

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2006 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 The main purpose of a time line is to show the
 - (1) causes and effects of wars
 - (2) location of important places
 - (3) benefits of modern civilizations
 - (4) chronological relationship between events
- 2 Throughout history, people have lived on savannas, in deserts, in mountains, along river valleys, along coastlines, and on islands.

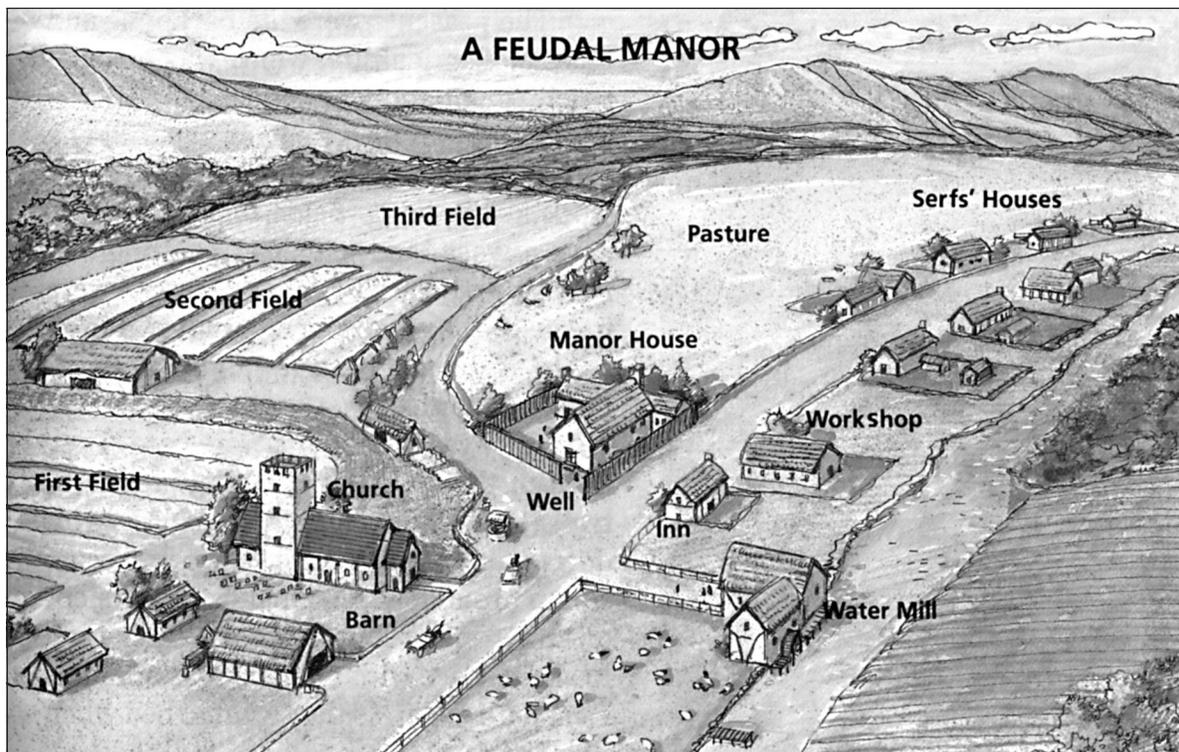
This statement demonstrates that people

 - (1) adapt their surroundings
 - (2) develop a common language
 - (3) organize similar forms of government
 - (4) prefer to live in isolated areas
- 3 In a command economy, economic decisions are mostly influenced by
 - (1) consumer demands
 - (2) government policies
 - (3) private investors
 - (4) banking practices
- 4 How did the introduction of agriculture affect early peoples?
 - (1) Societies became nomadic.
 - (2) Food production declined.
 - (3) Civilizations developed.
 - (4) Birthrates decreased rapidly.
- 5
 - If a man has destroyed the eye of a free man, his own eye shall be destroyed.
 - If a man has knocked out the teeth of a man of the same rank, his own teeth shall be knocked out.

