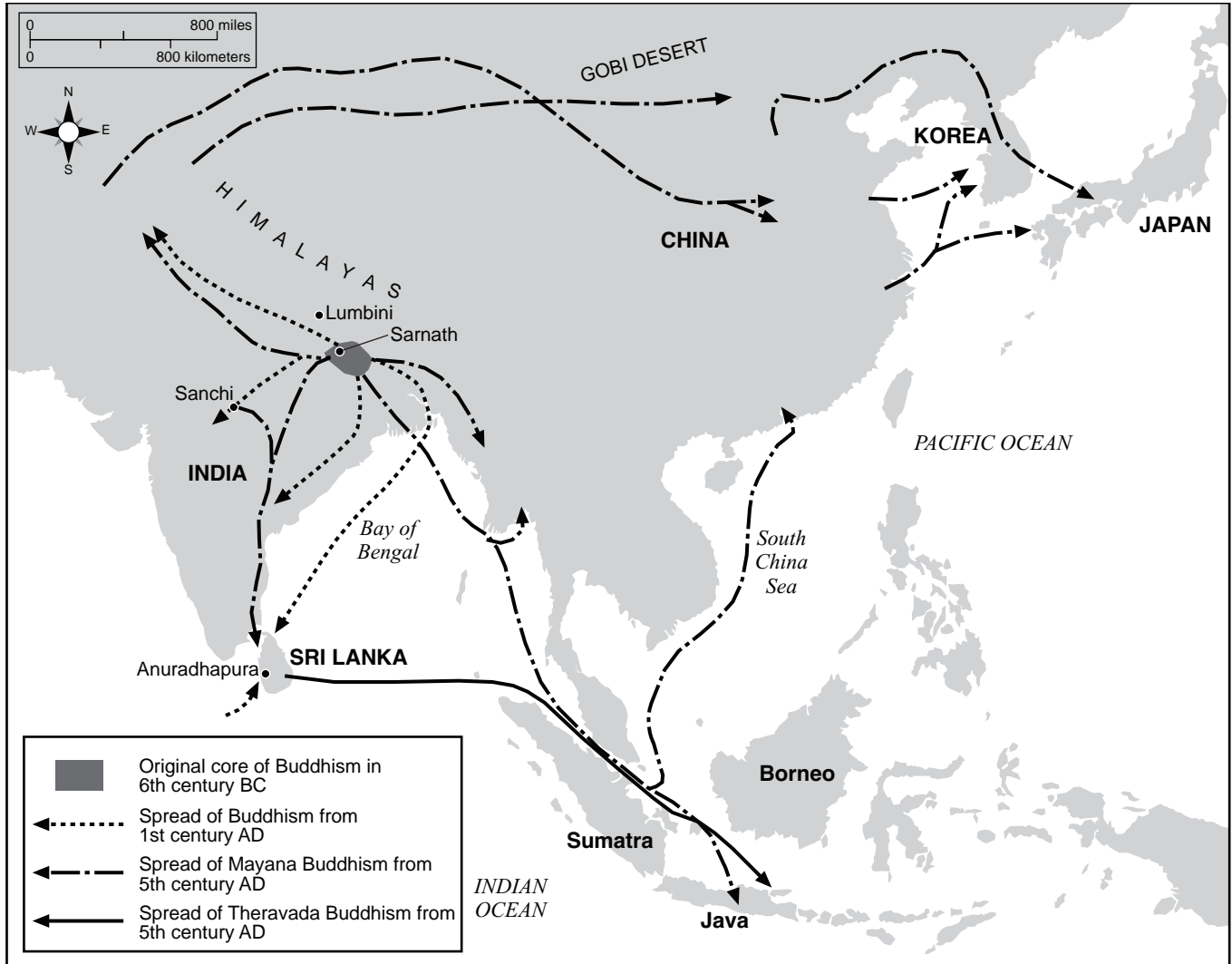
Base your answer to question 45 on the passage below and on your knowledge of social studies.

