

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2015 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

Part I

Answer all questions in this part.

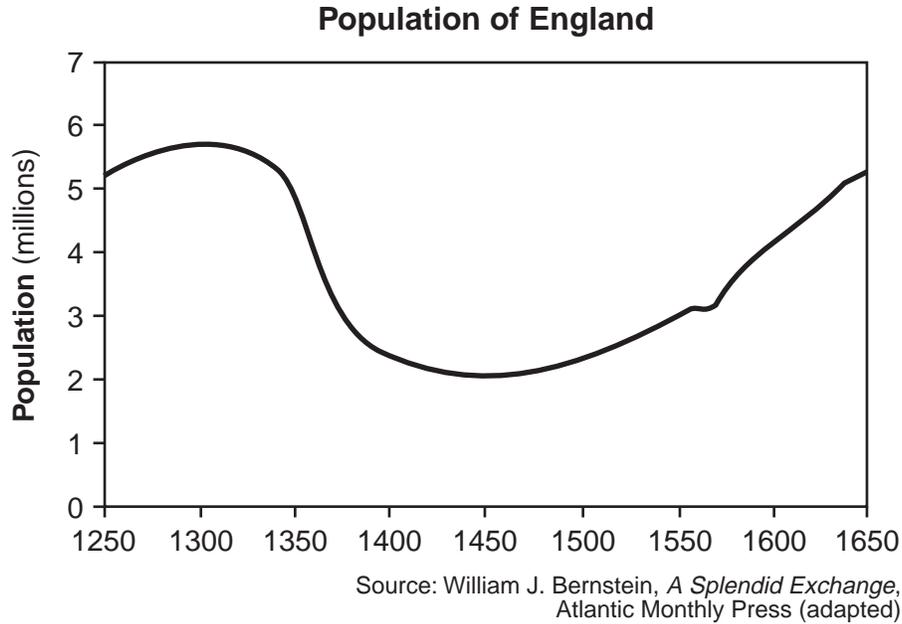
Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 The Europeans referred to China as the *Far East*. The Chinese referred to China as the *Middle Kingdom*. What do these terms illustrate?
 - (1) The names of places refer to significant physical features.
 - (2) Most people do not understand geography.
 - (3) The point of view of people influences geographic labels.
 - (4) Place names sometimes commemorate important events.
- 2 In which economic system does the government make most major decisions about what to produce, how much to produce, and for whom the goods and services will be produced?
 - (1) traditional
 - (2) mixed
 - (3) command
 - (4) market
- 3 Throughout history, a basic purpose of government has been to provide
 - (1) equal rights for all people
 - (2) laws to maintain order
 - (3) representation for all social classes
 - (4) separate political and religious systems
- 4 The Neolithic Revolution is considered a turning point in global history because it led to
 - (1) increasing migrations of people in search of food
 - (2) increasing use of animal skins for clothing
 - (3) a belief in a spiritual world
 - (4) the development of civilization
- 5 The primary reason ancient peoples of the Nile River valley built levees, dikes, and reservoirs was to
 - (1) purify sacred waters
 - (2) create a shorter route to distant cities
 - (3) defend against invaders
 - (4) increase agricultural production
- 6 In the practice of religion, the Ten Commandments are to Christianity as the Eightfold Path is to
 - (1) Buddhism
 - (2) Daoism
 - (3) Islam
 - (4) Shinto
- 7 Mandate of Heaven, production of silk, and reverence for ancestors are all characteristics associated with civilizations in
 - (1) India
 - (2) China
 - (3) Greece
 - (4) West Africa
- 8
 - Made advances in mathematics, science, and medicine
 - Preserved Greek and Roman learning
 - Influenced Spanish architecture and literature

These achievements are most closely associated with the

 - (1) Golden Age of Islam
 - (2) Maya Empire
 - (3) Gupta Empire
 - (4) Tang dynasty
- 9 Which country has acted as a cultural bridge between China and Japan?
 - (1) Philippines
 - (2) Vietnam
 - (3) Korea
 - (4) Bangladesh
- 10 After the fall of the Mongol Empire, which city emerged as the new political and cultural center of Russia?
 - (1) Moscow
 - (2) Warsaw
 - (3) Novgorod
 - (4) Kiev

Base your answer to question 11 on the chart below and on your knowledge of social studies.



