

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 24, 2018 — 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.

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.

1 Which primary source would most likely provide the perspective of an Indian nationalist?

- (1) a diary entry of a Hindu participant in the Salt March
- (2) a letter written by the English viceroy in India to a member of Parliament
- (3) a painting of the Amritsar Massacre created by a Christian missionary
- (4) a United Nations document about the partition of British India

2 Periods of famine, warfare, and religious persecution have most often influenced people's decisions to

- (1) collectivize their farms
- (2) migrate from a region
- (3) expand their territory
- (4) industrialize an area

3 Which environmental issue faced the early civilizations of Mesopotamia, Egypt, and China?

- (1) extensive destruction of rain forests for lumber to build large structures
- (2) soil erosion resulting from annual rainfall of over 100 inches per year
- (3) catastrophic floods that destroyed crops and villages
- (4) waterways that were unnavigable most of the year

4 Which heading best completes the partial outline below?

I. _____ A. Period of warring states B. Development of Confucianism C. Development of Daoism

- (1) Maurya Empire
- (2) Zhou Dynasty
- (3) Mayan Kingdoms
- (4) Greek City-States

Base your answer to question 5 on the chart below and on your knowledge of social studies.

Areas within the Roman Empire	Trade goods from these areas
Greece	marble
Carthage	olive oil
Egypt	linen
Britain	tin

5 Which generalization about the Roman Empire can be made based on the information shown in this chart?

- (1) Rome traded only within the empire.
- (2) Expansion of the empire provided access to varied trade goods.
- (3) Olive oil was the most important of the Roman trade goods.
- (4) Conquered areas were required to build structures with marble from Greece.

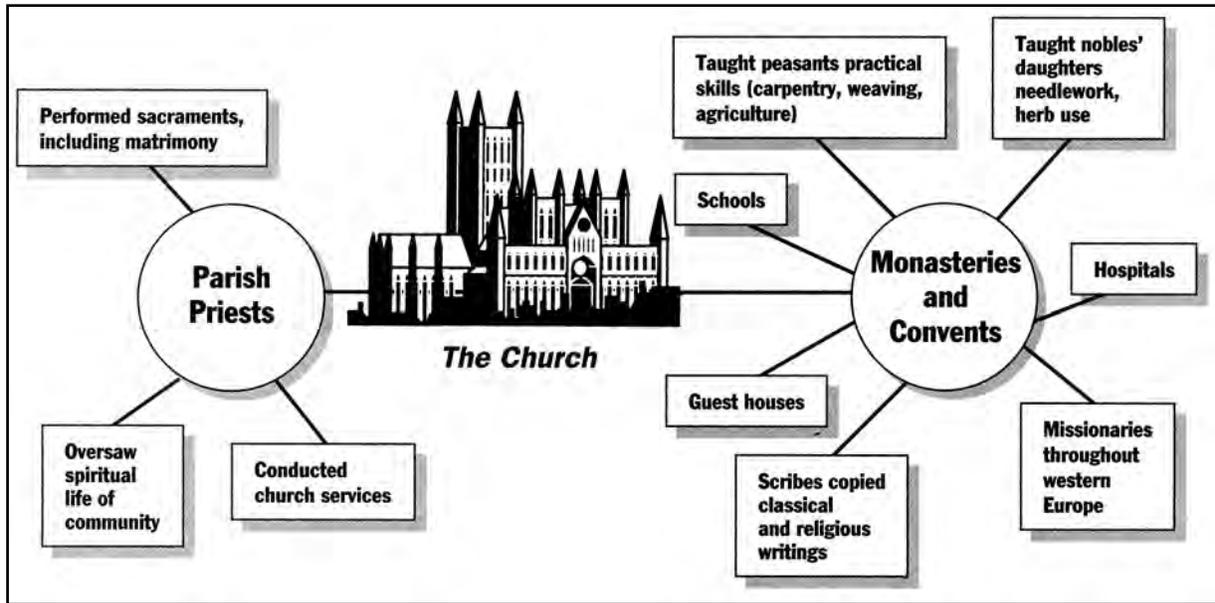
6 Which action is most closely associated with pilgrims bathing in the Ganges River at Varanasi?

- (1) visiting a site sacred to Hindus
- (2) following the teachings of Jesus
- (3) preparing to enter a Shinto shrine
- (4) offering prayers at the birthplace of Siddhartha Gautama

7 During the early European feudal period, subsistence agriculture and economic self-sufficiency are most commonly associated with the

- (1) manorial system
- (2) enclosure movement
- (3) growth of commerce
- (4) introduction of wheeled vehicles

Base your answer to question 8 on the graphic organizer below and on your knowledge of social studies.



Source: Farah and Karls, *World History: The Human Experience*, Glencoe/McGraw-Hill

8 A valid statement concerning the Catholic Church during the Middle Ages is that it

- (1) emancipated the nobles' serfs
- (2) rejected power and wealth
- (3) maintained armies for the king
- (4) provided social and educational services

