

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 15, 2011 — 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.

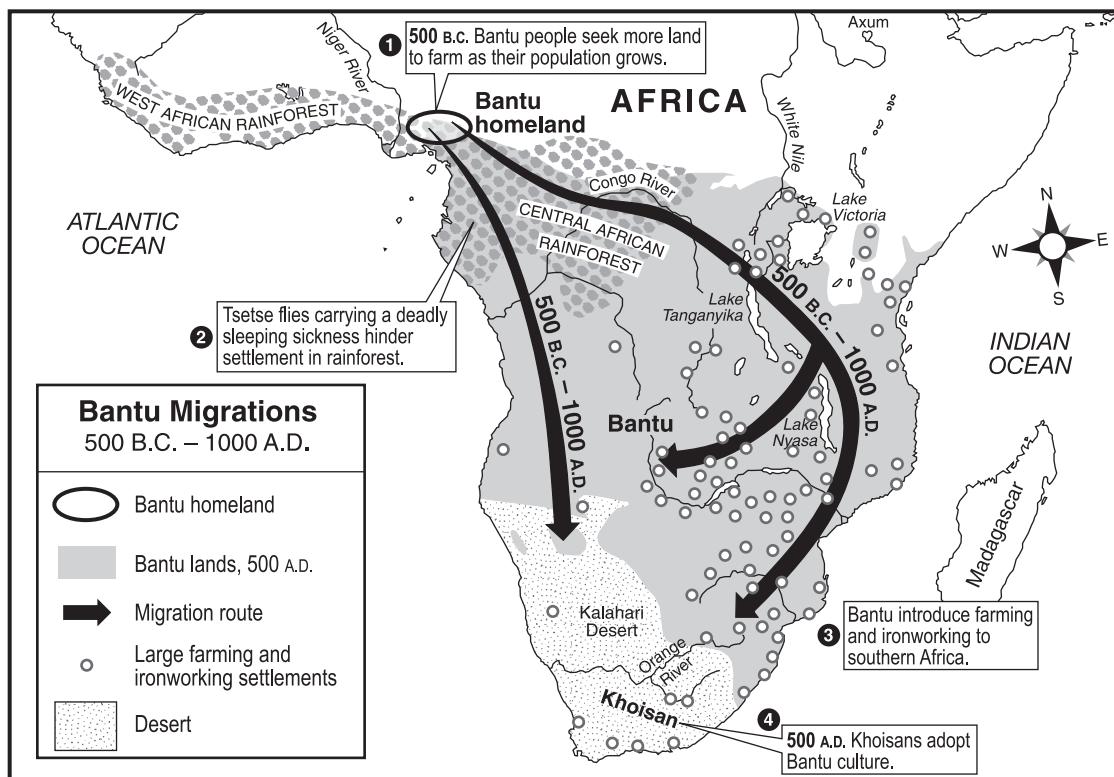
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: *The Nystrom Atlas of World History* (adapted)

- 1 This map illustrates the relationship between

 - (1) religion and government
 - (2) ironworking and trans-Saharan trade
 - (3) humans and environment
 - (4) monsoons and flooding

2 Which process is shown on this map?

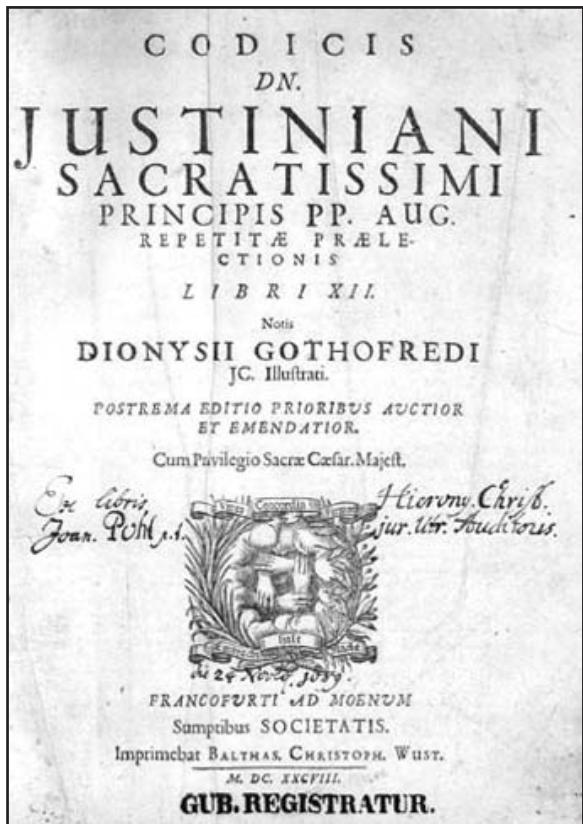
 - (1) nationalization
 - (2) cultural diffusion
 - (3) urbanization
 - (4) social stratification

onomist who focused on ancient societies
most likely study the
development of trade
olution of family patterns
ect of fire on the lives of the people
e of religion in river valley civilizations

