

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 26, 2016 — 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.

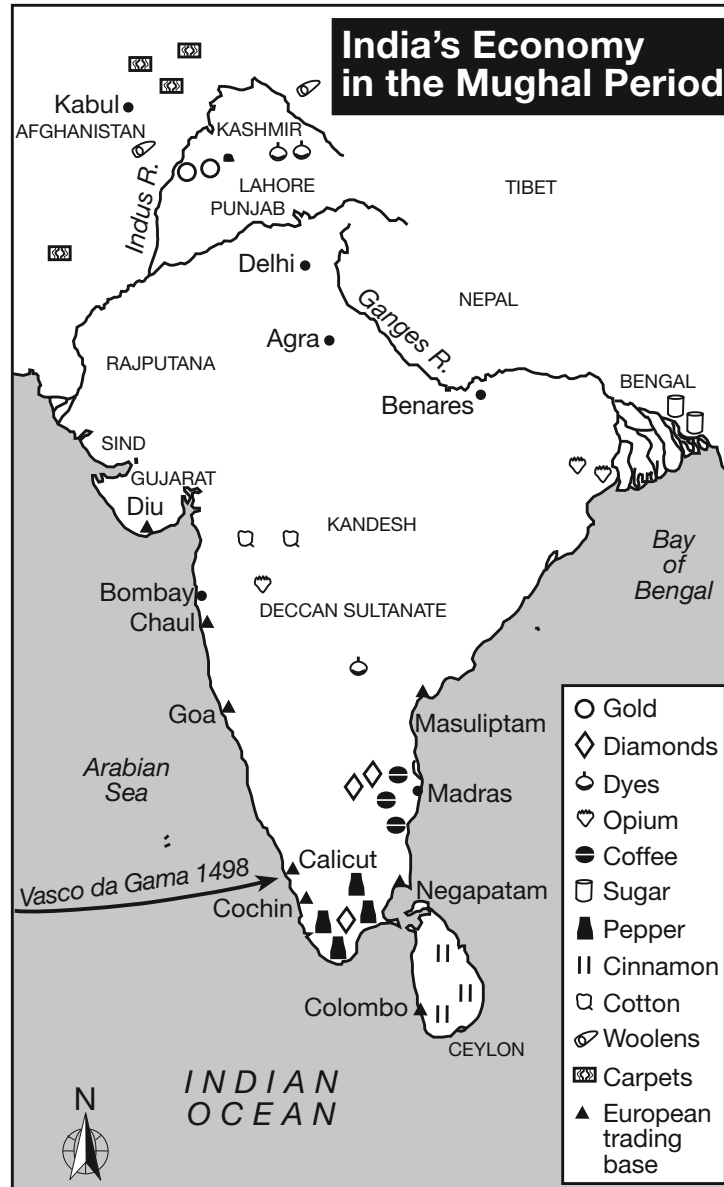
Part I

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.

- | | |
|--|---|
| <p>1 Which social scientists focus their studies on scarcity, resources, and profit motives?
(1) archaeologists (3) economists
(2) historians (4) sociologists</p> <p>2 A geographer attempts to understand and interpret patterns and processes primarily by
(1) examining political theories
(2) authenticating oral histories
(3) studying supply and demand models
(4) analyzing spatial data at different scales</p> <p>3 In a parliamentary system with multiple political parties in which no single party gains a majority, elections usually result in
(1) command economies
(2) religious conflict
(3) coalition governments
(4) secessionist movements</p> <p>4 Which factor most influenced the construction of semipermanent settlements during the Neolithic period?
(1) production of surplus food
(2) drawings on cave walls
(3) ability to harness fire
(4) introduction of fishing nets</p> <p>5 Which geographic feature was central in helping the Romans unify their empire?
(1) Alps (3) Mediterranean Sea
(2) Tiber River (4) Great Rift Valley</p> | <p>6 Which region was the birthplace of Confucianism, Buddhism, and Hinduism?
(1) Africa (3) Europe
(2) Asia (4) South America</p> <p>7 Which area served as a cultural bridge between early China and Japan?
(1) Persia (3) India
(2) Russia (4) Korea</p> <p>8 The role of Muslim religious leaders in Africa was to
(1) spread the Four Noble Truths
(2) emphasize the importance of ancestor worship
(3) promote the caste system
(4) introduce the teachings of the Qur'an (Koran)</p> <p>9 The Abbasid and Ummayyad empires are most closely associated with
(1) causing the fall of the western Roman Empire
(2) creating an Islamic Golden Age
(3) controlling trade in the Strait of Malacca
(4) inventing the compass and gunpowder</p> <p>10 The European system of manorialism is most closely associated with
(1) promoting social mobility
(2) reviving and preserving learning
(3) serving the spiritual needs of society
(4) maintaining economic self-sufficiency</p> |
|--|---|

