

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2001 — 12:30 to 3:30 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 question(s). 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.

**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 Which example is a primary source of information for historians?  
(1) textbook (3) almanac  
(2) encyclopedia (4) autobiography
- 2 • A British bank makes a loan to a South American nation.  
• A United States corporation purchases large amounts of land in Guatemala.  
• A Japanese investment firm becomes the major shareholder in a Bolivian silver mine.  
Which concept is illustrated by these situations?  
(1) nationalization (3) interdependence  
(2) isolationism (4) protectionism
- 3 Why did ancient civilizations develop in valleys of rivers such as the Nile, Indus, Tigris and Euphrates?  
(1) The river valleys provided a source of fresh water and good farmland.  
(2) The rivers aided in the exploration of new territories.  
(3) The rivers provided power for industries.  
(4) The river valleys provided areas for recreation.
- 4 Early peoples who moved frequently as they searched for the food they needed for survival are called  
(1) hunters and gatherers  
(2) village dwellers  
(3) subsistence farmers  
(4) guild members
- 5 “Just as a man, having cast off old garments, puts on others, even so does the embodied one, having cast off old bodies, take on other, new ones.”  
Which belief or practice is expressed in this quotation?  
(1) rigid class structure (3) monotheism  
(2) reincarnation (4) fasting and prayer
- 6 The use of the Silk Road in Asia and caravan routes in northern Africa and southwestern Asia encouraged  
(1) self-sufficiency (3) ethnocentrism  
(2) cultural isolation (4) cultural diffusion
- 7 Hieroglyphic and cuneiform systems provided the basis for the development of  
(1) subsistence farming  
(2) painting and sculpture  
(3) oral traditions  
(4) recorded history
- 8 One similarity between the Gupta Dynasty (A.D. 320–550) in India and the Tang Dynasty (A.D. 618–907) in China is that each dynasty  
(1) promoted equality for women  
(2) made advances in the arts, sciences, and mathematics  
(3) gained overseas colonies  
(4) developed a representative government
- 9 A direct result of the Crusades was that  
(1) the pope lost control of the Church  
(2) Europeans increased their demands for goods from the East  
(3) Christians gained permanent control of the Holy Land  
(4) nobles gained power over the monarchs
- 10 Which development in Russian history led to the other three?  
(1) Orthodox Christianity was adopted in Russia.  
(2) Trade developed along rivers linking Russia and the Byzantine Empire.  
(3) The Cyrillic alphabet became the basis of Russian written language.  
(4) Russian rulers took the title of czar, or caesar.

11 Which factor contributed to the decline in the power of the European nobles in the late Middle Ages?

- (1) decreasing importance of towns and cities
- (2) collapse of international trade
- (3) rise of nation-states
- (4) increase in the influence of serfs

12 A major goal of the Counter-Reformation was to

- (1) reinstate the power of the Roman Catholic Church
- (2) reduce the authority of absolute monarchs
- (3) encourage new ideas in science and philosophy throughout Europe
- (4) compromise with European Protestants

13 Which term best completes the partial outline below?

- I. Rise of Civilizations of Ghana and Mali
  - A. \_\_\_\_\_
  - B. Spread of Islam
  - C. Development of centers of learning

- (1) Use of gunpowder
- (2) Trade of gold and salt
- (3) Development of Hammurabi's Code
- (4) Distribution of the printing press

14 During the 1400s, the cities of Venice, Constantinople, and Canton achieved prominence because their

- (1) locations were favorable for trade
- (2) pleasant climates led to an increase in population
- (3) democratic governments attracted trade
- (4) military power led to industrialization

15 The term "mercantilism" is defined as an economic system in which

- (1) prices are determined by the laws of supply and demand
- (2) colonies exist for the benefit of the colonial power
- (3) factors of production are owned by the government
- (4) the proletariat benefit at the expense of the bourgeoisie