4 Knowing the latitude of a location would be most helpful in determining

 - (1) language
 - (2) temperature
 - (3) population
 - (4) time

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



Compilation of the Justinian Code



Construction of the Hippodrome



Rebuilding of the Hagia Sophia

5 The cultural contributions shown in these photographs were developed during the

- | | |
|--------------------------------|----------------------|
| (1) Mesopotamian civilizations | (3) Tang dynasty |
| (2) Pax Romana | (4) Byzantine Empire |

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

...The girl and two other children were left on a mountaintop to succumb [fall victim] to the cold as offerings to the gods, according to the archaeologists who found the mummified remains in Argentina in 1999....

— “Frozen Inca Mummy Goes On Display,”
National Geographic News,
September 11, 2007

6 This passage best illustrates the role of archaeologists in

- | | |
|---------------------------|------------------|
| (1) interpreting evidence | (3) Song dynasty |
| (2) challenging customs | (4) Gupta Empire |
| (3) classifying artifacts | |
| (4) planning expeditions | |

7 Which statement about the Neolithic Revolution is an opinion rather than a fact?

- | | |
|--|---|
| (1) Early peoples made greater cultural advancements than did people of later civilizations. | (2) The Neolithic Revolution resulted in changes for nomadic peoples. |
| (3) New technology was developed during the Neolithic Revolution. | (4) Agricultural developments resulted in the establishment of permanent settlements. |

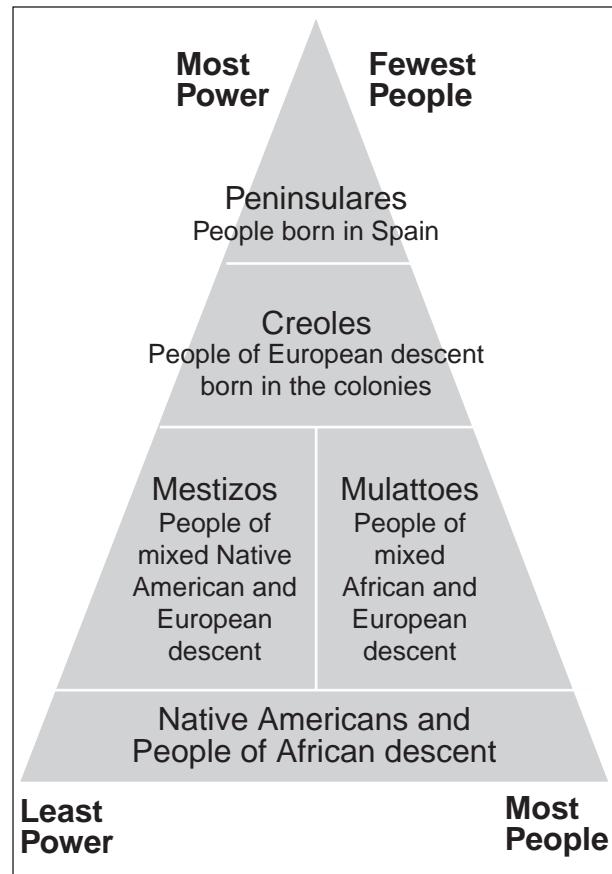
8 The concept of zero, the expansion of the caste system, and the creation of the decimal system are most closely associated with the

- | | |
|------------------------|------------------|
| (1) Inca Empire | (3) Song dynasty |
| (2) Tokugawa shogunate | (4) Gupta Empire |

- 9 During the European Middle Ages, guilds were created to
- obtain better working conditions in factories
 - standardize goods and prices
 - regulate the money supply
 - increase competition
- 10 Both Ibn Battuta and Mansa Musa demonstrated their religious values by
- meditating along the banks of the Ganges River
 - converting Africans to Christianity
 - making a pilgrimage to Mecca
 - visiting the wailing wall in Jerusalem
- 11 Which action is linked to the spread of the Black Death to Europe during the 14th century?
- trade with Asia
 - conquest of Japan
 - trade across the Sahara
 - exploration of the Western Hemisphere
- 12 What was one ideal of Renaissance humanism?
- training as a knight and practicing chivalry
 - obeying divine right monarchs and the church
 - living apart from the world and taking monastic vows
 - investigating areas of interest and fulfilling one's potential
- 13 • Captured the city of Constantinople in 1453
 • Benefited from rich trade along the Mediterranean Sea
 • Ruled by Suleiman the Lawgiver
- Which empire best fits these descriptions?
- | | |
|-------------|-------------|
| (1) Roman | (3) Mongol |
| (2) Ottoman | (4) Songhai |
- 14 One way in which the Ming dynasty in the early 1400s and the Spanish monarchy in the late 1400s are similar is that both governments
- promoted religious diversity
 - encouraged democratic reforms
 - emphasized equal rights for women
 - supported the expansion of overseas trade

