

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Thursday, June 17, 2004 — 1:15 to 4:15 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 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 heading best completes the partial outline below?

- |   |
|---|
| I. _____<br>A. Personal letter<br>B. Autobiography<br>C. Diary<br>D. Driver's license |
|---|

- (1) Primary Sources
- (2) Secondary Sources
- (3) Official Records
- (4) Published Records

- 2 A totalitarian society is one in which

- (1) the government controls most aspects of life
- (2) religious beliefs are supported by the government
- (3) the state is considered a servant of the citizens
- (4) citizens can publicly criticize the actions of the leaders

- 3 Which geographic factor had the greatest influence on the early history of South Asia and China?

- (1) river valleys
- (2) island locations
- (3) vast coastlines
- (4) tropical rain forests

- 4 The Silk Road was important because it allowed for the

- (1) exploration of China by the Roman Army
- (2) development of agriculture by the nomadic people of Central Asia
- (3) movement of Chinese armies through Southeast Asia
- (4) exchange of goods between Asia and the Middle East

- 5 Olympic games, the poems of Homer, and Hellenistic culture are associated with which ancient civilization?

- (1) Egyptian
- (2) Greek
- (3) Roman
- (4) Phoenician

- 6 The Code of Hammurabi was a major contribution to the development of civilization because it

- (1) treated citizens and slaves equally
- (2) ended all physical punishment
- (3) recorded existing laws for all to see
- (4) rejected the principle of filial piety

- 7 One effect of rugged, mountainous geography on the civilization of ancient Greece was the development of

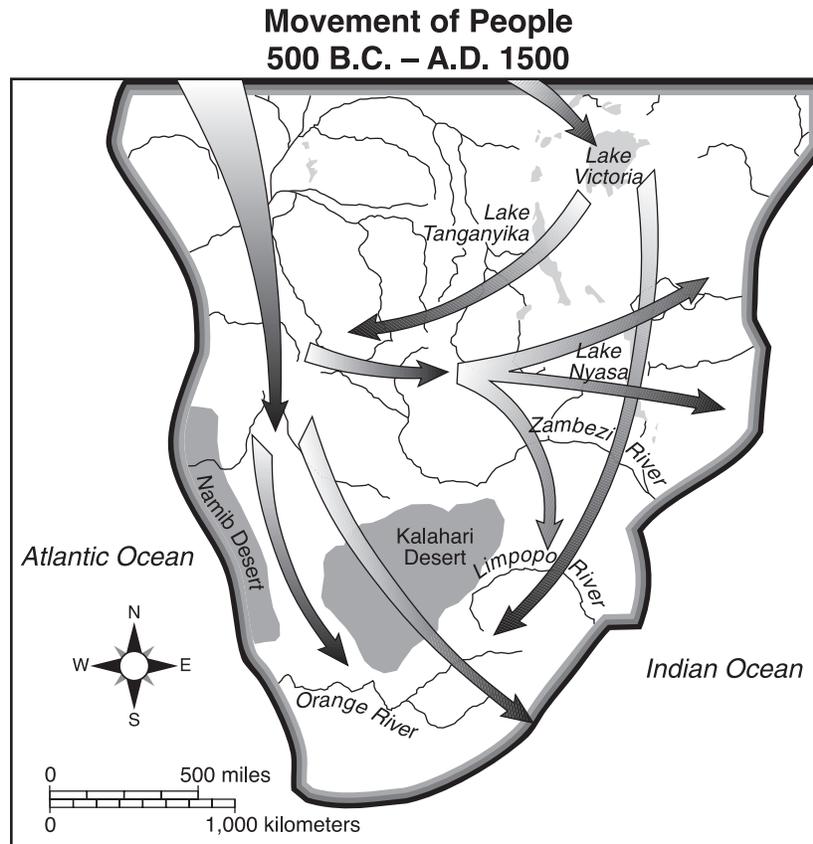
- (1) absolute monarchies
- (2) separate, independent city-states
- (3) extensive trade with the Persians
- (4) belief in one God

- 8 Which heading best completes the partial outline below?