These rules are based on the

 - (1) Analects of Confucius
 - (2) Code of Hammurabi
 - (3) Ten Commandments
 - (4) Koran (Qur'an)
- 6 Which civilization first developed a civil service system, invented gunpowder, and manufactured porcelain?
 - (1) Aztec
 - (2) Chinese
 - (3) Japanese
 - (4) Roman
- 7 What was one effect of Alexander the Great's conquests?
 - (1) expansion of Hellenistic culture
 - (2) formation of the Christian church
 - (3) decreased importance of the Silk Roads
 - (4) increased support of the Mayan leaders
- 8 Which two belief systems teach that there are spirits in nature?
 - (1) Shinto and animism
 - (2) Hinduism and Confucianism
 - (3) Judaism and Christianity
 - (4) Islam and Buddhism
- 9 Constantinople's location on the Bosphorus Strait was one reason that the Byzantine Empire was able to
 - (1) conquer the Russian city of Moscow
 - (2) spread Judaism throughout western Europe
 - (3) control key trade routes between Europe and Asia
 - (4) unite the Eastern Orthodox and Roman Catholic Churches
- 10 The Justinian Code is considered a milestone because it
 - (1) preserved many ancient Chinese legal decrees in writing
 - (2) served as a model for European legal systems
 - (3) became the first democratic constitution
 - (4) united Muslim and Roman thought

Base your answers to questions 11 and 12 on the diagram below and on your knowledge of social studies.



Source: Michael B. Petrovich et al., *People in Time and Place: World Cultures*, Silver, Burdett & Ginn, 1991

11 Most economic activities on this feudal manor were related to

- (1) guilds
- (2) industry
- (3) banking
- (4) agriculture

12 Which economic concept can be inferred from this diagram?

- (1) self-sufficiency
- (2) inflation
- (3) trade embargo
- (4) competition

13 A major contribution of the Golden Age of Islam was the

- (1) development of mercantilism
- (2) creation of the first polytheistic religion
- (3) spread of democratic ideals
- (4) advancement of mathematics and science

14 Which factor most influenced a person's social position in early Indian societies?

- (1) education
- (2) birth
- (3) geographic location
- (4) individual achievement