16 A major reason for the end of the Aztec Empire was

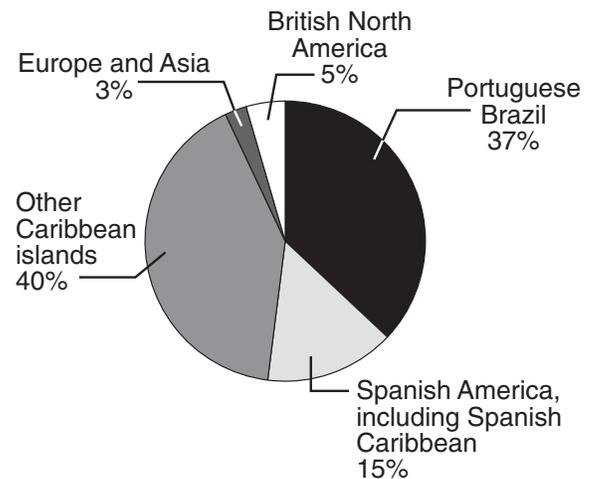
- (1) the refusal of the people to obey their leaders
- (2) a conflict with the Inca Empire
- (3) the technology of the Spanish conquistadors
- (4) political corruption and an unstable government

17 Which statement explains the long-term significance of the travels of Christopher Columbus?

- (1) His interactions with the indigenous peoples served as a model for fair treatment of minorities.
- (2) His ships were the first to complete an around-the-world voyage and prove the earth was round.
- (3) His calculations of the distance between Europe and Asia became the basis for our modern maps.
- (4) His voyages started a vast cultural exchange between the two hemispheres.

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

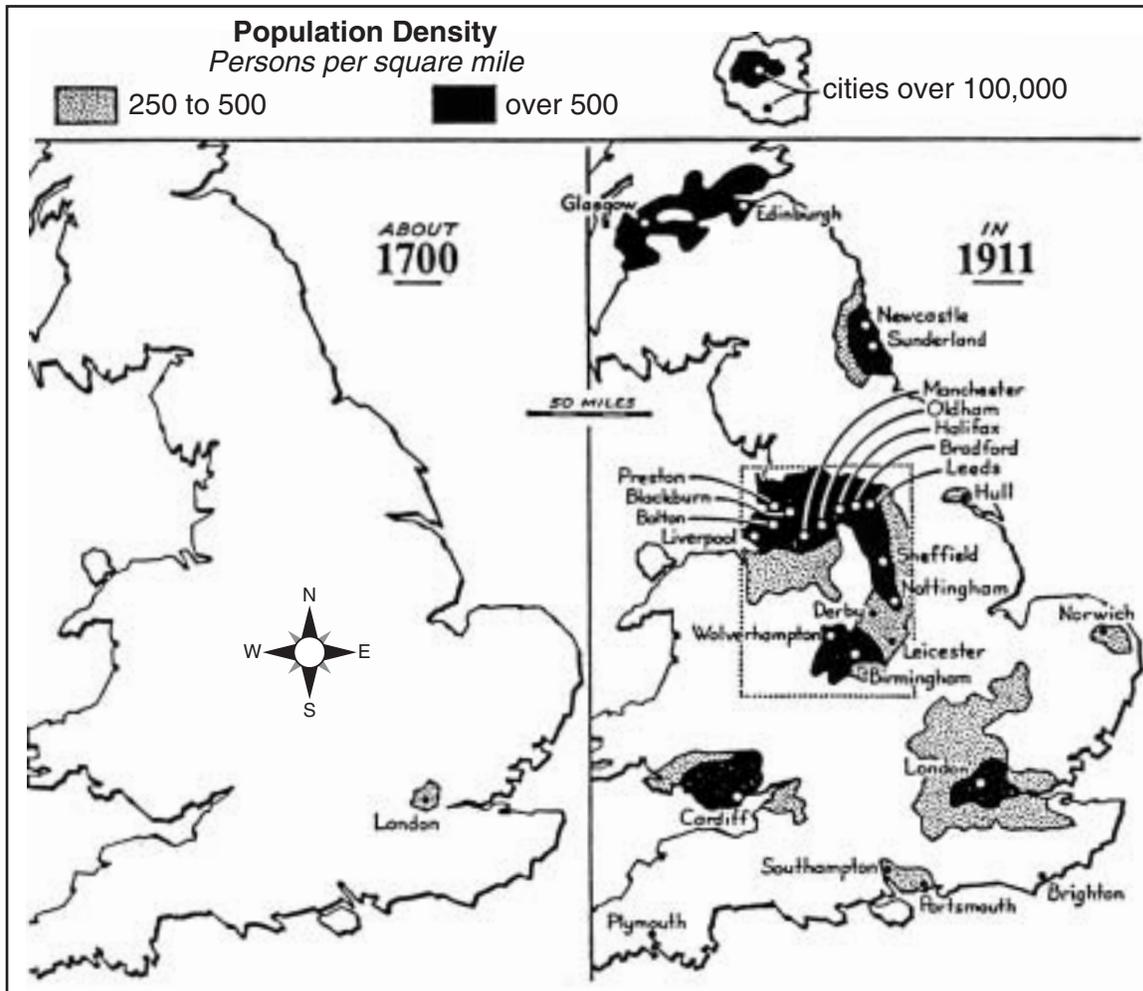
**Destinations of Enslaved Africans  
1500–1870**