...The document so frantically cobbled together was stunning in its sweep and simplicity. Never once mentioning king, nobility, or church, it declared the “natural, inalienable and sacred rights of man” to be the foundation of any and all government. It assigned sovereignty to the nation, not the king, and pronounced everyone equal before the law, thus opening positions to talent and merit and implicitly eliminating all privilege based on birth. More striking than any particular guarantee, however, was the universality of the claims made. References to “men,” “man,” “every man,” “all men,” “all citizens,” “each citizen,” “society,” and “every society” dwarfed the single reference to the French people....

— Lynn Hunt, *Inventing Human Rights: A History*, W. W. Norton & Company

- 45 This passage discusses ideals most directly associated with the
- (1) Golden Age of Islam
 - (2) Reign of Charlemagne
 - (3) Reformation
 - (4) Enlightenment
-
- 46 The Neolithic Revolution was a turning point in history because
- (1) factories began to use assembly-line techniques
 - (2) new inventions led to overseas exploration
 - (3) alternatives to hunting and gathering developed
 - (4) the use of chemical fertilizers increased agricultural production

Base your answer to question 47 on the map below and on your knowledge of social studies.



Source: Facts on File, Inc. (adapted)

47 Which concept is most closely associated with this map of Asia?

- (1) nonalignment
- (2) urbanization
- (3) colonization
- (4) cultural diffusion

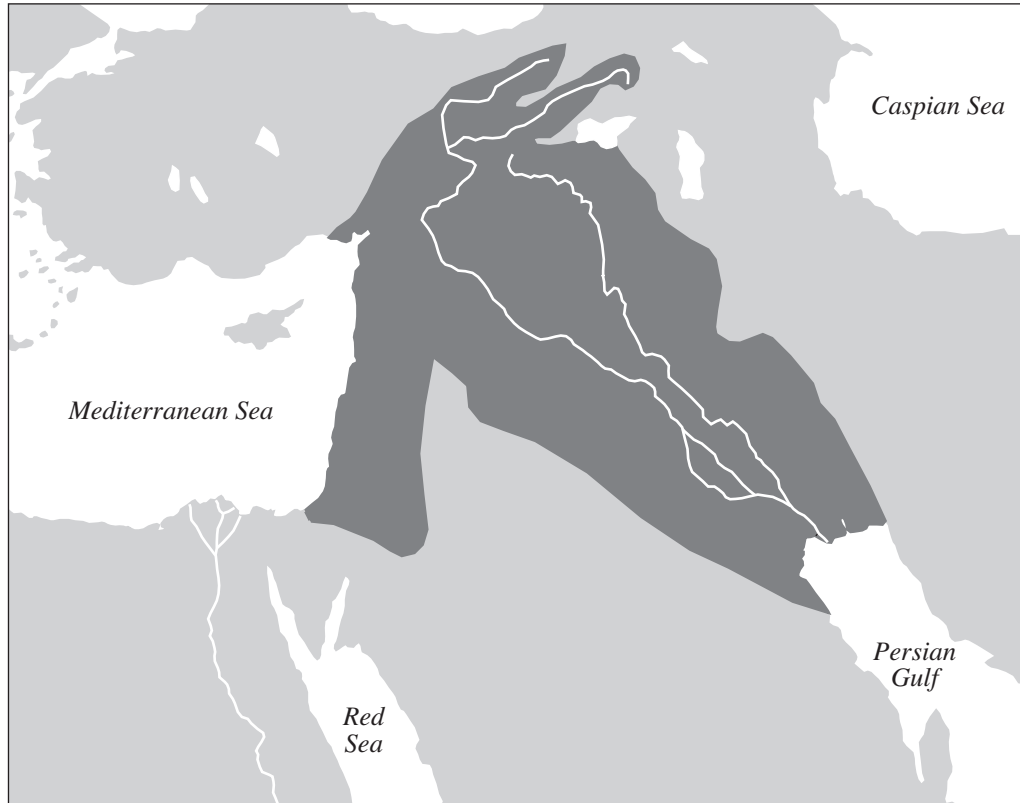
48 One way in which the Atlantic slave trade and the Jewish diaspora are similar is that both