15 Which civilization best completes the heading of the partial outline below?

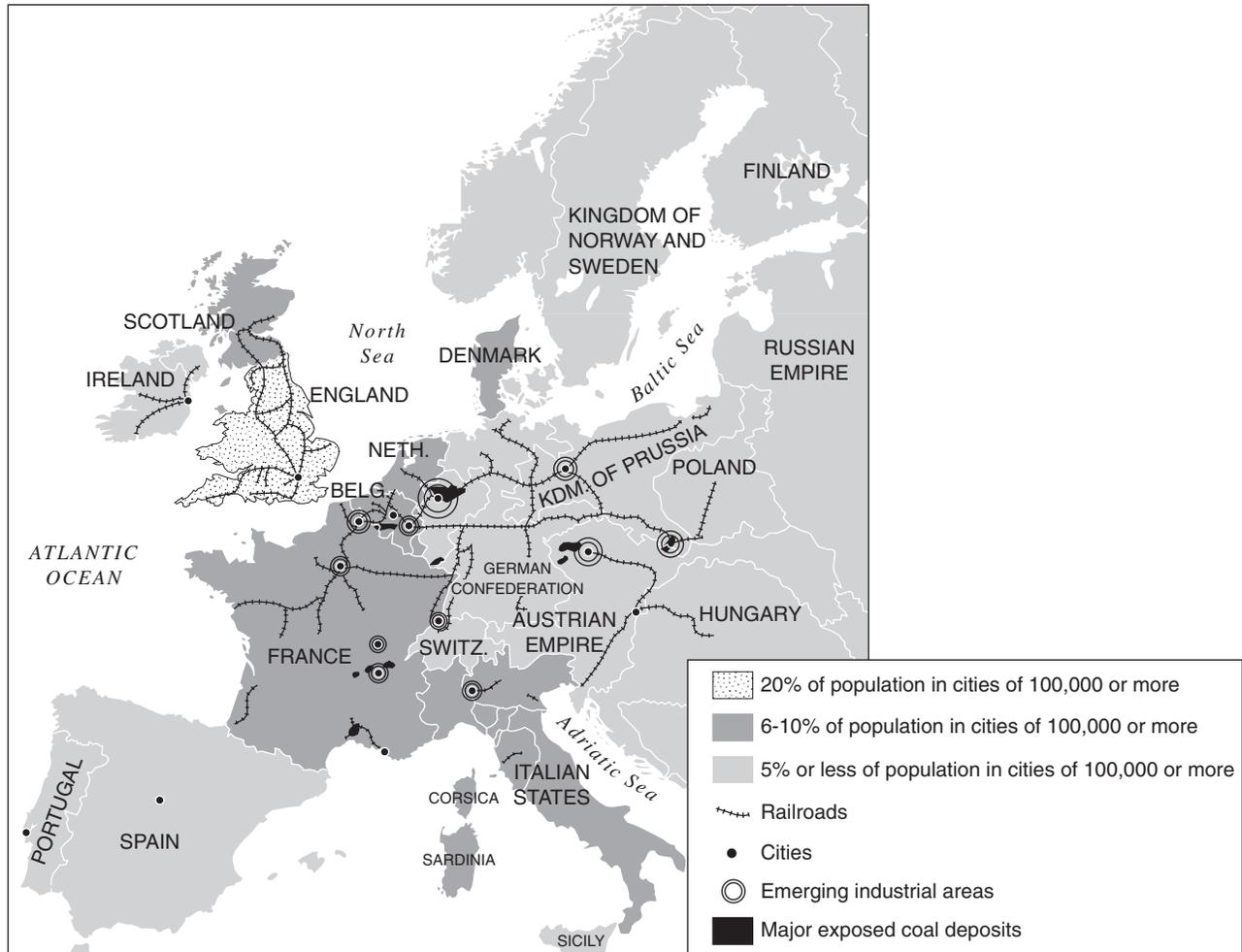
<p>I. _____</p> <ul style="list-style-type: none"> A. Spread of Islam B. Gold and salt trade C. Growth of Timbuktu D. Pilgrimage of Mansa Musa
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- (1) Benin
- (2) Kush
- (3) Mali
- (4) Egyptian