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



Source: *World History: Patterns of Interaction: In-Depth Resources*, McDougal Littell, 1999 (adapted)

- 11 Based on this map, in which area did Europeans locate most of their trading bases?
- (1) banks of the Ganges River (3) coast of the Arabian Sea
 (2) banks of the Indus River (4) Bay of Bengal region
- 12 Which conclusion about the Indian economy during the Mughal period can best be supported using the information shown on this map?
- (1) Cinnamon and pepper were the major products of Kashmir.
 (2) Most textile-related goods were produced north of the Deccan Sultanate.
 (3) Diamonds and gold were mined in the Bengal region.
 (4) Many tropical products were raised near Delhi.

Base your answer to question 13 on the cartoon below and on your knowledge of social studies.

The Wittenberg Church



Source: Paula J. Becker (adapted)

13 Which period began as a result of the actions shown in this cartoon?

- (1) Italian Renaissance
- (2) Protestant Reformation
- (3) Scientific Revolution
- (4) Glorious Revolution

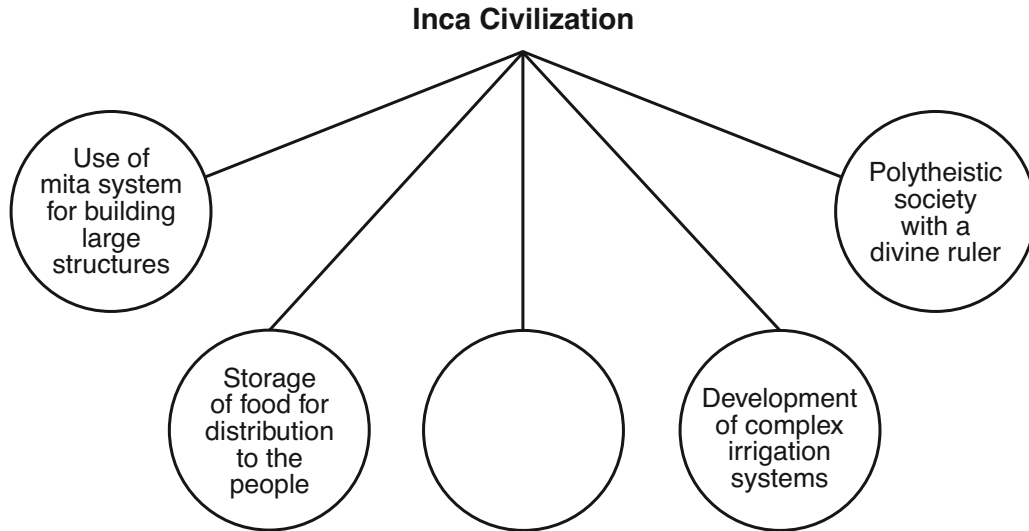
14 The kingdoms of Ghana and Mali became prosperous and powerful because of

- (1) their participation in the gold and salt trade
- (2) the military protection provided to them by the Egyptians
- (3) their dependence on legalism to enforce social control
- (4) the tax revenue they collected from Christian missionaries

15 The Chinese belief that China was the Middle Kingdom is an example of

- (1) extraterritoriality
- (2) ethnocentrism
- (3) filial piety
- (4) the Mandate of Heaven

Base your answer to question 16 on the graphic organizer below and on your knowledge of social studies.



16 Which phrase best completes this graphic organizer?

- (1) Building thousands of miles of roads
 - (2) Maintenance of a large naval fleet
 - (3) Establishment of a national library filled with hundreds of books
 - (4) Reliance on camel caravans
-

- 17 • Some Central Asian nomads made their living by fostering commerce along the Silk Road.
- Central Asian nomads invaded villages and cities when climate changes affected their food supply.
 - Some Central Asian nomads adopted Islam and some embraced Islamic cultures.

Based on these statements, which generalization about Central Asian nomads can best be supported?

- (1) They posed few challenges to settled societies.
- (2) They allied with settled neighbors to repel common enemies.
- (3) They interacted with settled societies.
- (4) They contributed little to the culture of their settled neighbors.

