

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Thursday, January 27, 2005 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

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

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

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

**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 **“Archaeologists Revise Historical Interpretations After New Discovery”**

**“New Research Sheds Light on Causes of World War I”**

**“Computer Technology Helps Reconstruct Ancient Languages”**

These headlines indicate that the understanding of historical facts

- (1) remains the same over time
- (2) is passed down from one generation to another
- (3) reflects a variety of personal opinions
- (4) is shaped by the available evidence

2 What was an important result of the Neolithic Revolution?

- (1) Food supplies became more reliable.
- (2) New sources of energy became available.
- (3) People became more nomadic.
- (4) Populations declined.

3 The growth of maritime and overland trading routes led to

- (1) decreased interest in inventions and technology
- (2) the limited migration of peoples
- (3) increased cultural diffusion
- (4) the development of subsistence agriculture

4 Before the use of the Silk Road, how did geography affect early China?

- (1) The mountains and deserts in western and southwestern China slowed the exchange of ideas.
- (2) The northwestern region provided many fertile areas suitable for farming.
- (3) The three major river systems provided barriers against invasion.
- (4) The lack of deep-water ports on the eastern coast prevented China from developing trade with other nations.

5 Which heading best completes this partial outline?

- |   |
|---|
| I. _____<br>A. Natural boundaries of desert, mountains, and the sea<br>B. Yearly flooding to enrich farmlands<br>C. Old and Middle Kingdoms<br>D. Production of papyrus plant |
|---|

- (1) Egypt—Gift of the Nile
- (2) Mesopotamia—Land Between the Rivers
- (3) China’s Sorrow—Huang He River
- (4) Harappa—City on the Indus

- 6
- Roman women could own property.
  - Roman women could make wills leaving their property to whomever they chose.

A valid conclusion drawn from these facts is that Roman women

- (1) had the right to vote
- (2) enjoyed some legal rights
- (3) were equal to men
- (4) could hold political offices

7 Which belief is most closely associated with the teachings of Siddhartha Gautama (Buddha)?

- (1) People are born into a specific caste.
- (2) Believers must follow the Ten Commandments.
- (3) Followers must fast during Ramadan.
- (4) People can overcome their desires by following the Eight-Fold Path.

8 Which empire had the greatest influence on the development of early Russia?

- |               |              |
|---------------|--------------|
| (1) Roman     | (3) Egyptian |
| (2) Byzantine | (4) British  |

- 9 • Showing respect for parents  
 • Maintaining family honor  
 • Honoring all elders

Which term is most closely related to these three actions?

- (1) nirvana (3) filial piety  
 (2) animism (4) hadj (hajj)

Base your answer to question 10 on the passage below and on your knowledge of social studies.

. . . And we cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of; they grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness [lack of restraint] that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. . . .

— Nzinga Mbemba (King Affonso), *Letters to the King of Portugal*, 1526

- 10 Which event in African history is described in this passage?

- (1) exploration of the African interior  
 (2) discovery of gold mines in Nigeria  
 (3) Belgium's takeover of the Congo  
 (4) Atlantic slave trade

- 11 The feudal systems in both medieval Europe and early Japan were characterized by

- (1) a decentralized political system  
 (2) religious diversity  
 (3) an increased emphasis on education  
 (4) the development of a wealthy middle class

- 12 The travels of Marco Polo and of Ibn Battuta were similar in that these travels

- (1) led to nationalistic movements  
 (2) helped to spread the ideas of religious leaders  
 (3) stimulated the expansion of trade  
 (4) supported democratic forms of government

- 13 In the early 1500s, Martin Luther's "Ninety-five Theses," Henry VIII's "Act of Supremacy," and John Calvin's *Institutes of the Christian Religion* contributed to

- (1) a decline in the power of the Catholic Church  
 (2) an increased sense of nationalism in Tudor England  
 (3) the growing power of the feudal nobility in Europe  
 (4) a major conflict among Eastern Orthodox Christians

Base your answer to question 14 on the information below and on your knowledge of social studies.

**Edict of 1635 Ordering the Closing of Japan**

- Japanese ships are strictly forbidden to leave for foreign countries.
- No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
- If any Japanese returns from overseas after residing there, he must be put to death. . . .
- Any informer revealing the whereabouts of the followers of padres (Christians) must be rewarded accordingly. If anyone reveals the whereabouts of a high ranking padre, he must be given one hundred pieces of silver. For those of lower ranks, depending on the deed, the reward must be set accordingly. . . .