- 16 Historians value the writings of Marco Polo and Ibn Battuta because they
- (1) serve as primary sources about trade and culture
 - (2) provide the basis for European holy books
 - (3) include advice on how to be a democratic ruler
 - (4) present unbiased views of life in Africa and Asia
- 17 Which factor contributed to the beginning of the Renaissance in Italian cities?
- (1) occupation by foreign powers
 - (2) interaction with Latin America
 - (3) surplus of porcelain from Japan
 - (4) access to important trade routes
- 18 • 1340s—Mongols, merchants, and other travelers carried disease along trade routes west of China.
 • 1346—The plague reached the Black Sea ports of Caffa and Tana.
 • 1347—Italian merchants fled plague-infected Black Sea ports.
 • 1348—The plague became an epidemic in most of western Europe.
- Which conclusion can be made based on these statements?
- (1) The plague primarily affected China.
 - (2) The interaction of people spread the plague.
 - (3) Port cities were relatively untouched by the plague.
 - (4) The plague started in western Europe.
- 19 Which innovation had the greatest impact on the Protestant Reformation?
- (1) movable-type printing press
 - (2) Mercator map projection
 - (3) magnetic compass
 - (4) triangular sail
- 20 Which statement best describes the concept of mercantilism?
- (1) Universal suffrage leads to educated citizens.
 - (2) Controlling trade is a key to increasing power.
 - (3) Only the fittest deserve to survive.
 - (4) Strict social control prevents revolutions.
- 21 The Magna Carta, the Petition of Right, and the English Bill of Rights were created to
- (1) limit the power of English monarchs
 - (2) establish laws protecting the rights of Protestants
 - (3) organize England's colonial empire
 - (4) abolish the role of Parliament
- 22 The theory justifying a monarch's rule by God's authority is called
- (1) laissez faire
 - (2) totalitarianism
 - (3) predestination
 - (4) divine right
- 23 One similarity in the rule of Peter the Great, Suleiman I, and Louis XIV is that each leader
- (1) shared power with a legislature
 - (2) practiced religious toleration
 - (3) expanded his territory
 - (4) decreased the amount of taxes collected
- 24 Which factors protected Russia from control by Napoleon's army?
- (1) religious and cultural similarities
 - (2) industrialization and modernization
 - (3) geographic size and location
 - (4) political and economic instability
- 25 "To him who wishes to follow me, I offer hardships, hunger, thirst and all the perils of war."
 — *Garibaldi's Memoirs*
- This quotation from Garibaldi is most closely associated with Italian
- (1) exploration
 - (2) nationalism
 - (3) imperialism
 - (4) neutrality
- 26 During the 1800s, reform legislation passed in Great Britain, France, and Germany led to
- (1) formation of zaibatsu, greater equality for men, and establishment of a banking system
 - (2) legalizing trade unions, setting minimum wages, and limiting child labor
 - (3) government-owned factories, establishment of five-year plans, and limits placed on immigration
 - (4) bans on overseas trade, mandatory military service, and universal suffrage for women

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

Industrial Europe, 1850



Source: Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, McGraw-Hill, 2003 (adapted)

27 Which concept is most closely associated with the pattern of population distribution in England shown on this map?

- (1) urbanization
- (2) colonization
- (3) collectivization
- (4) globalization

28 Karl Marx and Friedrich Engels encouraged workers to improve their lives by

- (1) electing union representatives
- (2) participating in local government
- (3) overthrowing the capitalist system
- (4) demanding pensions and disability insurance

29 Totalitarian governments are characterized by the

- (1) elimination of heavy industry
- (2) use of censorship, secret police, and repression
- (3) lack of a written constitution
- (4) support of the people for parliamentary decisions

Base your answer to question 30 on the quotation below and on your knowledge of social studies.

“. . . I am willing to admit my pride in this accomplishment for Japan. The facts are these: It was not until the sixth year of Kaei (1853) that a steamship was seen for the first time; it was only in the second year of Ansei (1855) that we began to study navigation from the Dutch in Nagasaki; by 1860, the science was sufficiently understood to enable us to sail a ship across the Pacific. This means that about seven years after the first sight of a steamship, after only about five years of practice, the Japanese people made a trans-Pacific crossing without help from foreign experts. I think we can without undue pride boast before the world of this courage and skill. As I have shown, the Japanese officers were to receive no aid from Captain Brooke throughout the voyage. Even in taking observations, our officers and the Americans made them independently of each other. Sometimes they compared their results, but we were never in the least dependent on the Americans. . . .”

— Eiichi Kiyooka, trans., *The Autobiography of Fukuzawa Yukichi*, The Hokuseido Press, 1934

30 Which set of events is most closely associated with the nation described in this passage?

- (1) end of the Opium War → creation of European spheres of influence
- (2) end of the Tokugawa Shogunate → beginning of the Meiji Restoration
- (3) fall of the Manchus → rise of Sun Yixian (Sun Yat-sen)
- (4) imperialism in China → start of World War II

31 The famine in Ukraine during the 1930s resulted from the Soviet government's attempt to

- (1) end a civil war
- (2) implement free-market practices
- (3) collectivize agriculture
- (4) introduce crop rotation