18 The Ottoman Turks viewed Constantinople as being strategically important because it

- (1) was the birthplace of the Prophet Muhammad
- (2) would allow them to control the Vatican
- (3) was a crossroads between Europe and Asia
- (4) would provide them with access to the Persian Gulf

19 One way in which the voyages of Zheng He authorized by Emperor Yongle of China and the explorations funded by King Ferdinand and Queen Isabella of Spain are similar is that these voyages and explorations resulted in

- (1) an increasing effort to preserve the status quo
- (2) trade and cultural diffusion
- (3) the creation of colonial empires
- (4) naval wars between rival powers

- 20 Which country is located in the region known as Latin America?
 (1) Portugal (3) Vietnam
 (2) Somalia (4) Argentina
- 21 Which situation was an unintended consequence of Spain's colonization of the Americas?
 (1) establishment of a favorable balance of trade
 (2) introduction of the encomienda system
 (3) transmission of communicable diseases
 (4) exploitation of resources in new lands
- 22 One way in which Suleiman the Magnificent and Louis XIV are similar is that they both
 (1) centralized political power
 (2) introduced a new national religion
 (3) strengthened the authority of the nobility
 (4) freed peasants from feudal obligations
- 23 In the 16th and 17th centuries, the heliocentric theory became the centerpiece for debate between
 (1) capitalism and communism
 (2) science and religion
 (3) colonialism and nationalism
 (4) isolationism and globalism
- 24 In which way did the ideas of the Enlightenment influence the French Revolution?
 (1) Superstition and ignorance were promoted.
 (2) The principles of mercantilism were glorified.
 (3) The divine right theory of kings was challenged.
 (4) Punishments for criminal acts were rooted in vengeance.
- 25 In which way did the geographic diversity of Latin America affect newly independent countries?
 (1) limiting the military power of Creoles
 (2) forcing the Church to guarantee land reform
 (3) making political unity difficult
 (4) necessitating a reliance on Spain

- 26 Which statement best describes a consequence of Napoleon's failure to understand Russian geography?
 (1) Rough waters in the Baltic Sea destroyed his fleet.
 (2) A harsh winter cut off his army from needed supplies.
 (3) His armies could not cross the high Ural Mountains.
 (4) A long period of high temperatures and lack of water overcame his troops.

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

. . . That in some few instances the regular hours of work do not exceed ten, exclusive of the time allowed for meals; sometimes they are eleven, but more commonly twelve; and in great numbers of instances the employment is continued for fifteen, sixteen, and even eighteen hours consecutively.

That in almost every instance the Children work as long as the adults; being sometimes kept at work sixteen, and even eighteen hours, without any intermission. . . .

— *The Physical and Moral Condition of the Children and Young Persons Employed in Mines and Manufactures*, 1843

- 27 This type of evidence was used in the argument for
 (1) modifying laissez-faire practices
 (2) opposing the spread of communism
 (3) restricting voting rights
 (4) reforming the landholding system
-

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

... The bourgeoisie, by the rapid improvement of all instruments of production, by the immensely facilitated means of communication, draws all nations, even the most barbarian, into civilisation. The cheap prices of its commodities are the heavy artillery with which it batters down all Chinese walls, with which it forces the barbarians' intensely obstinate [persistent] hatred of foreigners to capitulate [give in]. It compels all nations, on pain of extinction, to adopt the bourgeois mode of production; it compels them to introduce what it calls civilisation into their midst, *i.e.*, to become bourgeois themselves. In a word, it creates a world after its own image. . . .

— Karl Marx and Friedrich Engels

28 Which statement supports the point of view expressed in this passage?

- (1) The bourgeoisie needs to use military force to open markets.
- (2) The bourgeoisie are backward compared to the barbarians.
- (3) Foreigners and the bourgeoisie must work together to end the extinction of cultures.
- (4) Cheap prices and industrial improvements are tools used by the bourgeoisie to impose its values.

- 29 • 1791—Declaration of the Rights of Women and the Female Citizen (France)
• 1829—Prohibition of sati (India)
• 1857, 1882—Married Women's Property Acts (Great Britain)

Which change in perception is suggested by these international developments regarding women?

- (1) a decrease in political power for women
- (2) a decline in the economic status of women
- (3) a growing concern for the treatment of women
- (4) an increase in the global exploitation of women

30 The Haitian Revolution and the Sepoy Rebellion happened in response to

- (1) European colonial policies
- (2) indigenous ethnic rivalries
- (3) urban development
- (4) religious divisions

Base your answer to question 31 on the notice below and on your knowledge of social studies.