- |  |
|--|
| I. _____<br>A. Development of medical encyclopedias<br>B. Development of algebra and astronomical tables<br>C. Production of cotton textiles and woolen carpets<br>D. Production of literature, calligraphy, and geometric art |
|--|

- (1) Achievements of Feudal Societies
- (2) Inventions During the Neolithic Revolution
- (3) Issues of the Protestant Reformation
- (4) Contributions of the Islamic Civilization

Base your answer to question 9 on the map below and on your knowledge of social studies.



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

9 The routes shown on the map illustrate the

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| (1) spread of Christianity       | (3) expansion of apartheid          |
| (2) shift in European population | (4) pattern of the Bantu migrations |

- 10
- |   |
|---|
| <ul style="list-style-type: none"> <li>• “Most Gracious, Most Merciful;”</li> <li>• “Master of the Day of Judgment.”</li> <li>• “Thee do we worship, And Thine aid we seek.”</li> </ul> |
|---|

Source: ‘Abdullah Yusuf-Ali, trans.,  
*The Meaning of the Holy Qur’an*,  
Amana Publications (excerpted)

This translated quotation from the Qur’an [Koran] refers to

- |            |              |
|------------|--------------|
| (1) Buddha | (3) Allah    |
| (2) Shiva  | (4) Muhammad |

11 Which fact relating to early Japan was a result of the other three?

- (1) Japan experienced earthquakes and volcanic eruptions.
- (2) The Japanese developed a nature-based belief called Shinto.
- (3) Tsunamis and typhoons sometimes destroyed coastal Japanese villages.
- (4) Mountains are found throughout the islands of Japan.

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



Source: Q. T. Luong, www.terrageria.com

- 12 This statue is most closely associated with which religion?
- (1) Buddhism (3) Jainism  
(2) Islam (4) Christianity
- 
- 13 In his book *The Prince*, Niccolò Machiavelli advises that a wise ruler is one who
- (1) keeps taxes and food prices low  
(2) encourages education and the arts  
(3) allows advisors to speak their minds  
(4) does what is necessary to stay in power
- 14 A major reason that the Renaissance began in Italy was that
- (1) Italian city-states had grown wealthy from trade between Europe and Asia  
(2) farmers produced great agricultural surpluses on vast plains  
(3) merchants supported the Green Revolution  
(4) many European scholars had migrated to this area
- 15 Which action could be considered an effect of the Protestant Reformation?
- (1) posting of the Ninety-five Theses  
(2) decline in the power of the Roman Catholic Church  
(3) sale of indulgences  
(4) end of religious warfare

- 16 “In 1469, Isabella of Castile married Ferdinand of Aragon. This marriage between the rulers of two powerful kingdoms opened the way for a unified state. Using their combined forces, the two monarchs made a final push against the Muslim stronghold of Granada. In 1492, Granada fell. . . .”