18 Which area received the largest number of captured Africans as slaves between 1500 and 1870?

- (1) British North America
- (2) Spanish America
- (3) Europe and Asia
- (4) other Caribbean islands

Base your answers to questions 19 and 20 on the maps below and on your knowledge of social studies.



19 What is the best title for these maps of Great Britain?

- (1) Declining Urbanization in England
- (2) England During the Scientific Revolution
- (3) Impact of the Industrial Revolution on England
- (4) Growth of the City of London

20 Which statement can be made based on a review of these maps?

- (1) England had only one major city in 1911.
- (2) By 1911, few English cities had more than 100,000 inhabitants.
- (3) Most of England's population was located near the southern coast in 1911.
- (4) By 1911, England's major urban population was centered northwest of London.

- 21 • The Ottoman Empire disrupted overland trade between Europe and Asia.  
 • Peter the Great established St. Petersburg on the Baltic Sea.  
 • Mesoamericans relied on terrace farming.

These statements illustrate the

- (1) impact of geography on human activity
  - (2) failure of people to adjust to their environment
  - (3) effect of geographic isolation on different societies
  - (4) movement from a traditional to a command economy
- 22 To which period does the slogan “The Sun never sets on the British Empire” refer?
- (1) Middle Ages
  - (2) Protestant Reformation
  - (3) Age of Imperialism
  - (4) Glorious Revolution
- 23 Which two revolutions most influenced 19th-century Latin American independence movements?
- (1) Agricultural and Industrial
  - (2) French and American
  - (3) English and Russian
  - (4) Commercial and Green
- 24 The result of the Opium War in China was similar to the result of Commodore Perry’s expedition to Japan in that both events
- (1) increased Western trade and influence in Asia
  - (2) established European colonies in China and Japan
  - (3) promoted democratic governments in Asia
  - (4) increased the economic isolation of China and Japan
- 25 A major goal of the Congress of Vienna was to
- (1) establish democratic governments in all European nations
  - (2) maintain a balance of power in Europe
  - (3) return Napoleon Bonaparte to power
  - (4) create independent governments for Austria and Hungary

Base your answers to questions 26 and 27 on the quotations below and on your knowledge of social studies.

“The rule of law is more powerful than the rule of the tyrant.”

— Simón Bolívar

“Whoever has the . . . supreme power . . . is bound to govern by established standing laws.”

— John Locke

- 26 What is the main idea expressed in these quotations?
- (1) Rulers should govern with unlimited power.
  - (2) All governments must be democratic.
  - (3) Rulers must be subject to the law.
  - (4) Governments should be based on the laws of God.
- 27 These ideas were first expressed during which period of European history?
- |                   |                 |
|-------------------|-----------------|
| (1) Pax Romana    | (3) Middle Ages |
| (2) Enlightenment | (4) Renaissance |
- 
- 28 During the Russian Revolution of 1917, the slogan “peace, bread, and land” appealed to many Russian peasants because this slogan
- (1) called for continued Russian expansion in East Asia
  - (2) supported an increase in the power of the Russian czar
  - (3) addressed the needs and concerns of the peasants
  - (4) promised to return all peasants to serfdom
- 29 Joseph Stalin’s rule in the Soviet Union was characterized by the
- (1) introduction of democratic political institutions
  - (2) encouragement of religious beliefs
  - (3) development of a market economy
  - (4) establishment of a totalitarian dictatorship



Base your answers to questions 35 and 36 on the quotation below and on your knowledge of social studies.

“Kenyatta explained the flag. ‘Black is . . . for black people. Red shows . . . [that] the blood of an African is the same colour as the blood of a European, and green shows . . . [that] when we were given this country by God it was green, fertile, and good.’ What he . . . must mean . . . [is] that our lands could only be regained by the blood (red) of the African (black).”