Source: David John Lu, *Sources of Japanese History*, McGraw-Hill

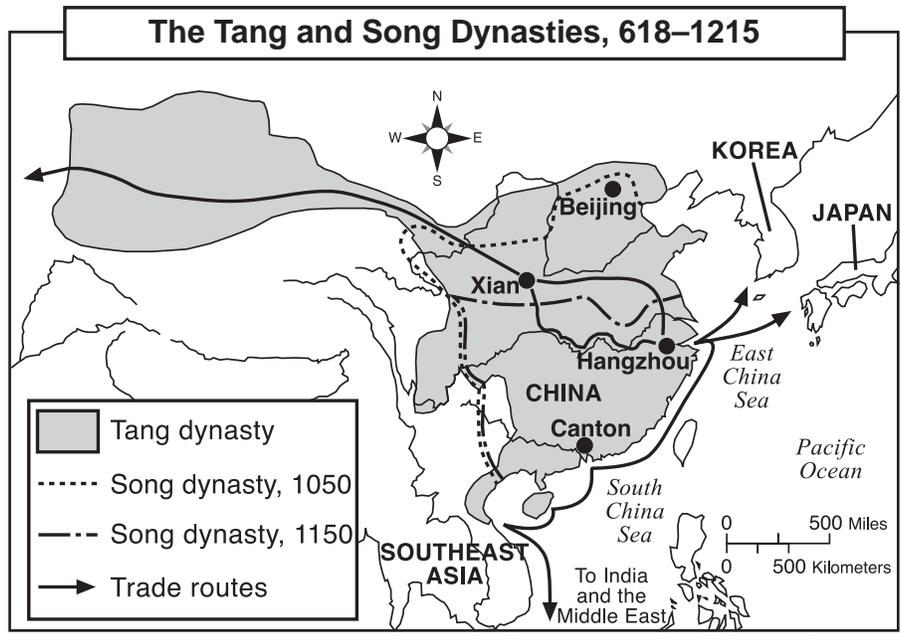
- 14 These rules reflect the Japanese policy of

- (1) totalitarianism  
 (2) appeasement  
 (3) interdependence  
 (4) isolationism

- 15 During the Commercial Revolution, where did trading centers most often develop?

- (1) in the mountains (3) along waterways  
 (2) near grasslands (4) on the tundra

Base your answer to question 16 on the map below and on your knowledge of social studies.



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

- 16 According to the map, which conclusion about China during the Tang and Song dynasties is accurate?
- (1) Most trade routes began in Beijing.
  - (2) China's overland trade routes connected China to Japan.
  - (3) The areas under the control of these dynasties did not change.
  - (4) China traded extensively with other nations and regions.

17 In England, the Magna Carta, the Puritan Revolution, the Glorious Revolution, and the English Bill of Rights led to the development of

- (1) a dictatorship
- (2) an absolute monarchy
- (3) a theocracy
- (4) a limited monarchy

18 A study of Aztec, Maya, and Inca agricultural systems would show that these civilizations

- (1) relied on mechanized agricultural techniques
- (2) carried on extensive food trade with each other
- (3) adapted to their environments with creative farming techniques
- (4) relied on a single-crop economy

19 Many European monarchs of the 1600s maintained that they should have absolute power to rule because they

- (1) needed to defend their nations against threats from the Western Hemisphere
- (2) thought that all people should have the right to a good ruler
- (3) had been given their power to govern from God
- (4) thought that communism was the superior political system

20 The heliocentric model, the development of inductive reasoning, and the work of Descartes are all associated with which revolution?

- |                  |                |
|------------------|----------------|
| (1) Neolithic    | (3) Green      |
| (2) Agricultural | (4) Scientific |

21 Which idea became a central belief of the Enlightenment?

- (1) The use of reason would lead to human progress.
- (2) Mathematics could be used to solve all human problems.
- (3) The ancient Romans had the best form of government.
- (4) People should give up their natural rights to their rulers.

Base your answer to question 22 on the statements below and on your knowledge of social studies.

*Statement A:* We worked in a place that was noisy and dangerous. We did the same work over and over again. Many workers, often children, lost fingers, limbs, and even their lives.

*Statement B:* Government should not interfere in business. To do so would disrupt the balance of supply and demand.

*Statement C:* Government has a duty to interfere in order to best provide its people with a happy and safe life.

*Statement D:* Advances in agricultural techniques and practices resulted in an increased supply of food and raw materials, causing a movement of the farmers from the countryside to the city.

