

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2004 — 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 geographic feature had the greatest influence on the development of ancient civilizations?

- (1) dense forests
- (2) mountain passes
- (3) smooth coastlines
- (4) river valleys

2 What is one characteristic of a society that practices subsistence agriculture?

- (1) growth of surplus crops for export
- (2) production of crops mainly for its own use
- (3) establishment of large state-owned farms
- (4) dependence on the use of slave labor for the production of crops

3 What was one cause of the development of many small independent city-states in ancient Greece?

- (1) Greece and Rome were often at war.
- (2) The mountainous terrain of Greece resulted in widely scattered settlements.
- (3) Military leaders found small Greek settlements easy to control.
- (4) The Greek people had many different languages and religions.

4 In India, Bangladesh, and much of Southeast Asia, agricultural productivity is most affected by the

- (1) seasonal monsoons
- (2) unnavigable rivers
- (3) numerous deserts
- (4) cold climate

5 Which belief is shared by Hindus and Buddhists?

- (1) Everyone should have the same social status.
- (2) People should pray five times a day.
- (3) The soul can be reincarnated.
- (4) Material wealth is a sign of the blessing of the gods.

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

. . . Muslims, Christians, and Jews lived together in peace. Because several Christian and Jewish prophets, including Adam, Abraham, and Moses, are named in the Qur'an and because the Jewish Torah and Christian gospels are recognized as revelations from Allah, the Muslim rulers called Christians and Jews "people of the Book" and permitted them much religious and personal freedom. Jews, especially, enjoyed many liberties, and many Jews distinguished themselves in science, the arts, and government. *Convivencia*, a Spanish word meaning "living together," helped make tenth-century al-Andalus the most civilized country in Europe. . . .

—Lawrence Houghteling, "Al-Andalus: Islamic Spain," *Calliope*, Nov.–Dec. 1995

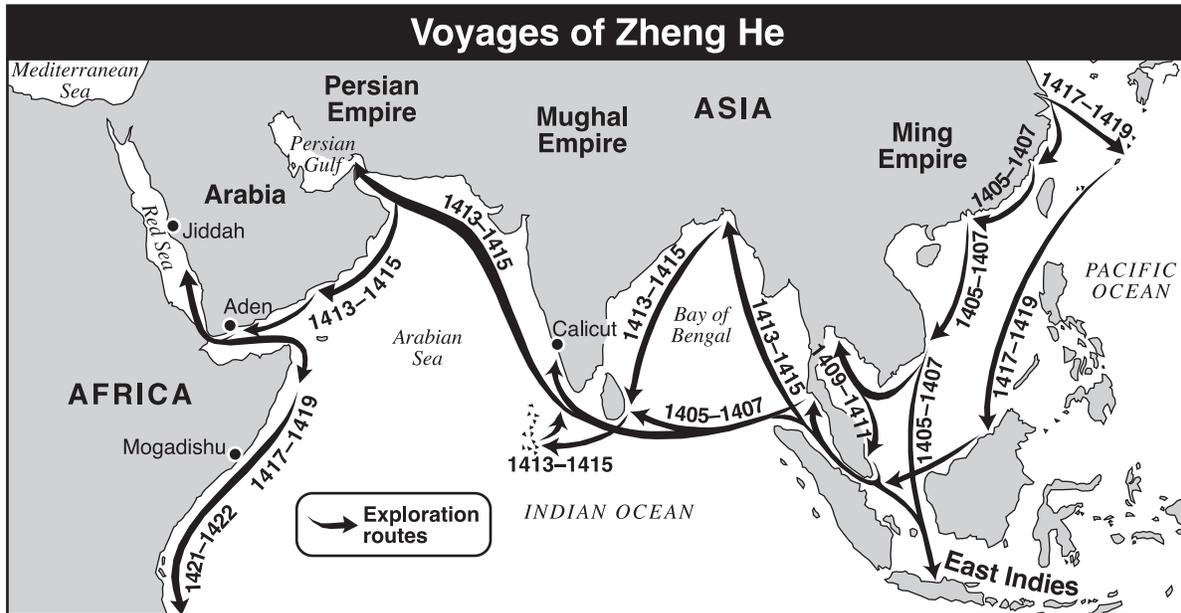
6 What is the main idea of this passage?

- (1) The Torah and the Bible were rejected in Muslim Spain.
- (2) Arabs, Jews, and Christians shared houses and places of worship in Muslim Spain.
- (3) Religious tolerance in Muslim Spain encouraged the growth of a rich and diverse culture.
- (4) Spain was troubled by deep-rooted religious conflicts.

7 Some historians suggest that as a result of the Mongol invasions of Russia, the Russian people were

- (1) united with the Ottomans
- (2) converted to Christianity
- (3) freed from serfdom
- (4) cut off from most of western Europe

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.



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

8 The map shows that on his voyages, Zheng He explored

- (1) both the Pacific and the Atlantic Oceans
- (2) at the same time as the Spanish explorers
- (3) lands in the Western Hemisphere
- (4) Arabia and the east coast of Africa

9 One result of the voyages of Zheng He was that

- (1) Chinese merchants began trading with Africa
- (2) Christian missionaries arrived in China
- (3) Indian artisans showed the Chinese how to make Ming porcelain
- (4) China set up colonies in Europe