NOTICE!

Travelers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles: that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or any of her allies, are liable to destruction in those waters and that travelers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY,
Washington, D. C., April 22, 1915.

Source: *New York Times*, May 1, 1915 (adapted)

31 Which technological innovation of World War I is most closely associated with this German notice?

- (1) tanks
- (2) airplanes
- (3) submarines
- (4) machine guns

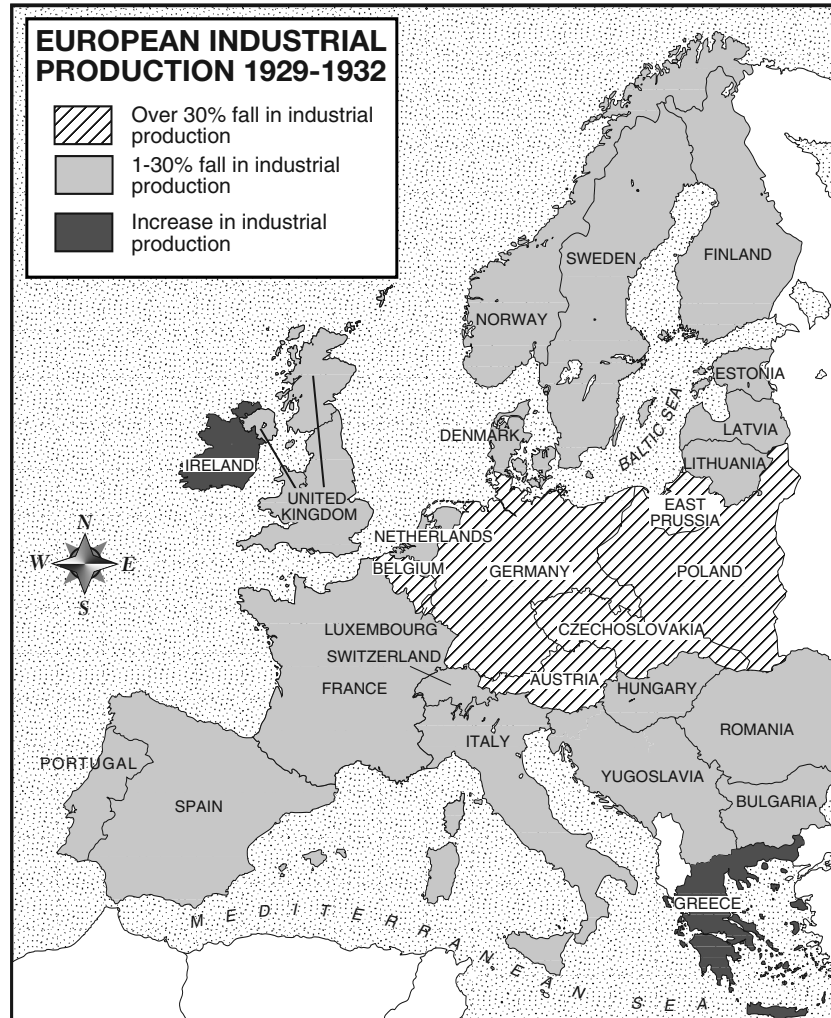
32 What was the main goal of Zionism?

- (1) forming a representative government in China
- (2) establishing a Jewish homeland in the region of Palestine
- (3) improving the standard of living in developing countries
- (4) creating an international peacekeeping organization to solve global conflicts

33 Which of these events that occurred in the Soviet Union was a direct cause of the other three?

- (1) famine in Ukraine
- (2) implementation of five-year plans
- (3) establishment of collective farms
- (4) development of heavy industry

Base your answer to question 34 on the map below and on your knowledge of social studies.



Source: World History on File, Facts on File (adapted)

34 Based on this map, which region experienced the most severe drop in industrial production between 1929 and 1932?

- (1) western Europe
- (2) northern Europe
- (3) central Europe
- (4) southeastern Europe

35 Extreme nationalism, individuals existing for the good of the state, and unquestioning loyalty to the leader are the defining characteristics of

- (1) fascism
- (2) liberalism
- (3) democracy
- (4) theocracy

36 The Soviet Union's response to the formation of the North Atlantic Treaty Organization (NATO) was to create the

- (1) Marshall Plan
- (2) Warsaw Pact
- (3) Truman Doctrine
- (4) European Union

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Leslie Illingworth, June 23, 1941, The National Library of Wales (adapted)

37 Hitler's actions as expressed by this cartoon led Stalin to

- (1) adopt a policy of appeasement
- (2) take over Germany's industry
- (3) join the Allies in the fight against Germany
- (4) reduce the size of the Soviet army

38 Which statement about the impact of geography on the culture and history of the Middle East region in the 20th century is most accurate?