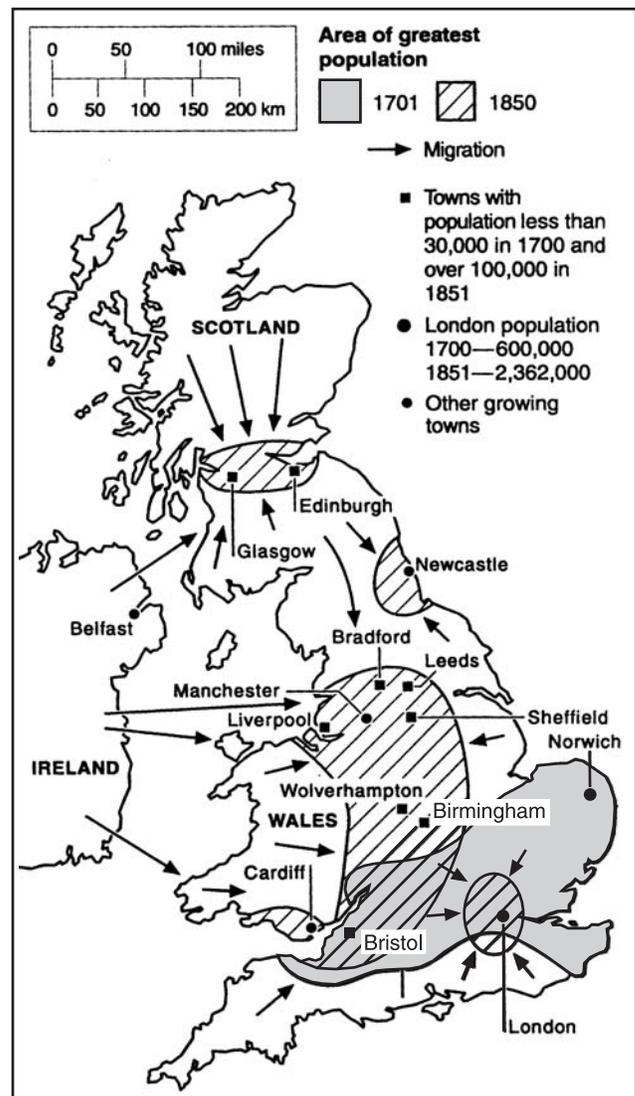
22 All of these statements describe events or viewpoints that relate to the

- (1) Protestant Reformation
- (2) Commercial Revolution
- (3) Industrial Revolution
- (4) Berlin Conference

23 What is a key principle of a market economy?

- (1) The means of production are controlled by the state.
- (2) Supply and demand determine production and price.
- (3) Employment opportunities are determined by social class.
- (4) Businesses are owned by the people collectively.

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



Source: *World History on File*, 1999

24 Which conclusion about Great Britain's population between 1701 and 1850 is best supported by this map?

- (1) Political unrest caused rural people to move to the towns.
- (2) Many people moved from the London area to the area around Liverpool and Birmingham.
- (3) The size of most urban areas decreased.
- (4) The population of some cities and towns increased dramatically.

25 **The White Man's Burden.**

“Take up the White Man's burden—  
Send forth the best ye breed—  
Go, bind your sons to exile  
To serve your captives' need;  
To wait, in heavy harness,  
On fluttered folk and wild—  
Your new-caught sullen peoples,  
Half devil and half child. . . .”

— Rudyard Kipling, 1899

This stanza from Kipling's poem is most closely associated with the belief that it was the duty of Western colonial powers to

- (1) learn from the people they conquered
  - (2) teach their colonies how to produce manufactured goods
  - (3) civilize the people they controlled
  - (4) welcome less developed countries as equals
- 26 Which two major ideas are contained in the writings of Karl Marx?
- (1) survival of the fittest and natural selection
  - (2) class struggle and revolutionary change
  - (3) separation of powers and checks and balances
  - (4) monotheism and religious tolerance
- 27 Between 1845 and 1860, which factor caused a large decline in Ireland's population?
- (1) famine
  - (2) civil war
  - (3) plague
  - (4) war against Spain
- 28 The ability of the Ottoman Empire to expand its borders depended on
- (1) military assistance from western Europe
  - (2) extensive trade with the Americas
  - (3) alliances formed during World War I
  - (4) strategic location between Europe and Asia
- 29 One action that many governments took during World War I was to
- (1) encourage political dissent and freedom of the press
  - (2) regulate their economic systems to increase production
  - (3) prevent women from seeking employment in factories
  - (4) raise tariffs to encourage trade

30 The Treaty of Versailles angered many Germans after World War I because the treaty

- (1) divided Germany into Communist and non-Communist zones
- (2) made Germany restore its emperor
- (3) required all German-speaking Europeans to return to Germany
- (4) forced Germany to pay large war reparations

31 “. . . The key-stone of the Fascist doctrine is its conception of the State, of its essence, its functions, and its aims. For Fascism the State is absolute, individuals and groups relative. Individuals and groups are admissible in so far as they come within the State. Instead of directing the game and guiding the material and moral progress of the community, the liberal State restricts its activities to recording results. The Fascist State is wide awake and has a will of its own. For this reason it can be described as 'ethical'. . . .”

— Benito Mussolini, *Fascism: Doctrine and Institutions*, Howard Fertig, 1932

Which statement expresses the main idea of the passage?

- (1) The people have a right to overthrow ineffective governments.
- (2) The state is more important than the individuals within it.
- (3) The state gets its authority from the power of individuals.
- (4) The establishment of an empire will cause division and chaos.

32 Which event is most closely associated with the start of World War II in Europe?

- (1) invasion of Poland by Nazi forces
- (2) signing of the Munich Agreement
- (3) building of the Berlin Wall
- (4) assassination of Archduke Franz Ferdinand

33 Although Cuba has lost support from many nations, one reason Fidel Castro has remained in power is that he has

- (1) established free trade with the United States
- (2) opposed communism
- (3) prohibited the practice of Catholicism
- (4) raised the standard of living for many Cubans

Base your answer to question 34 on the statement below and on your knowledge of social studies.