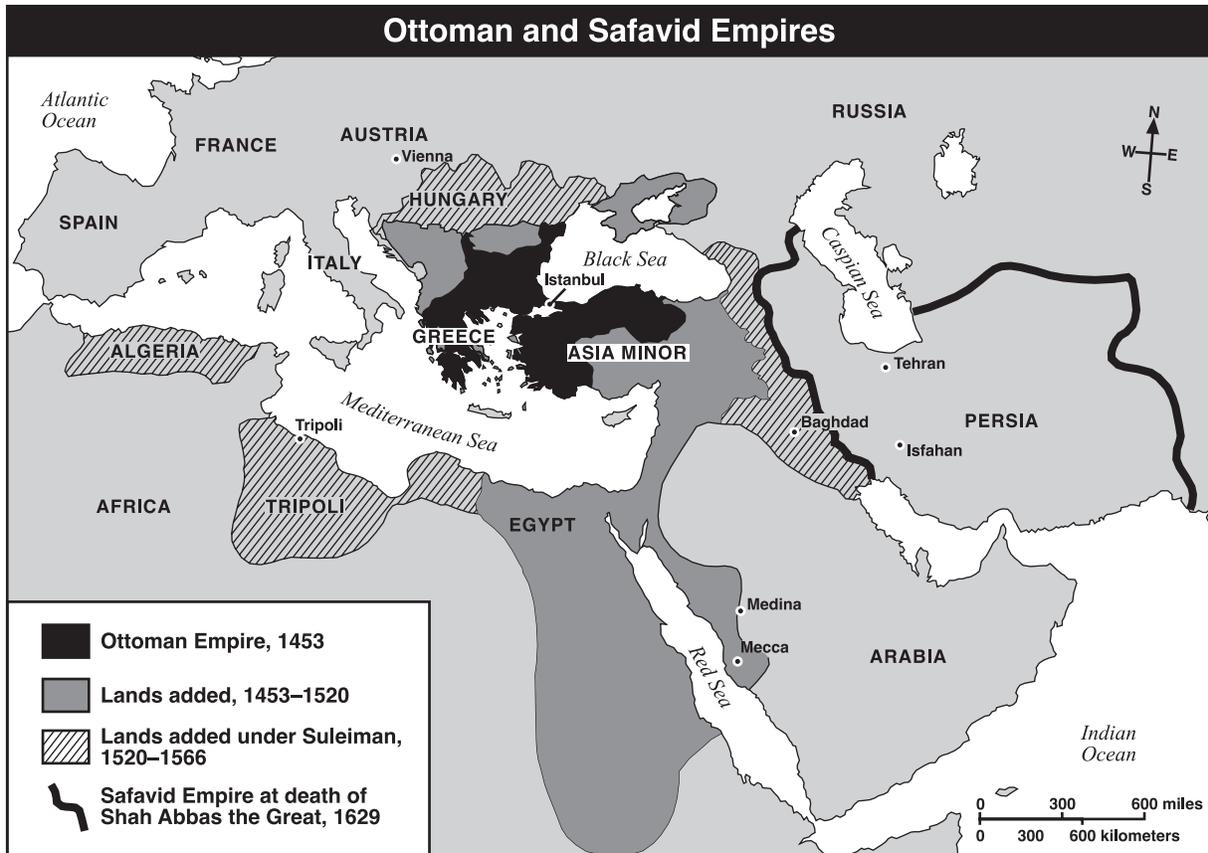
10 Many achievements of Islamic civilization reached European society by way of the

- (1) Crusades and eastern Mediterranean trading networks
- (2) merchant guilds and the Industrial Revolution
- (3) Middle Passage and the Columbian Exchange
- (4) conquests of the Germanic tribes and trade along the Silk Road

11 Prior to the Protestant Reformation, the medieval church in western Europe was criticized for

- (1) sponsoring explorations to the Middle East
- (2) allowing the Bible to be printed and distributed to the people
- (3) being too concerned with worldly power and riches
- (4) refusing to sell indulgences to peasants

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



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

- 12 Which generalization is best supported by the information in this map?
- (1) The Ottoman Empire controlled the largest amount of territory by 1453.
 - (2) The Safavid Empire controlled parts of western Europe by 1629.
 - (3) By the 1500s, the Ottoman Empire controlled parts of the Middle East, North Africa, and eastern Europe.
 - (4) The Mediterranean Sea served as a cultural barrier between Asia Minor and North Africa.

13 Which statement about the geography of Africa is most accurate?

- (1) Much of the land in Africa is below sea level.
- (2) The variety of geographic barriers has served to promote cultural diversity.
- (3) Africa has an irregular coastline with many natural harbors.
- (4) Much of the land in Africa is tundra and forest.

14 Which statement best describes an impact of geography on the history of the Korean peninsula?

- (1) Large deserts have led to isolation.
- (2) Location has led to invasion and occupation by other nations.
- (3) Lack of rivers has limited food production.
- (4) Lack of natural resources has prevented development of manufacturing.

15 “. . . If from now on the King starts by rising early and going to bed late, and if the ministers take oaths among themselves to cut out the evils of parties and merriment, be diligent in cultivating frugality and virtue, do not allow private considerations from taking root in their minds, and do not use artifice as a method of operation in government affairs, then the officials and common people will all cleanse and purify their minds and be in great accord with his will. . . .”

— Yi Hang-no, Korean Royal Adviser

Which Confucian principle is reflected in this statement?

- (1) The ruler must set an example for the people.
- (2) Respect for elders is the foundation of civilization.
- (3) Virtue increases with education.
- (4) Compassion and sympathy for others is important.

16 Which action would best complete this partial outline?

- I. Byzantine Heritage
 - A. Blended Christian beliefs with Greek art and philosophy
 - B. Extended Roman engineering achievements
 - C. Preserved literature and science textbooks
 - D. _____

- (1) Adapted the Roman principles of justice
- (2) Used a senate as the chief governing body
- (3) Led crusades to capture Rome from the Huns
- (4) Helped maintain Roman rule over western Europe

17 The expeditions of Hernán Cortés and Francisco Pizarro resulted in the

- (1) destruction of the Aztec and Inca empires
- (2) capture of Brazil by Portugal
- (3) colonization of North America by Portugal
- (4) exploration of the Philippines and East Indies

18 Which statement best describes a result of the Glorious Revolution in England (1688)?

- (1) England formed an alliance with France.
- (2) The power of the monarchy was increased.
- (3) Principles of limited government were strengthened.
- (4) England lost its colonial possessions.