9 Which situation is a result of the location of the Byzantine Empire?

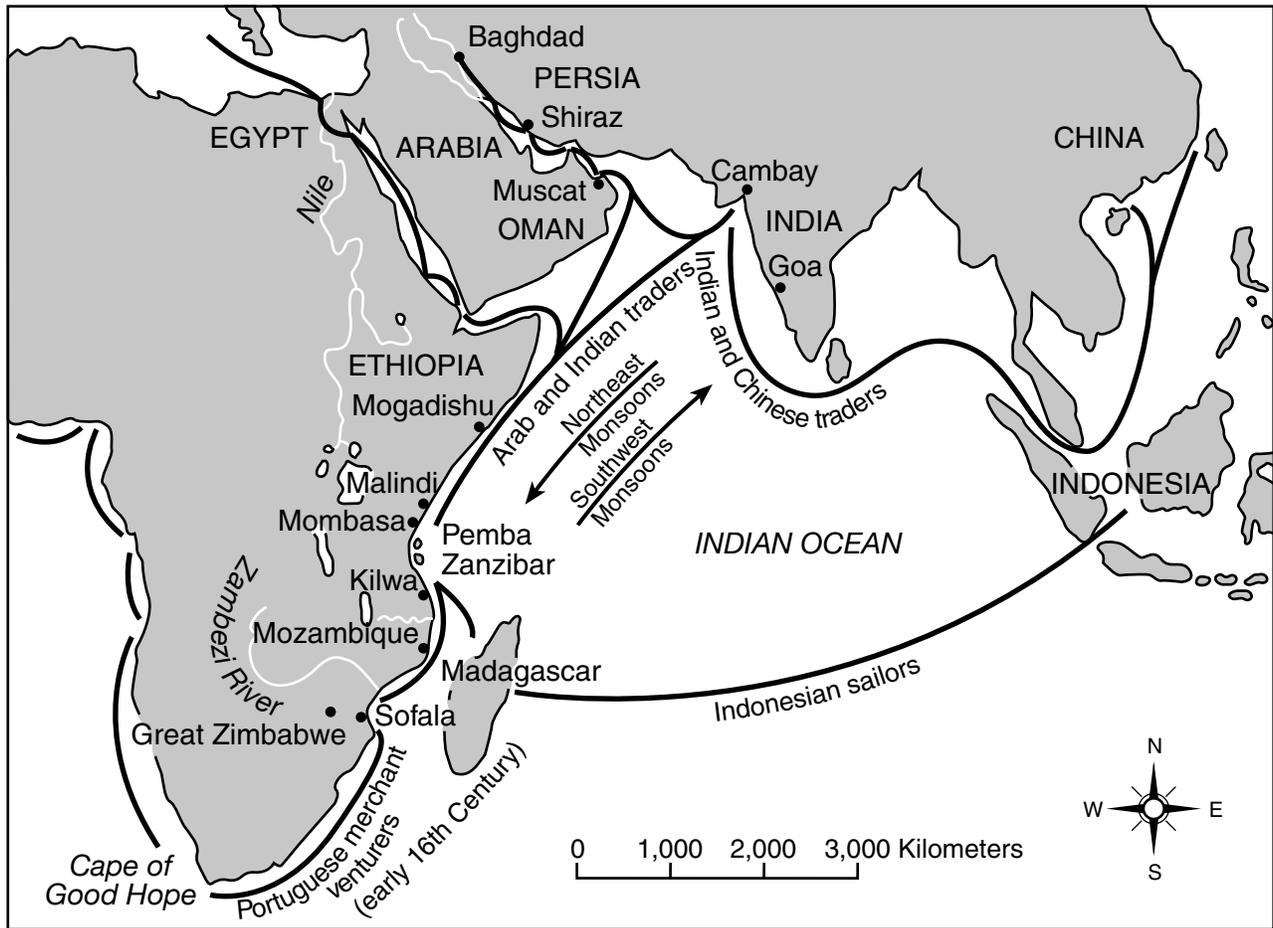
- (1) Constantinople became an important center of trade and knowledge.
- (2) The Seljuk Turks protected and defended Byzantine leaders.
- (3) Moscow became the religious center for all Orthodox Christians.
- (4) The Byzantine emperor was able to conquer areas from Korea to Spain.

10 In the early 1600s, which issue regarding contact between the Europeans and the Japanese was a primary area of concern for the Tokugawa regime?

- (1) Europeans might interfere in Japan's cultural traditions.
- (2) Japanese jobs were taken by European workers.
- (3) Japanese exports were not competitive in European markets.
- (4) Europeans could gain control of Japan's coal mines.

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

Indian Ocean Trading Networks: Tenth to Sixteenth Century



Source: Kevin Shillington, *History of Africa*, Revised Edition, St. Martin's Press (adapted)

- 11 Using the information provided by this map, a valid conclusion that can be drawn about Indian Ocean trade networks is that they
- (1) hindered the growth of African coastal cities
 - (2) prevented cultural contact between Africa and Persia
 - (3) connected India to the Middle East and to East Africa
 - (4) promoted migration between the west African interior and east Africa
- 12 Based on this map, which geographic factor directly affected the timing and direction of travel and trade on the Indian Ocean?
- (1) straits
 - (2) island harbors
 - (3) smooth coastlines
 - (4) monsoons

13 The wealth and prosperity of Mali and Songhai were dependent on controlling the trade in

- (1) coal and water
- (2) iron and copper
- (3) gold and salt
- (4) tea and cotton

14 The Renaissance in western Europe was a period noted for

- (1) armed conflict over control of the Holy Land
- (2) the rise of feudalism in the Mediterranean region
- (3) the mass movement of peoples from urban to rural areas
- (4) a shift from a spiritual focus to a more humanistic one

- 15
- Forbidden City constructed as home for the emperor and his family.
 - Blue and white porcelain becomes known worldwide.
 - Zheng He makes voyages to the “western oceans.”

Which civilization is most closely associated with these events?

- (1) Aztec
- (2) Persian
- (3) Chinese
- (4) Axum

16 The governments of Spain and Portugal sponsored overseas exploration and expansion in the late 1400s and into the 1500s because they

- (1) desired spices from the Indies
- (2) owed allegiance to Islamic caliphates
- (3) militarily defeated the Ottoman Empire
- (4) lacked access to northern Africa

- 17
- The Chinese applied the idea of the Mandate of Heaven to their government.
 - The French embraced the divine right of kings.

These statements show a similarity in the way these cultures

- (1) supported the same religious principles
- (2) justified the right to rule
- (3) created limited monarchies
- (4) promoted economic equality

Base your answer to question 18 on the drawing below and on your knowledge of social studies.



Source: Miguel León-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press

18 What impact did the situation shown in this drawing have on the Spanish colonies in the Americas?

- (1) Wages for indigenous laborers were increased by the Spanish viceroys.
- (2) Large numbers of Spanish immigrants were hired to work in the colonial mines.
- (3) Numerous rebellions among Spanish elites threatened to destabilize the colonies.
- (4) A high rate of death among indigenous peoples led the Spanish to import enslaved Africans.