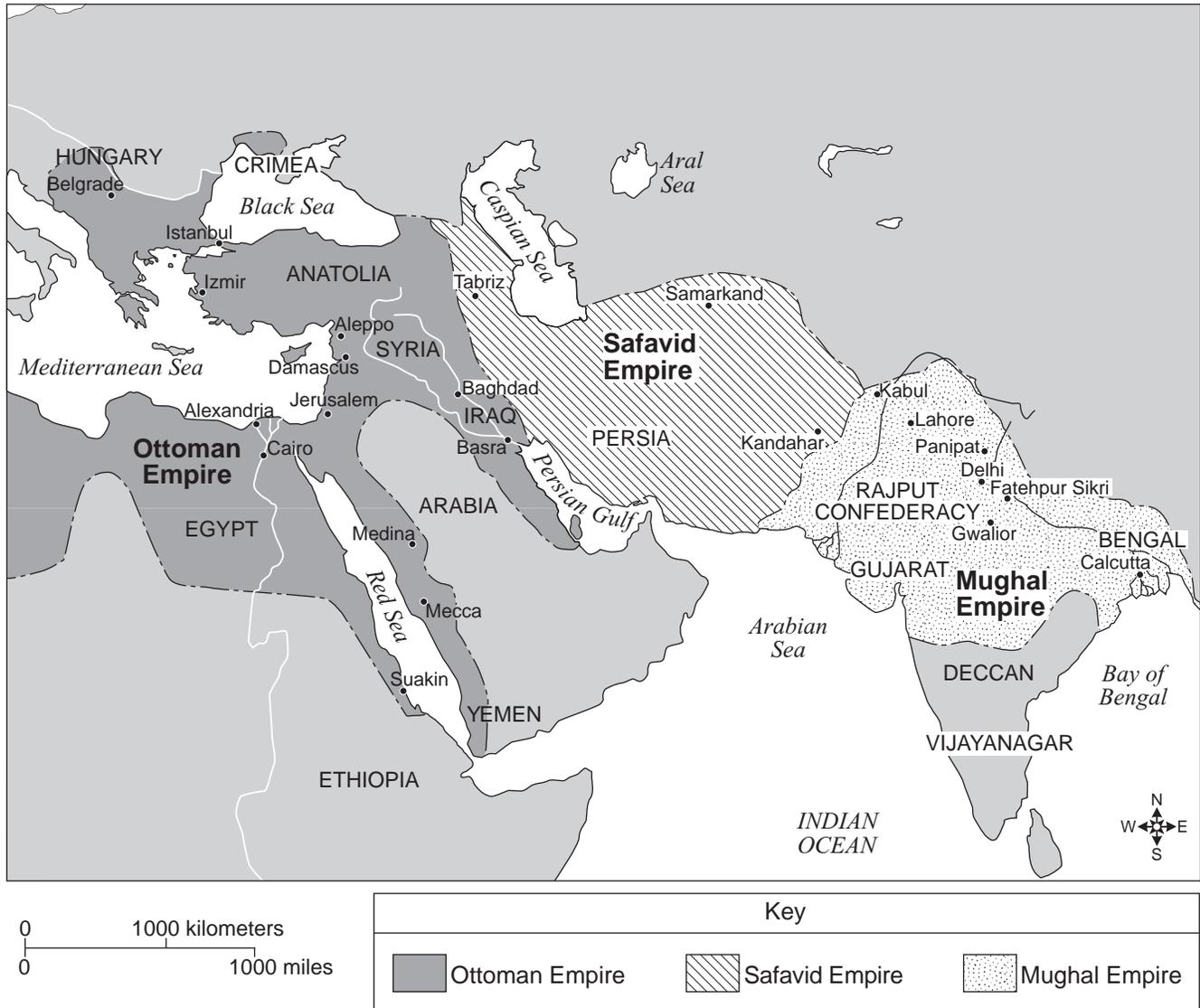
- 11 The population trend from 1350 to 1450 is most likely the result of the
- (1) development of trade with the Americas
 - (2) raids by Vikings on coastal cities
 - (3) defeat of the Spanish Armada by England
 - (4) spread of the bubonic plague in England

- 12 Which characteristic was common to the cities of the Hanseatic League in Europe and the cities of the African kingdom of Ghana?
- (1) location on key trade routes
 - (2) indirect control by the papacy
 - (3) management of local gold mines
 - (4) development as centers of woolen industry

- 13 Which leader started the Protestant Reformation by speaking out against papal abuses and the sale of indulgences in the Ninety-five Theses?
- (1) John Calvin
 - (2) Henry VIII
 - (3) John Wycliffe
 - (4) Martin Luther

- 14 What was one important result of Mansa Musa's pilgrimage to Mecca?
- (1) creation of a large navy
 - (2) translation of the Qur'an from Arabic to Swahili
 - (3) establishment of diplomatic ties with other Muslim states
 - (4) preservation of animistic traditions in the Arabian Peninsula

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



Source: Peter N. Stearns et al., *World Civilizations: The Global Experience*, Pearson Longman (adapted)

- 15 Which statement can best be supported by the information shown on this map?
- (1) The Ottoman Empire included parts of northern Africa.
 - (2) The Safavid Empire controlled the entire Indian subcontinent.
 - (3) The Mughal Empire occupied territory adjacent to the Mediterranean Sea.
 - (4) The Ottoman Empire conquered less territory than either the Safavid or the Mughal Empire.

Base your answers to questions 16 and 17 on the speakers' statements below and on your knowledge of social studies.

Speaker A: It was a combination of the Protestant wind and the island nature of our nation that protected us. Surely, Philip must be upset at his defeat.

Speaker B: Our archipelago and divine winds have protected us once again. The Mongols may have taken China, but they cannot conquer us.

Speaker C: To support our growing population, we must find a suitable way to farm. With floating gardens on our lake, we should be able to grow enough to meet our demand.

Speaker D: We have connected highland and lowland areas by building networks of roads and bridges. We have also built terraces into our mountainsides to grow crops.

16 Which two speakers discuss how their society modified their environment?

- (1) A and B
- (2) B and C
- (3) C and D
- (4) D and A

17 Which speaker is most likely from 16th-century England?

- (1) A
- (2) B
- (3) C
- (4) D

18 Which statement best describes a key aspect of mercantilism?

- (1) removing tariffs to increase free trade between empires
- (2) acquiring colonies to provide a favorable balance of trade
- (3) eliminating private ownership of the means of production
- (4) encouraging subsistence agriculture

19 One way in which Suleiman the Magnificent and Peter the Great are similar is that they both

- (1) modernized their military
- (2) promoted free speech
- (3) isolated their people from outside influences
- (4) reduced taxes levied on their people

20 The Magna Carta and the English Bill of Rights both served to

- (1) extend the voting privileges of commoners
- (2) abolish the government's role in levying taxes
- (3) limit the power of the monarchy
- (4) support the theory of the divine right of kings

21 Which individual suggested the idea that if a government fails to protect its people's natural rights of life, liberty, and property, the people have the right to overthrow it?