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

Social Structure of the Spanish Colonies

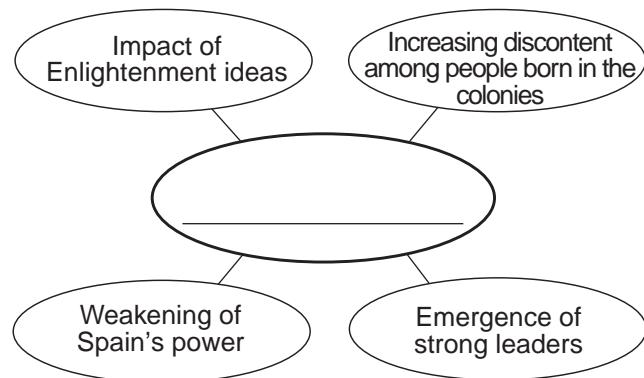


Source: Goldberg and DuPré,
Brief Review in Global History and Geography,
 Prentice Hall, 2002 (adapted)

- 15 Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?
- The fewest people in the population had the greatest power.
 - Africans and Native Americans were politically powerful.
 - The peninsulares made up the majority of the population.
 - Mestizos and mulattoes controlled the most land in the colonies.

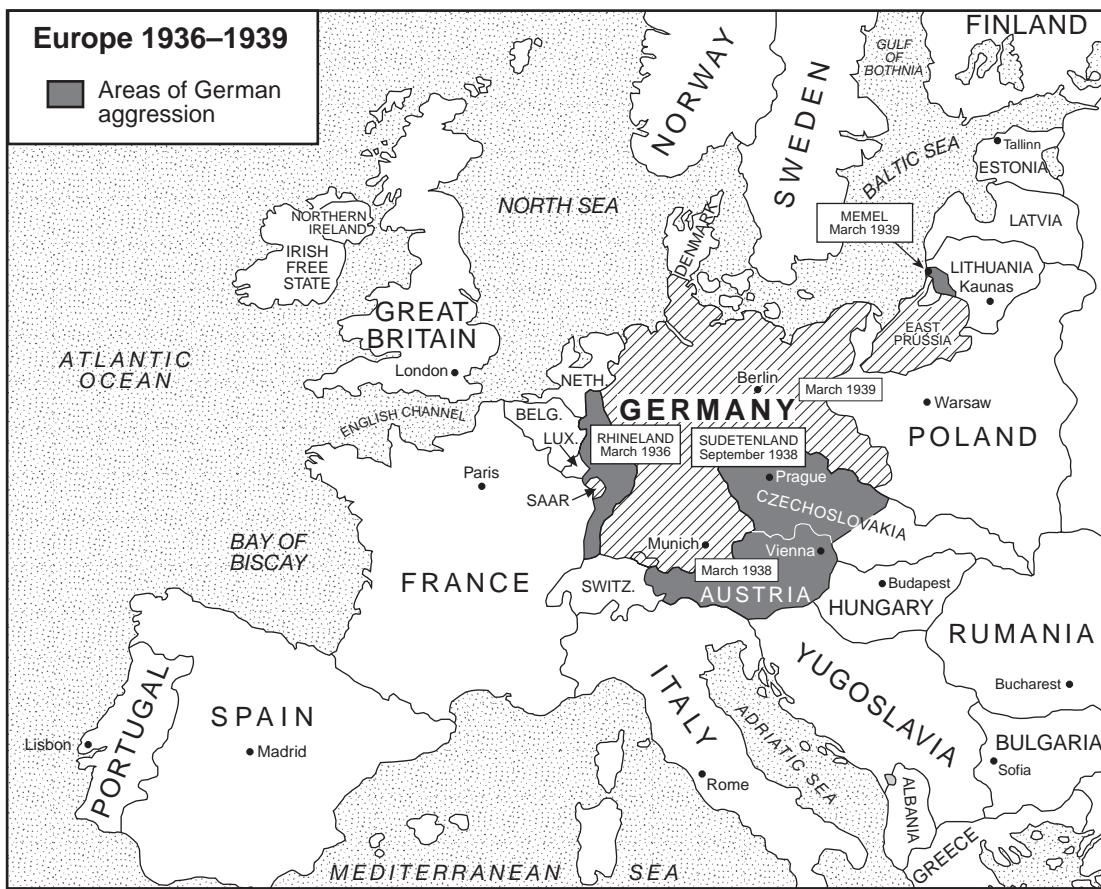
- 16 What was one effect of the Columbian exchange on European society?
- Migration to the Americas declined.
 - Horses were acquired for the first time.
 - The population increased with the introduction of new foods.
 - The Christian Church was divided into Roman Catholic and Orthodox.
- 17 During the first Global Age (A.D. 1450–1770), European countries obtained both a source of raw materials and a reliable market for their finished goods by developing
- the policy of mercantilism
 - laissez-faire* principles
 - trade cooperatives
 - forts along the Silk Roads
- 18 One way in which Akbar the Great, Ivan the Terrible, and Louis XIV are similar is that they were all
- | | |
|-----------------------|-------------------------|
| (1) theocratic rulers | (3) absolute rulers |
| (2) elected leaders | (4) enlightened despots |
- 19 “The French Revolution is most important for having changed subjects to citizens.” This statement emphasizes the shift from
- religious traditions to secular values
 - divine right rule to people’s participation in government
 - rural lifestyles to urban lifestyles
 - private property ownership to government ownership
- 20 Which geographic condition contributed to the defeat of Napoleon’s troops during the invasion of Russia?
- | | |
|--------------|---------------------|
| (1) drought | (3) severe flooding |
| (2) typhoons | (4) harsh winter |
- 21 One reason for the mass migration of many Irish to North America in the 19th century was
- a series of crop failures
 - enforcement of a military draft
 - civil war in Ireland
 - an outbreak of malaria