... The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence ... will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the ... area. ...

- 34 Which organization includes this statement in its charter?
- (1) Warsaw Pact
  - (2) United Nations
  - (3) Organization of American States
  - (4) North Atlantic Treaty Organization

- 35 A similarity between Peter the Great of Russia and Deng Xiaoping of the People's Republic of China was that each
- (1) resisted economic and social reforms in his country
  - (2) rejected the culture of his country in favor of a foreign culture
  - (3) promoted economic and technological modernization of his country
  - (4) experienced foreign invasions of his country that almost succeeded

- 36 "... The Communist party of the Soviet Union has been and remains a natural and inalienable part of social forces.

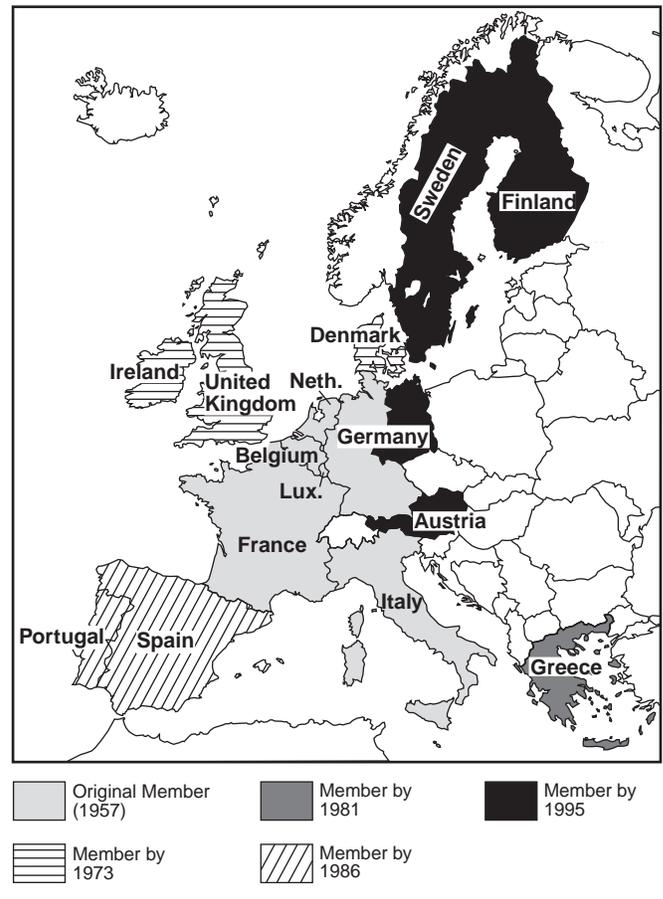
Their cooperation will make it possible to attain the ultimate goal of Perestroika: to renew our society within the framework of the socialist choice, along the lines of advance to a humane democratic socialism. ..."

Which leader would most likely have made this statement?

- (1) Kwame Nkrumah
- (2) Mohandas Gandhi
- (3) Benito Mussolini
- (4) Mikhail Gorbachev

Base your answer to question 37 on the map below and on your knowledge of social studies.

**Development of the European Union  
1957–1995**



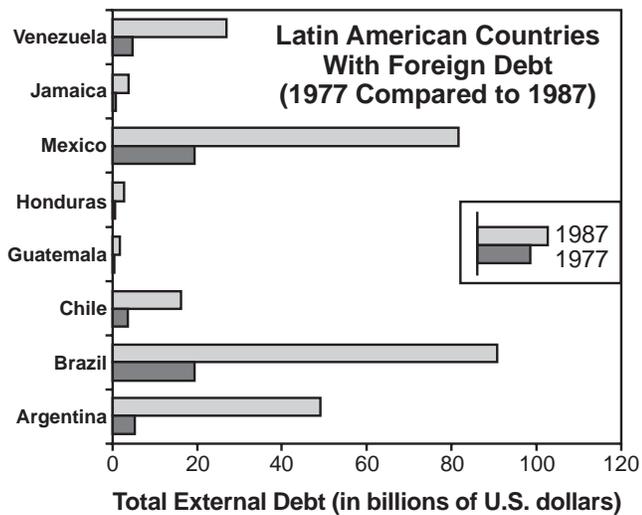
Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

- 37 Which statement about the European Union (EU) is most accurate?
- (1) All European nations were members.
  - (2) Membership has increased since 1957.
  - (3) All members were also members of the Warsaw Pact.
  - (4) Interdependence between Europe and the Americas was promoted.

- 38 In the late 20th century, what was a problem common to the Balkans, Rwanda, and Indonesia?
- (1) disposal of nuclear waste
  - (2) ethnic or religious conflicts
  - (3) drought and famine
  - (4) overcrowding of urban centers



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



Sources: *World Bank Development Report, 1979* and *World Bank Development Report, 1989* (adapted)

42 According to information provided by the graph, which Latin American nation had the greatest ten-year increase in foreign debt in billions of U.S. dollars between 1977 and 1987?