19 Which statement best expresses the ideas of the Scientific Revolution?

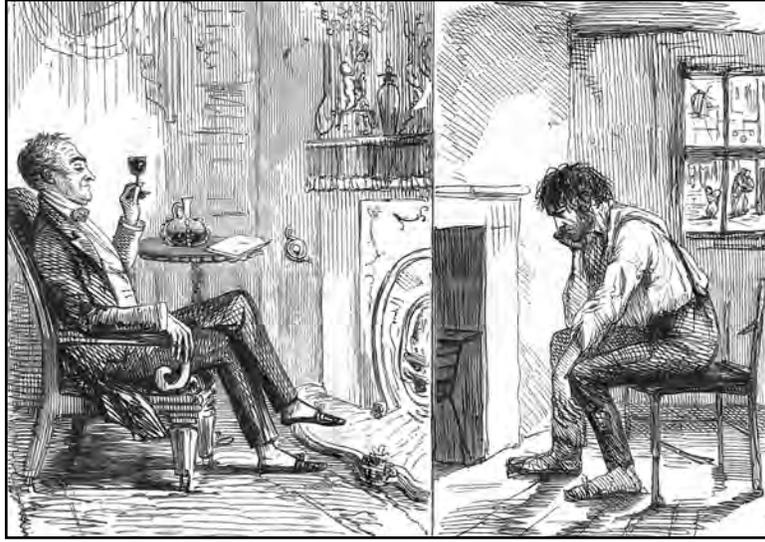
- (1) Religious authorities are responsible for understanding and interpreting new information.
- (2) Superstition and magic are important aspects of the natural world.
- (3) Scientific ideas should be made to conform with existing thought systems.
- (4) People should use reason and experimentation to draw scientific conclusions.

20 Toussaint L'Ouverture is most closely associated with leading the revolution in

- (1) Mexico
- (2) Chile
- (3) Haiti
- (4) Venezuela

Base your answers to questions 21 and 22 on the cartoon below and on your knowledge of social studies.

**EFFECTS OF A STRIKE
UPON THE CAPITALIST and UPON THE WORKING MAN**



Source: *Punch*, 1852

21 Which statement reflects the overall effect of labor strikes as shown in this cartoon?

- (1) Workers get to take a well-earned vacation.
- (2) Workers are deprived of their income and suffer hardships.
- (3) Employers can manage their businesses from home.
- (4) Employers generally meet workers' demands quickly.

22 Based on this cartoon, which government policy is most likely influencing the situation experienced by the working man?

- (1) laissez-faire
- (2) universal suffrage
- (3) limiting immigration
- (4) public sanitation laws

23 Which factor aided the Russians in defeating Napoleon's troops?

- (1) naval blockades
- (2) telegraph systems
- (3) blitzkrieg tactics
- (4) harsh climatic conditions

24 After 1880, European colonization was motivated by the

- (1) urge to acquire African technology
- (2) need for an increase in the production of sugar
- (3) desire for new markets
- (4) demand for labor in the Americas

25 The primary goal of the Boxer Rebellion was to

- (1) end foreign influence in China
- (2) introduce Marxism to East Asia
- (3) increase the importation of opium into China
- (4) reverse reforms enacted by Sun Yixian (Sun Yat-sen)

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

. . .The right course—and it is the course which the country [Great Britain] will presently insist upon—is to segregate all German residents. There should be no ill-treatment, but they must be kept under strict surveillance. An honest man will understand the necessity, and will not complain; and it will put an end to the activities of the dishonest. One other thing must be done. The formality of naturalization in this country is very simple, and once an alien is naturalized he passes to a large extent out of the power of the police. There is reason to believe that it is a certain type of naturalized German that is most dangerous. Power should be given to cancel temporarily naturalization certificates, and where necessary to treat naturalized and alien alike.

These may seem harsh measures, but war is a harsh business. When our soldiers and sailors are giving their lives for their country, it would be a scandal if we endangered their work by any supineness [inaction] at home. . . .

— “The Alien Peril,” *The War: Nelson’s Picture Weekly*, October 31, 1914

- 26 The main idea of this passage is that during times of war
- (1) strict surveillance should be limited
 - (2) ill treatment of aliens should be carefully investigated
 - (3) police should have the power to naturalize aliens
 - (4) some people’s rights should be suspended for the greater good
- 27 The reasoning presented in this passage could logically lead to German residents being placed in
- (1) combat forces
 - (2) relocation camps
 - (3) government positions
 - (4) munitions factory jobs
- 28 Which statement offers a view that criticizes the author’s argument?
- (1) Prejudice is being presented in the form of patriotism.
 - (2) Self-interest is being sacrificed for the sake of security.
 - (3) Appeasement is being suggested as the response to aggression.
 - (4) Compassion is being portrayed as the best policy.

29 Bloody Sunday in Russia (1905) and the Armenian Massacre in the Ottoman Empire (1915) are both examples of

- (1) scorched-earth policies
- (2) forced migrations
- (3) human atrocities
- (4) political revolutions

30 Which event led Russia to withdraw from World War I and surrender a significant amount of territory to Germany?

- (1) sudden death of Vladimir Lenin
- (2) seizure of power by the Bolsheviks
- (3) meeting of the Yalta Conference
- (4) assassination of Austro-Hungarian Archduke Franz Ferdinand

31 Kemal Atatürk is best known for helping Turkey become

- (1) a modern and secular state
- (2) an imperialist power in Africa and Asia
- (3) a communist country allied with the Soviet Union
- (4) a theocratic country with laws based on the Qur’an (Koran)

32 A major purpose of five-year plans in the Soviet Union was to

- (1) increase the production of steel and machinery
- (2) produce more consumer goods
- (3) eliminate central economic planning
- (4) seek direct foreign investment

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



33 What would be the best title for this chart?

- (1) Events During World War I
 - (2) Totalitarian Regimes Between the Wars
 - (3) Economic Problems Between the Wars
 - (4) Causes of World War II
-

Base your answers to questions 34 and 35 on the passage below and on your knowledge of social studies.

. . . I mention all these details, which I remember so clearly, in order [to] give a sense of the shock that we suffered when The Wall came upon us one night. There we were in Berlin, at the crossroads between East and West, at the juncture of two fundamentally different cultures, and suddenly we were locked up like canaries in a cage. Literally from one day to the next, from being a vibrant and cultured city, Berlin subsided into the drowsy torpor [dullness] of a midsummer afternoon in the provinces. We were imprisoned in a dull, flat country. . . .