- (1) Deserts have prevented military invasions.
- (2) The uneven distribution of resources has led to conflict.
- (3) The abundance of water has contributed to agricultural self-sufficiency.
- (4) Mountains have halted cultural diffusion.

Base your answers to questions 39 and 40 on the song lyrics below and on your knowledge of social studies.

East is Red

The east is red, the sun is rising.
China has brought forth a Mao Zedong.
He amasses fortune for the people,
Hurrah, he is the people's great savior.

Chairman Mao loves the people,
He is our guide,
To build a new China,
Hurrah, he leads us forward!

The Communist Party is like the sun,
Wherever it shines, it is bright.
Wherever there is a Communist Party,
Hurrah, there the people are liberated!

39 What is the main idea of this 1960s Chinese song?

- (1) The Sun will never set on Chinese communism.
- (2) Communist policies will liberate Mao Zedong.
- (3) The Chinese people will become wealthy under communism.
- (4) Mao Zedong will lead the Communist Party in building a new China.

40 This 1960s Chinese song would most likely have been sung during the

- (1) return of Hong Kong
- (2) Cultural Revolution
- (3) Boxer Rebellion
- (4) Tiananmen Square incident

41 During the Cold War, India's decision to support neither the United States nor the Soviet Union was based on its policy of

- | | |
|------------------|-----------------|
| (1) nonalignment | (3) containment |
| (2) isolationism | (4) separatism |

- 42 • Vietcong disappeared into jungle cover.
 • Sandstorms halted helicopter flights in Iraq.
 • Afghan mountain caves sheltered Osama bin Laden.

Which generalization can best be applied to these situations?

- (1) Advanced technology ensures victory.
 (2) Religious tensions often promote disagreements.
 (3) Most military confrontations involve biological weapons.
 (4) Geography often has an influence on the course of a conflict.
- 43 A major obstacle to creating policies that address the issue of global warming is the conflict between
- (1) migrant labor and native workers
 (2) socialist governments and democratic governments
 (3) nations possessing nuclear weapons and those without
 (4) economic development and environmental protection
- 44 The practices of allowing animals to overgraze grasses and shrubs and of clearing trees to use for fuel have caused
- (1) coastal pollution (3) acid rain
 (2) desertification (4) desalination
- 45 In the late 1970s, the Chinese government created the one-child policy because its leaders realized that there is a direct relationship between population growth and
- (1) military strength
 (2) economic development
 (3) social mobility
 (4) political toleration

- 46 One way in which the Indian leaders Asoka and Akbar the Great are similar is that they are both best known for promoting
- (1) religious toleration
 (2) enslavement of prisoners
 (3) special taxes for Hindus
 (4) the spread of Buddhism

- 47 The Russian adoption of Orthodox Christianity and of the Cyrillic alphabet demonstrates the
- (1) impact of Ibn Battuta's travels
 (2) role of the printing press during the Reformation
 (3) leadership of Peter the Great
 (4) influence of the Byzantine Empire

- 48 Austria-Hungary's ultimatum to Serbia in 1914 and the United States military actions in Afghanistan beginning in 2001 are both reactions to acts of
- (1) imperialism (3) communism
 (2) isolationism (4) terrorism

- 49 Which leaders are most directly associated with the Cuban Revolution of 1959?
- (1) Emiliano Zapata and Francisco Villa
 (2) Juan Perón and Hugo Chávez
 (3) Fidel Castro and Che Guevara
 (4) Bernardo O'Higgins and Miguel Hidalgo