- (1) Brazil
- (2) Argentina
- (3) Mexico
- (4) Venezuela

43 The terms *cottage industries*, *mercantilism*, *guilds*, and *laissez-faire* are most closely associated with

- (1) political systems
- (2) social systems
- (3) economic systems
- (4) belief systems

44 In the years following the Meiji Restoration in Japan and the unification of Germany in the 19th century, both nations experienced

- (1) an increase in military production and strengthened military forces
- (2) a reduction in tensions with neighboring nations
- (3) a restructuring of government that included popularly elected monarchs
- (4) a decrease in the reliance on industrialization and trade

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



Source: *Historical Maps on File*, Martin Greenwald Associates (adapted)

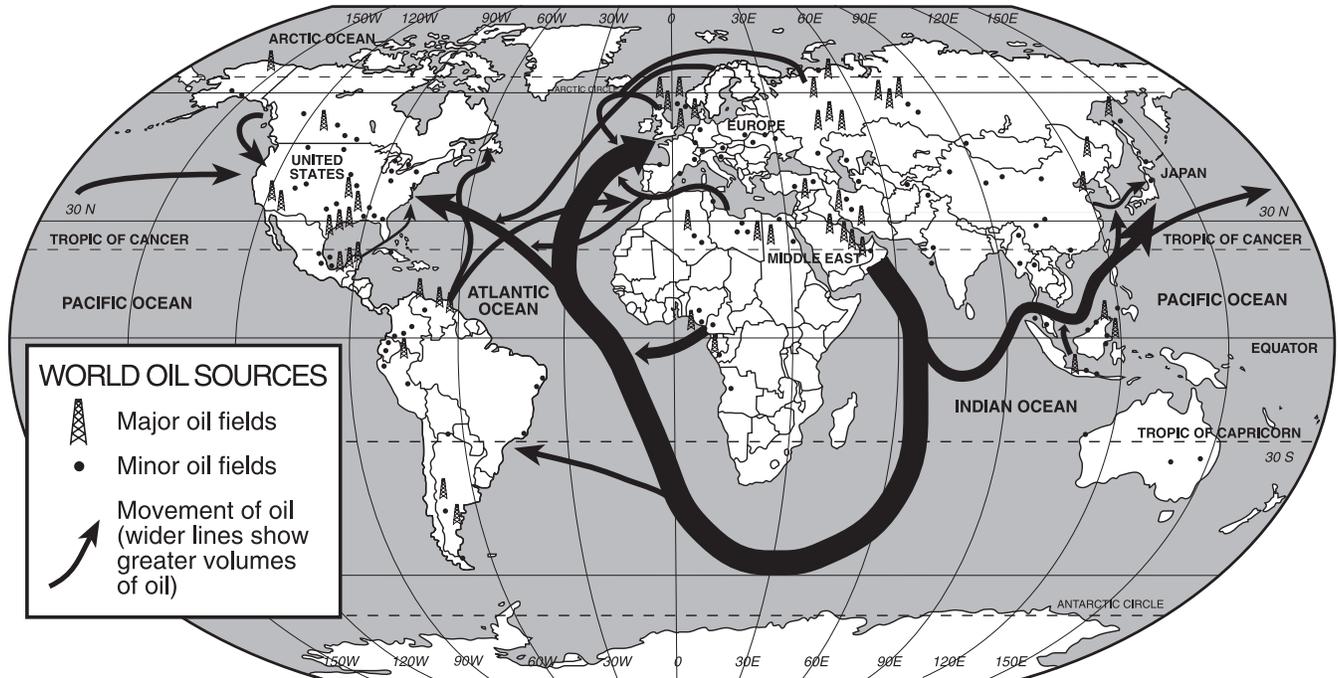
45 The best title for this map would be

- (1) Europe Between the World Wars
- (2) Europe Today
- (3) Europe Under Napoleon
- (4) Europe During the Renaissance

46 One way in which Alexander II, Catherine the Great, and Boris Yeltsin played similar roles in Russian history was that they

- (1) led communist revolutions
- (2) encouraged reforms
- (3) were subjects of Stalinist purges
- (4) supported territorial expansion

Base your answers to questions 47 and 48 on the map below and on your knowledge of social studies.



Source: Richard G. Boehm et al., *Building Skills in Geography*, Glencoe McGraw-Hill, 1996 (adapted)

47 Which conclusion is supported by the information provided on the map?

- (1) Russia is very dependent on imported oil.
- (2) The United States exports little or no oil.
- (3) South America exports more oil than Africa does.
- (4) Most of the oil from the Middle East goes to Japan.