- (1) Karl Marx
- (2) John Locke
- (3) Thomas Hobbes
- (4) Niccolò Machiavelli

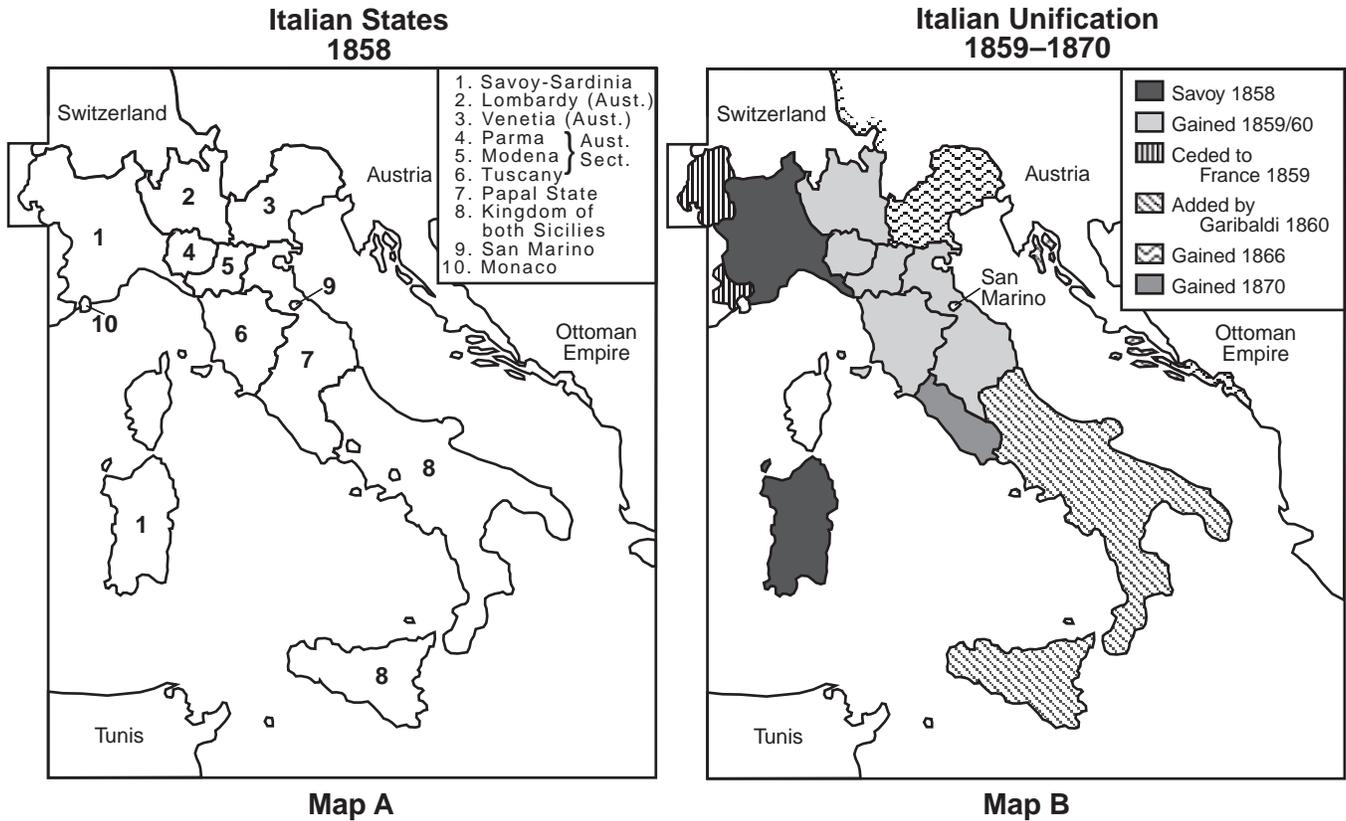
22 One scientific belief held by both René Descartes and Isaac Newton is that

- (1) reasoned thought is the way to discover truth
- (2) new theories should be made to fit existing traditional ideas
- (3) the method by which discoveries are made is unimportant
- (4) difficult problems should be solved by reading religious texts

23 Simón Bolívar, Toussaint L'Ouverture, and José de San Martín are all associated with revolutions in

- (1) Africa
- (2) Europe
- (3) South Asia
- (4) Latin America

Base your answers to questions 24 and 25 on the maps below and on your knowledge of social studies.



Source: Alexander Ganse, 2000 (adapted)

24 Which factor provided the motivation for the changes that took place between 1858 and 1870 as indicated on these maps?

- (1) exploration
- (2) appeasement
- (3) religion
- (4) nationalism

25 Which pair of individuals played a direct role in the changes that took place between Map A and Map B?

- (1) Otto Von Bismarck and Wilhelm II
- (2) Klemens von Metternich and Victor Emmanuel III
- (3) Camillo di Cavour and Guiseppe Mazzini
- (4) Alexander II and Frederick the Great

- 26 In the late 1700s, the Industrial Revolution developed in Britain because Britain
- (1) possessed key factors of production
 - (2) excluded foreign investors
 - (3) suppressed the enclosure movement
 - (4) required a minimum wage be paid to workers

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

... The Opium War of 1839–42 was short and one-sided, due to the superiority of European weapons, which came as a complete surprise to the Chinese. In the first skirmish alone, in July 1839, two British warships defeated twenty-nine Chinese ships. On land, the Chinese and their medieval weapons were no match for British troops armed with state-of-the-art muskets. By the middle of 1842 British troops had seized Hong Kong, taken control of the key river deltas, and occupied Shanghai and several other cities. The Chinese were forced to sign a peace treaty that granted Hong Kong to the British, opened five ports for the free trade of all goods, and required the payment of reparations to the British in silver, including compensation for the opium that had been destroyed by Commissioner Lin....