— Karari Njama

- 35 As leader of the Mau Mau in the 1950s, Jomo Kenyatta promoted these ideas as a way to
- (1) work for Kenya’s independence
  - (2) imitate the practices of Mohandas Gandhi
  - (3) develop closer ties with England
  - (4) attract foreign investment to his nation
- 36 Which idea is reflected in this passage?
- (1) imperialism
  - (2) nationalism
  - (3) totalitarianism
  - (4) neocolonialism
- 
- 37 “By gently pushing open the gates of reform, he unleashed a democratic flood that wiped out the Soviet universe and washed away the Cold War.” This statement most likely describes the actions of
- (1) Ruholla Khomeini
  - (2) Ho Chi Minh
  - (3) Pol Pot
  - (4) Mikhail Gorbachev
- 38 Pacts such as the North American Free Trade Agreement (NAFTA), the European Union (EU), and the General Agreement on Tariffs and Trade (GATT) reflect a movement toward
- (1) national policies of protectionism
  - (2) the growth of global interdependence
  - (3) a rebirth of command economies
  - (4) a reliance on social welfare policies

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

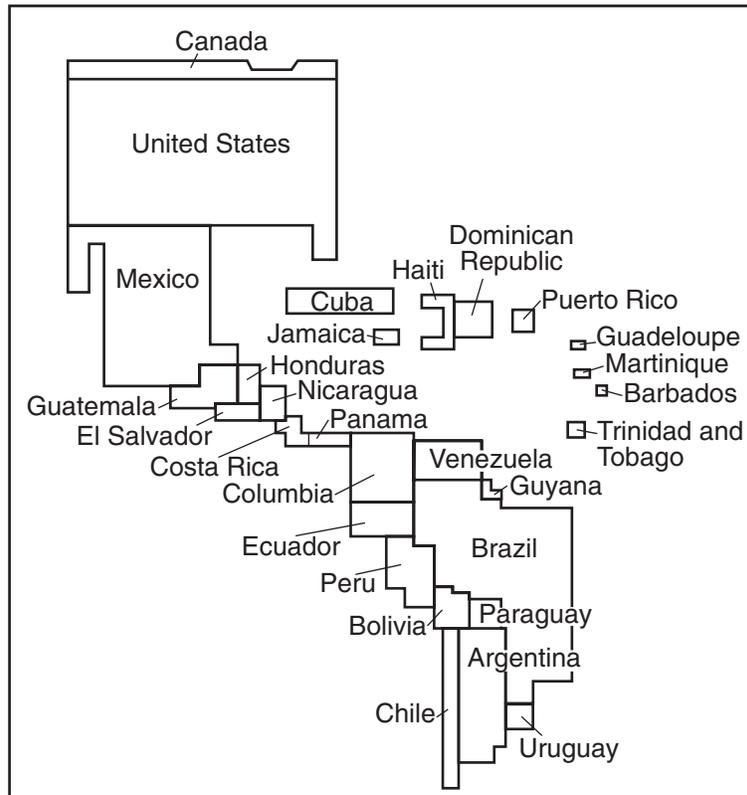


Source: Schot/Algemeen, *World Press Review*

- 39 The cartoon implies that the economic refugees will
- (1) be able to solve problems in their own regions
  - (2) not seek refuge in the United States and Canada
  - (3) not be admitted to Europe
  - (4) be accepted by the members of the European Union
- 
- 40 One similarity between the pogroms in Russia and the Nazi Holocaust is that both
- (1) expanded the power of labor unions
  - (2) limited the powers of European rulers
  - (3) prohibited government censorship
  - (4) violated the human rights of Jews
- 41 Which factor has been the greatest challenge to political stability in India?
- (1) ethnic and social divisions within the population
  - (2) lack of voter participation
  - (3) geographic diversity within the nation
  - (4) shortage of qualified candidates for elected office

Base your answers to questions 42 and 43 on the cartogram below and on your knowledge of social studies.

### A Cartogram of Population in the Western Hemisphere



- 42 A cartogram provides useful information because it can accurately represent
- (1) the actual size of various nations
  - (2) the topography of an area
  - (3) relative differences between various nations
  - (4) trade and travel routes

- 43 According to the cartogram, which of these nations has the smallest population?
- (1) Cuba
  - (2) Mexico
  - (3) Brazil
  - (4) Argentina

Base your answers to questions 44 and 45 on the quotation below and on your knowledge of social studies.