32 When some European leaders agreed to Hitler's demands concerning Czechoslovakia in 1938, they were supporting a policy of

- (1) détente
- (2) balance of power
- (3) collective security
- (4) appeasement

33 One reason Germany's invasion of Poland in 1939 was successful is that Poland

- (1) lacked natural barriers
- (2) was located along the North Sea
- (3) lacked natural resources
- (4) was close to the Balkans

34 What was one reason that India was divided into two nations in 1947?

- (1) Indian leaders disagreed about India's role in the United Nations.
- (2) Great Britain feared a unified India would be a military threat.
- (3) The Soviet Union insisted that India should have a communist government.
- (4) Differences between the Hindus and the Muslims created religious conflict.

35 • Organization of American States (OAS)

- European Union (EU)
- North American Free Trade Agreement (NAFTA)

These organizations and agreements are examples of

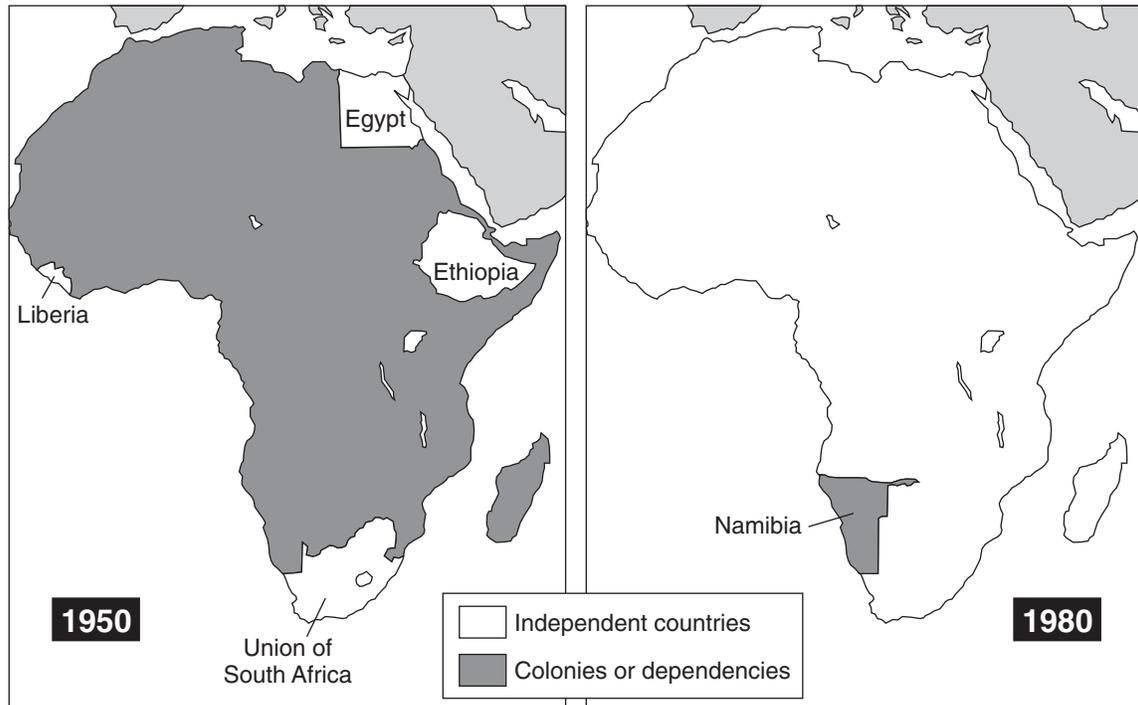
- (1) political isolation
- (2) military alliances
- (3) regional cooperation
- (4) collective security

36 Which factor most helped Communist Party forces gain control of China after World War II?

- (1) The United States sent weapons to the Communists.
- (2) The Japanese gave economic aid to the Nationalists.
- (3) The Communists gained the support of China's peasant class.
- (4) The Chinese Nationalists set up their own government in Taiwan.