19 One reason Italy and Germany were *not* major colonial powers in the 16th and 17th centuries was that they

- (1) had self-sufficient economies
- (2) lacked political unity
- (3) rejected the practice of imperialism
- (4) belonged to opposing alliances

20 The ideas of Rousseau, Voltaire, and Montesquieu most influenced

- (1) the growing power of priests in the Roman Catholic Church
- (2) improvements in the working conditions of factory workers
- (3) the rise of industrial capitalism
- (4) movements for political reform

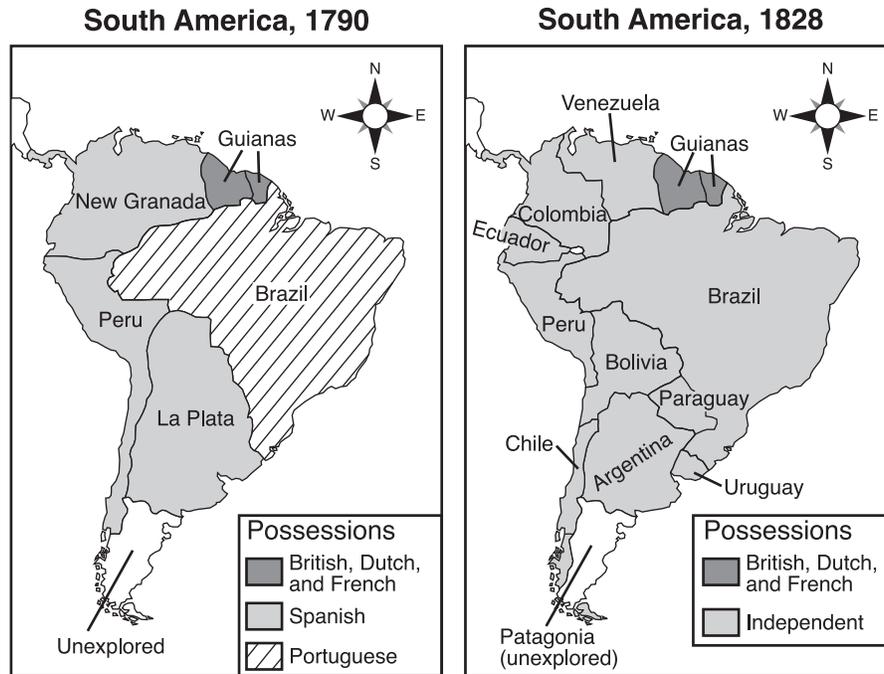
21 During the late 19th century, which geographic factor helped attract European investors to southern Africa and southeast Asia?

- (1) smooth coastlines
- (2) navigable rivers
- (3) natural resources
- (4) temperate climates

22 One result of the Opium War was that China

- (1) adopted democratic reforms
- (2) gained control of Hong Kong
- (3) regained control of Manchuria
- (4) was divided into spheres of influence

Base your answers to questions 23 and 24 on the maps below and on your knowledge of social studies.



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

- 23 Based on a comparison of these maps of South America, which conclusion is accurate?
- (1) Many regions of South America gained their independence between 1790 and 1828.
 - (2) All of South America was independent by 1828.
 - (3) Spain continued to gain South American colonies in the 19th century.
 - (4) Between 1790 and 1828, South American political boundaries remained unchanged except for Brazil.

- 24 Which individual is most closely associated with the changes indicated on these maps?

- (1) Emiliano Zapata
- (2) Simón Bolívar
- (3) Porfirio Díaz
- (4) Pancho Villa

- 25 “. . . The replacement of the bourgeois by the proletarian state is impossible without a violent revolution. The abolition of the proletarian state, i.e., of all states, is only possible through ‘withering away.’ . . .”

— V. I. Lenin, *State and Revolution*, 1917

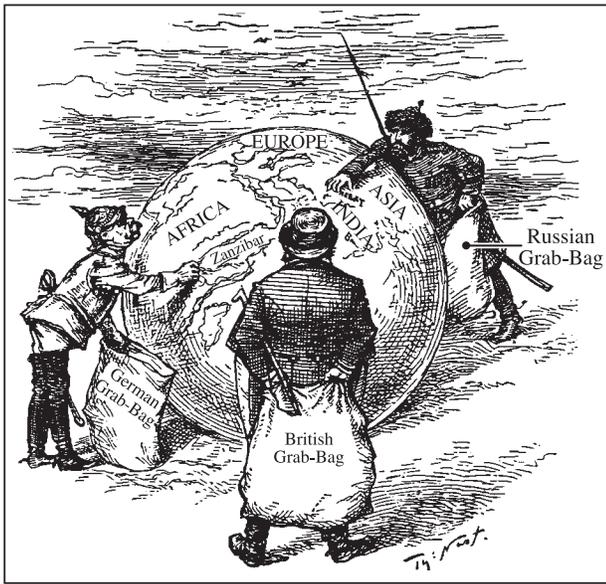
This quotation is associated with the principles of

- (1) imperialism
- (2) capitalism
- (3) communism
- (4) militarism

- 26 In Europe during the 1920s and 1930s, severe inflation, high unemployment, and fear of communism all contributed to the

- (1) overthrow of monarchies in Italy and Germany
- (2) rise of Fascist governments in Italy, Germany, and Spain
- (3) formation of the Common Market in Italy and Spain
- (4) growth of democratic institutions

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



THE WORLD'S PLUNDERERS.
 "It's English, you know."