— Jens Reich, “Reflections on becoming an East German dissident, on losing the Wall and a country,”
in Gwyn Prins, ed., *Spring in Winter: The 1989 Revolutions*

34 Which historical event is directly reflected in this passage?

- (1) building of a barrier between East and West Berlin
- (2) formation of the Warsaw Pact
- (3) occupation of Germany
- (4) Berlin Airlift

35 The historical event reflected in this passage symbolized the ideological tensions between

- (1) church and state
 - (2) absolute monarchy and fascism
 - (3) democracy and communism
 - (4) the Axis powers and the Allied powers
-

Base your answers to questions 36 and 37 on the passage below and on your knowledge of social studies.

We, the People of South Africa, declare for all our country and the world to know:

that South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people;

that our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality;

that our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities;

that only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief;

And therefore, we, the people of South Africa, black and white together equals, countrymen and brothers adopt this Freedom Charter;

And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.

— The Freedom Charter, adopted at the Congress of the People, Kliptown, South Africa, June 26, 1955

36 What are the signers of the Freedom Charter demanding of their country?

- (1) opportunities to combat enemies
- (2) equality for all citizens
- (3) separate sovereign states
- (4) distinct economic reforms

37 The Freedom Charter was written in response to the policy of

- (1) containment
- (2) religious persecution
- (3) truth and reconciliation
- (4) apartheid

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.



Source: Edmund S. Valtman, 1991

38 Which set of problems most directly contributed to the situation shown in this 1991 cartoon featuring Mikhail Gorbachev?

- (1) refusal to adopt and accept aid from the Marshall Plan
- (2) a forced famine in Ukraine and rebellions in the gulags
- (3) invasions by foreign troops and Soviet cities under military siege
- (4) a deteriorating Soviet economy and secessionist republics desiring independence

39 One way in which the actions of Ho Chi Minh and of Fidel Castro are similar is that both leaders

- (1) eliminated contact with all major foreign powers
- (2) were revolutionaries who established communist regimes
- (3) strengthened and modernized democratic governments
- (4) promoted religious freedom for all their people

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



Source: Michael Ramirez, *New York Daily News*, February 18, 2006 (adapted)

40 What is the main idea of this 2006 cartoon?

- (1) The exportation of electronic information is essential to the Chinese economy.
- (2) The flow of electronic information into China is controlled.
- (3) China created the information superhighway.
- (4) The Great Wall protects Chinese information from being hacked.

41 Which statement about the Green Revolution is a fact rather than an opinion?

- (1) The use of chemical fertilizers and pesticides has increased the yield per unit of land in some regions.
- (2) The use of sophisticated agricultural tools and technologies is the only way to prevent famine.
- (3) The drawbacks of using chemicals in agriculture outweigh the benefits.
- (4) The cost of using bioengineered agricultural technologies is too expensive.

42 In the 20th and 21st centuries, Kurds in Iraq, Palestinians in Israel, and Chechens in Russia have protested and fought to achieve

- (1) satellite status
- (2) cultural assimilation
- (3) economic interdependence
- (4) independent statehood

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Tom Toles, *The New Republic*, September 12, 1994 (adapted)

43 What is the subject of this 1994 cartoon?

- (1) usage of high-yield seeds
- (2) removal of economic sanctions
- (3) spread of nuclear materials
- (4) violation of détente agreements

- 44 • Buddhism is practiced in China.
• Spanish is spoken in Mexico.
• Potatoes are grown in Russia.

These statements represent examples of

- (1) cultural diffusion
- (2) self-determination
- (3) conflict
- (4) ethnocentrism

- 45 One effect of the Neolithic Revolution was to
- (1) introduce commercial investment in joint stock companies
 - (2) expand the use of realism in portraits and landscape paintings
 - (3) develop surplus food production and permanent settlements
 - (4) prove that the Sun, not Earth, was the center of the solar system

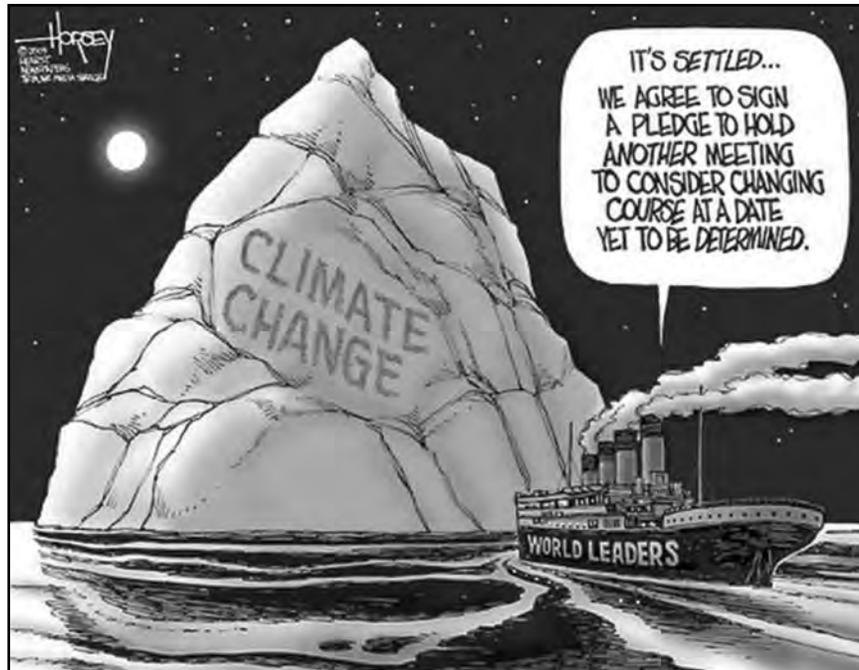
Base your answer to question 46 on the passage below and on your knowledge of social studies.