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



- 22 Which title best completes this graphic organizer?
- Reasons for Latin American Independence Movements
 - Impact of the Scientific Revolution
 - Causes of the Industrial Revolution
 - Results of Nationalism in Europe
-
- 23 Which statement best reflects an effect of imperialism in Africa?
- Land was distributed equally between social classes.
 - Territorial divisions were primarily established using tribal boundaries.
 - Natural resources were exploited for the benefit of European powers.
 - Timbuktu became the center of great learning.
- 24 Which event is considered the immediate cause of World War I?
- signing of the Treaty of Versailles
 - invasion of Poland by Germany
 - assassination of Archduke Francis Ferdinand
 - use of unrestricted submarine warfare by Germany

Base your answer to question 25 on the map below and on your knowledge of social studies.



Source: The History Department at the United States Military Academy (adapted)

- 25 Based on the information provided by this map, how did adopting the policy of appeasement at the Munich Conference in September 1938 change Europe?

- (1) The Rhineland was occupied by France.
 - (2) The Sudetenland was given to Germany.
 - (3) Germany transferred control of Memel to Lithuania.
 - (4) Austria became an independent state.
-

- 26 Which reform was included in Atatürk's efforts to modernize Turkey?

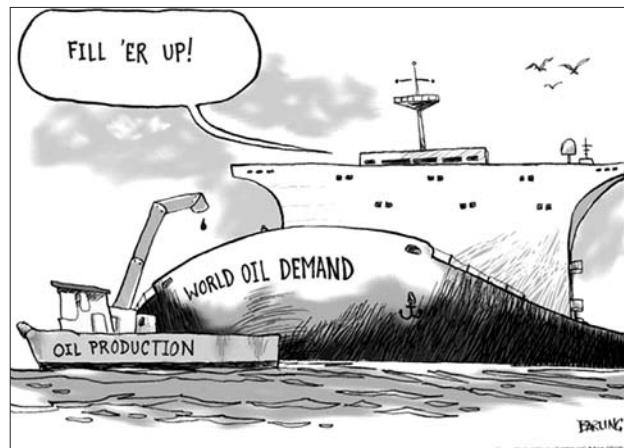
- (1) reintroducing strict Islamic law
- (2) granting women the right to vote
- (3) adopting Arabic script
- (4) requiring men to wear a fez

- 27 Which political leader gained power as a result of the failing economy of the Weimar Republic?

- | | |
|--|---|
| <ol style="list-style-type: none"> (1) Adolf Hitler (2) Francisco Franco | <ol style="list-style-type: none"> (3) Benito Mussolini (4) Charles de Gaulle |
|--|---|