Source: Thomas Nast, *Harper's Weekly*, June 20, 1885
 (adapted)

- 27 This Thomas Nast cartoon shows the
- (1) competition between European nations for overseas territories after the Berlin Conference
 - (2) aggressive action of the Triple Alliance before World War I
 - (3) spread of communism throughout the world during the 19th century
 - (4) concern of European nations for the welfare of developing nations at the end of the 19th century

- 28 **"Gandhi Calls for Boycott of British Textiles"**
"Gandhi and Followers Complete March to the Sea"
"Gandhi Begins Hunger Fast"

These headlines reflect Gandhi's belief in

- | | |
|------------------|-----------------|
| (1) nonalignment | (3) appeasement |
| (2) isolationism | (4) nonviolence |

Base your answers to questions 29 and 30 on the passage below and on your knowledge of social studies.

... "From the beginning," says Marquis Ito, "we realized fully how necessary it was that the Japanese people should not only adopt Western methods, but should also speedily become competent to do without the aid of foreign instruction and supervision. In the early days we brought many foreigners to Japan to help to introduce modern methods, but we always did it in such a way as to enable the Japanese students to take their rightful place in the nation after they had been educated." . . .

— Alfred Stead, *Great Japan: A Study of National Efficiency*, John Lane Co., 1906

- 29 Which occurrence in Japanese history is described in the passage?

- (1) Meiji Restoration
- (2) Tokugawa shogunate
- (3) assimilation of Buddhism
- (4) adoption of Confucian practices

- 30 The author of the passage suggests that Japan

- (1) remained isolated
- (2) accepted new technologies in order to modernize
- (3) became dependent on foreign nations
- (4) became militaristic

- 31 • Japan resigns from the League of Nations, 1933
 • Rome-Berlin-Tokyo Axis formed, 1936
 • Japan invades China, 1937
 • United States places embargo on scrap iron, steel, and oil exports to Japan, 1941

Which event occurred immediately after this series of developments?

- (1) Manchuria became a Japanese protectorate.
- (2) Pearl Harbor was attacked.
- (3) The Japanese fleet was destroyed.
- (4) The atomic bomb was dropped on Hiroshima.

Base your answer to question 32 on the maps below and on your knowledge of social studies.

Europe, 1914



Europe, 1919



Source: Henry Abraham and Irwin Pfeffer, *Enjoying World History*, AMSCO (adapted)

- 32 Which factor was the most significant force in causing the changes between 1914 and 1919 as shown on the two maps?
- (1) worldwide depression
 - (2) treaties signed at the end of World War I
 - (3) rise of Mussolini
 - (4) dissatisfaction of the German people

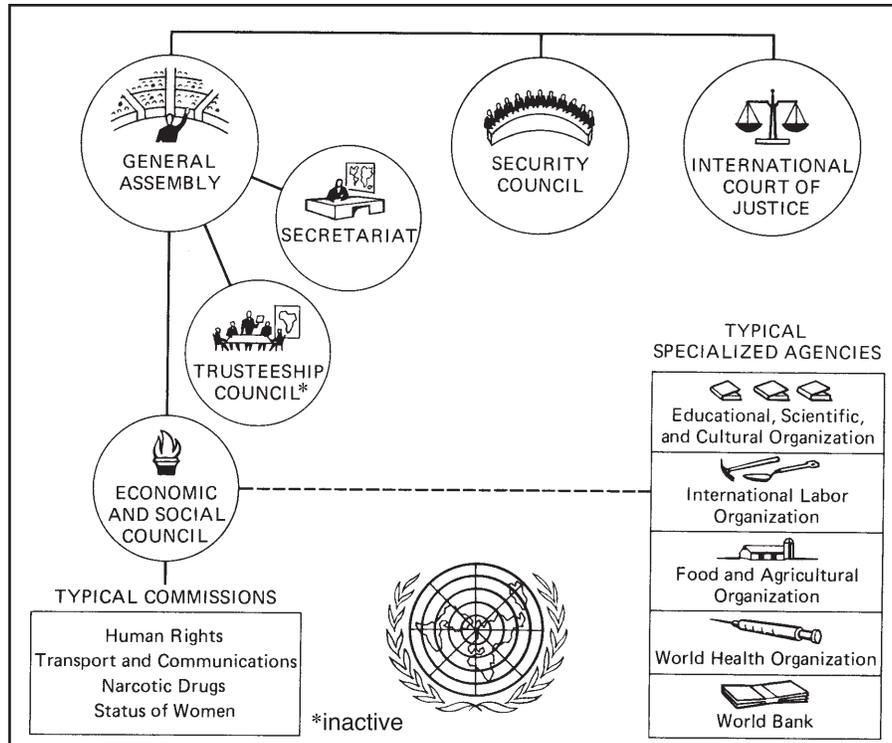
Base your answer to question 33 on the excerpt below and on your knowledge of social studies. This excerpt is taken from a poem written about World War I.

“If I should die, think only this of me:
That there’s some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England’s, breathing English air,
Washed by the rivers, blest by suns of home. . . .”
— Rupert Brooke, “The Soldier”

- 33 Which idea is expressed in this excerpt from Brooke’s poem?
- (1) pacifism
 - (2) neutrality
 - (3) nationalism
 - (4) anarchy

- 34 A major result of the Nuremberg trials after World War II was that
- (1) Germany was divided into four zones of occupation
 - (2) the United Nations was formed to prevent future acts of genocide
 - (3) the North Atlantic Treaty Organization (NATO) was established to stop the spread of communism
 - (4) Nazi political and military leaders were held accountable for their actions
- 35 The continued importance of the Middle East to the global economy is based on its
- (1) research facilities
 - (2) exports of manufactured goods
 - (3) semiarid climate
 - (4) quantity of oil reserves

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



Source: Irving L. Gordon, *World History*, 2nd ed., AMSCO (adapted)

36 This chart shows the organization of the

- (1) United Nations (UN)
- (2) North Atlantic Treaty Organization (NATO)
- (3) European Union (EU)
- (4) Organization of American States (OAS)

37 “. . . The Nazi holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the re-establishment of the Jewish state, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations. . . .”