48 This map best illustrates the concept of

- (1) assimilation
- (2) protectionism
- (3) interdependence
- (4) imperialism

- 49
- Berlin airlift
  - Cuban missile crisis
  - Nuclear arms race

These events were part of an era known as the

- (1) Age of Imperialism
- (2) Scientific Revolution
- (3) Enlightenment
- (4) Cold War

50 Conflicts between Hutu and Tutsi, Ottoman Turks and Armenians, and Soviets and Ukrainian kulaks all resulted in

- (1) establishment of new governments
- (2) international intervention
- (3) massacres or genocide
- (4) cultural interdependence

**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) **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: Change [Political Events]**

Twentieth-century political events have had positive and negative effects on global history.

**Task:**

Identify *two* 20th-century political events and for *each*

- Discuss the historical circumstances surrounding the event
- Evaluate the extent to which this event has had a positive *or* a negative effect on global history

You may use any major political event from your study of global history. Some suggestions you might wish to consider include Lenin’s establishment of a Communist government in Russia, rise of totalitarian governments in Europe, Ho Chi Minh’s unification of Vietnam against imperialism, increasing support for Islamic fundamentalism in the Middle East, Mao Zedong’s Cultural Revolution in China, the dismantling of the Berlin Wall, development of nuclear weapons in India and Pakistan, and Nelson Mandela’s opposition to apartheid in South Africa.

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

**Do *not* use United States events in your answer, although the discussion of positive or negative effects may involve the role of the United States.**

**Guidelines:**

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

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

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In developing your answer to Part III, be sure to keep this general definition in mind:

**discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

Throughout history, conquests have led to political, economic, and social changes in specific societies. Groups such as the **Mongols**, the **Spanish**, and the **French** have brought many changes to conquered areas.

**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

Select **two** of the groups mentioned in the historical context and for **each**

- Discuss the political, economic, **and/or** social changes that resulted from the conquest

## 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 wholesale looting and destruction of property and life in Russia during the Mongol invasion of 1237–40 was a staggering blow which left the Russian people stunned, and for a time disrupted the normal course of economic and political life. It is hard to estimate the Russian casualties but they must have been tremendous, and if we include the vast throngs of civilians, both men and women, who were enslaved by the Mongols they can hardly have been less than 10 per cent of the total population.

The cities suffered most in the debacle [disastrous defeat]. Such old centers of Russian civilization as Kiev, Chernigov, Pereiaslav, Riazan, Suzdal, and the somewhat younger Vladimir-in-Suzdalia, as well as a number of other towns, were thoroughly destroyed, and the first three named above lost their former importance for several centuries. Only a few major cities in West and North Russia such as Smolensk, Novgorod, Pskov, and Galich (Halicz) escaped devastation at that time. The Mongol policy of conscripting [drafting] master craftsmen and skilled artisans for the khan's service added a new burden even for those cities which had been spared physical destruction during the first period of the conquest. A quota of the best Russian jewelers and craftsmen was sent to the great khan. As we have seen, Friar John of Plano Carpini met one of them, the goldsmith Kuzma, in Guyuk's camp. Many others were requisitioned by the khan of the Golden Horde for his personal service as well as to build and embellish [decorate] his capital, Saray. Artisans of various kinds — smiths, armorers, saddlers, and so on — were also assigned to the ordus [palaces] of the members of the house of Juchi as well as to those of the major commanders of the Mongol armies in South Russia. . . .

Source: George Vernadsky, *The Mongols and Russia*, Yale University Press

- 1 According to this document, what are **two** ways the Mongol conquest changed Russia? [2]

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

Score

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

Score

## Document 2

. . . The Mongol impact, assert the Eurasian historians, proved highly beneficial to the Russians. “The Tatars [Mongols] defended Russia from Europe,” sparing it from conquest by the West. After the conquest Mongols and the people of Rus [Russia] coexisted in harmony and peace. From their conquerors the Rus adopted typical Turanian [Asian] character traits: steadiness, conviction, strength, and religiosity, all of which promoted the development of the Muscovite state. The Mongols assured to Rus secure commercial and cultural relations with the Orient; they enhanced the position of the Orthodox church. In the mid-13th century Alexander Nevskii, prince of Novgorod, faced with a fateful choice, wisely chose the East over the West: “Alexander saw in the Mongols a friendly force in a cultural sense that could assist him to preserve and consolidate Russian cultural identity from the Latin West.” . . .

Source: MacKenzie and Curran, *A History of Russia, the Soviet Union, and Beyond*,  
Wadsworth/Thomson Learning

2 Based on this document, state **two** changes that occurred in Russia as a result of Mongol rule. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

**Document 3**

. . . By the time of his death in 1227, Genghis Khan controlled most of northern China, but the swampy lands to the south stopped his cavalry from further advances. His sons expanded Mongol control farther by conquering lands to the east and west. They divided the empire into four large khanates, in Persia, Central Asia, Russia, and East Asia. . . .