Source: Elisabeth Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall

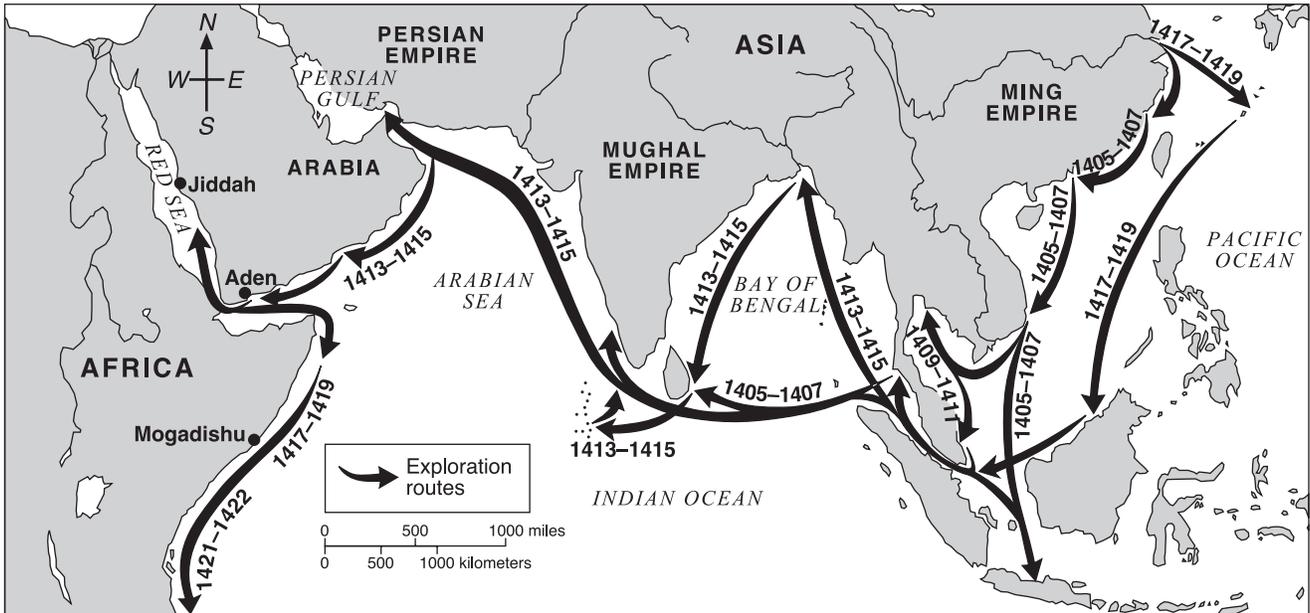
What is being described in this passage?

- (1) a crusade to the Holy Land  
(2) the reasons for the voyages of Columbus  
(3) the Spanish Reconquista  
(4) the start of the Italian Renaissance
- 17 The archaeological evidence found at the Mesoamerican sites of Tenochtitlan and Machu Picchu suggests that these societies
- (1) consisted of hunters and gatherers  
(2) were highly developed and organized cultures  
(3) practiced a monotheistic religion  
(4) followed a democratic system
- 18 Which statement describes an impact that the Columbian Exchange had on the lives of Europeans?
- (1) The transfer of new products and ideas encouraged economic growth.  
(2) New diseases were brought to Europe and resulted in massive deaths caused by a plague.  
(3) Native Americans immigrated to Europe and competed with Europeans for jobs.  
(4) Cross-cultural contacts between South America and Asia declined.



Base your answer to question 21 on the map below and on your knowledge of social studies.

### Voyages of Zheng He



Source: Elisabeth Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall (adapted)

21 Which conclusion is best supported by the map?

- (1) Eastern Chinese cities had extensive contact with the Persian Empire in 1405.
- (2) Rivers and mountains prevented the expansion of overland Chinese trade.
- (3) The Chinese came into contact with peoples of other cultures between 1405 and 1422.
- (4) China was isolated from outside contact under the rulers of the Ming Empire.

22 In Europe, joint stock companies, shareholders, entrepreneurs, and the bourgeoisie contributed to the

- (1) rise of capitalism
- (2) development of feudalism
- (3) decline of communism
- (4) increase in power of the guilds

23 King Louis XIV of France, Peter the Great of Russia, and Suleiman the Magnificent of the Ottoman Empire were all considered absolute rulers because they

- (1) broke from the Roman Catholic Church
- (2) helped feudal lords build secure castles
- (3) instituted programs that provided more power to their parliaments
- (4) determined government policies without the consent of their people

24 One way in which the Scientific Revolution and the Enlightenment were similar is that they

- (1) encouraged the spread of new ideas
- (2) strengthened traditional institutions
- (3) led to the Protestant Reformation
- (4) rejected Renaissance individualism

25 “. . . Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good. . . .”