This statement is referring to the establishment of which nation?

- (1) Jordan
- (2) Poland
- (3) Israel
- (4) Ethiopia

38 Which statement related to the recent history of Pakistan is an opinion?

- (1) Pakistan gained its independence from Britain in 1947.
- (2) The majority of the people who live in Pakistan are Muslims.
- (3) Pakistan would be better off if it was still part of India.
- (4) Mohammed Ali Jinnah was a major leader in Pakistan’s independence movement.

39 The caste system in India and the feudal system in Europe were similar in that both

- (1) provided structure for society
- (2) developed concepts of natural rights
- (3) established totalitarian governments
- (4) promoted peace and prosperity

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Cummings, *Winnipeg Free Press*,
Cartoonists and Writers Syndicate

40 What is the cartoonist's view about democracy in India since 1947?

- (1) India has become a democratic nation after fifty years.
- (2) India has led Asia in democratic reforms.
- (3) India is not a democratic nation and has not been for the last five decades.
- (4) India's progress in becoming a democratic nation has been slow.

41 Which problem has faced both Cuba and North Korea under communist rule?

- (1) Their monarchs have been ineffective rulers.
- (2) Their governments have played a limited role in the economy.
- (3) Their workers have called many strikes.
- (4) Their command economies have been inefficient.

42 Which set of historical periods in European history is in the correct chronological order?

- A. Medieval Europe
- B. Italian Renaissance
- C. Golden Age of Greece
- D. Enlightenment

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

43 “. . . I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.”

— Nelson Mandela, *Long Walk to Freedom*,
Little, Brown and Co., 1994

When Mandela referred to “climbing a great hill,” he was referring to the struggle to

- (1) end apartheid in South Africa
- (2) modernize South Africa's economy
- (3) end economic sanctions against South Africa
- (4) stop majority rule in South Africa

44 Which statement best describes an impact of the computer on the global economy?

- (1) Countries can increase tariffs on imports.
- (2) Companies now market more products worldwide.
- (3) Wages have risen dramatically for most people in developing nations.
- (4) Prices of oil and other resources have declined worldwide.

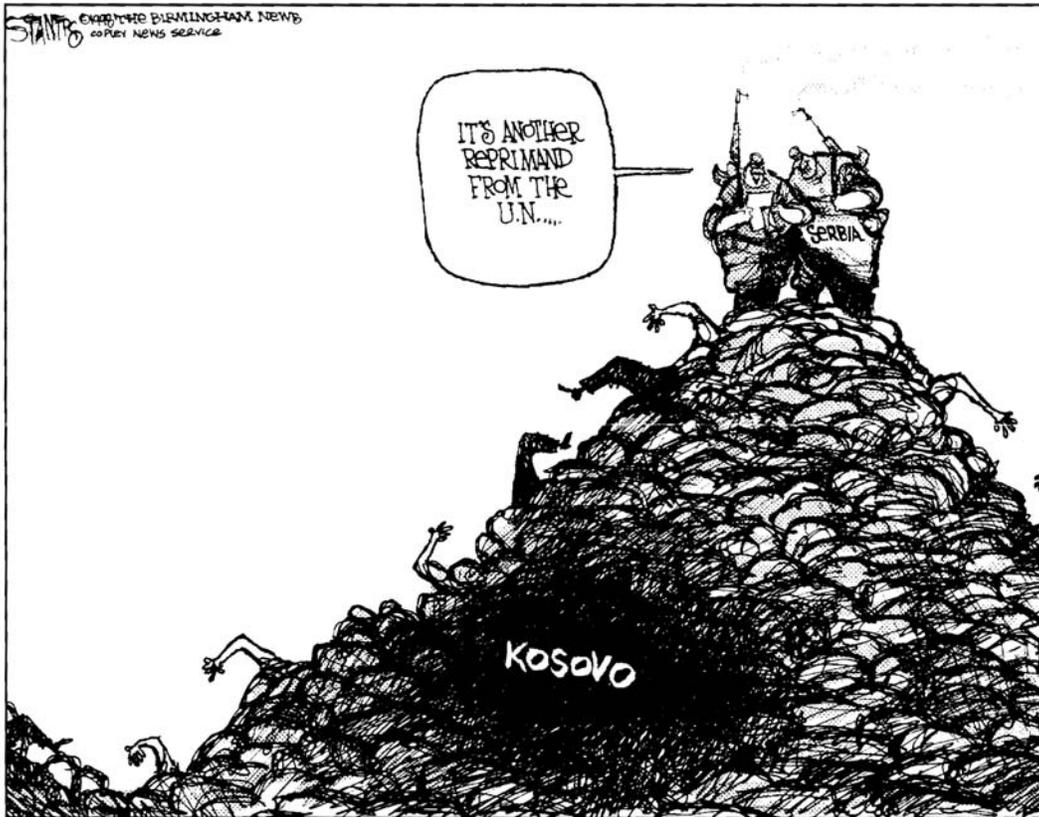
45 Which belief is shared by an African who practices animism and a Japanese who practices Shinto?

- (1) Only one God rules the universe.
- (2) Periodic fasting is essential to spiritual purity.
- (3) Spirits exist in both living and nonliving things.
- (4) All suffering is caused by desire and selfishness.

46 Which headline would most likely have appeared in a pamphlet during the Industrial Revolution?

- (1) “**Michelangelo Completes Sistine Chapel**”
- (2) “**Karl Marx Attacks Capitalism**”
- (3) “**Martin Luther Speaks Out Against Sale of Indulgences**”
- (4) “**John Locke Calls for the People to Choose the King**”

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



Source: Scott Stantis, *The Birmingham News*, Copley News Service

47 What is the main idea of this 1995 cartoon?

- (1) The United Nations supported the Serbians in Kosovo.
- (2) The United Nations was ineffective in its attempt to end genocide in Kosovo.
- (3) Killing in Kosovo stopped because of United Nations reprimands.
- (4) The Serbians lost the battle for Kosovo.