. . . These fairs are not the only means, though they are the chief, by which the black traders on the coast are supplied with negroes. Small parties of them, from five to ten, are frequently brought to the houses of the traders, by those who make a practice of kidnapping; and who are constantly employed in procuring [obtaining] a supply, while purchasers are to be found. . . .

— Alexander Falconbridge, 1788

- 46 Alexander Falconbridge's account describes the
- (1) camel trade caravans along the Silk Road
 - (2) initial step in Africa of the Atlantic slave trade
 - (3) encomienda system in Central and South America
 - (4) origins of the Bantu migration

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



Source: David Horsey, *Seattle Post-Intelligencer*, November 18, 2009

- 47 Which statement best reflects the main idea of this 2009 cartoon?
- (1) World leaders have done all they can to address climate change.
 - (2) World leaders are considering the long-term impacts of climate change.
 - (3) Climate change is not a serious problem and world leaders need to hold the course.
 - (4) Pledges and meetings have resulted in little significant action on the issue of climate change.

Base your answer to question 48 on the passage below and on your knowledge of social studies.

The events in the suburbs of Moldavanka, Slobodka, and Bugaieoka [Russia] last night were of a most terrible nature. Immense bands of ruffians, accompanied by policemen, invaded all the Jewish houses and mercilessly slaughtered the occupants. . . .

— “Barbarous massacre in Odessa,” *Guardian*, November 1905

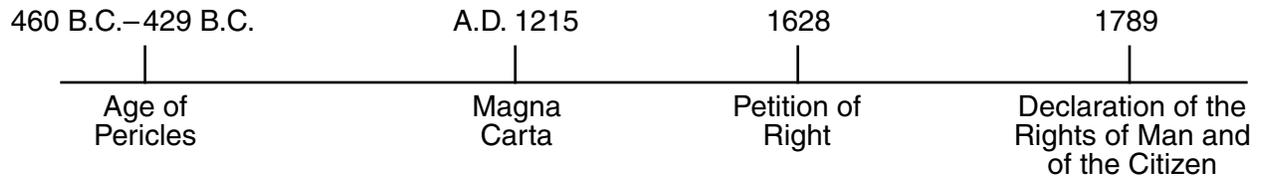
48 Anti-Semitic events such as these contributed to which movement?

- (1) Zionism
- (2) Solidarity
- (3) separatism
- (4) liberation theology

49 The technological advances of the astrolabe, the caravel, and improved cartography are most directly related to the

- (1) formation of the Hanseatic League
- (2) Age of Exploration
- (3) rise of Chinese socialism
- (4) conquests by Mongols

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



50 Which heading is the best title for this time line?

- (1) Development of Religious Toleration
 - (2) Steps Toward a Global Trading Network
 - (3) Milestones of Democratic Development
 - (4) Expansion of Military Technology
-

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—Individuals

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with varying degrees of success.

Task:

Select **two** individuals who have attempted to bring about change and for **each**

- Describe the historical circumstances that led this individual to seek change
- Describe an action taken by this individual to bring about change
- Discuss the extent to which this individual’s action was successful in bringing about change

You may use any individual from your study of global history and geography who has attempted to bring about change. Some suggestions you might wish to consider include Confucius, Martin Luther, Galileo Galilei, Simón Bolívar, Karl Marx, Kemal Atatürk, Deng Xiaoping, Mohandas Gandhi, Nelson Mandela, Aung San Suu Kyi, and Malala Yousafzai.

You are *not* limited to these suggestions.

Do *not* use an individual from United States history 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. 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:

Scarcity occurs when the needs and wants of people cannot be met with the resources available. People, societies, and governments often take actions to obtain resources such as *food*, *fresh water*, and *industrial resources* when they are scarce. These actions have had a variety of effects on societies, nations, and regions.

Task: Using the information from the documents and your knowledge of global history and geography, 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* resources mentioned in the historical context and for *each*

- Describe actions taken in response to the scarcity of this resource
- Discuss how these actions affected a society, nation, or region

In developing your answers to Part III, 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 A

Short-Answer Questions

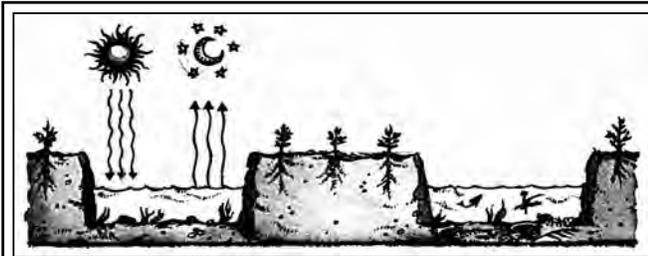
Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

The mountains, windy plateaus and deserts of Peru are very difficult to farm. Over thousands of years, humans struggled to tame these harsh landscapes. They brought water to dry areas, dug terraced fields out of steep slopes and improved wild plants such as the potato until they became useful food crops. In Inca times, two-thirds of the farmers' produce was set aside for the emperor and the priests, so there was little personal reward for the people who did the hard work. . . .

Source: Philip Steele, *Step Into the Inca World*, Lorenz Books

Document 1b



Water in the canals absorbs the sun's heat by day and radiates it back by night, helping protect crops against frost. The more fields cultivated this way, the bigger the effect on the micro-environment.

The platforms are generally 13 to 33 feet wide, 33 to 330 feet long, and about 3 feet high, built with soil dug from canals of similar size and depth.

Sediment in the canals, nitrogen-rich algae, and plant and animal remains provide fertilizer for crops. In an [modern-day] experiment, potato yields [using the above method] outstripped those from chemically fertilized fields.



During droughts, moisture from the canals slowly ascends to the roots. During floods, the furrows [ditches] drain away excess runoff. The canals also supply water for crop irrigation.

Source: National Research Council, *Lost Crops of the Incas: Little-Known Plants of the Andes with Promise for Worldwide Cultivation*, National Academy Press (adapted)

1. Based on these documents, what is **one** action the Incas took to grow food? [1]

Score

Document 2

... The storage system was the linchpin [key connection] between production and consumption for the Andean peoples, not just the Incas but also local societies. Just to give you an idea of the scale involved, at least according to some reports, the Incas in Cuzco [the Inca capital] received all of their food either every four days or on a daily basis from the state storehouses. Around 20,000 to 50,000 people were regularly supplied. . . .