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

Independent Africa, 1950–1980



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman & Co., 1984 (adapted)

37 Based on these maps, which statement is accurate?

- (1) Egypt and Ethiopia are no longer part of Africa.
- (2) By 1980, most African countries had become independent.
- (3) By 1950, most of Africa was controlled by Russia or the United States.
- (4) The Union of South Africa was renamed Namibia.

38 Which event illustrates the policy of containment?

- (1) Nuremberg trials (1945–1946)
- (2) Hungarian revolt (1956)
- (3) launching of Sputnik (1957)
- (4) naval blockade of Cuba (1962)

39 One similarity between Mikhail Gorbachev's perestroika and Deng Xiaoping's Four Modernizations is that each

- (1) allowed elements of capitalism
- (2) maintained the democratic process
- (3) strengthened communism
- (4) increased global tensions

40 One similarity between the Korean War and the Vietnam War is that both wars were

- (1) resolved through the diplomatic efforts of the United Nations
- (2) fought as a result of differing political ideologies during the Cold War
- (3) fought without foreign influence or assistance
- (4) caused by religious conflicts

41 Which practice in medieval Europe was most similar to a Japanese warrior's code of bushido?

- | | |
|-----------------|--------------|
| (1) indulgences | (3) chivalry |
| (2) serfdom | (4) tribute |

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

The Berlin Wall



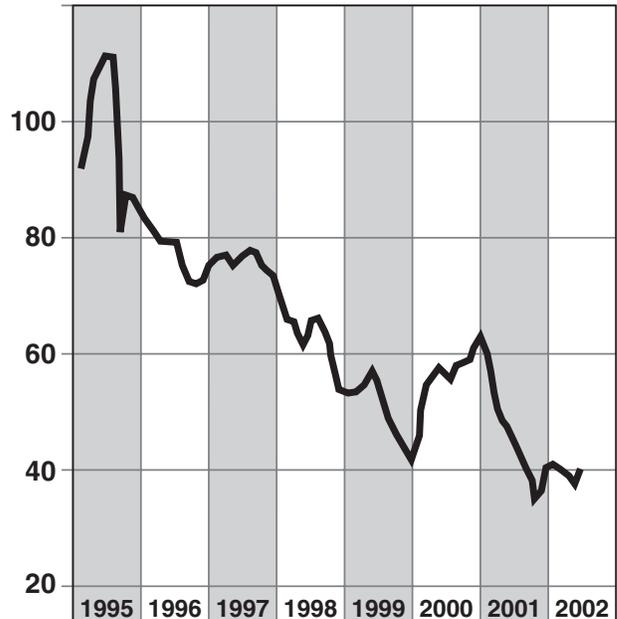
— Reuters/David Brauchli/Archive Photos
Source: <http://imagesrvr.epnet.com/embimages/imh/archivephoto/full/g1952059.jpg>

- 42 This 1989 photograph symbolizes the
- (1) end of the Cold War
 - (2) importance of the Berlin airlift
 - (3) creation of a divided Germany
 - (4) fear of Nazism among Germans
-

- 43 In Iran, both the Revolution of 1979 and the rise of Islamic fundamentalism have caused
- (1) an increase in women's rights
 - (2) tension between traditionalism and modernization to continue
 - (3) foreign control of natural resources to expand
 - (4) the introduction of a communist form of government

Base your answer to question 44 on the graph below and on your knowledge of social studies.