48 Which title would best complete this partial outline?

- I. _____
- A. Formation of secret alliances
 - B. Conflict over colonies in Africa
 - C. Military buildup of European armies and navies
 - D. Assassination of Archduke Ferdinand

- (1) Scramble for Africa
- (2) Causes of World War I
- (3) Results of World War II
- (4) Reasons for the United Nations

- 49
- Many of Africa's traditional musical instruments are made of gourds and shells.
 - Ancient Egyptians wrote on papyrus, a reed found growing near the Nile River.
 - A major feature of Japanese art is the relationship between humans and nature.

Which concept is illustrated in these statements?

- (1) role of education in the ancient world
- (2) development of traditional government
- (3) effect of artistic expression on religion
- (4) impact of geography on cultural development

Base your answer to question 50 on the statements below and on your knowledge of social studies.

Article 4: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.”

— Universal Declaration of Human Rights, United Nations, 1948

“ . . . My best estimate of the number of slaves in the world today is 27 million. . . .”

— Kevin Bales, *Disposable People*, University of California Press, 1999

50 Based on an analysis of these statements, which conclusion is accurate?

- (1) All governments have taken active steps to end slavery.
 - (2) The United Nations has solved the problem of slavery.
 - (3) The number of enslaved persons has increased dramatically since 1948.
 - (4) Slavery remains a problem in the modern era.
-

When you have finished Part 1, go right on to Part 2.

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value 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: Economic Systems

Societies have developed different economic systems for many reasons. Some of these economic systems include manorialism, capitalism, and communism.

Task:

Identify **one** society and **one** economic system that has been used or is being used in that society and

- Discuss the historical circumstances surrounding the development of that economic system
- Describe **two** features of the economic system
- Evaluate the impact the economic system had on this society during a specific historical period

You may use any society from your study of global history. Some suggestions you might wish to consider include western Europe during the Middle Ages, western Europe during the Industrial Revolution, the Soviet Union between 1917 and 1990, Japan after World War II, China since 1949, and Cuba since 1959.

You are *not* limited to these suggestions.

Do *not* use the United States as the example of a society in your answer.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

In developing your answer to Part III, be sure to keep these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose 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 global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies.

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

Choose **two** epidemics and for **each**

- Explain why the epidemic spread
- Discuss the effects of the epidemic on a specific society or societies

You may *not* use the United States as one of the 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

. . . The late-medieval depression began well before the coming of the Black Death (1348–1349). The fundamental trends of demographic and economic decline were not set off by the plague, but they were enormously aggravated by it. Carried by fleas that infested black rats, the bubonic plague entered Europe along trade routes from the East and spread with frightening speed. The death toll cannot be determined with any precision. The best estimate would probably be $\frac{1}{4}$ to $\frac{1}{3}$ of Europe's population. In many crowded towns the mortality rate may well have exceeded 50 percent, whereas isolated rural areas tended to be spared. Consequently, the most progressive, most enterprising, and best-trained Europeans were hit the hardest. Few urban families can have been spared altogether. Those who survived the terrible years 1348–1349 were subjected to periodic recurrences of the plague over the next three centuries. Fourteenth-century medical science was at a loss to explain the process of infection, and fourteenth-century urban sanitation was so primitive as to only encourage its spread. Some people fled their cities, some gave way to religious frenzy or stark hedonism [lack of moderation], and some remained faithfully at their posts, hoping for divine protection against the pestilence [disease]. But none can have emerged from the ordeal unaffected. . . .

Source: C. Warren Hollister, *Medieval Europe: A Short History*, Second Edition, John Wiley & Sons, 1968

- 1 Based on this document, identify **two** ways the Black Death spread throughout Europe. [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The plight of the lower and most of the middle classes was even more pitiful to behold. Most of them remained in their houses, either through poverty or in hopes of safety, and fell sick by thousands. Since they received no care and attention, almost all of them died. Many ended their lives in the streets both at night and during the day; and many others who died in their houses were only known to be dead because the neighbours smelled their decaying bodies. Dead bodies filled every corner. Most of them were treated in the same manner by the survivors, who were more concerned to get rid of their rotting bodies than moved by charity towards the dead. With the aid of porters, if they could get them, they carried the bodies out of the houses and laid them at the doors, where every morning quantities of the dead might be seen. They then were laid on biers [coffin stands], or, as these were often lacking, on tables. . . .

Not to pry any further into all the details of the miseries which afflicted [struck] our city, I shall add that the surrounding country was spared nothing of what befell Florence. The villages on a smaller scale were like the city; in the fields and isolated farms the poor wretched peasants and their families were without doctors and any assistance, and perished in the highways, in their fields and houses, night and day, more like beasts than men. Just as the townsmen became dissolute and indifferent to their work and property, so the peasants, when they saw that death was upon them, entirely neglected the future fruits of their past labours both from the earth and from cattle, and thought only of enjoying what they had. Thus it happened that cows, asses, sheep, goats, pigs, fowls and even dogs, those faithful companions of man, left the farms and wandered at their will through the fields, where the wheat crops stood abandoned, unreaped and ungarnered [not gathered]. Many of these animals seemed endowed with reason, for, after they had pastured all day, they returned to the farms for the night of their own free will, without being driven. . . .

Oh, what great palaces, how many fair houses and noble dwellings, once filled with attendants and nobles and ladies, were emptied to the meanest servant! How many famous names and vast possessions and renowned estates were left without an heir! How many gallant men and fair ladies and handsome youths, whom Galen, Hippocrates and Æsculapius themselves would have said were in perfect health, at noon dined with their relatives and friends, and at night supped with their ancestors in the next world! . . .