- (1) forced people to migrate
- (2) encouraged the growth of secularism
- (3) created conditions leading to the Encounter
- (4) resulted from the fall of Constantinople

49 Peter the Great is to Russia as Emperor Meiji is to

- (1) Mongolia
- (2) Japan
- (3) India
- (4) Korea

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: Simon Adams et al., *Illustrated Atlas of World History*, Random House, 1992 (adapted)

50 Which pair of leaders are associated with the region shown in dark gray on this map?

- (1) Zheng He and Deng Xiaoping
 - (2) Miguel Hidalgo and Augusto Pinochet
 - (3) Hammurabi and Saddam Hussein
 - (4) Catherine the Great and Vladimir Putin
-

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Change—Individuals

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

Task:

Select **two** individuals from your study of global history and for **each**

- Describe the historical circumstances that led this individual to develop or modify an idea
- Explain an action taken by this individual as a result of this idea
- Discuss how this individual’s idea affected a society

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Pericles, Martin Luther, Queen Elizabeth I, Toussaint L’Ouverture, Karl Marx, Mohandas Gandhi, Jomo Kenyatta, Mao Zedong, Mikhail Gorbachev, and Mother Theresa.

You are *not* limited to these suggestions.

Do *not* use an individual from the United States in your answer.

Guidelines:

In your essay, be sure to

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Throughout history, various societies unified and controlled regions using transportation systems. These systems include *roads*, *canals*, and *railroads*.

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

Select *two* transportation systems mentioned in the historical context and for *each*

- Explain how various societies unified *and/or* controlled regions by using the transportation system

Do not use road systems, canal systems, or railroad systems found within the United States in your response.

In developing your answers to Part III, be sure to keep this general definition in mind:
explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

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

Purposes and Kinds of Roman Roads

Why did the Romans build roads? The Romans considered a well-organized and efficient transportation system a basic element of proper administration; i.e. an indispensable element in creating and maintaining the Roman state. The earliest highways or main roads were constructed for the use of the military, and their economic benefit for civilians was a later byproduct and not the main reason for their creation. The military nature of the roads continued to be essential as Romans expanded into territory outside Italy. In the province of *Arabia Petraea* (which included what is now Jordan), the movement of troops and ease of communication for the army and Roman administration were the primary reasons for construction of the *Via Nova*, one of the many *viae militares* or military roads built in conquered provinces. However, smaller, shorter, and less well-constructed local roads (*actus*) or tracks (*callis*) also increased in territory after it was brought under Roman control. Nevertheless, the main public highways (*viae publicae*) normally began as military roads and only gradually evolved into civilian conduits [passageways].

Source: Virtual Karak Resources Project, An Appalachian College Association (adapted)

- 1 Based on this excerpt from the Virtual Karak Resources Project, what was **one** way the Romans used roads to control their empire? [1]

Score

Document 2

...We can only marvel at the ability of the Sapa Inca [chief ruler] to control his vast domains, separated as they were not only by long distances, but by dramatic changes in altitude. Inca engineers developed a massive road system over some of the most rugged terrain on earth, a lattice [network] of highways and tracks that covered a staggering 19,000 miles (30,000 km). The Inca empire could never have been created without this communication system that carried important officials, government correspondence, entire armies, and all manner of commodities and trade goods. Road-building started long before Inca times, for earlier states like Chimor on the coast also needed to connect dense concentrations of farmers in widely separated valleys. But the Incas vastly extended the network. The resulting lattice was a conceptual framework for the *quipu* makers, who used the sequences of sites on the roads to relate different areas to one another. Anthropologist John Murra has called these roads the “flag” of the Inca state, for they were a highly visible link between the individual and the remote central government. The same lattice of communication helped define symbolic alignments, link sacred shrines to the Temple of the Sun in Cuzco, and even separate different groups of people living near the capital....