- 28 During the Cold War, nations that adopted a policy of nonalignment believed they should
- be exempt from United Nations decisions
 - restrict trade with neighboring countries
 - reject international environmental treaties
 - follow a course independent of the superpowers
- 29 The use of the Marshall Plan in Western Europe after World War II strengthened the forces of
- democracy
 - communism
 - isolationism
 - autocracy
- 30 What was a direct result of the Four Modernizations introduced in China by Deng Xiaoping?
- Freedom of speech was guaranteed.
 - Goods and services were evenly distributed.
 - Economic opportunities were expanded.
 - Fewer consumer goods were produced.
- 31 Which pair of countries that gained independence in the 20th century experienced the migration of millions of people across their shared borders due to religious tensions?
- Czech Republic and Slovakia
 - Kazakhstan and Uzbekistan
 - Egypt and Libya
 - India and Pakistan
- 32 A goal of modern-day religious fundamentalism is to
- combine the religious teachings of Islam and Christianity
 - maintain traditional religious values in society
 - encourage the practice of other religions
 - adopt secular attitudes instead of religious beliefs
- 33 What have members of the European Union (EU) and countries of the North American Free Trade Agreement (NAFTA) both attempted to do?
- reduce regional trade barriers
 - monopolize iron and steel production
 - establish collective farms
 - seize control of the production and distribution of resources

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



Source: Brian Barling, *Christian Science Monitor*, April 25, 2008

- 34 What is the main idea of this cartoon?
- Petroleum is being overproduced.
 - The demand for petroleum exceeds production.
 - Fossil fuels are unevenly distributed.
 - The demands of global environmental groups have increased.
-
- 35 The desire of the Kurds and of the Palestinians for independent states is based on the principle of
- free trade
 - nationalism
 - collective security
 - modernization
- 36 Which leader is most closely associated with Desmond Tutu and F. W. de Klerk?
- Jomo Kenyatta
 - Kwame Nkrumah
 - Nelson Mandela
 - Jawaharlal Nehru
- 37 Since the end of the Cold War, what has been the primary cause of conflicts in Chechnya, Azerbaijan, and Bosnia?
- religious and ethnic tensions
 - adoption of capitalism
 - poor health care and starvation
 - efforts at Russification

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



Source: Arcadio, *La Nacion*, March 4, 2002

38 Which title best describes the cartoonist's point of view about globalization?

- | | |
|-----------------------------|-------------------------|
| (1) Growing Closer Together | (3) An Economic Miracle |
| (2) The Road to Stability | (4) An Uncertain Path |

39 The southern edge of the Sahara is expanding in a process called

- | | |
|------------------|---------------------|
| (1) annexation | (3) desertification |
| (2) conservation | (4) desalination |

40 The Code of Hammurabi and the Twelve Tables of Rome are examples of

- | |
|--------------------------------|
| (1) written laws |
| (2) religious rules of conduct |
| (3) economic sanctions |
| (4) early constitutions |

41 Which individual is correctly paired with an individual who further developed his ideas?

- | |
|---|
| (1) Pope Urban II → Martin Luther |
| (2) Nicolaus Copernicus → Galileo Galilei |
| (3) Hernando Cortez → Simón Bolívar |
| (4) Louis XVI → Maximilien Robespierre |

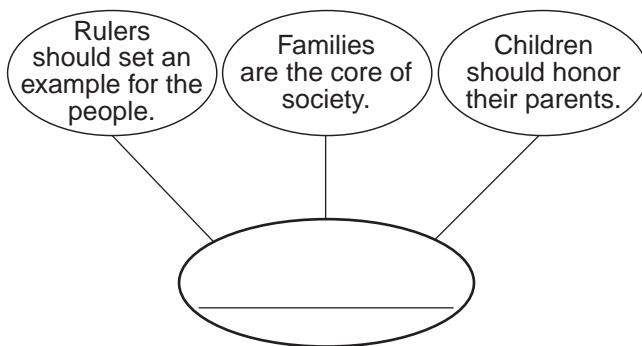
42 Which heading best completes the partial outline below?

I. _____

- | |
|-----------------------------|
| A. Escape feudal oppression |
| B. Earn salvation from sins |
| C. Recapture the Holy Land |

- | |
|---|
| (1) Goals of the Hanseatic League |
| (2) Reasons for Europeans to Fight the Crusades |
| (3) Results of the Reconquista |
| (4) Aims of Charlemagne |

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



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

...Indeed whilst on the one hand civil disobedience authorises disobedience of unjust laws or unmoral laws of a state which one seeks to overthrow, it requires meek and willing submission to the penalty of disobedience and therefore cheerful acceptance of the jail discipline and its attendant hardships....

- 48 Which individual is the author of this passage?

(1) Otto von Bismarck (3) Ho Chi Minh
(2) Mohandas Gandhi (4) Fidel Castro

- 49 Which conflict is most closely associated with events in Nanjing, Dunkirk, and Hiroshima?

(1) Russian Revolution (3) World War II
(2) Cultural Revolution (4) Korean War

- 50 The imaginary line that divided the Western European countries from the Eastern European countries after World War II was known as the

(1) prime meridian (3) Iron Curtain
(2) line of demarcation (4) Berlin Wall

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: Technology

Throughout history, societies have developed significant technological innovations. These technological innovations have had both positive and negative effects on a society or on humankind.