— Giovanni Boccaccio, *The Decameron*

- 2 According to this document, what was **one** impact of the Black Death on European society? [1]

Score

Document 3

Henry Knighton, a 14th-century author, wrote about the effects of the Black Death in England between 1348–1350.

. . . Ox hides fell to a wretched price, namely 12*d.*, and yet a pair of gloves would cost 10*d.*, 12*d.*, or 14*d.*, and a pair of breeches 3*s.* or 4*s.* In the mean time the king sent word into every shire [county] that mowers and other workmen should take no more than they had before [the outbreak of the plague], under the penalties laid down in the order, and thereupon made a statute. Nevertheless the workmen were so puffed up and contrary-minded that they did not heed the king's decree, and if anyone wanted to hire them he had to pay what they asked: either his fruit and crops rotted, or he had to give in to the workmen's arrogant and greedy demands. . . .

In the following winter there was such a want of hands, for every kind of work, that people believed that the like shortage had never been known at any time in the past, for cattle and such livestock as a man might have wandered about without a keeper, and there was no one to look after people's possessions. And thus the necessities of life became so dear, that what in previous times was worth 1*d.* now cost 4*d.* or 5*d.* . . .

Source: G. H. Martin, ed., *Knighton's Chronicle 1337–1396*, Oxford University Press, 1995

3 Based on this document, state **two** effects of the Black Death on the economy of England. [2]

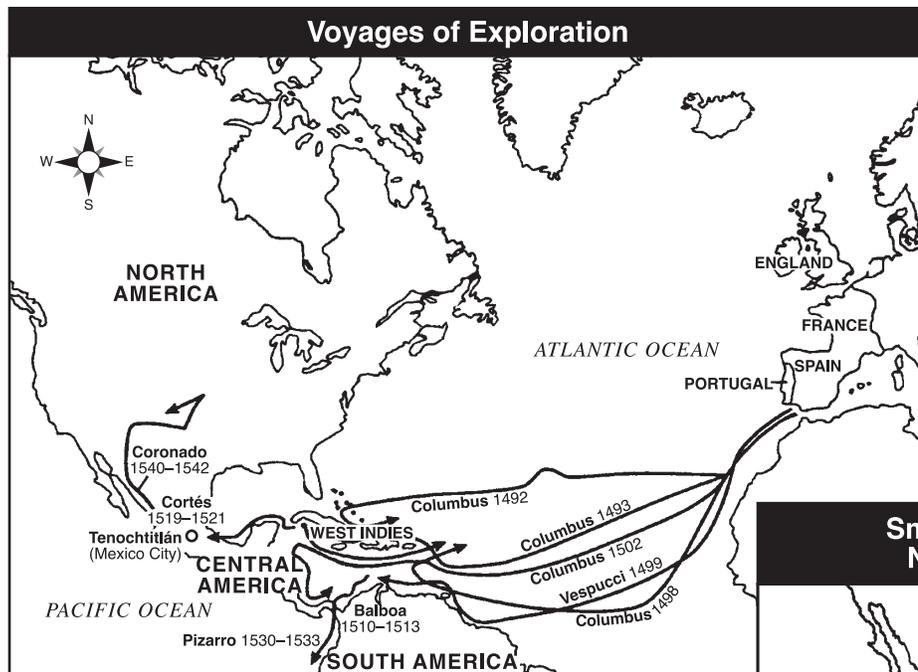
(1) _____

Score

(2) _____

Score

Document 4



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO, 2000 (adapted)



Source: *Patterns of Interaction: Cultural Connections Across Time and Place*, Teacher's Resource Book, McDougal Littell, 1999 (adapted)

4 After studying these two maps, state **one** way smallpox was introduced to Central and South America. [1]

Score

Document 5

. . . The first was a plague of smallpox, and it began in this manner. When Hernando Cortés was captain and governor, at the time that Captain Pánfilo de Narváez landed in this country, there was in one of his ships a negro stricken with smallpox, a disease which had never been seen here. At this time New Spain was extremely full of people, and when the smallpox began to attack the Indians it became so great a pestilence [disease] among them throughout the land that in most provinces more than half the population died; in others the proportion was little less. For as the Indians did not know the remedy for the disease and were very much in the habit of bathing frequently, whether well or ill, and continued to do so even when suffering from smallpox, they died in heaps, like bedbugs. Many others died of starvation, because, as they were all taken sick at once, they could not care for each other, nor was there anyone to give them bread or anything else. In many places it happened that everyone in a house died, and, as it was impossible to bury the great number of dead, they pulled down the houses over them in order to check the stench that rose from the dead bodies so that their homes became their tombs. This disease was called by the Indians ‘the great leprosy’ because the victims were so covered with pustules [pimples] that they looked like lepers. Even today one can see obvious evidences of it in some individuals who escaped death, for they were left covered with pockmarks. . . .

Source: Elizabeth A. Foster, ed., *Motolinía’s History of the Indians of New Spain*, Greenwood Press, 1977