—*Declaration of the Rights of Man and of the Citizen*, 1789

Which principle of the Enlightenment philosophers is expressed in this quotation from the French Revolution?

- (1) natural law
- (2) nationalism
- (3) free trade
- (4) socialism

Base your answer to question 26 on the illustration below and on your knowledge of social studies.

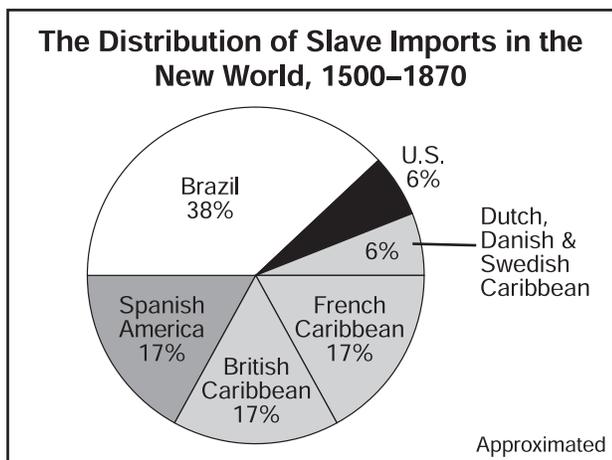


Source: Sue A. Kime et al., *World Studies: Global Issues & Assessments*, N & N Publishing Co. (adapted)

26 All the elements identified in the illustration contributed to German

- (1) interdependence
- (2) unification
- (3) imperialism
- (4) apathy

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



Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

27 Which statement is supported by the graph?

- (1) Little trade in enslaved Africans took place before the 1500s.
- (2) Slavery was most widely practiced in Sweden, Denmark, and Holland.
- (3) Conditions of slavery in Brazil were less harsh than those in the United States.
- (4) Most enslaved Africans were sent to the Caribbean and Spanish America.

28 Which event had the greatest influence on the development of laissez-faire capitalism?

- (1) fall of the Roman Empire
- (2) invention of the printing press
- (3) Industrial Revolution
- (4) Green Revolution

29 In the late 1800s, one response of workers in England to unsafe working conditions was to

- (1) take control of the government
- (2) return to farming
- (3) set minimum wages
- (4) form labor unions

30 When Koreans call their land “a shrimp among whales,” they are referring to

- (1) the mountains that cover much of the Korean peninsula
- (2) the environmental damage caused by overfishing in the Pacific
- (3) their traditional respect for the sea
- (4) their location between powerful neighbors: Russia, China, and Japan

Base your answers to questions 31 and 32 on the woodblock print below and on your knowledge of social studies.

**Ladies with western musical instruments**



Source: Published by Ōmori Kakutarō, wood block print (detail), c. 1890, Museum of Fine Arts, Boston

- 31 This late 19th-century Japanese print illustrates
- |                   |                        |
|-------------------|------------------------|
| (1) isolationism  | (3) cultural diffusion |
| (2) ethnocentrism | (4) democracy          |
- 32 During which period of Japanese history was this print most likely created?
- (1) Tokugawa shogunate
  - (2) Meiji Restoration
  - (3) Russo-Japanese War
  - (4) post-World War II occupation
- 

- 33 During World War I, which group of people were victims of genocide?
- (1) Arabs in Egypt
  - (2) Palestinians in Syria
  - (3) Algerians in France
  - (4) Armenians in the Ottoman Empire
- 34 The Treaty of Versailles punished Germany for its role in World War I by
- (1) forcing Germany to accept blame for the war and to pay reparations
  - (2) dividing Germany into four occupied zones
  - (3) supporting economic sanctions by the United Nations
  - (4) taking away German territory in the Balkans and Spain
- 35 The main reason Japan invaded Southeast Asia during World War II was to
- (1) recruit more men for its army
  - (2) acquire supplies of oil and rubber
  - (3) satisfy the Japanese people's need for spices
  - (4) prevent the United States from entering the war

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

“It took the Big Four just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war, after all. There is to be peace, and the price of that peace is, roughly, the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Führer gets what he wanted, only he has to wait a little longer for it. Not much longer though — only ten days. . . .”