Source: Brian M. Fagan, *Kingdoms of Gold, Kingdoms of Jade: The Americas Before Columbus*, Thames and Hudson

2 According to Brian M. Fagan, what were **two** ways the Incas used roads to unify their empire? [2]

(1) _____

Score

(2) _____

Score

Document 3a

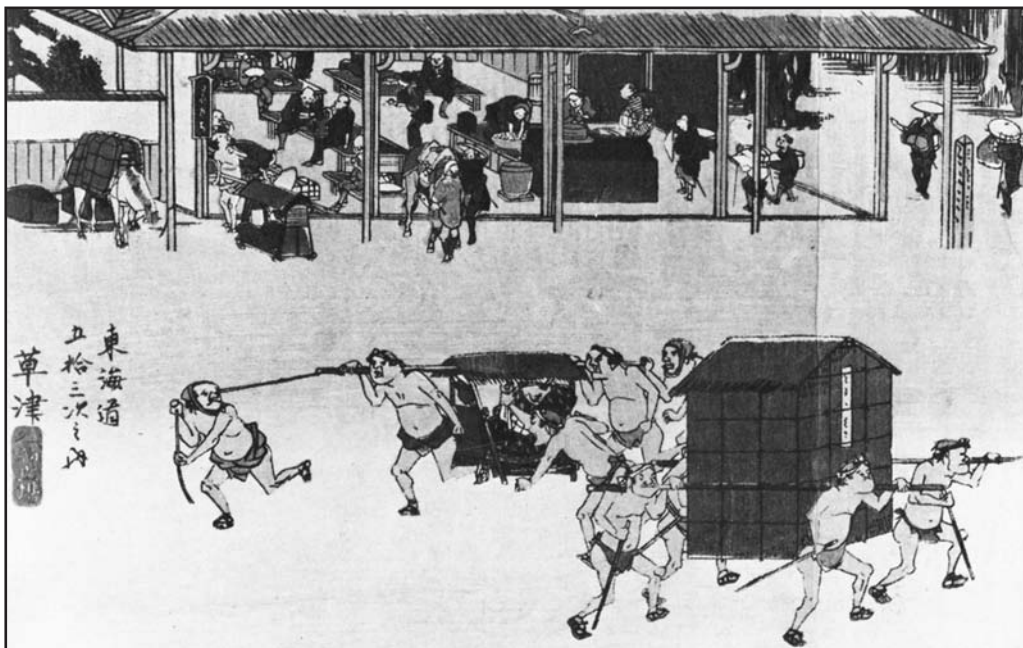
The Tokugawa shogunate realized the importance of maintaining contact with distant provinces within Japan. The Tōkaidō was its most important highway.

...Perhaps the most crucial use of the road was for governmental communication with the provinces. Official messengers traveled by foot, horseback (in wartime), and palanquin. The government used a system of relays for messengers, with reliefs at every seven *li* [3.9 km]. Government messengers had priority over any other type of traveler. They had first access to ferries at river crossings along the way, and could freely pass government road barriers at all times of the day or night. Private citizens were not allowed to travel at night; a series of barriers and checkpoints along the road kept them from doing so....

Source: Patricia J. Graham, "The Political and Economic Importance of the Tōkaidō," *Tōkaidō: Adventures on the Road in Old Japan*, University of Kansas Spencer Museum of Art (adapted)

Document 3b

Relay Station: Hōeidō #53



...Here, a man is riding in a "fast palanquin," gripping a strap for fear of falling off. The bearers of these palanquins would change at the relay stations, but the rider transmitting the message would endure the grueling ride until he reached his destination and could transmit his secret message in person.