Source: Interview with Terence D'Altroy, edited by Peter Tyson, "Rise of the Inca," NOVA, PBS online, May 17, 2007

2 According to Terence D'Altroy, what is **one** benefit of the Incas' food storage system? [1]

Score

Document 3

. . . In addition to possessing ingenious [resourceful] farming systems and outstanding public works, the Incas and their forebears [ancestors] had remarkable ways to preserve food.

One technique was to freeze-dry root crops. In the Andean uplands, the nights are so cold and the days are so dry that tubers [root crops] left out in the open for a few nights and days become freeze-dried. Usually, the people help the process along by covering the tubers at night to keep off dew and by trampling on the tubers during the day to squeeze out the water released by the previous night's freezing.

The resulting product, made mostly from potatoes and known as *chuño*, was vital to the Incas' ability to carry out their conquests and maintain command of the empire. For instance, it enabled the millions of inhabitants to withstand natural disasters, it supplied passing armies, and it was a long-term insurance against crop failure (a constant threat in this frost-prone region). The Incas planned so well that conquistador Hernando de Soto was moved to say: "There was never hunger known in their realm." The conquistadores quickly recognized *chuño's* virtues. Indeed, some Spaniards made fortunes shipping *chuño* by llama train to the barren heights of Potosí (in today's Bolivia), where it was the main food for slaves working in the silver mines. . . .

Source: National Research Council, *Lost Crops of the Incas: Little-Known Plants of the Andes with Promise for Worldwide Cultivation*, National Academy Press

3a Based on this document, what is **one** action taken by the Incas to preserve food? [1]

Score

b Based on this document, what is **one** reason potato products allowed the Incas to maintain control of their empire? [1]

Score

Document 4

. . . Virtually every country in the [Middle East] region is running out of water quickly. With the region's population expected to increase by as much as 15 percent by 2025—to about 350 million people—its water needs will be double what they were in 1975. While the deepest-desert countries like Egypt, Syria, Iraq, Jordan, and Israel do have access to local internal water sources—so-called fossil water—these sources [aquifers] are being depleted rapidly and won't be replenished anytime soon. This water, found in underground aquifers, has been trapped since the last ice age; after it's used up, it could take thousands and thousands of years to restock. . . .

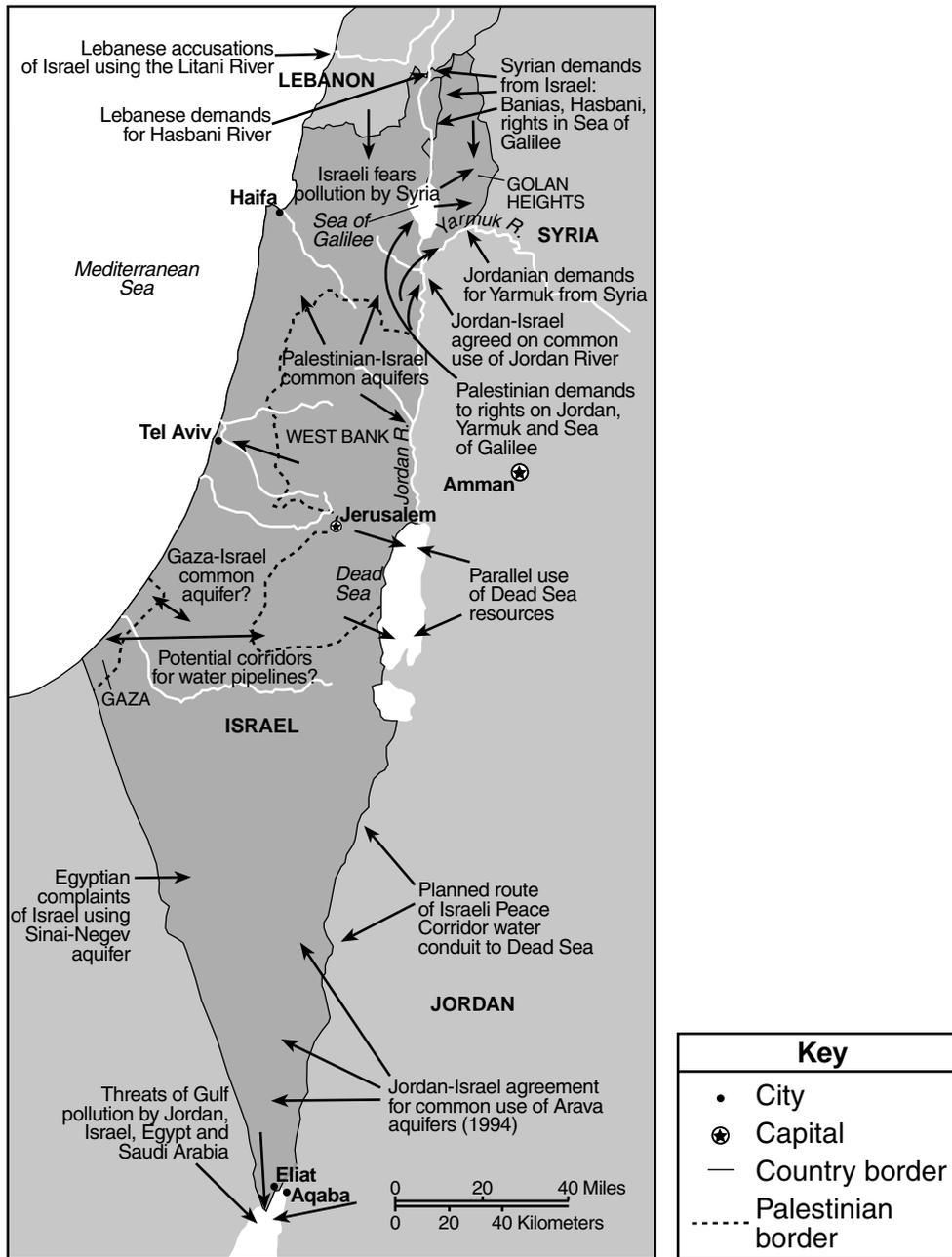
Since local aquifers are barely of significance any longer, three river systems must supply almost all the water for the region: the Jordan, the Nile, and the Tigris/Euphrates. Not surprisingly, bitter geopolitical fights over these rivers are already breaking out—some of which are recasting Middle Eastern political alliances in surprising ways—and bloody battles have already been waged over who has control of the water. . . .