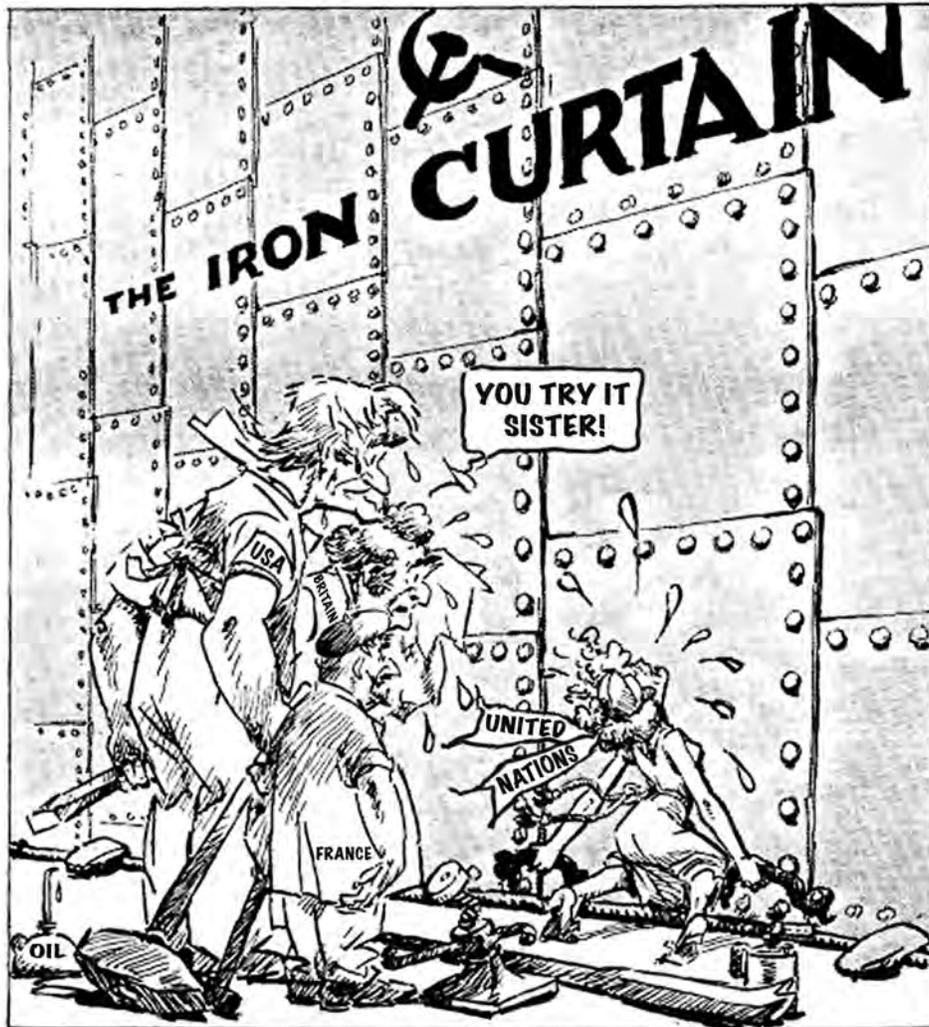
— Tom Standage

- 27 Which term best characterizes the events described in this passage?
- (1) industrialization
 - (2) imperialism
 - (3) containment
 - (4) cultural diffusion
- 28 What was an immediate result of the Opium War described in this passage?
- (1) signing the Treaty of Nanking
 - (2) forming the Guomindang
 - (3) beginning the Boxer Rebellion
 - (4) organizing the Taiping Rebellion
-

- 29 Which event sparked the outbreak of World War I?
- (1) attack on Pearl Harbor by Japan
 - (2) Germany's invasion of Poland
 - (3) Bolshevik coup d'état in Russia
 - (4) assassination of the Austrian Archduke
- 30 Which agreement was labeled by the Nazis as unfair to Germany?
- (1) Treaty of Versailles
 - (2) Soviet Nonaggression Pact
 - (3) Munich Pact
 - (4) Treaty of Brest-Litovsk
- 31 Japan expanded her empire in the 1930s and 1940s to include parts of
- (1) eastern Europe and the Middle East
 - (2) China and Southeast Asia
 - (3) Turkey and the Soviet Union
 - (4) Australia and India
- 32 Which geographic factor enabled the German blitzkrieg to succeed?
- (1) swift running rivers
 - (2) mountain ranges
 - (3) relatively flat terrain
 - (4) tropical climate
- 33 Which action is most closely associated with totalitarian governments?
- (1) allowing public discussion of issues and building consensus
 - (2) accepting criticism and permitting dissent
 - (3) engaging in censorship and propaganda campaigns
 - (4) having open and transparent elections with multiple political parties
- 34 The purpose of Mohandas Gandhi's actions such as the Salt March and the textile boycott was to
- (1) begin a cycle of armed revolution
 - (2) draw attention to critical issues
 - (3) increase the strength of the military
 - (4) resist the power of religious leaders

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.

We Tried Everything but Dynamite



Source: J. N. "Ding" Darling, *Des Moines Register*, October 4, 1948 (adapted)

35 What is the main idea of this cartoon?

- (1) The United Nations is usually successful in freeing nations from communist control.
- (2) Western nations are frustrated by the strength of communist control in Eastern Europe.
- (3) Nations of the West are willing to negotiate with the Soviet Union.
- (4) The Soviet Union will usually cooperate with the United Nations.