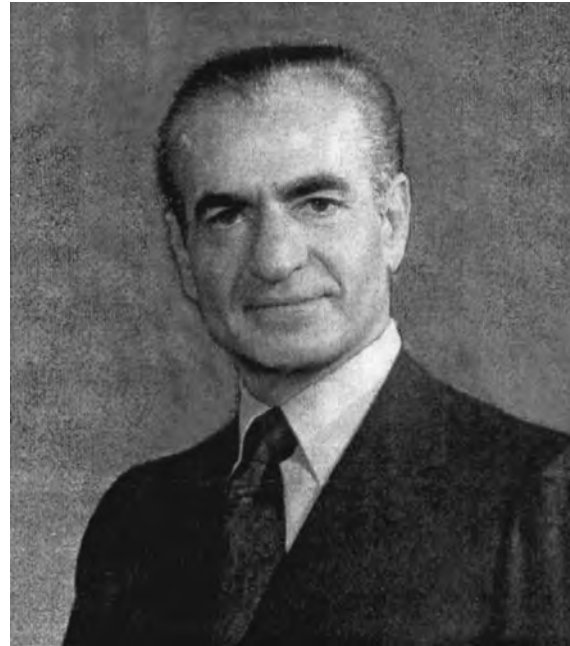
Base your answer to question 50 on the photographs below and on your knowledge of social studies.

Kemal Atatürk



Source: İlhan Akşit, Compiler,
Mustafa Kemal Atatürk, Akşit

Reza Pahlavi



Source: Iran Politics Club online,
Mohamad Reza Shah Pahlavi Photo Album

50 The style of clothing worn by Kemal Atatürk of Turkey and Reza Pahlavi of Iran in these photographs indicates these leaders' desire to

- | | |
|-----------------------------------|--|
| (1) westernize their nation | (3) enforce fundamental Islamic principles |
| (2) support nationalist movements | (4) adapt to the physical climate of their country |
-

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 this general definition in mind:

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: Imperialism

Since 1500, countries have pursued a policy of expansion known as imperialism for a variety of reasons. The effects of this policy can be viewed from different perspectives.

Task:

Select **one** country that engaged in imperialism since 1500 and

- Discuss the reasons this country engaged in imperialism
- Discuss the effects of imperialism from the perspective of the people or society taken over **and/or** from the perspective of the conqueror

You may use any country that engaged in imperialism since 1500 from your study of global history and geography. Some suggestions you might wish to consider include Portugal, Spain, Great Britain, France, Italy, Belgium, and Japan.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of your response.

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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, governments have developed and established laws and orders for a variety of reasons. The *laws for the warriors under the Tokugawa Shogunate*, the *Nazi orders and laws of the Third Reich*, and the *pass laws of the Republic of South Africa* had many impacts on societies, regions, and groups of people.

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** sets of laws and/or orders mentioned in the historical context and for **each**

- Explain what the government hoped to achieve by establishing these laws and/or orders
- Discuss the impacts of these laws and/or orders on a specific society, region, or group of people

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

By 1603, Tokugawa Ieyasu had won the civil war and had become the supreme ruler of Japan, the Shogun. His successor, Shogun Hidetada, put forth laws for military households. These households included members of the warrior class: the daimyo, the greater samurai, and the lesser samurai.

Laws Governing Military Households (1615), Excerpts

. . . [4] Great lords (daimyō), the lesser lords, and officials should immediately expel from their domains any among their retainers [vassals] or henchmen who have been charged with treason or murder. . . .

[6] Whenever it is intended to make repairs on a castle of one of the feudal domains, the [shogunate] authorities should be notified. The construction of any new castles is to be halted and stringently [strictly] prohibited.

“Big castles are a danger to the state.” Walls and moats are the cause of great disorders.

[7] Immediate report should be made of innovations which are being planned or of factional conspiracies [schemes by dissenting groups] being formed in neighboring domains. . . .

Source: Compiled by Ryusaku Tsunoda, et al., *Sources of the Japanese Tradition*, Columbia University Press (adapted)

1 Based on this document, what is **one** way these laws limited the actions of the warrior class? [1]

Score

Document 2

The sankin kotai or hostage system was included as part of the warrior class laws.

Alternate residence duty, or sankin kotai, was a system developed in the Warring States period and perfected by the Tokugawa shogunate. In essence, the system demanded simply that daimyo reside in the Tokugawa castle at Edo for periods of time, alternating with residence at the daimyo's own castle. When a daimyo was not residing in the Tokugawa castle, he was required to leave his family at his overlord's [shogun's] castle town. It was, at its simplest, a hostage system which required that either the daimyo or his family (including the very important heir) always be physically subject to the whim of the overlord. . . .