Kublai Khan was a vigorous and capable ruler. He carried on large warlike hunts to show that he kept Mongol tradition, but he also showed some appreciation for Chinese culture. He acted to restore some of the devastation in North China. He began a vast renovation of the Grand Canal, which was so important to the wealth and unity of the country. He directed the building of water-control projects, such as dams and dikes, along the Yellow River. . . .

During the Mongol rule, trade revived with Central Asia and the Middle East. Both of these areas were ruled by relatives of the khan. The vast lands controlled by the Mongols experienced general peace, called the *Pax Mongolica*. It was said that “a maiden bearing a nugget of gold on her head could wander safely throughout the realm.” Camel caravans once more carried Chinese products such as porcelain, tea, medicines, silk, and playing cards to the Middle East and into Europe. . . .

Source: Dorothy Hoobler et al., *China*, Globe Book

3 Based on this document, identify **two** ways China was changed by Mongol rule. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

Document 4

A 1737 engraving showing a Spanish priest preaching to the Indians in Mexico



Source: Isidro Félix de Espinosa, "Engraving of Father Margil," *El Peregrino Septentrional Atlante: Delineado en la Exemplarissima Vida del Venerable Padre F. Antonio Margil de Jesús*, 1737\*

- 4 Based on what is shown in this engraving, state **one** impact the Spanish had on the lives of the native peoples in Mexico. [1]

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Score

\*Located at the East Texas Research Center, Stephen F. Austin State University, Nacogdoches, Texas and through Texas Tides, <http://tides.sfasu.edu> (adapted)

## Document 5

### Governing the Spanish Empire in the Western Hemisphere

Life in colonial New Spain [Spanish colonies] was complex — the dominant institutions and cultural patterns were Spanish in origin, but they were modified in their New World setting. Society was not static; evolution marked the political and religious systems; and change was a feature of the economic, social, and intellectual life. These adaptations generally mirrored developments in Europe, the source of basic decisions and control. During its three centuries as a colony, New Spain was kept subservient to the mother country in a number of ways, beginning with an enforced loyalty to the crown. . . .

In New Spain itself the viceroy [governor] was the ranking officer and agent of royal absolutism. As a personal representative of the king he was armed with considerable authority and enjoyed high honors and deference [respect]. He received a handsome salary (twenty thousand pesos in the seventeenth century, triple that amount in the eighteenth), lived in a splendid palace surrounded by liveried [uniformed] servants, and maintained a court like a petty European monarch. During the colonial era there were sixty-one viceroys. Most of them belonged to the titled nobility or at least were of high birth; eleven were from the Church hierarchy [church leaders], and only three holders of this exalted [high] office were *criollos* [Creoles], two of them being sons of viceroys.

The viceroy functioned as chief executive, captain-general of military forces, governor, supervisor of the royal treasury (*real hacienda*), and president of the *audiencia* (administrative court) of Mexico. He enforced royal laws and decrees, issued ordinances dealing with local matters, nominated minor colonial officials, distributed land and titles, promoted colonization and settlement, and protected the Indians. He was vice-patron of most religious endeavors, and his ecclesiastical [church] powers included the right to determine boundaries of bishoprics [districts] and to nominate some Church officers. . . .

Source: Robert Ryal Miller, *Mexico: A History*, University of Oklahoma Press

5 According to this document, what effect did the Spanish have on their colonies in New Spain? [1]

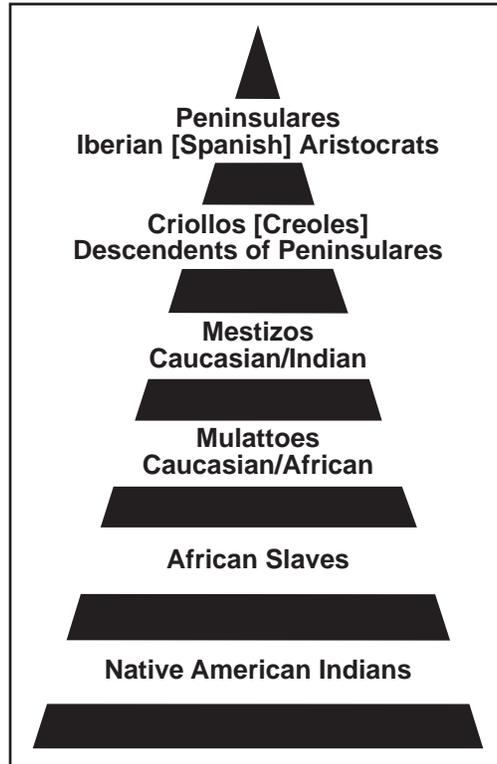
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Score

Document 6

Social Classes in Spanish Colonies



Source: John Osborne et al., *Global Studies*,  
N & N Publishing (adapted)