Source: Jeffrey Rothfeder, *Every Drop for Sale: Our Desperate Battle Over Water in a World About to Run Out*, Penguin Putnam, 2001

- 4 According to Jeffrey Rothfeder, what is **one** action taken by countries in the Middle East in response to a scarcity of water? [1]

Score

Hydropolitics in the Jordan River Basin



Source: Les Rowntree, et al., *Globalization and Diversity: Geography of a Changing World*, Prentice Hall, 2011 (adapted)

5a Based on the information shown on this map, state **one** way the handling of water scarcity has affected relations between Middle Eastern societies. [1]

Score

Document 5b

. . . With no streams or rivers to speak of, Gaza has historically relied almost exclusively on its coastal aquifer, which receives some 50 to 60 million cubic metres of refill each year thanks to rainfall and run-off from the Hebron hills to the east. But the needs of Gaza's rapidly growing population, as well as those of the nearby Israeli farmers, means an estimated 160 million cubic metres of water is drawn from the compromised [endangered] aquifer each year. As the levels sink, seawater seeps in from the nearby Mediterranean. This saline pollution is made worse by untreated waste, with 90,000 cubic metres of raw sewage allowed to flow into the shallow sea waters each day from Gaza, according to UN data.

Even with the aquifer, regular running tap water is a luxury unknown to many Gazans. People living across the territory say that during the summer months water might spurt out of their taps every other day, and the pressure is often so low that those living on upper floors might see just a trickle. . . .

Source: Zander Swinburne, "The water is running out in Gaza," *The Independent*, June 30, 2013

5b According to Zander Swinburne, what is **one** problem faced by Gaza's population as a result of its almost exclusive reliance on a coastal aquifer for its water supply? [1]

Score

Document 6a



Source: Lydia M. Pulsipher et al., *World Regional Geography: Global Patterns, Local Lives*, W. H. Freeman and Company, 2008 (adapted)

Document 6b

... The Euphrates, the only major river to flow through Syrian territory, is Syria's sole reliable source of running water for both its irrigation programs and for maintaining water levels in the Tabqa Dam's Lake Assad reservoir to sustain the dam's hydroelectric output.

Iraq, as the furthest country downstream, suffers from both Turkish and Syrian water policies. Many Iraqi villages are said to have been depopulated because of water shortages along the Euphrates and Tigris. Iraqi officials maintain that while Turkey claims to release 500 cubic meters of river water downstream each second from its dams, the actual amount is closer to 200 cubic meters per second.

The Iraqis and the Syrians believe that Turkey is asserting itself as a regional hydrological [water distribution] superpower. Over the next decade Turkey plans to build an additional 1,700 dams, nearly doubling the country's facilities. Turkey's attitudes towards its neighbors' complaints are encapsulated [summarized] in Turkish President Süleyman Demirel's remarks at the July 25, 1992 dedication of the Atatürk Dam, where he said, "Neither Syria or Iraq can lay claim to Turkey's rivers any more than Ankara [capital of Turkey] could claim their oil. This is a matter of sovereignty. We have a right to do anything we like. The water resources are Turkey's, the oil resources are theirs. We don't say we share their oil resources and they cannot say they share our water resources." . . .

Source: John Daly, "Turkey's Water Policies Worry Downstream Neighbors," *Turkey Analyst*, September 10, 2014

6a Based on this map and the John Daly excerpt, state **one** problem Turkey's water management policies create for neighboring countries. [1]

Score

b According to John Daly, what is the Turkish government's position regarding its neighbors' water concerns? [1]

Score

Document 7a

. . . But it is not only the question of land shortage and overpopulation that weigh heavily upon Japan. Equally depressing is the fact that she has not within her own confines adequate mineral resources essential to modern industry. She depends almost entirely upon foreign countries for iron ores. Of coal she has little that can be used in the steel industry. But the most serious handicap is the lack of petroleum, a material which is becoming more and more important in transportation and in manufacturing industries. If you watch the chessboard of European and American diplomacy, you cannot fail to see how each nation is trying to outwit the other in gaining control of oil resources in different parts of the world.