Source: Patricia J. Graham, "The Political and Economic Importance of the Tōkaidō," *Tōkaidō: Adventures on the Road in Old Japan*, University of Kansas Spencer Museum of Art (adapted)

3 According to Patricia J. Graham, what were **two** ways the Tokugawa controlled the use of the Tōkaidō Road? [2]

(1) _____

Score

(2) _____

Score

Document 4

The Grand Canal of China

...The Grand Canal got more attention than other waterways because it was the main route to the capital city. Officials used it to travel to the court. Above all, its purpose was to carry grain from the south to the north. Taxes were paid in rice that was used to feed the court and pay the wages of workers and the army.

At times when the canal was neglected, the grain had to be taken north by sea. But sailing ships were exposed to storms and pirates. Even when steamships plied the coast, the grain continued to be carried on the Grand Canal until 1901, for this provided jobs for many people....

Source: Lyn Harrington, *The Grand Canal of China*, Rand McNally & Company

4 According to Lyn Harrington, what are **two** reasons the Grand Canal was important to the Chinese? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 5

Tenochtitlán: Capital City of the Aztecs

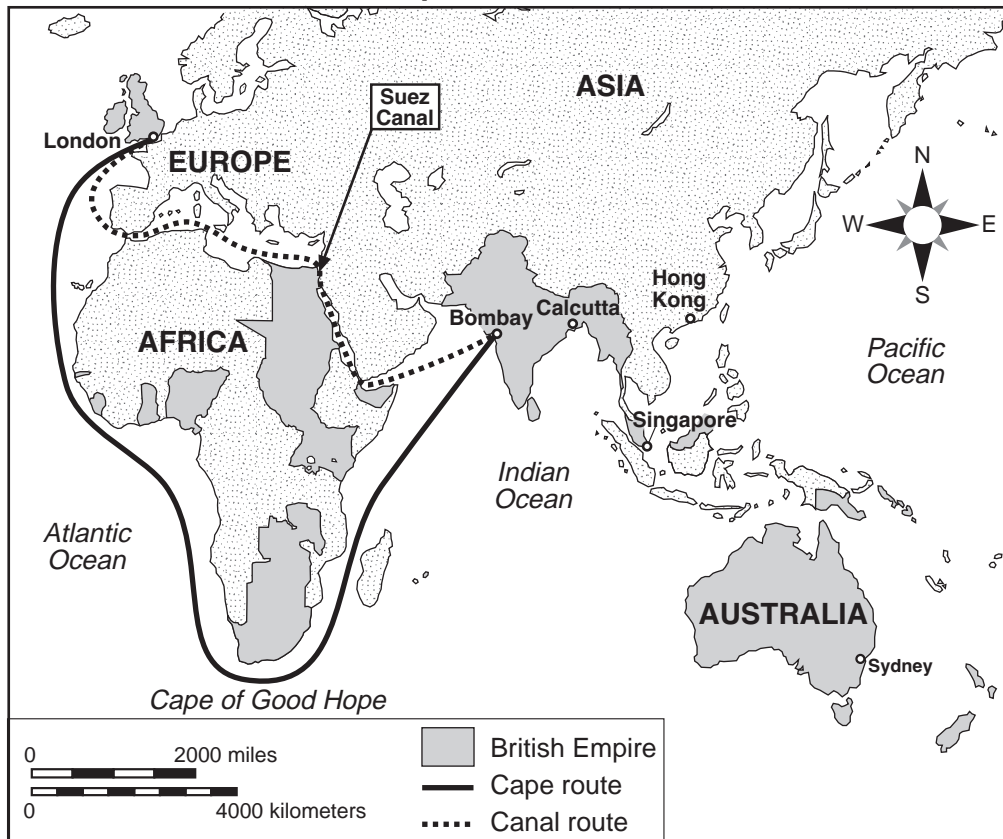
- Tenochtitlán was crisscrossed by canals.
- Canals served as the major streets of the city.
- Merchant canoes carried goods to the city's major market, Tlatelolco.
- Tribute in the form of gold, silver, beautiful feathers, cocoa, bark paper, as well as victims for human sacrifice were brought into Tenochtitlán on the canals.