Source: William Shirer, recording of CBS radio report from Prague, September 29, 1938

- 36 The policy that France, Britain, and Italy chose to follow at this meeting is known as
- |                        |                  |
|------------------------|------------------|
| (1) appeasement        | (3) liberation   |
| (2) self-determination | (4) pacification |
-

37 The political climate of the Cold War caused the world's two superpowers to

- (1) cooperate in halting the spread of communism
- (2) colonize Africa and Asia
- (3) compete economically and militarily
- (4) protect human rights

38 The political ideas of Ho Chi Minh, Fidel Castro, and Pol Pot were strongly influenced by the writings of

- (1) Confucius
- (2) Mohandas Gandhi
- (3) Desmond Tutu
- (4) Karl Marx

39 In India, urbanization affected society by

- (1) reinforcing Hindu beliefs
- (2) encouraging native arts and crafts
- (3) weakening the traditional caste system
- (4) increasing the number of farmers

40 The main purpose of the North American Free Trade Agreement (NAFTA) and the European Union (EU) is to

- (1) increase the authority of the United Nations
- (2) encourage increased economic development
- (3) promote peace between nations
- (4) establish and enforce military alliances

- 41 • The people of Kashmir demand separation from India.  
• The people of East Timor vote for independence from Indonesia.  
• The Tibetans resent control of their country by China.  
• The Kurds want to establish their own independent state of Kurdistan.

These statements are examples of the efforts of different peoples to achieve

- (1) free-market systems
- (2) democratic governments
- (3) social equality
- (4) self-determination

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



Source: Dan Wasserman, Tribune Media Services, Inc.

42 The concern expressed in this cartoon is most closely related to the consequences of

- (1) rapid migration of animals to the Northern Hemisphere
- (2) further exploration of the Arctic Ocean
- (3) industrialization and the burning of fossil fuels
- (4) slow economic growth in developing nations

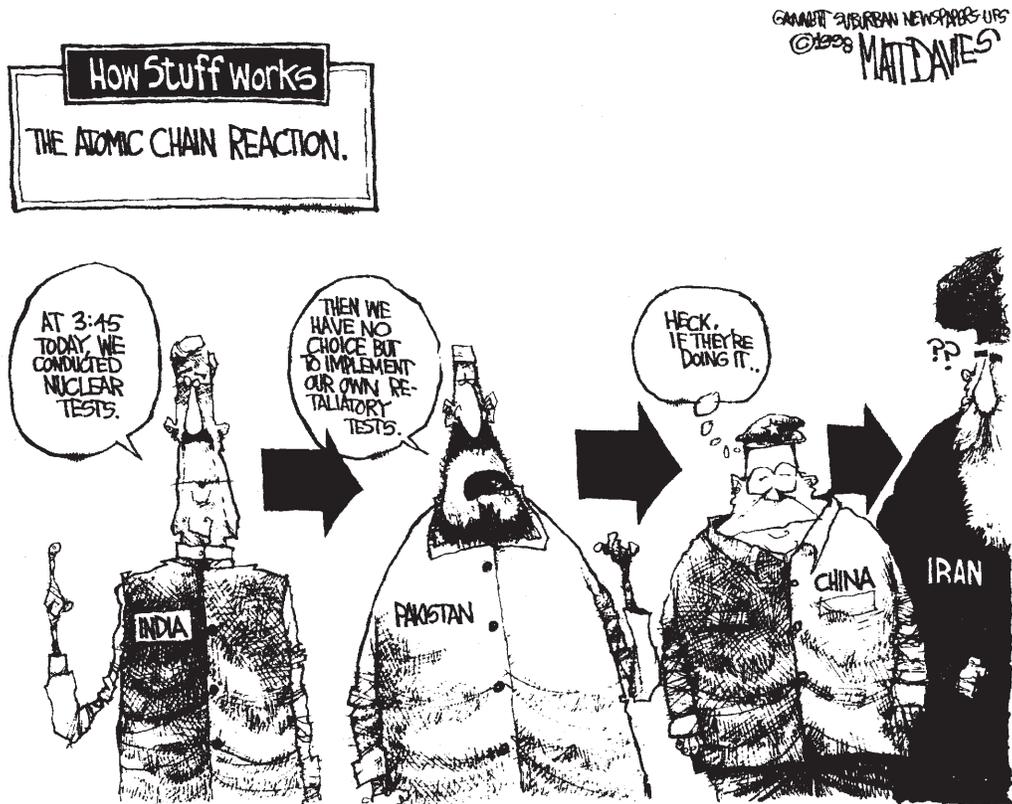
43 The late 20th-century conflicts in Rwanda, Yugoslavia, and India were similar in that each was caused by the