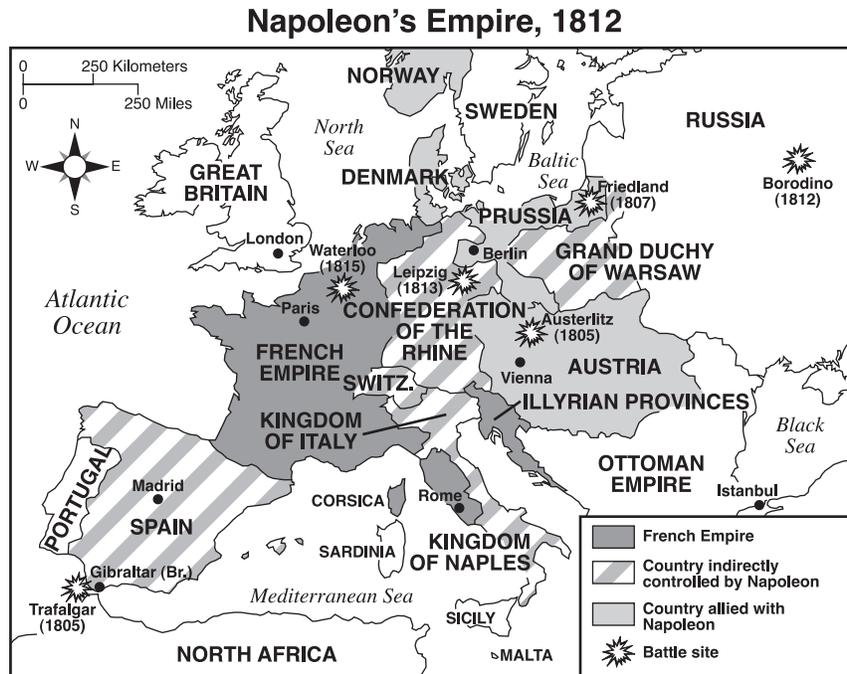
6 Based on this chart, identify **one** change that resulted from the Spanish conquest of Latin America. [1]

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Score

Document 7



Source: Peiser and Serber, *Our World*, AMSCO (adapted)

7 Based on this map, state **one** political impact of Napoleon's conquests in Europe. [1]

Score

## Document 8

. . . Even in places such as Holland, Germany, Switzerland, Italy, and Illyria, where the Code [Napoléon] did not outlive the Empire, it made a strong imprint on the civil laws of the region. Abolition of the Code brought such confusion and chaos in certain countries that they returned to it. In the Italian peninsula, for example, the Two Sicilies in 1812 and Parma, Modena, and Sardinia later adopted codes derived from the Code Napoléon. The code of the Kingdom of Italy, adopted in 1864, likewise had its source in the Napoleonic Code. The Belgians, who were incorporated in the Kingdom of the Netherlands from 1815 to 1830, fought so strongly for the Napoleonic Code that, even after they had broken away, Holland in 1838 adopted a code based on Napoleon's.

The Code Napoléon so impressed governments, even those which did not adopt it, that the 19th century became the great century of legal codification. In addition to the countries mentioned above, Austria, Portugal, Spain, Germany, and Turkey all adopted civil codes. But that of Napoleon easily predominates in the civil-law, as opposed to common-law, world. . . .

The Code contributed greatly to Napoleon's achievement of helping France turn away from the past. It cemented the ideas of freedom of person and of contract (including the right to enter any occupation), equality of all Frenchmen, and freedom of civil society from ecclesiastical [religious] control. As the first truly modern code of laws, the Code Napoléon for the first time in modern history gave a nation a unified system of law applicable to all citizens without distinction. By providing uniformity of laws it further promoted the national unity fostered by the Revolution. Its entire outlook gave a further impulse to the rise of the *bourgeoisie*. A threatened disintegration of the family under the Convention and Directory was sharply halted, and the family once again became the most important social institution. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott

8 Based on this document, identify **two** changes brought about by the Code Napoléon. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 9

. . . The plans and ambitions of Napoleon Bonaparte, however, did inspire the Latin Americans, although hardly in a way Napoleon expected. The French dictator invaded Spain in 1808, forced the king to abdicate [give up the throne], and presented the Spanish crown to his brother Joseph. At a stroke, Spanish America became part of the Bonaparte family empire. (A few months earlier, Napoleon had invaded Portugal, and the Portuguese royal family had fled to its colony of Brazil.)

Spanish Americans reacted sharply against this French usurper. They refused to accept Joseph Bonaparte as their king, affirmed [declared] their loyalty to the Spanish House of Bourbon, and seized control of their local governments. But almost from the beginning, the rebellion against Napoleon turned into a revolution for complete independence. There could be no turning back to the old system. . . .

Source: Robert J. Alexander, *Latin America*, Scholastic Book Services

9 According to this document, what effect did Napoleon's invasion of Spain have on Latin America? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout history, conquests have led to political, economic, and social changes in specific societies. Groups such as the **Mongols**, the **Spanish**, and the **French** have brought many changes to conquered areas.

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

Select **two** of the groups mentioned in the historical context and for **each**

- Discuss the political, economic, **and/or** social changes that resulted from the conquest

#### 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

Thursday, January 27, 2005 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

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

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
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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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Tear Here