5 Based on this document, state **one** way the canals were vital to the functioning of the Aztec capital of Tenochtitlán. [1]

Score

Document 6a

Steamship Routes, about 1914



Source: Abrams and Thurston, *World Geography*, Iroquois Publishing (adapted) and Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

Document 6b

Shipping Distances between London and the East		
	<u>Via the Cape</u>	<u>Via the Canal</u>
London-Bombay	19,755 km	11,619 km
London-Calcutta	22,039	14,970
London-Singapore	21,742	15,486
London-Hong Kong	24,409	18,148
London-Sydney	23,502	22,493

Source: Daniel R. Headrick, *The Tentacles of Progress: Technology Transfer in the Age of Imperialism, 1850-1940*, Oxford University Press (adapted)

6 Based on these documents, state **one** way the Suez Canal improved Great Britain's shipment of goods and troops to its empire in the East. [1]

Score

Document 7

General Moltke believed railroads would contribute to Otto von Bismarck's Prussian military efforts in the 1860s.

...The railroads offered new strategic opportunities. Troops could be transported six times as fast as the armies of Napoleon [1808–1812] had marched, and the fundamentals of all strategy, time and space, appeared in a new light. A country which had a highly developed system of rail communications gained important and possibly decisive advantages in warfare. The speed of the mobilization and of the concentration of armies became an essential factor in strategic calculations. In fact, the timetable of mobilization and assemblage, together with the first marching orders, henceforth formed the very core of the strategic plans drawn up by the military staffs in expectation of war....

Source: Hajo Holborn, "Moltke's Strategical Concepts," *Military Affairs* (adapted)

- 7 According to Hajo Holborn, why did General Moltke consider railroads to be strategically important to Bismarck's Prussian military efforts? [1]

Score

Document 8

An enduring monument to British imperialism in India is the Indian railway system, which at the time of independence in 1947 had more track mileage than that of any European state and less than only the United States, Canada, and the Soviet Union. The first railway track was laid in India in 1850, and by 1915 India had better than forty thousand miles of track and approximately one hundred million railroad passengers per year. Indian railway building was supported by several powerful groups: British cotton manufacturers, for whom railways were a cheap and efficient way to get cotton to the coast for shipment to England; British industrialists, who supplied India with most of its rails, locomotives, moving stock [railroad cars], and equipment; colonial officials, who saw railroads as a way to move troops quickly to trouble spots and an essential part of the Indian postal system; and millions of Indians, who, rather to the surprise of the British, took to rail travel with great alacrity [enthusiasm]....

Source: Andrea and Overfield, *The Human Record: Sources of Global History*, Houghton Mifflin

8 According to Andrea and Overfield, what were **two** ways the British used railroads in India? [2]

(1) _____

Score

(2) _____

Score

Document 9

...In tropical Africa the French were for a time the most enthusiastic railroad builders. In 1879, soon after beginning their penetration of the Western Sudan, they laid plans for a railroad from Senegal inland. Their first line was inaugurated in 1885 between Saint-Louis and Dakar, a distance of 163 miles. Another line, from Kayes on the Senegal River to Koulikoro on the upper Niger, was begun in 1881 and completed in 1906; this was primarily a military line whose purpose was to transport troops through unconquered territory. Yet another line, linking Konakry in French Guinea to the upper Niger, was built between 1899 and 1914, mostly for the export of natural rubber. After that the French did relatively little railroad building....

Source: Daniel R. Headrick, *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, Oxford University Press (adapted)

9 According to Daniel R. Headrick, what was **one** reason the French built railroads in tropical Africa? [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, various societies unified and controlled regions using transportation systems. These systems include **roads, canals, and railroads.**

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

Select **two** transportation systems mentioned in the historical context and for **each**

- Explain how various societies unified **and/or** controlled regions by using the transportation system

Do not use road systems, canal systems, or railroad systems found within the United States in your response.

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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