Source: "Sankin Kotai and the Hostage System," *Nakasendo Way*, Walk Japan

- 2 Based on this document, what is **one** way the daimyo were affected by the Tokugawa hostage system (alternate residence duty)? [1]

Score

Document 3

. . . These measures [the hostage system, the isolation policy, and the banning of guns] succeeded in bringing the bloody wars of the previous period to an end. But the Shoguns could not stop the society beneath them continuing to change. The concentration of the lords and their families in Edo led to a growing trade in rice to feed them and their retainers, and to a proliferation [increase] of urban craftspeople and traders catering to their needs. Japan's cities grew to be some of the biggest in the world. The merchant class, although supposedly of very low standing, became increasingly important, and a new urban culture of popular poetry, plays and novels developed, different in many ways from the official culture of the state. A relaxation of the ban on western books after 1720 led to some intellectuals showing an interest in western ideas, and a 'School of Dutch learning' began to undertake studies in science, agronomy [agriculture] and Copernican astronomy. As money became increasingly important, many of the *samurai* became poor, forced to sell their weapons and to take up agriculture or crafts in order to pay their debts. Meanwhile repeated famines hit the peasantry—almost a million died in 1732 (out of a population of 26 million), 200,000 in 1775, and several hundred thousands in the 1780s—and there were a succession of local peasant uprisings. The Tokugawa political superstructure remained completely intact. But beneath it social forces were developing with some similarities to those in western Europe during the Renaissance period. . . .

Source: Chris Harman, *A People's History of the World*, Verso (adapted)

- 3 According to Chris Harman, what is **one** change that occurred in Japan as a consequence of the hostage system and isolationist policy? [1]

Score

Document 4a

Excerpts of the [Nazi] Party Boycott Order, 28 March 1933

. . . 3. The action committees must at once popularize the boycott by means of propaganda and enlightenment. The principle is: No German must any longer buy from a Jew or let him and his backers promote their goods. The boycott must be general. It must be supported by the whole German people and must hit Jewry in its most sensitive place. . . .

8. The boycott must be coordinated and set in motion everywhere at the same time, so that all preparations must be carried out immediately. Orders are being sent to the SA and SS so that from the moment of the boycott the population will be warned by guards not to enter Jewish shops. The start of the boycott is to be announced by posters, through the press and leaflets, etc. The boycott will commence on Saturday, 1 April on the stroke of 10 o'clock. It will be continued until an order comes from the Party leadership for it to stop. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press

4a In 1933, what is **one** action the Nazi Party wanted the German people to take against the Jews based on this excerpt? [1]

Score

Document 4b

Decree Eliminating Jews from German Economic Life, 12 November 1938

. . . *Article 1*

1. From 1 January 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press

4b As a result of this Nazi decree, what is **one** specific economic situation faced by the Jewish people? [1]

Score

Document 5a

“The Night of Broken Glass”



Source: Anne Frank Guide online

Document 5b

... The Nazis claimed that Kristallnacht was an uprising by ordinary Germans. Actually, it was carefully planned. The government ordered squads of Brownshirts into the streets. Their job was to destroy and terrorize. The Gestapo, or secret police, received orders not to stop the violence. Instead, they were to sweep through the burning neighborhoods, arresting Jews.

Kristallnacht was a turning point. The Nazis stepped up their efforts to “Aryanize” the German economy. Jews had been losing their property since Hitler came to power. Now, taking it from them became an official policy.

On November 12, the government levied a fine of one billion *reichmarks* on the German Jewish community. This was punishment for the act of one troubled teenager.* In addition to this, Jewish victims of Kristallnacht had to pay for the damage out of their own pockets. They could not collect insurance to cover their losses. . . .

Source: Linda J. Altman, *The Jewish Victims of the Holocaust*, Enslow Publishers (adapted)

*Herschel Grynszpan had killed a German at the German embassy in Paris out of anger over his parents’ deportation. This act was used by the government to justify its actions on Kristallnacht.

5 Based on this photograph and passage, what are **two** impacts of the policy of Kristallnacht on the Jewish population in Germany? [2]

(1) _____

Score

(2) _____

Score

Document 6

- September 1996: A report by London's *Jewish Chronicle* claims that \$4 billion (\$65 billion in 1996 dollars*) looted by the Nazis from Jews and others during World War II was diverted to Swiss banks. The sum is about 20 times the amount previously acknowledged by the Swiss; . . .
- October 29, 1996: . . . Art, coins, and other items looted by Nazis from the homes of Austrian Jews are sold at a benefit auction in Vienna. It is the intent of the auction organizers to keep the items in the Jewish community. By day's end, the auction grosses \$13.2 million, with proceeds going to aid Holocaust survivors and their heirs. . . .
- February 12, 1997: Switzerland, stung by allegations that the wartime government accepted and laundered [concealed the source of] funds from Nazi Germany that had been looted from Jews, agrees to create a \$71 million fund for Holocaust survivors and their heirs.