Task:

Select **two** technological innovations and for **each**

- Discuss why the technological innovation was important during a specific time period
- Discuss the positive **and/or** negative effects this technological innovation had on a society or on humankind

You may use any technological innovation from your study of global history. Some suggestions you might wish to consider include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of 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, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

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** groups mentioned in the historical context whose human rights have been denied and for **each**

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

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) **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 A

Short-Answer Questions

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

Document 1

...Stalin came to power after Lenin's death in 1924, inheriting a government that was still struggling to control an unwieldy empire. The new premier [leader] soon turned his attention toward Ukraine, the largest and most troublesome of the non-Russian Soviet republics. The Ukrainians were a fiercely independent people, given to ignoring directives from Moscow and stubbornly maintaining their individualistic, agrarian way of life.

That independent spirit made them a problem. At a time when Stalin wanted to build a strong industrial base, they clung to their rural peasant traditions. At a time when he wanted to abolish private ownership of land, they refused to surrender their farms. In short, the Ukrainians had become a threat to the revolution....

Source: Linda Jacobs Altman, *Genocide: The Systematic Killing of a People*, Enslow Publishers

- 1 What was **one** way in which the Ukrainian people were a threat to Stalin's power according to Linda Jacobs Altman? [1]

Score

Document 2

In 1929, Stalin's policy of all-out collectivization had disastrous effects on agricultural productivity. He increased the amount of grain to be exported from Ukraine. This action resulted in famine among the Ukrainian peasants and resistance among the landowners.

Addendum to the minutes of [December 6, 1932] Politburo [meeting] No. 93.

The Council of People's Commissars and the Central Committee resolve:

To place the following villages on the black list for overt disruption of the grain collection plan and for malicious sabotage, organized by kulak [wealthy Ukrainian farmers] and counterrevolutionary elements: ...

The following measures should be undertaken with respect to these villages:

1. Immediate cessation [stoppage] of delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods from cooperative and state stores....

The Council of People's Commissars and the Central Committee call upon all collective and private farmers who are honest and dedicated to Soviet rule to organize all their efforts for a merciless struggle against kulaks and their accomplices in order to: defeat in their villages the kulak sabotage of grain collection; fulfill honestly and conscientiously their grain collection obligations to the Soviet authorities; and strengthen collective farms.

CHAIRMAN OF THE COUNCIL OF PEOPLE'S COMMISSIONS OF THE UKRAINIAN SOVIET SOCIALIST REPUBLIC — V. CHUBAR.

SECRETARY OF THE CENTRAL COMMITTEE OF THE COMMUNIST PARTY (BOLSHEVIK) OF UKRAINE — S. KOSIOR.

6 December 1932.

Source: Soviet Archives Exhibit, Library of Congress (adapted)

- 2 According to this document, what was **one** action the Soviet government proposed to enforce its policies of collectivization and grain quotas? [1]

Score

Document 3

This is an excerpt from a speech given by Dr. Oleh W. Gerus in 2001 at the unveiling of a monument in Manitoba, Canada, to the victims of the famine-genocide in Ukraine.

...What have been the historical consequences of the Great Famine-Genocide?

By ravaging the country side, the famine not only destroyed millions of innocent human beings—estimates range from 4 to 10 million—but also retarded [slowed] by generations the natural evolution [development] of Ukrainian nationhood. The traditional Ukrainian values of hope, individualism and hard work disappeared. Fear, apathy and alcoholism became the hallmarks of the collective farm. Cities of Ukraine remained bastions [strongholds] of Russification. In general, the traumatized survivors found themselves voiceless cogs in the huge bureaucratic machine that the Soviet Union had become....

Source: Dr. Oleh W. Gerus, "The Great Ukrainian Famine-Genocide,"
Centre for Ukrainian Canadian Studies, University of Manitoba, August 4, 2001 (adapted)

3 What were **two** consequences of the great famine-genocide in Ukraine according to Oleh W. Gerus? [2]

(1) _____

Score

(2) _____

Score

Document 4

In 1970, Lon Nol overthrew Prince Norodom Sihanouk and became the leader of Cambodia. The Vietnam War had destabilized Cambodia's government and Lon Nol used this situation to gain power.

...Richard Nixon's May 1970 invasion of Cambodia (undertaken without informing Lon Nol's new government) followed simultaneous invasions by Saigon and Vietnamese Communist forces. It created 130,000 new Khmer [Cambodian mountain people] refugees, according to the Pentagon. By 1971, 60 percent of refugees surveyed in Cambodia's towns gave U.S. bombing as the main cause of their displacement. The U.S. bombardment of the Cambodian countryside continued until 1973, when Congress imposed a halt. Nearly half of the 540,000 tons of bombs were dropped in the last six months.