“Why should freedom of speech and freedom of the press be allowed? Why should a government, doing what it believes is right, allow itself to be criticized? It would not allow opposition by lethal weapons. Ideas are much more fatal things than guns.”

- 44 Which political belief would this speaker support?
- (1) Societies need war to bring about progress.
  - (2) Education is a necessary ingredient for a stable society.
  - (3) All people are born with certain natural rights.
  - (4) The needs of the state are more important than the rights of individuals.

- 45 Which individual would most likely agree with the ideas expressed in this quotation?
- (1) Nelson Mandela
  - (2) Lech Walesa
  - (3) Benito Mussolini
  - (4) Mohandas Gandhi

- 46 In India, the population movement from rural to urban areas has resulted in
- (1) a revival of interest in traditional values
  - (2) the weakening of the nuclear family
  - (3) the end of hostilities between Hindus and Muslims
  - (4) a decrease in rigid class distinctions
- 47 One reason the Persian Gulf War (1990–1991) was fought was to protect
- (1) the agricultural interests of Southwest Asia
  - (2) deposits of much of the world's oil supply
  - (3) direct access to the Mediterranean Sea
  - (4) British control of Saudi Arabia
- 48 Which issue continues to raise concern from the world community regarding the nations of India, Iraq, Pakistan, and North Korea?
- (1) overpopulation
  - (2) ethnic cleansing
  - (3) desertification
  - (4) nuclear proliferation
- 49 Four events in world history, labeled A, B, C, and D, are listed below.
- A Passage of the English Bill of Rights  
B Signing of the Magna Carta  
C Latin American Revolutions  
D French Revolution
- The correct chronological order for these events is
- (1)  $D \rightarrow C \rightarrow B \rightarrow A$
  - (2)  $A \rightarrow D \rightarrow C \rightarrow B$
  - (3)  $B \rightarrow A \rightarrow D \rightarrow C$
  - (4)  $D \rightarrow B \rightarrow C \rightarrow A$
- 50 Which geographic characteristic has had a similar influence on Turkey, Egypt, and Panama?
- (1) isolation of people by mountain ranges
  - (2) location near strategic waterways
  - (3) expansion of deserts into fertile lands
  - (4) possession of large deposits of oil
-

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answers to Parts II and 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) **compare and contrast** means “to express similarities and differences”
- (d) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## Part II

### THEMATIC ESSAY QUESTION

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

**Theme: Change — Turning Points**

Political, economic, and social conditions have often led to turning points that have changed the course of history for nations and peoples.

**Task:**

Identify *two* turning points from your study of global history and for *each*:

- Describe the causes and key events that led to the turning point
- Explain how *each* turning point changed the course of history for nations and peoples

You may use any turning point from your study of global history. Do *not* use the United States in your answer. Some suggestions you might wish to consider include: Neolithic Revolution, the fall of the Roman Empire, Commercial Revolution, the year 1492, French Revolution, the year 1914, Chinese Communist Revolution, the collapse of European imperialism, the fall of the Berlin Wall/collapse of Soviet Union.

**You are *not* limited to these suggestions.**

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

**This question is based on the accompanying documents (1–7). This 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 both the source of each document and any point of view that may be presented in the document.**

#### **Historical Context:**

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

**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:

- Compare and contrast the role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those societies

## 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

##### Seven Feminine Virtues

As a woman, she should always be modest and respectful, should keep herself constantly in the background, whatever she does, should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come. This is . . . the acknowledgement of her own inferiority — her inability to live up to it should be her constant worry and fear.

—Ban Zhao, a scholar and teacher  
during the Han Dynasty, B.C. 202–220 A.D.

1 What were *two* rules women were expected to follow during the Han Dynasty? [2]

(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

**Document 2**

You ask me how Mexican women are educated . . . When very young, they occasionally attend the schools, where boys and girls learn to read in common, or any other accomplishment that the old women can teach them; but at twelve they are already considered too old to attend these [schools] . . . . It frequently happens that the least well-informed girls are the children of the cleverest men, who, keeping to the customs . . . are content if (their daughters) confess regularly, attend church constantly . . .