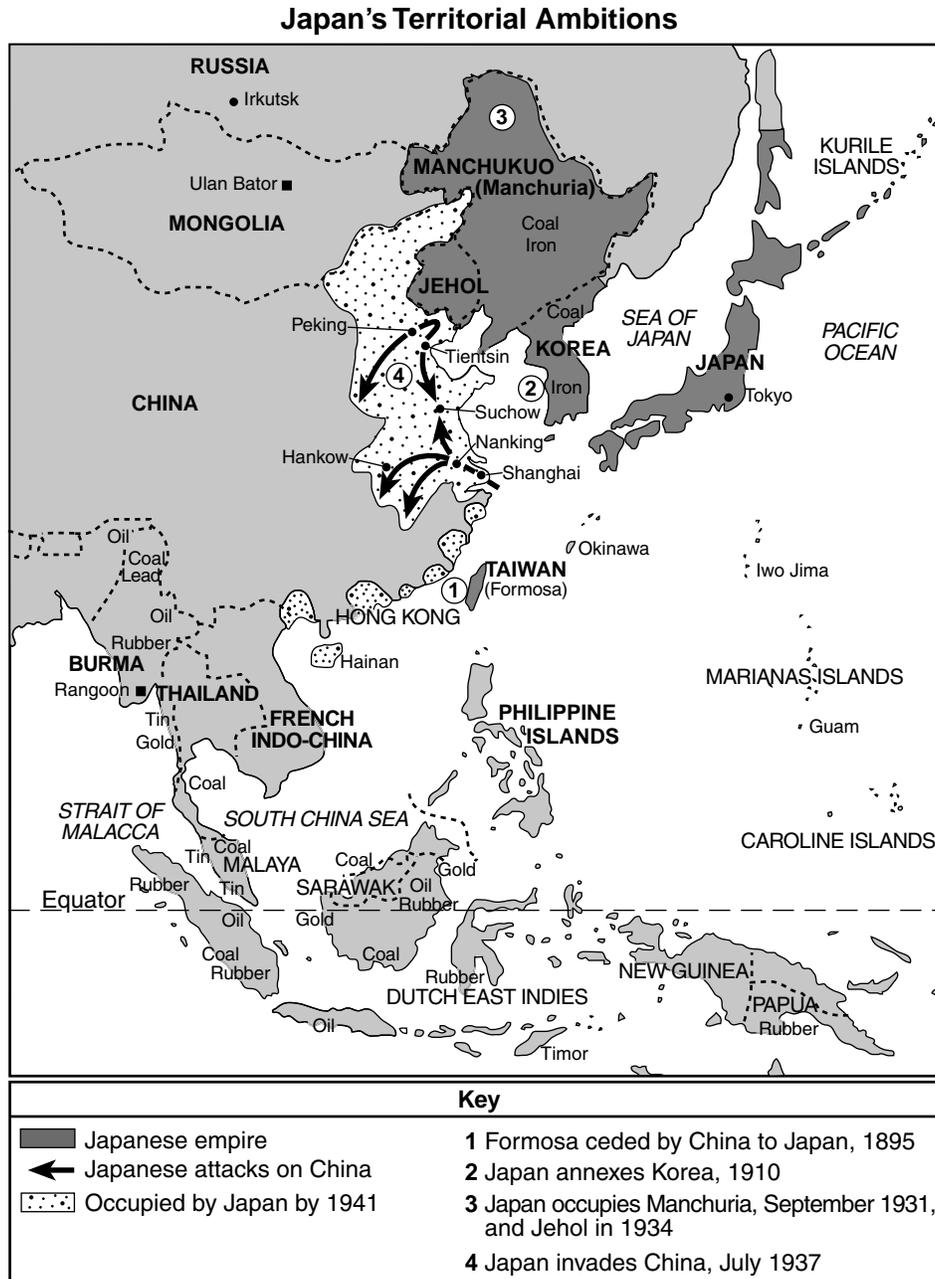
And here is Japan, struggling to solve, partly at least, her population problem by becoming an industrial and trading nation, and yet harassed by the lack of three essential materials of industry—oil, iron, and coal. If she steps an inch out of her narrow precincts [territories] and tries to obtain, say in Siberia or China, the privilege of working such mineral resources, down comes the sword of Damocles [ever-present threat] in the shape of protest, official or otherwise, from the Western nations. . . .

Source: K. K. Kawakami, "A Japanese Liberal's View," *The Nation*, November 9, 1921

7a According to K. K. Kawakami, what was **one** problem Japan faced because it lacks the industrial resources of oil, iron, and coal? [1]

Score

Document 7b



Source: John Keegan, *The Second World War*, Viking Books (adapted)

7b Based on the information shown on this map, what was **one** way Japan tried to solve its shortage of industrial resources? [1]

Score

Document 8

From the Japanese perspective, the western economic offensive against Japan began in 1939 when the United States moved to end its treaty with Japan. By mid-1940, the United States placed economic sanctions on Japan in reaction to Japan's actions.

. . . If the economic offensive continued, Japan would soon run out of raw materials, especially oil, and be unable to sustain the war in China. A choice had to be made: stop the fighting in China or expand it to the United States, England, and Holland to get oil. The former entailed [required] withdrawal from China, an impossible course of action at that late date. Attacking the other countries was only a means to an end: to obtain oil for victory in China. Director of the Planning Board Suzuki Teiichi, a member of the cabinet that decided for war, has said that "although some people have charged that Japan went to war despite a lack of resources," the decision was actually made for the opposite reason: Japan went to war *because* its resources were insufficient. Okazaki Ayakoto was in a position to know military attitudes at the time. As chief, second section, Ordinance Bureau, Navy Ministry, Okazaki was responsible for resources mobilization. He later wrote: "The problem was oil. If our reserves were dribbled away, Japan would grow weaker and weaker like a TB [tuberculosis] patient gasping along till he dropped dead on the road. A grim and humiliating end. However, if we could strike boldly and get the oil in the south. . . ." According to Okazaki, this kind of "[desperate] attitude was the basis for going to war." . . .

Source: Saburō Ienaga, *The Pacific War, 1931–1945*, Pantheon Books, 1978 (adapted)

8 According to Saburō Ienaga, what was **one** problem Japan faced if it continued fighting in China? [1]

Score

Document 9

. . . Destitution [great poverty] reigned in Japan at the end of World War II. The major cities were fields of rubble. Nearly 10 percent of the population had been killed or injured in the war, and some 9 million people were homeless. Food and resources were nearly gone, with steel production at one-tenth of what it had been a year earlier and food sharply rationed by the government. Almost everyone was buying even basics on the black market, and Yamaguchi Yoshitada, a conscience-bound judge who ate only what the regulations allowed, died of starvation. Inflation had begun soaring too; in the first year after hostilities ceased, prices rose 539 percent! Survival seemed questionable, recovery perhaps impossible. However, only a generation later, in 1969, Japan had become the world's third-largest economy, worthy of the label "superstate" by Western economists. It was as if the Meiji era had occurred once again: a desperate state had overcome all predictions of doom, utilizing native astuteness [ability] and Western assistance to become an economic giant with a global shadow. . . .

Source: James L. Huffman, *Modern Japan: A History in Documents*, Oxford University Press, 2004 (adapted)

- 9 According to James L. Huffman, what is **one** negative effect World War II had on Japan? [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:

Scarcity occurs when the needs and wants of people cannot be met with the resources available. People, societies, and governments often take actions to obtain resources such as *food, fresh water, and industrial resources* when they are scarce. These actions have had a variety of effects on societies, nations, and regions.

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

Select *two* resources mentioned in the historical context and for *each*

- Describe actions taken in response to the scarcity of this resource
- Discuss how these actions affected a society, nation, or 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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