36 The 38th parallel in Korea and the 17th parallel in Vietnam were used to mark

- (1) boundaries created by mountain ranges
- (2) demarcation lines instituted by papal authority
- (3) territorial claims disputed between ethnic minorities
- (4) political divisions established between communist and noncommunist territories

37 Prior to 1947, the Indian National Congress and the Muslim League worked together seeking to end

- (1) nonviolence
- (2) religious diversity
- (3) foreign rule
- (4) nonalignment

38 What was an immediate result of the Great Leap Forward (1958)?

- (1) independence of Kenya from Great Britain
- (2) the breakup of the Soviet Union
- (3) the relocation of Bosnian refugees
- (4) increased famine in China

Base your answer to question 39 on the passage below and on your knowledge of social studies.

... The grim statutes [laws] that I would spend the rest of my life fighting stared back at me from the page: the value of a woman's life was half that of a man (for instance, if a car hit both on the street, the cash compensation due to the woman's family was half that due the man's); a woman's testimony in court as a witness to a crime counted only half as much as a man's; a woman had to ask her husband's permission for divorce. The drafters of the penal code had apparently consulted the seventh century for legal advice. The laws, in short, turned the clock back fourteen hundred years, to the early days of Islam's spread, the days when stoning women for adultery and chopping off the hands of thieves were considered appropriate sentences....

— Shirin Ebadi, *Iran Awakening*

39 Based on this passage, which statement is a valid conclusion about Iran following the revolution in 1979?

- (1) Men were often penalized for their treatment of women.
- (2) Laws were changed to reflect Western legal principles.
- (3) The legal system discriminated against women.
- (4) Legal decisions were based on economic values.

40 Which sequence of 20th-century Cold War events is in the correct chronological order?

- (1) fall of the Berlin Wall → Cuban missile crisis → adoption of the Marshall Plan
- (2) Cuban missile crisis → fall of the Berlin Wall → adoption of the Marshall Plan
- (3) fall of the Berlin Wall → adoption of the Marshall Plan → Cuban missile crisis
- (4) adoption of the Marshall Plan → Cuban missile crisis → fall of the Berlin Wall

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



Source: Glenn McCoy, Universal Press Syndicate, May, 2008 (adapted)

41 What is the main idea of this cartoon?

- (1) Many people have died as a result of consuming ethanol.
- (2) Ethanol is produced from fossils and plants.
- (3) Biofuel production is contributing to the world hunger problem.
- (4) Biofuel production is the source of deadly greenhouse gases.

42 **“Dalit [Untouchable] Families Forbidden to Use Public Water-Tap”**

“Nepal Bans Bias Against Untouchables in Move to End Hindu Caste System”

These headlines reflect a conflict between

- (1) traditional customs and modern law
- (2) child labor and industrialization
- (3) national self-determination and ethnic diversity
- (4) access to resources and forced migration

43 Which region is most closely associated with the expansion of the Sahel and overgrazing in the savanna regions?

- (1) South America
- (2) China
- (3) Africa
- (4) Southeast Asia

- 44 Feudalism and manorialism played an important role in western European society during the
- (1) medieval period
 - (2) Pax Romana
 - (3) Enlightenment
 - (4) Age of Exploration
- 45 Pope Urban II, Saladin, and King Richard the Lion-Hearted are leaders associated with the
- (1) Age of Charlemagne
 - (2) Crusades
 - (3) Glorious Revolution
 - (4) Counter Reformation
- 46 One way in which the travels of Marco Polo and the voyages of Zheng He are similar is that both
- (1) established colonial territories
 - (2) stimulated trade
 - (3) encouraged mass migrations
 - (4) led to discoveries in Africa
- 47 Which civilization is credited with recording data with quipu, developing an elaborate road system, and constructing Machu Picchu?
- | | |
|--------------|------------------|
| (1) Roman | (3) Mesopotamian |
| (2) Egyptian | (4) Inca |

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

I. _____

- A. Rule of Porfirio Diaz
- B. Peasant support for Francisco Pancho Villa
- C. Constitution of 1917
- D. Land reform

- 48 Which revolution best completes this partial outline?
- | | |
|-------------|-------------|
| (1) Mexican | (3) Cuban |
| (2) Chinese | (4) Iranian |
-
- 49 Some of the ethnic strife in Africa today can be traced back to the European division of Africa resulting from the
- | | |
|---------------------------|-----------------------|
| (1) Treaty of Tordesillas | (3) Berlin Conference |
| (2) Congress of Vienna | (4) Yalta Conference |
- 50 One way in which the Armenians in the Ottoman Empire (1915) and the Tutsis in Rwanda (1994) are similar is that both groups
- (1) sought safe haven in the Soviet Union
 - (2) suffered human rights violations
 - (3) seceded to create an independent state
 - (4) fled to escape a severe flood

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) **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 II

THEMATIC ESSAY QUESTION

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

Theme: Movement of People and Goods

Goods and ideas have moved from one place to another for a variety of reasons. The changes that resulted from the movement of these goods and ideas to new places significantly influenced groups of people, societies, and regions.

Task:

Select **two** goods and/or ideas that moved from one place to another and for **each**

- Explain how this good or idea moved from one place to another
- Discuss how the movement of this good or idea significantly influenced a group of people, a society, *and/or* a region

You may use any goods or ideas from your study of global history and geography. Some suggestions you might wish to consider include the *goods* silk, salt, sugar, gold, wheat, oil, horses, and gunpowder, and the *ideas* of Buddhism, Christianity, Islam, and the authority of government comes from the people.

You are *not* limited to these suggestions.

Do *not* make the United States 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. 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, leaders and governments have taken actions to increase power and to control their people. Three such leaders include *Louis XIV of France*, *Joseph Stalin of the Soviet Union*, and *Pol Pot of Cambodia*. The actions taken by these leaders and governments had a significant impact on their people and their society.

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

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

- Describe actions taken by the leader and his government to increase his power *and/or* to control his people
- Discuss an impact the actions had on his people *or* society

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 1

...How Louis obtained money enough to govern as he pleased.

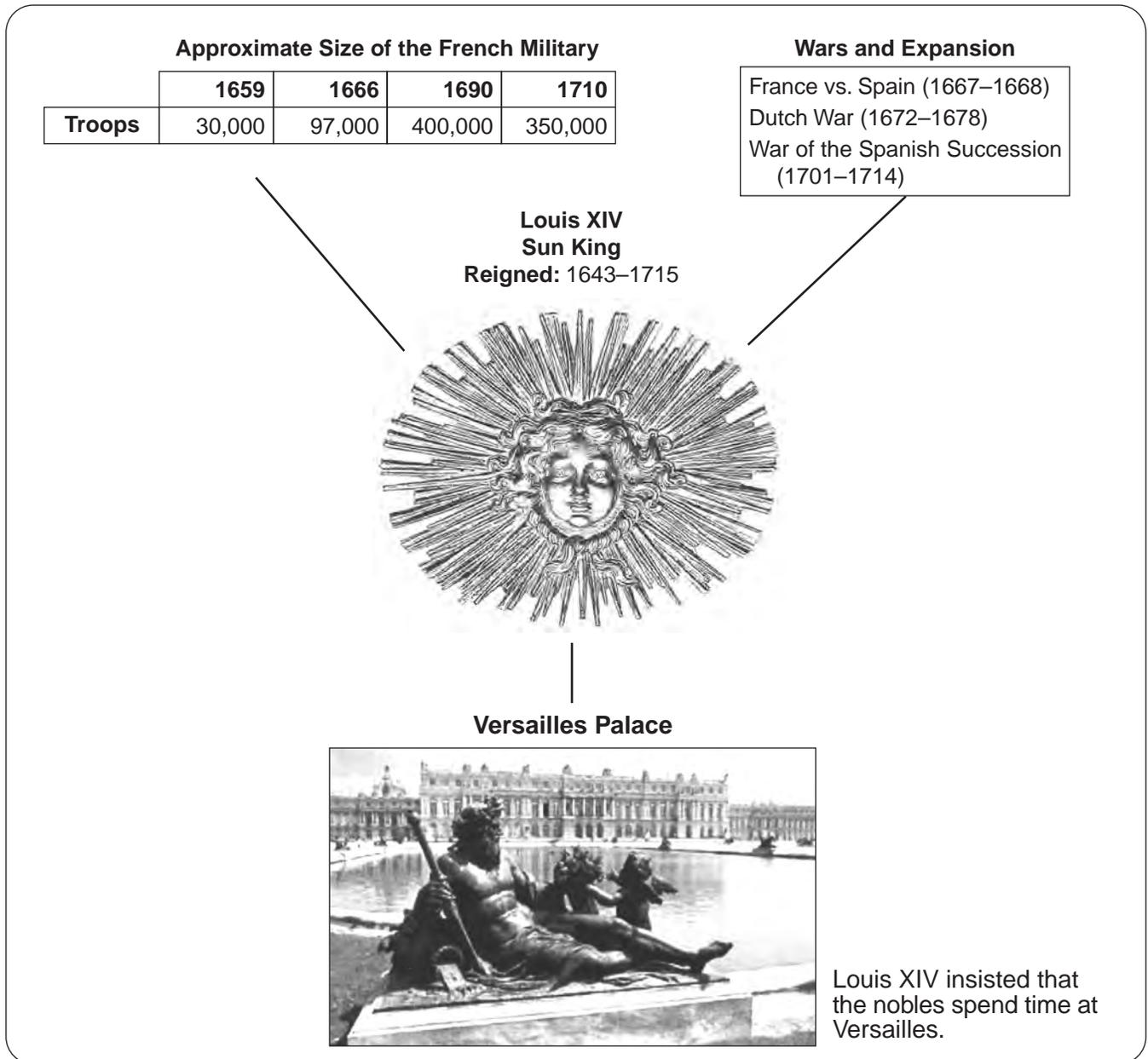
The first need of a king who wished to rule as he pleased was money. Louis had little trouble in raising money, for the reason that he did not need to ask for it, as the English kings did. The institution in France which resembled the English Parliament was the Estates General. But this body had never met frequently, and it could scarcely be said to exist any more, since it had not been assembled for nearly fifty years. Louis was therefore free to collect taxes and use the money as he saw fit....

Source: Carl L. Becker, *Modern History*, Silver, Burdett and Company

1 According to Carl L. Becker, what was **one** way Louis XIV exercised power over the finances of France? [1]

Score

Document 2



Source: Images in Constans and Salmon, eds., *Splendors of Versailles*, 1998

2 Based on the information in this graphic organizer, identify **one** way the rule of Louis XIV had an impact on France. [1]

Score

Document 3

Revocation [removal] of the Edict of Nantes

... As early as the 1660s the harrassment of the Huguenots [Protestants] began. It worsened until by the 1680s members of the “pretendedly reformed religion,” as they were contemptuously [scornfully] called, were threatened with the loss of their children, forced to quarter [house] disorderly troops in their homes, and excluded from the professions and all public offices. The persecution seemed to produce the desired result. On October 17, 1685, Louis revoked the Edict of Nantes, with the explanation that toleration was no longer needed since Protestantism had ceased to exist.

The aftermath of the revocation was disastrous for France. Many of those who abjured [gave up] their Protestant religion repented of their weakness. They were unable to either return to their old faith or become genuine Catholics. Several hundred thousand Huguenots chose to escape to Holland, England, and Prussia. France was deprived of their considerable talents and energy, and her enemies were enriched thereby. Other thousands of Huguenots, their flights unsuccessful, were sentenced to the galleys [ships] where many quickly died from beatings, starvation, and overwork. Yet, almost unanimously, Louis’ contemporaries [those having power at the time] considered the revocation of the Edict of Nantes an admirable deed. It would take misfortunes in which they themselves were the sufferers to change their minds about the beneficence [charity] of the Sun King....

Source: Martha Glaser, “Louis XIV and the Heir Presumptuous,” *Mankind Magazine*

3 According to Martha Glaser, what is **one** impact the removal of the Edict of Nantes had on French society? [1]

Score

Document 4a



Communist News

The increase in literacy at the beginning of the 20th century led to the widespread availability of newspapers. *Pravda* began publication in a very small way in 1912 but reached a circulation of over 5 million during the Soviet era. Although its name means “truth,” *Pravda* reported only what the Communist Party wanted the people to know, and facts were often ignored or distorted. The main mouthpiece [voice] of the Communist Party, the newspaper has survived in the new Russia but with a much reduced circulation.

Thirty Years of the Bolshevik Party

Source: Kathleen Berton Murrell, *Russia*, Alfred A. Knopf (adapted)

Document 4b



Source: Based on information from Leonard Schapiro, *The Communist Party of the Soviet Union*, 2nd ed., Vintage Books

4 Based on these documents, identify **two** actions Stalin took to increase his power in the Soviet Union. [2]

(1) _____

Score

(2) _____

Score

Document 5

... The purge began its last, and deadliest, phase in the spring of 1937. Until then it had claimed thousands of victims from among the ruling classes. Now it began to claim millions of ordinary citizens who had nothing to do with politics.

Stalin knew that these people, let alone their families, hadn't committed treason and probably never would. He also knew the Russian proverb: "Fear has big eyes." He believed that arresting suspects for real crimes wasn't as useful as arresting the innocent. Arresting someone for a crime that could be proven would allow everyone else to feel safe. And safety bred confidence, and confidence drew people together. Fear, however, sowed suspicion. It built walls between people, preventing them from uniting against his tyranny. And the best way to create fear was to strike the innocent. Millions of innocent lives were, to Stalin, a small price to pay for safeguarding his power.

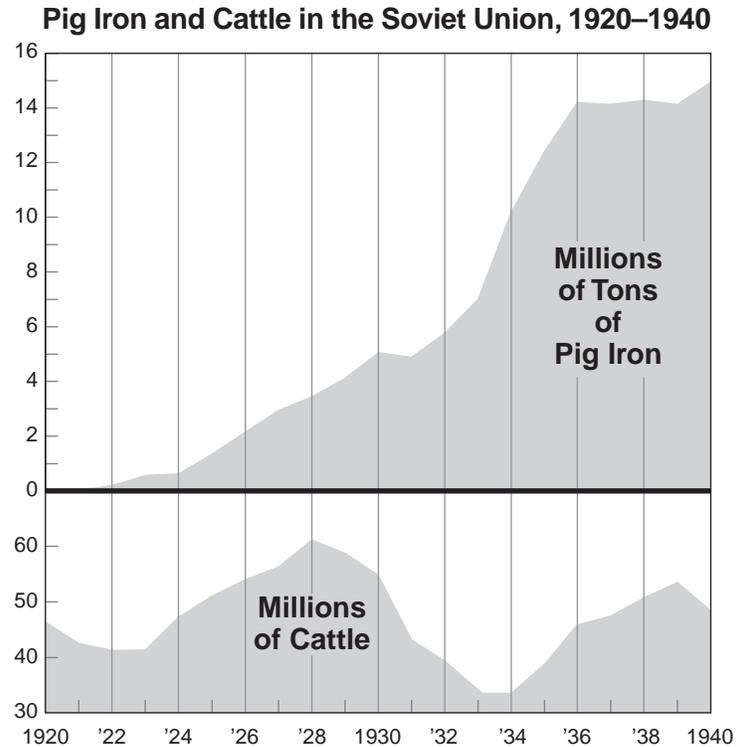
Creating fear was easy. The NKVD [Soviet secret police] had blanketed the country with informers. Like the secret police itself, informers were everywhere. An informer was stationed in every apartment house in every street in every Soviet town. Every office, shop, factory, and army barracks had its informers. He or she could be anyone: the janitor, the bank teller, the nice lady across the hall—or your best friend. Informers sat in the theaters, rode the trains, and strolled in the parks, eavesdropping on conversations. Although there is no way of checking, it was said that one person in five was a stool pigeon [informer]....

Source: Albert Marrin, *Stalin*, Puffin Books, 1988

5 According to Albert Marrin, what is **one** impact Stalin's policy had on the Soviet Union? [1]

Score

Document 6a



Source: Palmer and Colton, *A History of the Modern World*, Alfred A. Knopf

Document 6b

PIG IRON AND CATTLE IN THE SOVIET UNION, 1920–1940

... If pig iron [cast iron] is taken as a measure of industrial activity and number of cattle as a similar indication for agriculture, the chart reveals clearly what happened in the twenty years after the Revolution—an enormous build-up of heavy industry at the expense of food supplies. Iron mines and forges, in the disorganization of the Revolution and civil war, were producing almost nothing in 1920. By the late 1920s, output of pig iron regained the pre-Revolutionary level, but the great upsurge came with the Second Five-Year Plan. By 1940 Russia produced more pig iron than Germany, and far more than Britain or France. Numbers of cattle grew in the 1920s, but fell catastrophically during the collectivization of agriculture after 1929, and by 1940 hardly exceeded the figure for 1920. Since 1940 the industrial development of the Soviet Union has been impressive, but agricultural production has continued to be a problem....

Source: Palmer and Colton, *A History of the Modern World*, Alfred A. Knopf

6 According to Palmer and Colton, what was **one** impact of Stalin's control of the Soviet economy? [1]

Score

Document 7

This passage recounts Teeda Butt Mam's experience in April, 1975 when Pol Pot and the Khmer Rouge took over Phnom Penh, the capital city of Cambodia.

Khmer Rouge soldiers were on the streets when I awakened before dawn. Four- to six-man patrols moved through the avenues and alleys of Phnom Penh evicting everyone from homes, shops, and shelters. No delays were permitted. No requests allowed. Troublemakers were killed on the spot. Often, animals were slaughtered to intimidate owners.

Already, on this second day of evacuation, orphanages and monasteries, hotels and hospitals, stood empty. Within hours of the takeover, people staying in these places had been driven from the city at gunpoint. Doctors and staff were killed if they resisted expulsion. Hospital patients too weak to walk were shot in their beds. Others, carrying still-attached plasma bottles, hobbled from the wards. Hospital beds, filled with the sick and dying, were pushed through the streets by relatives and friends....

Source: Criddle and Mam, *To Destroy You Is No Loss: The Odyssey of a Cambodian Family*, Anchor Books, 1989

7 According to Teeda Butt Mam, what was **one** action the Khmer Rouge took to control the people of Phnom Penh? [1]

Score

Document 8a

Pol Pot's Khmer Rouge government, referred to as Angka, attempted to create an agrarian society. It established collective farms throughout Cambodia. This passage reflects the experiences of Sopheap K. Hang during this time period.

... When the registration of the remaining people was over, a leader of Angka [Khmer Rouge] showed up. He stood before the people holding a microphone in one hand. He gathered the new people [primarily city people] to listen to his speech. "I am the new leader of Cambodia. From now on you have to address the new government as Angka. There are no homes for you to return to. You have to work as a group from now on. No one can own property. Everything you own belongs to Angka [the government]. No more city lifestyle. Everyone has to dress in black uniforms." My mother looked at my father with concern. "No one can question Angka," he said. "If you have courage to question Angka, you will be taken to the reeducation learning institution." That meant we would be executed. Everyone, including my parents, was numb. We could not think. Our bodies were shaking and our minds were paralyzed by the imposing speech of Angka...

Source: Sopheap K. Hang, "Memoir of a Child's Nightmare," *Children of Cambodia's Killing Fields*, Yale University Press, 1997

8a According to Sopheap K. Hang, what was **one** action taken by Angka, Pol Pot's government, to control the Cambodian people? [1]

Score

Document 8b



Khmer Rouge soldiers wielding their authority

Source: Sitha Sao, illustrator, in Usha Welaratna, *Beyond the Killing Fields: Voices of Nine Cambodian Survivors in America*, Stanford University Press, 1993 (adapted)

8b Based on this illustration by Sitha Sao, state **one** way the actions of Pol Pot's government affected the people. [1]

Score

Document 9a

Approximate Death Tolls in Democratic Kampuchea [Cambodia], 1975–1979			
	1975 <u>Population</u>	Number who <u>perished</u>	Percent who <u>perished</u>
Total Cambodia	7,890,000	1,671,000	21

Source: Ben Kiernan, *The Pol Pot Regime*, Yale University Press, 1996 (adapted)

Document 9b

... I initially estimated the DK [Democratic Kampuchea] death toll at around 1.5 million people. This estimate was based on my own detailed interviews with 500 Cambodian survivors, including 100 refugees in France in 1979 and nearly 400 inside Cambodia in 1980. It was also supported by a survey carried out among a different sample, the refugees on the Thai-Cambodian border. In early 1980, Milton Osborne interviewed 100 Khmer refugees in eight different camps. This group included 59 refugees of non-elite background: 42 former farmers and fishermen and 17 former low-level urban workers. Twenty-seven of these people, and 13 of the other 41 interviewees, had had close family members executed in the Pol Pot period. The 100 refugees reported a total of 88 killings of their nuclear family members. 20 of the interviewees (14 of them from the non-elite group) also reported losing forty nuclear family members to starvation and disease during the Pol Pot period. This sample of 100 families (around 500 people) thus lost 128 members, or about 25 percent. Projected nationally, this points to a toll of around 1.5 million. The 39 farmers had lost 25 (of, say, 195) family members, suggesting a toll of 13 percent among the Cambodian peasantry....

Source: Ben Kiernan, *The Pol Pot Regime*, Yale University Press, 1996 (adapted)

9 According to Ben Kiernan, what was **one** way the actions of Pol Pot's government affected the people of Cambodia? [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, leaders and governments have taken actions to increase power and to control their people. Three such leaders include **Louis XIV of France**, **Joseph Stalin of the Soviet Union**, and **Pol Pot of Cambodia**. The actions taken by these leaders and governments had a significant impact on their people and their society.

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

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

- Describe actions taken by the leader and his government to increase his power **and/or** to control his people
- Discuss an impact the actions had on his people *or* society

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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