— Madame Calderon de la Barca,  
wife of the Spanish Ambassador to Mexico, 19th century

2a According to the document, what is the difference between the education of Mexican boys and of Mexican girls? [1]

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Score

b State *one* reason for this difference. [1]

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Score

Document 3

<b>Women in the Labor Force, Great Britain, 1914–1918</b>			
Number of Women Working	In July 1914	In July 1918	In July 1918, over (+) or under (–) Numbers in July 1914
On their own account or as employers	430,000	470,000	+40,000
In industry	2,178,600	2,970,000	+792,000
In domestic service	1,658,000	1,258,000	–400,000
In commerce, etc.	505,500	934,500	+429,000
In national and local government, including education	262,200	460,200	+198,000
In agriculture	190,000	228,000	+38,000
In employment of hotels, public houses, theaters, etc.	181,000	220,000	+39,000
In transport	18,200	117,200	+99,000
In other, including professional employment and as home workers	<u>542,500</u>	<u>652,500</u>	<u>+110,000</u>
Altogether in occupations	5,966,000	7,311,000	+1,345,000
Not in occupations but over 10	12,946,000	12,496,000	–450,000
Under 10	<u>4,809,000</u>	<u>4,731,000</u>	<u>–78,000</u>
<b>Total females</b>	<b>23,721,000</b>	<b>24,538,000</b>	<b>+817,000</b>

3a According to the chart, in which occupation did the number of women in the labor force in Great Britain increase the most between 1914 and 1918? [1]

Score

b Identify *one* reason for this change. [1]

Score

**Document 4**

Today's girl knows that there are no insurmountable obstacles [unreachable goals] to . . . her intelligence; that the question of whether her entire sex [gender] is intelligent will not be raised before she is permitted to engage in any intellectual activity; that in the eyes of the majority, her womanhood does not mark her with the stigma [label] of . . . inferiority, and that if she has talent she will be allowed to display it.

— Amanda LaBarca Hubertson, *A Donde Va la Mujer*, 1934

4 According to the document, what has changed for Latin American women? [1]

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Score

Document 5

Sierra Leone: One Woman's Day	
Time	Activity
<b>Morning</b>	
4:00 to 5:30	Fish in local pond
5:00 to 6:00	Carry water and firewood
6:00 to 8:00	Light fire, heat washing water, cook breakfast, clean dishes, sweep compound
8:00 to 11:00	Work in rice fields with baby on back and with four-year-old son
11:00 to 12:00	Collect berries, leaves, and bark; carry water
<b>Afternoon</b>	
12:00 to 2:00	Process and prepare food, cook lunch, wash dishes
2:00 to 3:00	Wash clothes, carry water, clean and smoke fish
3:00 to 5:00	Work in the gardens
5:00 to 6:00	Fish in local pond
<b>Evening</b>	
6:00 to 8:00	Process and prepare food, cook dinner
8:00 to 9:00	Clean dishes, clean children
9:00 to 11:00	Converse around fire while shelling seeds and making fish nets

5 Based on the schedule, what *two* generalizations can be drawn about the role of women in rural Sierra Leone? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

**Document 6**

In this excerpt, Thema Khumalo describes her role in supporting the revolution against the Rhodesian Government and the renaming of the state as Zimbabwe (1979–1980).

We women, also fought the war and I still feel proud of this . . . It was only after the war that we started to hear discussions about women . . . We women fought together and even now we do things together. Some men ran away and went to towns. They only came back after the war was over. . . . If our affairs were now to be decided on how each of us fought, I can tell you that all the homes would now belong to the women. . . . Some [men] sent parcels [packages] and money at weekends but still they never came home because they were afraid of being killed. The women stayed, whether it meant death or life, because we wanted our country.

6 State *one* reason the women of Zimbabwe feel they should be appreciated by the new state. [1]

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Score

**Document 7**

In this excerpt, Liu Tao responds to a letter asking for advice concerning conflict in a household between the wife and the mother-in-law in the *Zhong-guo Ginnian Bao*.

What was the main cause of this conflict? In the old society, the mother-in-law ruled the family. People believed that “the daughter-in-law is like a purchased horse.” But things are different now. The daughter-in-law has an independent income; she is literate and articulate [well spoken]. When there is conflict, the daughter-in-law is the main cause of it.

— *China Youth News*, 1980

7 How has the role of the daughter-in-law in the family changed in China? [1]

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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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

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

- Compare and contrast the role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those societies

#### Guidelines:

**In your essay, be sure to:**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

# GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2001 — 12:30 to 3:30 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.

Signature \_\_\_\_\_

Tear Here

Tear Here

Tear Here

Tear Here