5 According to this document, what were **two** results of the smallpox epidemic in Latin America? [2]

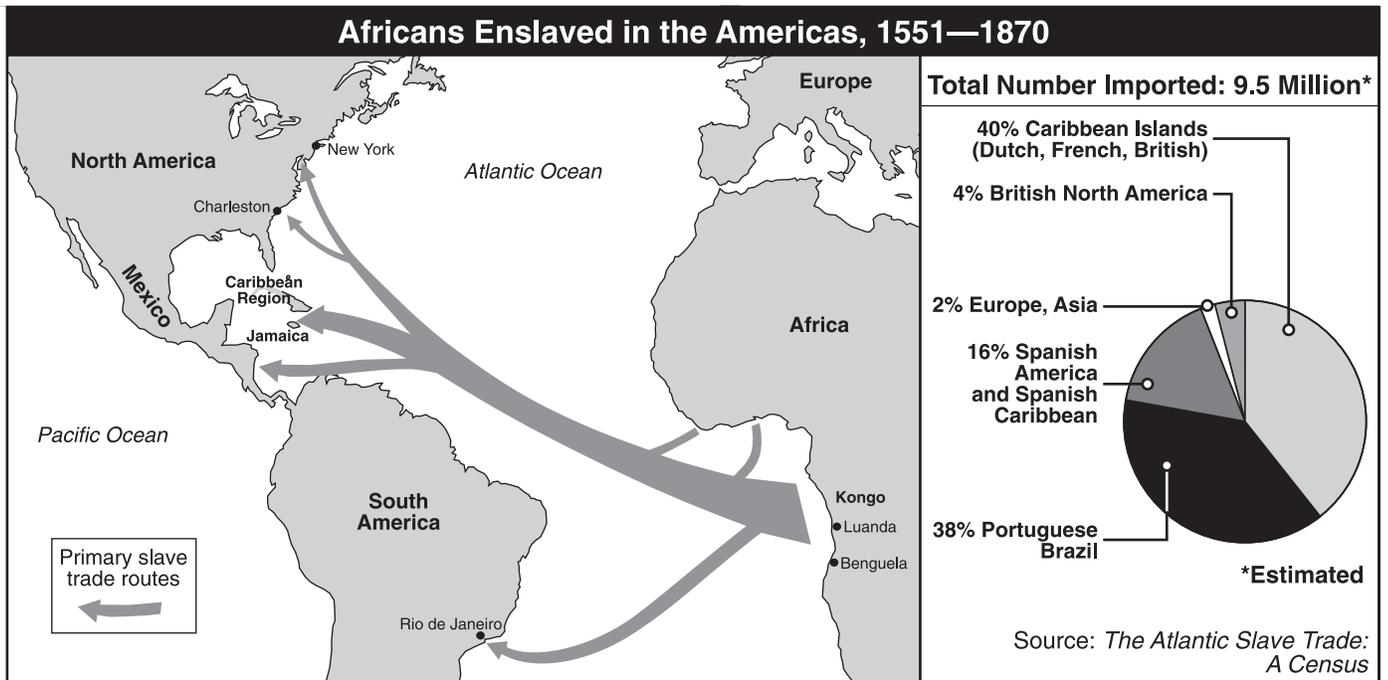
(1) _____

Score

(2) _____

Score

Document 6



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

6 According to the information provided by this document, how did the decline in Latin America's native populations affect the population of Africa? [1]

Score

Document 7

. . . In Donghu, residents estimate that more than 80 percent of adults carry H.I.V., and more than 60 percent are already suffering debilitating [disabling] symptoms. That would give this village, and the others like it, localized rates that are the highest in the world.

They add that local governments are in part responsible. Often encouraged by local officials, many farmers here in Henan contracted H.I.V. in the 1990s after selling blood at government-owned collection stations, under a procedure that could return pooled and infected blood to donors. From that point, the virus has continued to spread through other routes because those officials have blocked research and education campaigns about H.I.V., which they consider an embarrassment. . . .

“I do not know how many villages have a very grave problem, but I know that it’s a lot more than just a handful,” said a Chinese doctor who works in the province. “I’ve been a doctor for many decades, but I’ve never cried until I saw these villages. Even in villages where there was no blood selling, you now can find cases.” Such transmission occurred through migration, marriage and sexual contact. . . .

Source: Elisabeth Rosenthal, “Deadly Shadow Darkens Remote Chinese Village,” *New York Times*, May 28, 2001

7 According to this document, what is **one** way HIV has spread in China? [1]

Score

Document 8

. . . Like many countries before it, China has been slow in facing up to AIDS. Misconceptions, taboos and outright deceit have fostered denial among both officials and the broader population. This reluctance to be open and realistic is dangerous, as the experience of other countries shows.

In India, for example, deeply rooted cultural norms and taboos still thwart [hinder] frank assessments and effective preventive measures, even though the United Nations estimates that if the disease is not checked, a mind-boggling 37 million people in India could be infected over the next 10 to 15 years. South Africa, where AIDS was barely acknowledged for years and whose president remains doubtful even now about its cause, today holds the dismal distinction of having the world's largest caseload of H.I.V. infection and AIDS, 4.5 million. And even in industrialized nations, like the United States, lingering social stigmas [disgrace] can still create substantial hurdles to combating the spread of H.I.V. . . .

Source: Bates Gill and Sarah Palmer, "The Coming AIDS Crisis in China," Op-Ed page, *New York Times*, July 16, 2001

- 8 Based on this document, identify **one** factor that has contributed to the spread of AIDS. [1]

Score

Document 9

. . . Across the [African] continent, AIDS has robbed schools of their teachers, hospitals of their doctors and nurses, and children of their parents. Until recently, orphanages have been relatively rare, because in Africa families take in the children of relatives. But AIDS has created some 12 million orphans. Orphanages have sprung up everywhere, and in rural villages, one can find huts where one big sister or one grandmother is trying to find food for 10 or more children. On a poor continent, the disease is overwhelming family love.

At this stage of the epidemic, health authorities say preventing new cases—by distributing condoms, for example—is not enough. In order to spare the continent from complete collapse, something must be done for the millions already infected. But in a region where most people live on less than \$2 a day, drugs that cost more than \$10,000 a year are not an option. Of the 26 million HIV-infected Africans, only 10,000 have access to the drugs. . . .

Source: Donald G. McNeil, Jr., "A Continent at Risk," *New York Times Upfront*, May 14, 2001

9 Based on this document, state **two** ways AIDS has affected 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 **four** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies.

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

Choose **two** epidemics and for **each**

- Explain why the epidemic spread
- Discuss the effects of the epidemic on a specific society or societies

You may *not* use the United States as one of the societies.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization; including an introduction and 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, August 17, 2004 — 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.

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here