- (1) deforestation conducted by multinational companies
- (2) collapse of communism
- (3) intervention of United Nations peacekeeping forces
- (4) rivalries between ethnic groups

44 The Twelve Tables, Justinian's Code, and the English Bill of Rights are similar in that each addresses the issue of

- (1) social mobility
- (2) economic development
- (3) the individual and the state
- (4) the importance of religion

Base your answer to question 45 on the cartoon below and your knowledge of social studies.



Source: Matt Davies, Gannett Suburban Newspapers, United Press Syndicate

45 Which statement best describes the main point of the cartoon?

- (1) Nuclear proliferation occurs in all societies.
- (2) Actions of one nation often affect other nations.
- (3) Nuclear technology should be limited to the global superpowers.
- (4) Most governments are critical of India's nuclear tests.

46 Which heading best completes the partial outline below?

<p>I. _____</p> <p>A. Maurya</p> <p>B. Gupta</p> <p>C. Delhi sultanate</p>
--

- (1) Empires of India
- (2) Latin American Civilizations
- (3) Empires of the Fertile Crescent
- (4) Dynasties of China

47 Which set of events is in the correct chronological order?

- (1) Renaissance → Middle Ages → Roman Empire
- (2) Treaty of Versailles → World War II → Korean War
- (3) Reformation → Crusades → European exploration of the Americas
- (4) Bolshevik Revolution → French Revolution → American Revolution

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

### The Crime of the Ages—Who Did It?



Source: John McCutcheon, *The Chicago Tribune*; H. H. Windsor, *Cartoons Magazine* (adapted)

48 The cartoon illustrates the tension that led to which war?

- (1) Franco-Prussian War
- (2) World War I
- (3) World War II
- (4) Cold War

49 The Panama Canal and Suez Canal are similar in that both

- (1) shortened shipping routes between major bodies of water
- (2) were built by the British to expand their empire
- (3) replaced the Silk Road as the world's main trade route
- (4) directly connected the Atlantic and Pacific Oceans

50 Which action taken by both Hitler and Napoleon is considered by historians to be a strategic military error?

- (1) invading Russia with limited supply lines
- (2) introducing combined ground and naval assaults
- (3) invading Great Britain by land
- (4) using conquered peoples as slave laborers

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

## 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: Turning Points

Turning points are major events in history that have led to lasting change.

#### Task:

Identify **two** major turning points in global history and for **each**:

- Describe the historical circumstances surrounding the turning point
- Explain how **each** turning point changed the course of history

You may use any example from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution, the Crusades, the Renaissance, the Encounter, the French Revolution, the Russian Revolution of 1917, World War I, creation of the modern state of Israel, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall.