From the ashes of rural Cambodia arose Pol Pot's Communist Party of Kampuchea (CPK). It used the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for its brutal, radical policies and its purge of moderate Communists and Sihanoukists. This is clear from contemporary U.S. government documents and from interviews in Cambodia with peasant survivors of the bombing....

Source: Ben Kiernan, *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975–79*, Yale University Press (adapted)

- 4 According to Ben Kiernan, what were **two** problems Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power? [2]

(1) _____

Score _____

(2) _____

Score _____

Document 5

Pol Pot came to power in April 1975. He overthrew Lon Nol in a coup d'état and attempted to create a utopian agrarian society.

...He [Pol Pot] began by declaring, "This is Year Zero," and that society was about to be "purified." Capitalism, Western culture, city life, religion, and all foreign influences were to be extinguished in favor of an extreme form of peasant Communism.

All foreigners were thus expelled, embassies closed, and any foreign economic or medical assistance was refused. The use of foreign languages was banned. Newspapers and television stations were shut down, radios and bicycles confiscated, and mail and telephone usage curtailed. Money was forbidden. All businesses were shuttered, religion banned, education halted, health care eliminated, and parental authority revoked. Thus Cambodia was sealed off from the outside world.

All of Cambodia's cities were then forcibly evacuated. At Phnom Penh, two million inhabitants were evacuated on foot into the countryside at gunpoint. As many as 20,000 died along the way....

Source: "Genocide in the 20th Century: Pol Pot in Cambodia 1975-1979," *The History Place*

- 5 Based on this *History Place* article, what was **one** action taken by Pol Pot's government that contributed directly to human rights violations against the Cambodian people? [1]
-
-

Score

Document 6

Teeda Butt Mam is a survivor of the Khmer Rouge. This excerpt is an eyewitness account of her experience in Cambodia.

...I traveled with my family from the heart of the country to the border of Thailand. It was devastating to witness the destruction of my homeland that had occurred in only four years. Buddhist temples were turned into prisons. Statues of Buddha and artwork were vandalized. Schools were turned into Khmer Rouge headquarters where people were interrogated, tortured, killed, and buried. School yards were turned into killing fields. Old marketplaces were empty. Books were burned. Factories were left to rust. Plantations were without tending and bore no fruit....

— Teeda Butt Mam

Source: Teeda Butt Mam, "Worms from Our Skin," *Children of Cambodia's Killing Fields*, Yale University Press

- 6 According to this eyewitness account, what were **two** results of Khmer Rouge rule in Cambodia? [2]

(1) _____

Score _____

(2) _____

Score _____

Document 7

In 1998, President Bill Clinton traveled to Rwanda to pay America's respects to those who suffered and died in the Rwandan genocide. During the visit, a panel discussion was held and later aired by *Frontline*. This is an excerpt from the transcript of that broadcast.

...**NARRATOR:** In 1993, Rwanda, one of Africa's smallest countries with just seven million citizens, was a deeply troubled country with a deeply troubled past. Decades earlier, under colonial rule, the Belgians had used the Tutsis, Rwanda's aristocracy, to enforce their rule over the Hutu majority, who were mostly poor farmers.

PHILIP GOUREVITCH, "The New Yorker":

The Belgians created an idea whereby the Tutsi were a master race, the Hutu an inferior race. And ethnic identity cards were issued. Much like in South Africa, an apartheid-like system was imposed. All privileges went to the Tutsi minority, and the Hutu majority was almost in bondage.

At independence in the late '50s and early '60s, this system was reversed. The majority Hutu rebelled, seized power, in the name of majority rule imposed an apartheid-like system in reverse and oppressed the Tutsi bitterly.

NARRATOR: Faced with discrimination and increasing Hutu violence, most Tutsis fled to neighboring countries, where they formed a guerrilla army, the Rwandan Patriotic Front.

In 1990, the rebel Tutsis invaded Rwanda and forced peace talks with Juvenal Habyarimana, the Hutu president. Anxious to stay in power himself, Habyarimana signed a peace treaty agreeing to share power with the Tutsis....

Source: "The Triumph of Evil," *Frontline*, January 26, 1999

- 7 According to this *Frontline* transcript excerpt, what were **two** causes of conflict between the Hutus and the Tutsi in Rwanda? [2]

(1) _____

Score _____

(2) _____

Score _____

Document 8

After the assassination of President Juvenal Habyarimana on April 6, 1994, radical Hutus attempted to exert control over Rwanda.