Source: *The Holocaust Chronicle*, Publications International, 2000

*Four billion dollars during World War II had the approximate value of \$65 billion in 1996.

6 Based on this information from the *The Holocaust Chronicle*, state **one** action taken in an attempt to compensate Holocaust survivors and their heirs many years after World War II ended. [1]

Score

Document 7a

Native Laws Amendment Act, Act No. 54 of 1952, Union of South Africa

. . . 29 (1) Whenever any authorized officer has reason to believe that any native [black South African] within an urban area or an area proclaimed in terms of section *twenty-three*—
(a) is an idle person in that—
 (i) he is habitually unemployed and has no sufficient honest means of livelihood. . .
he [authorized officer] may, without warrant arrest that native or cause him to be arrested and any European police officer or officer appointed under sub-section (1) of section *twenty-two* may thereupon bring such a native before a native commissioner or magistrate who shall require the native to give a good and satisfactory account of himself. . . .

Source: Native Laws Amendment Act, Act No. 54 of 1952, Digital Innovation South Africa online (adapted)

7a Under the Union of South Africa Act No. 54 of 1952, what could happen to a native person who was habitually unemployed? [1]

Score

Document 7b

**Natives (Abolition of Passes and Coordination of Documents) Act,
Act No. 67 of 1952, Union of South Africa**

. . . Any policeman may at any time call upon an African [black] who has attained the age of sixteen years to produce his reference [pass] book. If a reference book has been issued to him but he fails to produce it because it is not in his possession at the time, he commits a criminal offence and is liable to a fine not exceeding ten pounds or imprisonment for a period not exceeding one month. . . .

Source: Leslie Rubin and Neville Rubin, *This is Apartheid*, Christian Action, London (adapted)

7b Under the Union of South Africa Act No. 67 of 1952, what penalty could be given to a sixteen-year-old or older African black if he failed to produce his reference book? [1]

Score

Document 8

This excerpt is based on Peter Abrahams's memories and his conversation with his black South African boss, Jim.

. . . When Jim left his Pedi village in the northern Transvaal he had to go to the nearest police station or Native Affairs Department. There he got a Trek Pass. This permitted him to make the journey to Johannesburg. On reaching the city he got an Identification Pass and a Six-Day Special Pass. He paid two shillings each month for the Identification Pass. The Six-Day Special was his protection while he looked for work. He did not find work during his first six days in the city. He did not go to the pass office to renew his Six-Day Special. He was picked up on the eighth day and spent two weeks in jail as a vagrant [person without residence or work]. That taught him to go to the pass office regularly. . . .

Source: Peter Abrahams, *Tell Freedom: Memories of Africa*, Alfred A. Knopf

8 According to Peter Abrahams, what was **one** way the pass laws affected his boss, Jim? [1]

Score

Document 9

Resistance to white domination was continuous but unsuccessful. The South African police and the army were called out every time blacks rose up against the apartheid laws that made their lives so miserable. On March 21, 1960, a group of unarmed blacks made their way to the police station in Sharpeville (a black township) to hold a peaceful protest against the passbook laws. No black in South Africa could travel, live, or work without a passbook. This hated document was the record of a person's life as defined by the white government. Thousands of demonstrators left their passbooks at home, expecting to be arrested. They thought this would show the government's policy could not continue if it had to arrest thousands. But the peaceful demonstration was met with gunfire. When it was over, sixty-nine blacks were dead, shot in the back by the police as they tried to flee when the shooting began. Their deaths sparked a nationwide protest.

Source: Blauer and Lauré, *South Africa*, Children's Press

9a Based on this document, what action did black South Africans take to oppose the pass laws? [1]

Score

b Based on this document, what was the South African government's response to the situation in Sharpeville on March 21, 1960? [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, governments have developed and established laws and orders for a variety of reasons. The *laws for the warriors under the Tokugawa Shogunate*, *the Nazi orders and laws of the Third Reich*, and *the pass laws of the Republic of South Africa* had many impacts on societies, regions, and groups of people.

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

Select *two* sets of laws and/or orders mentioned in the historical context and for *each*

- Explain what the government hoped to achieve by establishing these laws and/or orders
- Discuss the impacts of these laws and/or orders on a specific society, region, or group of people

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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