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

**Do *not* use any turning points in United States history.**

#### 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

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 (1–8). 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:**

During the 1800s, Great Britain’s empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain’s colonial rule had both positive and negative effects on the colonial empire.

**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 political, social, *and/or* economic causes of British imperialism
- Discuss the positive effects *and* the negative effects of British colonial rule

## 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

. . . The Malay States are not British Territory, and our connection with them is due to the simple fact that 70 years ago [1757] the British Government was invited, pushed, and persuaded into helping the Rulers of certain States to introduce order into their disorderly, penniless, and distracted households [departments of government], by sending trained British Civil Servants to advise the Rulers in the art of administration and to organize a system of government which would secure justice, freedom, safety for all, with the benefits of what is known as Civilization; and, of course, to provide an annual revenue sufficient to meet all the charges of a government which had to introduce railways, roads, hospitals, water supplies, and all the other requirements of modern life. Of nine States south of Siam, four asked for or accepted this help; four others, threatened by Siam, came later under direct British influence; while Johore, nearest neighbour to Singapore had, ever since the occupation of that island by Sir Stamford Raffles in 1819, depended for its development on the wealth and enterprise of Singapore Chinese. . . .

Source: Sir Frank Swettenham, *British Malaya: An Account of the Origin and Progress of British Influence in Malaya*, George Allen and Unwin Ltd., 1906

- 1 Based on this document, state **two** reasons that help from Britain was needed in the Malay States. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 2

When the missionaries came to Africa they had the Bible and we had the land. They said 'Let us pray'. We closed our eyes. When we opened them, we had the Bible and they had the land.

— Bishop Desmond Tutu, 1984  
Source: *South Africa Sunday Times*, November 26, 2000

- 2 Based on this document, state **one** effect of British colonial rule on Africa. [1]

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Score

**Document 3a**

. . . First and foremost among the active imperialist groups come certain business interests. Not the whole so-called “capitalist class,” as many an earnest Socialist would have us believe, but only a minority of business interests are directly interested in imperialism. They are easily identified. To begin with, there are the exporters and manufacturers of certain goods used in colonies. The following figures of English exports to India tell the story.

**English Exports to India (Average 1920–1922)**

Cotton goods and yarn . . . . .	£53,577,000
Iron and steel, tools, machinery, and locomotives . . . . .	37,423,000
Wagons, trucks, and automobiles . . . . .	4,274,000
Paper . . . . .	1,858,000
Brass goods. . . . .	1,813,000
Woolens . . . . .	1,600,000
Tobacco . . . . .	1,023,000
No other item over £1,000,000. . . . .	

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

**Document 3b**

. . . Of late years this group of import interests [British merchants] has been enormously strengthened by the demand of giant industries for colonial raw materials—rubber, petroleum, iron and coal, cotton, cocoa. The oil trusts of England and the United States have enlisted the aid of naval and diplomatic officials in their world-wide rivalry. The cotton industry of Germany hoped to obtain from Asiatic Turkey, under German imperialist control, raw cotton for German spindles; the cotton interests of England have been striving for a generation to develop plantations in British colonies; their French and Italian rivals have been hardly less interested in colonial potentialities. The European cotton industry, it may be remarked, as an export business and as an import business, is doubly imperialist. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

3 According to these documents, what were **two** reasons for imperialism? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

Document 4a



Source: Andrea and Overfield, *The Human Record*, Houghton Mifflin, 2001

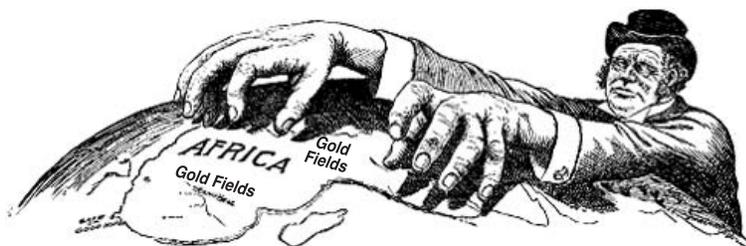
4a What does this advertisement show about British interests in Ceylon? [1]