...The Hutu officials who took over the government organized the murders [of Tutsis] nationwide. They used the government-run radio and press to do this. They also used the private newspapers and a private radio station, known as Radio Television des Mille Collines (RTLM). RTLM told the population to look for the “enemies” and to kill them. Those Tutsi and Hutu [opposing the government] who could, fled to safety in neighboring countries, to Europe, or to Canada and the United States. Meanwhile, when the murders started, the RPF [Tutsi-led Rwandan Patriotic Front] in Uganda invaded Rwanda again....

Source: Aimable Twagilimana, *Teenage Refugees from Rwanda Speak Out*,
Globe Fearon Educational Publisher

- 8 According to Aimable Twagilimana, what was **one** action taken by Hutu officials against their “enemies”? [1]

Score

Document 9a

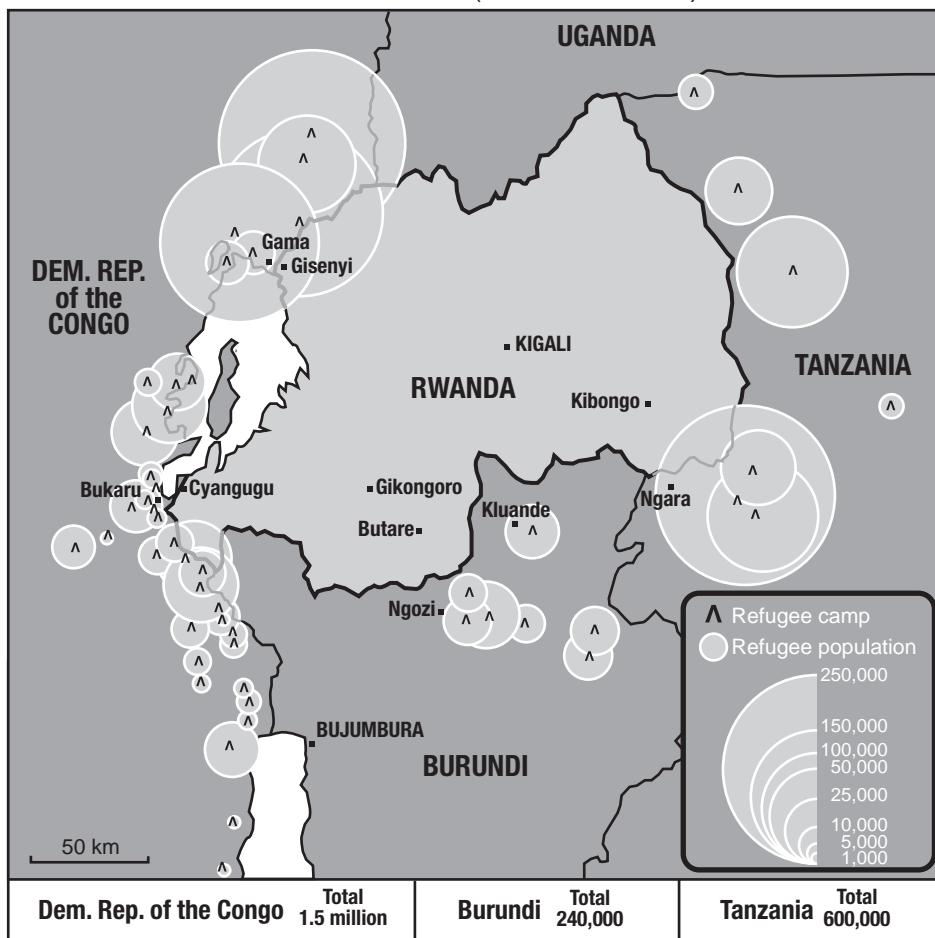
...Over the course of the genocide nearly one million people were killed, and more than three million fled to other countries, creating the world's worst ever refugee crisis. Only then did the West respond, launching the largest aid effort in human history, which finally concluded two years later in March of 1996. Soon after, war broke out in several neighboring countries causing almost all of the refugees to return home by 1997.

Post-genocide, a Unity government was formed [in Rwanda], and in 2000, Paul Kagame, former head of the RPF, was elected transition president. Kagame was then elected to a regular term in the country's first standard elections in 2003. The United Nations established the International Criminal Tribunal for Rwanda, which has been trying high-level Hutu officials for crimes against humanity, while local governments have resorted to tribal councils, called *gacaca*, to sanction the estimated 80,000 people involved in the genocide....

Source: Terry George, ed., *Hotel Rwanda*, Newmarket Press

Document 9b

REFUGEE CAMP POPULATIONS (December 1994)



Source: UN High Commissioner for Refugees, December 1994 (adapted)

9 Based on these documents, state **two** effects of genocide on Rwanda. [2]

(1) _____

Score

(2) _____

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 adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

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

Select **two** groups mentioned in the historical context whose human rights have been denied and for **each**

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Printed on Recycled Paper

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY