

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 21, 2005 — 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. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 During which period did the domestication of animals and growing of crops first occur?
- (1) Iron Age
 - (2) Old Stone Age
 - (3) Neolithic Revolution
 - (4) Scientific Revolution

Base your answer to question 2 on the statements below and on your knowledge of social studies.

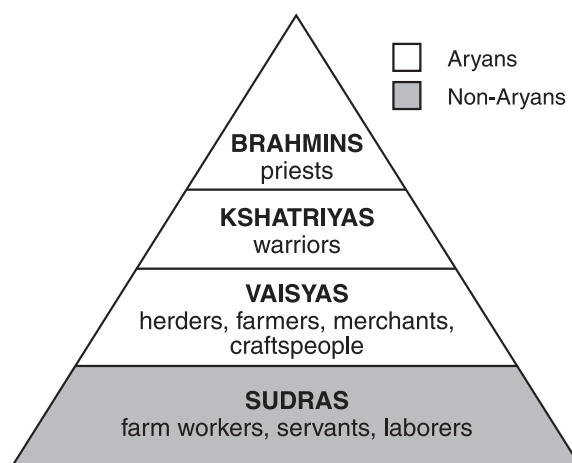
- The fertile soil of river valleys allowed early civilizations to develop and flourish.
- In the 1500s and 1600s, control of the Strait of Malacca determined who traded in the Spice Islands.
- Because Japan is an island that is mostly mountainous, people live in densely populated areas along the coast.

- 2 Which conclusion is best supported by these statements?
- (1) Major urban centers are found only along rivers.
 - (2) The geography of a nation or region influences its development.
 - (3) Without mountains and rivers, people cannot develop a culture.
 - (4) The spread of new ideas is discouraged by trade and conquest.
-

- 3 Which statement about cultural diffusion in Asia is most accurate?
- (1) Byzantine traders brought the Justinian Code to China.
 - (2) Roman legions introduced Christianity to India.
 - (3) Indian monks brought Islam to the Middle East.
 - (4) Chinese ideas and practices spread into Korea and Japan.

- 4 Which statement about Greek civilization is an opinion rather than a fact?
- (1) Boys in Sparta were trained to be soldiers.
 - (2) Athens had a better culture than that of Sparta.
 - (3) Socrates, Plato, and Aristotle were Greek philosophers.
 - (4) Many adults in Athens did not have the right to vote.

Base your answers to questions 5 and 6 on the diagram below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*,
Prentice Hall, 1999 (adapted)

- 5 Which concept is illustrated in the diagram?
- (1) manorialism
 - (2) apartheid
 - (3) caste
 - (4) encomienda
- 6 Which religion or belief system is most closely associated with the social class system illustrated in the diagram?
- (1) Hinduism
 - (2) Daoism
 - (3) Catholicism
 - (4) animism
-

Base your answer to question 7 on the map below and on your knowledge of social studies.



Source: *Aramco World*, May/June, 1999 (adapted)

- 7 The technology of papermaking traveled from China to Baghdad along the
- (1) Saharan caravan trails
 - (2) Trans-Siberian Railway
 - (3) Silk Roads
 - (4) Suez Canal

8 “. . . Let the king and his ministers labor with a mutual sympathy, saying, ‘We have received the decree of Heaven and it shall be great as the long-continued years of Hsia; yea, it shall not fail of the long-continued years of Yin.’ I wish the king, through the attachment of the lower people, to receive the long-abiding decree of Heaven. . . .”

— Clae Waltham, ed., *Shu Ching, Book of History*, Henry Regnery Company

Which concept is being referred to in this passage?

- (1) dynastic cycle
 - (2) matriarchal society
 - (3) natural rights
 - (4) monotheism
- 9 The religious terms *Four Noble Truths*, *Eightfold Path*, and *nirvana* are most closely associated with
- (1) Judaism
 - (2) Islam
 - (3) Shintoism
 - (4) Buddhism

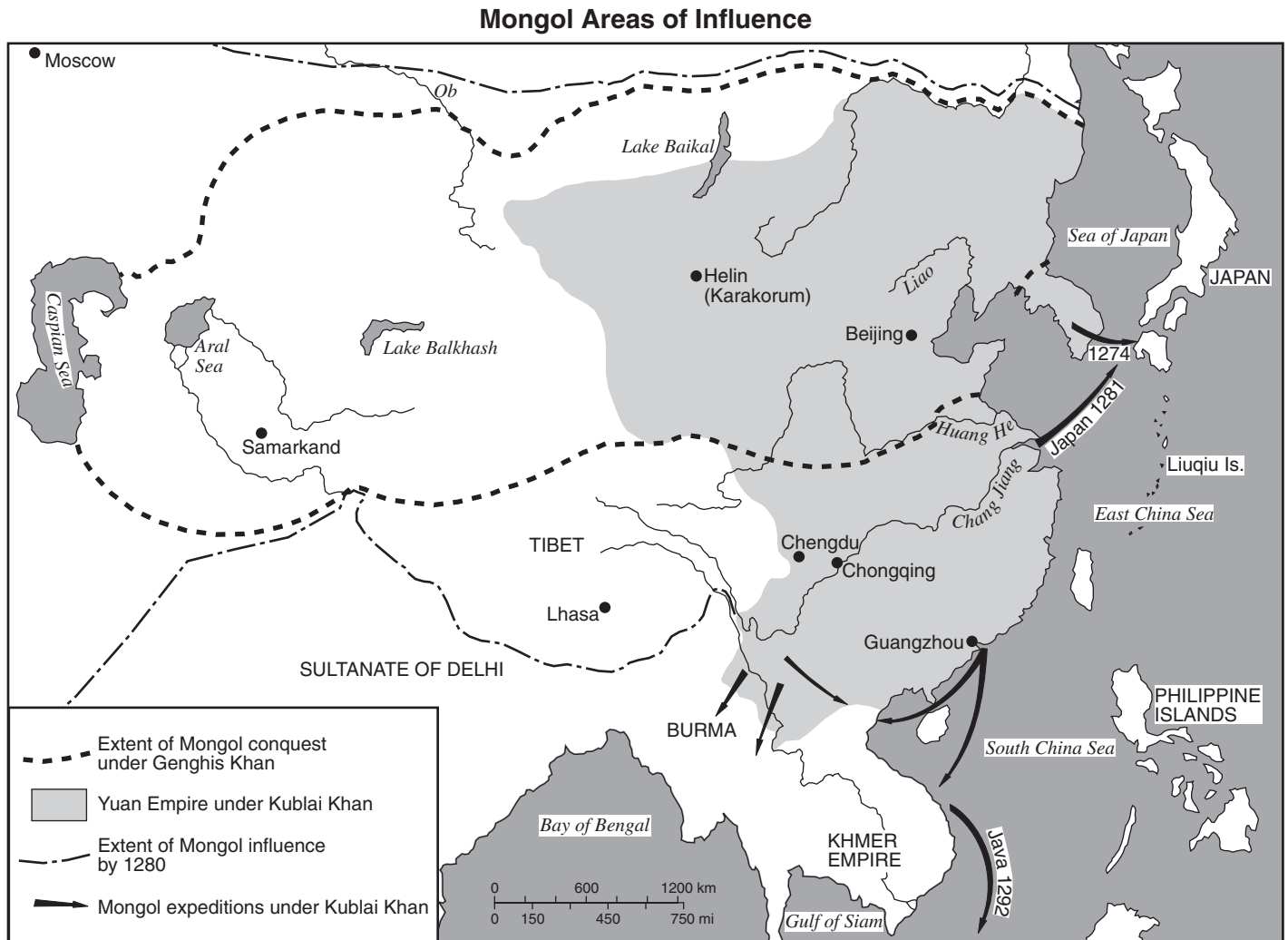
10 The Golden Age of Muslim culture was best known for its

- (1) attempts to colonize North America
- (2) frequent conflicts between Christians and Jews
- (3) advances in mathematics, science, and medicine
- (4) policies to reduce trade between the Middle East and China

11 The Commercial Revolution helped lead to the Industrial Revolution because during the Commercial Revolution

- (1) the barter system was instituted
- (2) new forms of business were developed
- (3) socialism was introduced to Europe
- (4) subsistence agriculture was promoted

Base your answer to question 12 on the map below and on your knowledge of social studies.



Source: John K. Fairbank, *China: A New History*, Harvard University Press, 1992 (adapted)

12 Which statement about the Mongols is supported by the information in the map?

- (1) The Yuan dynasty kept China isolated from outside influence.
- (2) Most of the Chinese people lived in the river valleys.
- (3) Kublai Khan and Genghis Khan extended Mongol influence to other parts of Asia.
- (4) The city of Samarkand was part of the Yuan Empire.

13 What is meant by Machiavelli's belief that "the end justifies the means"?

- (1) Leaders may use any method to achieve what is best for the state.
- (2) The general public always acts in its own best interest.
- (3) Pleasing all of the people at any given time is possible.
- (4) Leaders must always act for the common good.

14 Venice in Europe, Mogadishu in Africa, and Canton in China emerged during the 13th century primarily as important centers of

- (1) agriculture
- (2) trade
- (3) manufacturing
- (4) mining

15 What was one influence of Mongol rule on the history of Russia?

- (1) Contact with kingdoms in western Europe greatly increased.
- (2) The Chinese writing system was introduced and adopted.
- (3) Most Russians converted from Orthodox Christianity to Islam.
- (4) Russian leaders adopted the idea of strong, centralized control of the empire.

16 • Timbuktu is known as a great center of learning and trade.
• Walls of Great Zimbabwe reveal a powerful and rich society.
• Complex culture produces brass sculptures in Benin.

What generalization can be made on the basis of these statements?

- (1) Religious beliefs were the most important element in many African societies.
- (2) Some African societies achieved a high level of economic and cultural development.
- (3) North African societies were more advanced than South African societies.
- (4) Most African societies were hundreds of years behind Asian societies in using technology.

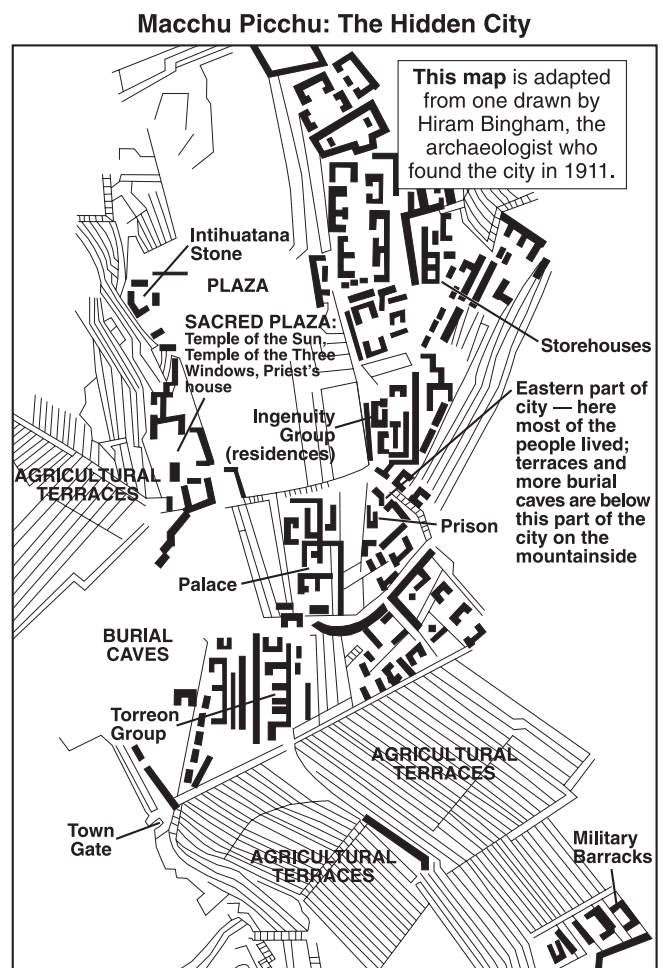
17 The major reason that Portugal and Spain established water routes to Asia's spice markets was to

- (1) experiment with new technology such as the astrolabe and sextant
- (2) provide jobs for navigators, cartographers, and shipbuilders
- (3) avoid the overland routes that were controlled by Muslim traders
- (4) discover new continents, plants, and animals

18 The Magna Carta can be described as a

- (1) journal about English feudal society
- (2) list of feudal rights that limited the power of the English monarchy
- (3) census of all tax-paying nobility in feudal England
- (4) statement of grievances of the middle class in England

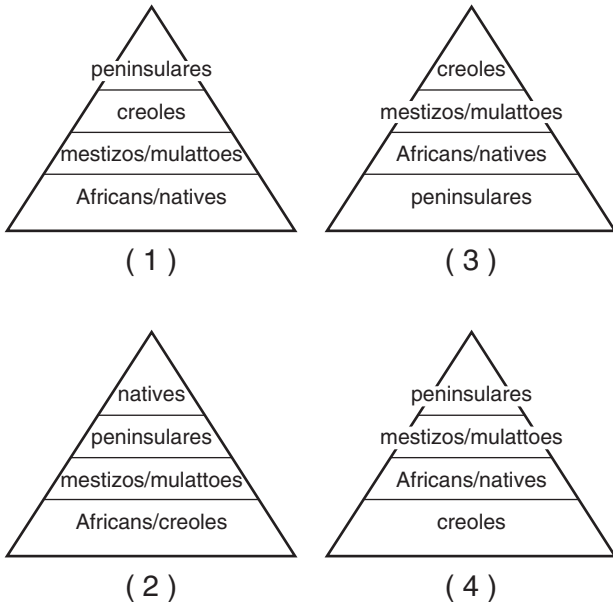
Base your answer to question 19 on the map below and on your knowledge of social studies.



19 Which conclusion about the Inca city of Macchu Picchu can be drawn from the map?

- (1) Religious activities were prohibited in this city.
- (2) The city was a ceremonial site, not a place of permanent settlement.
- (3) Community planning and an organized way of life are not evident in this city.
- (4) The city had a government with laws, leadership, and a military force.

20 Which diagram shows the correct social hierarchy of Spain's colonial empire in the Western Hemisphere?



21 Philosophers of the Enlightenment period believed that society could best be improved by

- (1) relying on faith and divine right
- (2) borrowing ideas from ancient Greece and Rome
- (3) applying reason and the laws of nature
- (4) studying the practices of successful leaders

22 Which geographic feature made it difficult to unify South America?

- (1) Andes Mountains
- (2) Straits of Magellan
- (3) Gulf of Mexico
- (4) Argentinian pampas

23 Laissez-faire economists of the 19th century argued that

- (1) the government should regulate the economy and foreign trade
- (2) individuals should be allowed to pursue their self-interest in a free market
- (3) governments should develop a state-run banking system to prevent instability
- (4) anarchy would result if universal male suffrage was granted

Base your answer to question 24 on the map below and on your knowledge of social studies.



Source: Beers, *World History: Patterns of Civilization*, 1983 (adapted)

24 Which conclusion is best supported by the information on the map?

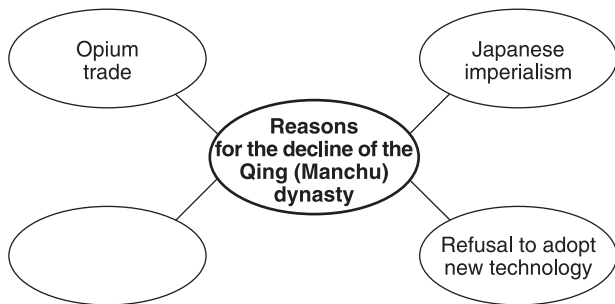
- (1) England's natural resources led to the growth of industrial cities.
- (2) In 1830, England had an unfavorable balance of trade.
- (3) Great Britain's prosperity unified the people.
- (4) People emigrated from Great Britain because of pollution.

25 Where did Karl Marx predict a revolution of the proletariat would occur *first*?

- (1) industrial Europe
- (2) independent Latin America
- (3) colonial Africa
- (4) agricultural Russia

- 26 Which statement best expresses the Western perspective regarding Rudyard Kipling's "white man's burden"?
- (1) Europeans should preserve traditional cultures in Africa and Asia.
 - (2) Europeans must protect existing African and Asian economies.
 - (3) Europeans suffered great hardships in exploring new trade routes to Asia.
 - (4) Europeans had a duty to introduce the benefits of their civilization to non-European peoples.

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



- 27 Which phrase correctly completes this diagram?
- (1) Chinese exports of tea to Europe
 - (2) Spread of Confucian principles
 - (3) Failure of the Boxer Rebellion
 - (4) Expanding power of Mao Zedong

- 28 The movement started by journalist Theodor Herzl to promote an independent Jewish state in Palestine is referred to as
- (1) the Reconquista
 - (2) the Diaspora
 - (3) Utopianism
 - (4) Zionism

- 29 The success of the women's suffrage movement in 20th-century Europe resulted in part from women
- (1) holding high political offices
 - (2) working in factories during World War I
 - (3) being encouraged to have large families
 - (4) serving in combat positions during World War I

- 30 ". . . A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined. . . ."

— President Woodrow Wilson's Fourteen Points, 1918

This statement held appeal for nationalists in areas under colonial control because it suggested

- (1) national self-determination
 - (2) economic development
 - (3) a system of alliances
 - (4) protection from terrorists
- 31 In the 1920s and 1930s, Mustafa Kemal Atatürk changed the Turkish government by
- (1) introducing democratic reforms
 - (2) increasing the power of the sultan
 - (3) supporting absolutism
 - (4) incorporating religious teachings into civil law
- 32 Fascist leaders in Italy and Germany came to power in the 1920s and 1930s because they
- (1) supported the League of Nations
 - (2) exploited economic hardships to gain popular support
 - (3) resisted all forms of extreme nationalism
 - (4) maintained political traditions
- 33 How did geography affect both Napoleon's invasion and Hitler's invasion of Russia?
- (1) Deserts made invasion possible.
 - (2) The climate created obstacles to success.
 - (3) The tundra enabled the movements of troops.
 - (4) Warm-water ports prevented the flow of supplies.
- 34 The Armenian massacre, the Holocaust, and the Rape of Nanking are examples of
- (1) appeasement policies
 - (2) resistance movements
 - (3) Russification efforts
 - (4) human rights violations

- 35 During the Indian independence movement, many Muslims in India demanded a separate state of Pakistan to
- (1) remain under British control
 - (2) prevent future invasions from Afghanistan and China
 - (3) address concerns about their status as a religious minority
 - (4) protect the sacred rivers, the Indus and the Ganges

Base your answer to question 36 on the stamp below and on your knowledge of social studies.



Source: www.usps.com

- 36 This commemorative stamp was issued 50 years after the Marshall Plan. George Marshall was honored because he had
- (1) insisted that Germany and the other Axis Powers pay for starting World War II
 - (2) proposed economic aid from the United States to rebuild the economies of European nations
 - (3) formed the European Union so that Western Europe could rebuild its own economy
 - (4) encouraged Western European nations to accept aid from the Soviet Union
-
- 37 What was a major cause of the civil wars in many Central American nations in the 1970s and 1980s?
- (1) economic differences between social classes
 - (2) end of slavery in the encomienda system
 - (3) rapid economic reform
 - (4) oil production policies

- 38 One way in which Lech Walesa, Mikhail Gorbachev, and Nelson Mandela are similar is that each
- (1) led the people of his nation toward a more democratic government
 - (2) fought for power for the black majority over the white minority
 - (3) worked to end communism in his country
 - (4) refused to participate in the United Nations

- 39 • Creation of NATO (North Atlantic Treaty Organization) and the Warsaw Pact
 • Construction of the Berlin Wall
 • Cuban missile crisis

These events are most closely associated with

- (1) World War I
- (2) World War II
- (3) the Cold War
- (4) the Persian Gulf War

- 40 The activities of Mother Teresa are most closely associated with
- (1) democracy and political freedom
 - (2) industrialization and open markets
 - (3) nationalism and independence movements
 - (4) the needs of the poor and health care

- 41 • Chernobyl experiences nuclear disaster.
 • Chlorofluorocarbons (CFC) deplete the ozone layer.
 • Rivers and seas are polluted throughout the world.

Which conclusion can best be drawn from these statements?

- (1) Modern technology can have serious negative effects.
- (2) Today's environment renews itself.
- (3) Only developing nations have environmental problems.
- (4) Most environmental problems originate in Europe.

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Steve Sack, *Minneapolis Star and Tribune*, 1983

- 42 What is the main idea of this political cartoon?
- (1) Only the United States and Africa are affected by a lack of food.
 - (2) Pollution is often the cause of famine.
 - (3) The governments in Africa are unconcerned about the lack of food for their people.
 - (4) Reading about world famine is different from experiencing it.
-
- 43 One way in which Iran's Ayatollah Khomeini and Afghanistan's Taliban were similar is that they each
- (1) established an Islamic state
 - (2) sponsored a United Nations Conference on Women's Rights
 - (3) joined the Organization of Petroleum Exporting Countries (OPEC)
 - (4) incorporated communist doctrine into their government

- 44 Which factor is most responsible for the international importance of the Middle East?
- (1) innovative political and social reforms
 - (2) superior weapons technology
 - (3) vital natural resources in a strategic location
 - (4) advanced scientific and industrial development
- 45 “. . . A place more destitute of all interesting objects than Manchester, it is not easy to conceive. In size and population it is the second city in the kingdom, containing above fourscore thousand [80,000] inhabitants. Imagine this multitude crowded together in narrow streets, the houses all built of brick and blackened with smoke; frequent buildings among them as large as convents, without their antiquity, without their beauty, without their holiness; where you hear from within, as you pass along, the everlasting din of machinery; and where when the bell rings it is to call wretches to their work instead of their prayers, . . .”

— Robert J. Southey, *Letters from England*, 1807

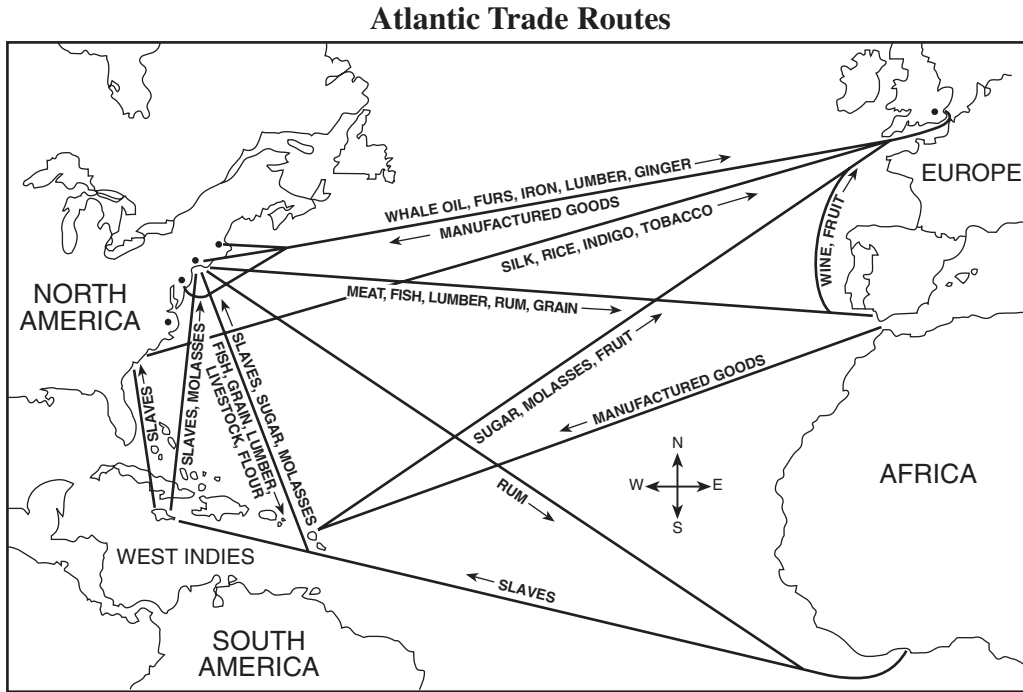
The conditions described in this passage occurred during the

- (1) Age of Discovery
 - (2) Renaissance
 - (3) Industrial Revolution
 - (4) Green Revolution
- 46 Which heading best completes the partial outline below?

<p>I. _____</p> <p>A. Fall of Constantinople</p> <p>B. Voyages of Columbus</p> <p>C. Posting of Martin Luther's Ninety-five Theses</p> <p>D. Collapse of communism in the Soviet Union</p>
--

- (1) Importance of Revolution
- (2) War and Rebellion
- (3) Turning Points in History
- (4) Effects of Economic Change

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



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2004 (adapted)

- 47 The routes shown on the map reflect Atlantic trade during the
- | | |
|------------------------|-------------------------|
| (1) Hellenistic Period | (3) Early Middle Ages |
| (2) Roman Empire | (4) Age of Mercantilism |

48 A common element in the movements for German unification, Italian unification, and Indian independence was the

- (1) support of the Catholic Church
- (2) strength of nationalist leaders
- (3) mediation of the League of Nations
- (4) existence of democratic institutions

49 Which leader is most closely associated with the use of civil disobedience in a struggle to end colonial rule?

- | | |
|--------------------|---------------------|
| (1) Momar Khadafi | (3) Ho Chi Minh |
| (2) Saddam Hussein | (4) Mohandas Gandhi |

50 One similarity between the Reign of Terror during the French Revolution and the Cultural Revolution in China was that both

- (1) limited the power of absolute leaders
- (2) illustrated the power of public opinion in forming national policy
- (3) established social stability and economic growth
- (4) used violent methods to eliminate their opponents

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: Global Problems

Throughout history, global problems have posed major challenges for nations and regions.

Task:

Select **two** different global problems and for **each**

- Describe **one** major cause of the global problem
- Discuss **one** effect of the global problem on a specific nation or region

You may use any global problem from your study of global history. Some suggestions you might wish to consider include environmental pollution, desertification, deforestation, overpopulation, refugees, spread of disease, international drug trafficking, and ethnic conflicts.

You are *not* limited to these suggestions.

Do *not* describe problems in the United States although the discussion of the effect of the global problem could involve the United States.

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

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In developing your answer to Part III, 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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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, many different reasons for wars exist. These wars have led to both expected and unexpected outcomes.

Task: Using 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

- Discuss the economic, social, *and/or* political reasons for wars
- Discuss the expected outcomes *and* the unexpected outcomes of wars

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

. . . Though the great princes were apt to remain aloof, western knights responded readily to the appeal of the holy war. Their motives were in part genuinely religious. They were ashamed to continue fighting amongst themselves; they wanted to fight for the Cross. But there was also a land-hunger to incite them, especially in northern France, where the practice of primogeniture [eldest son inherited all] was being established. As a lord grew unwilling to divide his property and its offices, now beginning to be concentrated round a stone-built castle, his younger sons had to seek their fortunes elsewhere. There was a general restlessness and taste for adventure in the knightly class in France, most marked among the Normans, who were only a few generations removed from nomadic freebooters. The opportunity for combining Christian duty with the acquisition of land in a southern climate was very attractive. The Church had reason to be pleased with the progress of the movement. Could it not be applied also to the eastern frontier of Christendom? . . .

Source: Steven Runciman, *A History of the Crusades*, Cambridge University Press, 1951

- 1 According to this document, state **one** reason European knights and soldiers joined the Crusades. [1]

Score

Document 2

. . . One positive, undisputed result of the Crusades was a greatly expanded knowledge of geography gained by the West. With the coming of such vast hordes of invaders from all points of Europe, the veil of the “mysterious East” had been lifted for good. . . .

The Arab builders learned much about military masonry from the Crusaders who had brought this knowledge from Normandy and Italy. In constructing the famed Citadel of Cairo, Saladin had taken some of the features of Crusaders’ castles he had observed up and down the Levant [lands of the Eastern Mediterranean]. Then, when the great cathedrals of Europe began to rise in a somewhat later period, their builders installed windows of stained glass made with a technique which had originated with the ancient Phoenicians of Syria and passed along by Syrian Arabs to Europeans living in the East. . . .

From a purely military point of view, the Crusades must be written off as a failure for the West, because, after changing hands so many times, the territory comprising the Christian Kingdom of Jerusalem reverted [returned] to the Moslems [Muslims] for good. But during that two-century struggle between East and West, it is plain now that each side made major contributions to the culture of the other. That vast interchange let in a few rays of light over a darkened Europe, and removed for good the wall of ignorance that had always existed between Europe and Asia. . . .

Source: “Legacy of the Crusades,” *Aramco World*, VII, May 1956

2a According to this document, what was **one** positive, unexpected outcome of the Crusades on Western civilization? [1]

Score

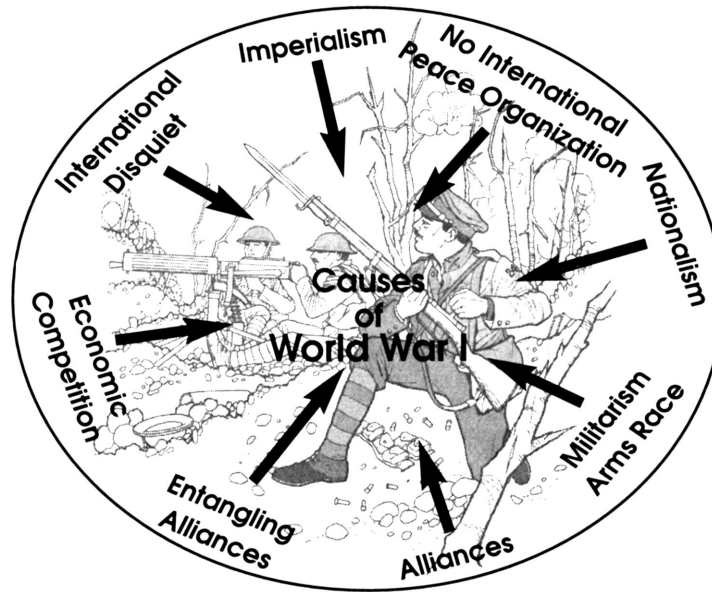
b According to this document, what was **one** positive, unexpected outcome of the Crusades on Muslim [Moslem] civilization? [1]

Score

c Based on this document, state **one** reason the West was disappointed with the outcome of the Crusades. [1]

Score

Document 3



Source: Kime and Stich, *Global History and Geography STARreview*, N & N, 2003

3 According to this diagram, what were **two** reasons for World War I? [1]

(1) _____

(2) _____

Score

Document 4

Selected Articles from the Treaty of Versailles (June 28, 1919)

- | | |
|--------------|---|
| Article 45: | As compensation for the destruction of the coal-mines in the north of France and as part payment towards the total reparation due from Germany for the damage resulting from the war, Germany cedes [gives] to France in full and absolute possession, with exclusive rights of exploitation, unencumbered and free from all debts and charges of any kind, the coal-mines situated in the Saar Basin . . . |
| Article 119: | Germany renounces [surrenders] in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea[s] possessions. . . . |
| Article 231: | The Allied and Associated Governments affirm [acknowledge] and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage [for World War I] to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . . |

Source: Versailles Treaty

4a According to this document, how was France repaid for losses suffered during World War I? [1]

Score

b According to this document, what was a consequence of World War I for Germany? [1]

Score

Document 5

. . . State frontiers are established by human beings and may be changed by human beings.

The fact that a nation has acquired an enormous territorial area is no reason why it should hold that territory perpetually [forever]. At most, the possession of such territory is a proof of the strength of the conqueror and the weakness of those who submit to him. And in this strength alone lives the right of possession. If the German people are imprisoned within an impossible territorial area and for that reason are face to face with a miserable future, this is not by the command of Destiny, and the refusal to accept such a situation is by no means a violation of Destiny's laws. For just as no Higher Power has promised more territory to other nations than to the German, so it cannot be blamed for an unjust distribution of the soil. The soil on which we now live was not a gift bestowed by Heaven on our forefathers. But they had to conquer it by risking their lives. So also in the future our people will not obtain territory, and therewith the means of existence, as a favour from any other people, but will have to win it by the power of a triumphant sword. . . .

Source: Adolf Hitler, *Mein Kampf*, Hurst and Blackett Ltd.

5 According to this document, what was **one** reason Adolf Hitler felt war was necessary? [1]

Score

Document 6

The Yalta Conference of the heads of the governments of the United States of America, the United Kingdom, and the Union of Soviet Socialist Republics (Soviet Union) which took place February 4–11, 1945 came to these conclusions.

DECLARATION ON LIBERATED EUROPE

. . . The establishment of order in Europe and the re-building of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges [remains] of Nazism and Fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter — the right of all peoples to choose the form of government under which they will live — the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived of them by the aggressor nations. . . .

POLAND

. . . A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government which can be more broadly based than was possible before the recent liberation of the Western part of Poland. The Provisional Government which is now functioning in Poland should therefore be reorganised on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity. . . .

Source: *Protocol of the Proceedings of the Crimea (Yalta) Conference*, February, 1945 (adapted)

- 6 According to the Yalta Conference, state **two** ways Europe was expected to change as a result of World War II. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Our objectives in the Persian Gulf are clear, our goals defined and familiar:

- Iraq must withdraw from Kuwait completely, immediately and without condition.
- Kuwait's legitimate government must be restored.
- The security and stability of the Persian Gulf must be assured.
- American citizens abroad must be protected.

These goals are not ours alone. They have been endorsed [supported] by the U.N. Security Council five times in as many weeks. Most countries share our concern for principle. And many have a stake in the stability of the Persian Gulf. This is not, as Saddam Hussein would have it, the United States against Iraq. It is Iraq against the world. . . .

Source: Speech by President George H. W. Bush, 1990

- 7 According to this document, what were **two** reasons President George H. W. Bush was concerned about the Persian Gulf region in 1990? [2]

(1) _____

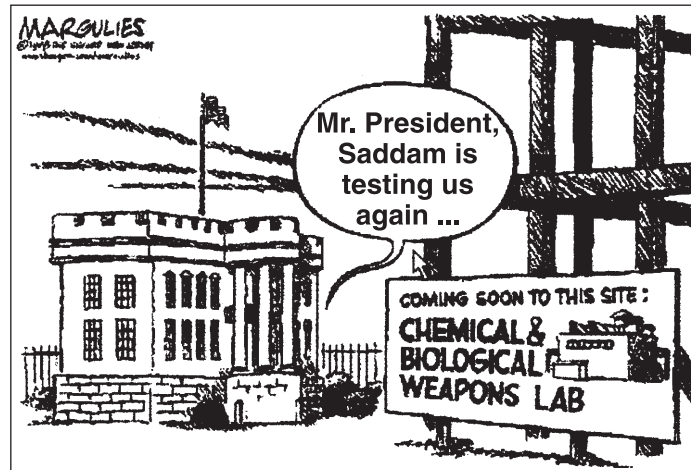
Score

(2) _____

Score

Document 8

Throughout the 1990s and before the United States went to war with Iraq in 2003, some people were concerned about the continuing actions of Iraq and Saddam Hussein.



Source: Jimmy Margulies, *The Record*, 1998 (adapted)

8 Based on this 1998 cartoon, what was **one** unexpected outcome of the Persian Gulf War? [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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, many different reasons for wars exist. These wars have led to both expected and unexpected outcomes.

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

- Discuss the economic, social, *and/or* political reasons for wars
- Discuss the expected outcomes *and* the unexpected outcomes of wars

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least five* 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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 21, 2005 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here