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Score

Document 4b



Source: <http://www.boondocksnet.com> (adapted)

b What does this cartoon show about British interest in Africa? [1]

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Score

## Document 5

### Transforming the Face of India

. . . Failure to answer, nay, refusal to tackle that question has rendered wholly academic the discussion of abandonment. Even were it otherwise we could still look back proudly. British brains, British enterprise, and British capital have, in a material sense, transformed the face of India. Means of communication have been developed: innumerable bridges, over 40,000 miles of railway, 70,000 miles of metalled roads, testify to the skill and industry of British engineers. Irrigation works on a stupendous [huge] scale have brought 30,000,000 acres under cultivation, and thus greatly added to the agricultural wealth of a country which still lives mainly by agriculture. But, on the other hand, the process of industrialization has already begun. The mills of Bombay have become dangerous competitors to Lancashire, and the Indian jute [rope] industry is threatening the prosperity of Dundee. Thanks to improved sanitation (much resented by the more ignorant beneficiaries), to a higher standard of living, to irrigation, to canalization, to the development of transport, and to carefully thought-out schemes for relief work, famines, which by their regular recurrence formerly presented a perennial [continuing] problem to humane administrators, have now virtually disappeared. To have conquered the menace of famine in the face of greater longevity, of diminished death-rate, and the suppression of war, is a remarkable achievement for which India is wholly indebted to British administration. . . .

Source: Sir John A. R. Marriott, *The English in India*, Oxford University Press, 1932

5 According to this document, what were **two** ways that India changed under British rule? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 6

. . . The condition of Africa when Europe entered the continent, which Isaiah so graphically describes as “the land shadowing with wings, which is beyond the rivers of Ethiopia . . . a people scattered and peeled,” was deplorable. On the East Coast, Arabs and half-castes were engaged in a lucrative trade in slaves for export to Arabia and to Turkish possessions. In the west, powerful armies of Moslem States depopulated large districts in their raids for slaves. Europe had failed to realise that throughout the length and breadth of Africa inter-tribal war was an ever-present condition of native life, and that extermination and slavery were practised by African tribes upon each other.

It was the task of civilisation to put an end to slavery, to establish Courts of Law, to inculcate in [teach] the natives a sense of individual responsibility, of liberty, and of justice, and to teach their rulers how to apply these principles; above all, to see to it that the system of education should be such as to produce happiness and progress. I am confident that the verdict of history will award high praise to the efforts and achievements of Great Britain in the discharge of these great responsibilities. For, in my belief, under no other rule—be it of his own uncontrolled potentates [rulers] or of aliens [foreigners]—does the African enjoy such a measure of freedom and of impartial justice, or a more sympathetic treatment, and for that reason I am a profound believer in the British Empire and its mission in Africa. . . .

Source: Lord Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1965

6 According to Lord Lugard, what were **two** ways the British helped Africa? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 7

In his book *Indian Home Rule*, Gandhi asked the question, “**Why do you want to drive away the English?**” He replied with the following statement:

... “Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . .”

Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted)

7 Based on this document, state **two** reasons Gandhi wanted to drive away the English. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 8

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price. . . .

— Nnamdi Azikiwe, speech on British colonialism in Africa, 1947  
Source: *ZIK: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press, 1961

8 Based on this document, state **two** ways British colonialism harmed Africa. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the 1800s, Great Britain's empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain's colonial rule had both positive and negative effects on the colonial empire.

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

- Discuss the political, social, **and/or** economic causes of British imperialism
- Discuss the positive effects **and** the negative effects of British colonial rule

#### 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 conclusion that are beyond a restatement of the theme

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 17, 2004 — 1:15 to 4:15 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

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