Average Monthly World Cotton Price
(in cents per pound)

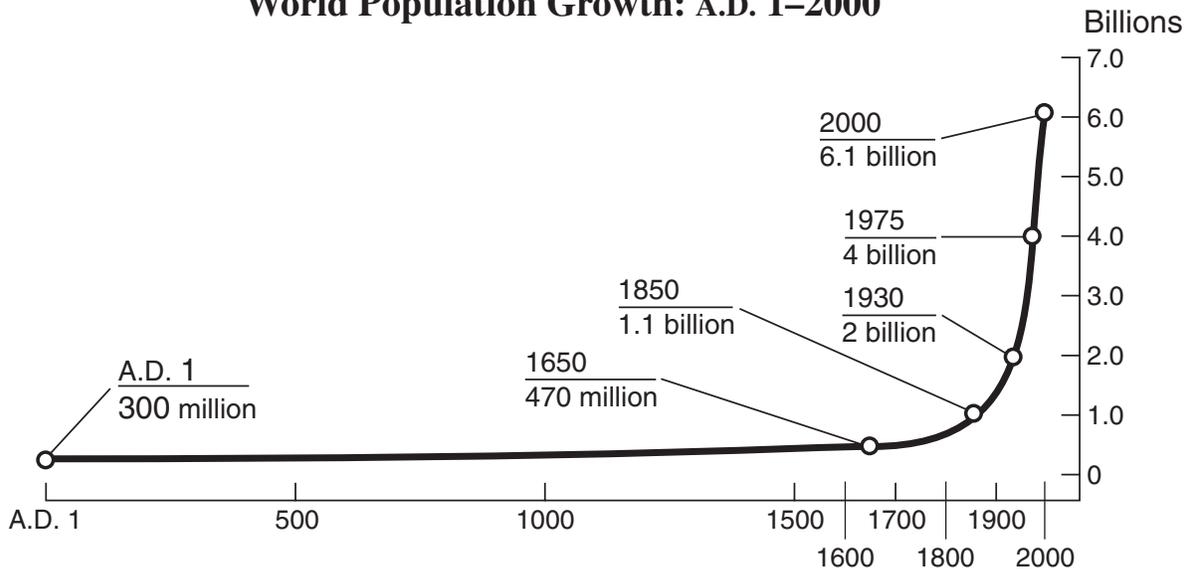


Source: *Wall Street Journal*, June 26, 2002
(adapted)

- 44 This graph suggests a potential problem for nations
- (1) with a favorable balance of trade
 - (2) with both industrial and agricultural exports
 - (3) that rely on a cash crop to support their economy
 - (4) whose economies have been diversified
-
- 45 Which sequence of events is listed in the correct chronological order?
- (1) Crusades → French Revolution → Renaissance
 - (2) French Revolution → Crusades → Renaissance
 - (3) Crusades → Renaissance → French Revolution
 - (4) Renaissance → Crusades → French Revolution

Base your answer to question 46 on the graph below and on your knowledge of social studies.

World Population Growth: A.D. 1–2000



Source: Population Reference Bureau and de Blij and Murphy, *Human Geography: Culture, Society, and Space*, John Wiley & Sons, 1999 (adapted)

46 Which statement can be supported by the information in the graph?

- (1) The population of the world remained the same from A.D. 1 to A.D. 1650.
- (2) Most of the world's population growth took place during the period from 1000 to 1500.
- (3) The population growth rate decreased during the period from 1650 to 1800.
- (4) The world's population tripled between 1930 and 2000.

47 Which period of history had the greatest influence on the Enlightenment ideas of natural law and reason?

- (1) Pax Romana
- (2) Middle Ages
- (3) Age of Exploration
- (4) Scientific Revolution

48 During the 20th century, global attention was drawn to the Armenians of the Ottoman Empire, the Tutsis of Rwanda, and the Muslims of Kosovo because these groups were all victims of

- (1) nuclear power accidents
- (2) human rights violations
- (3) environmental disasters
- (4) the AIDS epidemic

- 49
- Maize and potatoes were grown in Europe.
 - Millions of Africans suffered during the Middle Passage.
 - Smallpox had devastating effects on indigenous peoples.
 - Spanish language is used in much of Latin America.

Which global interaction is illustrated by these statements?

- (1) Silk Road trade
- (2) Crusades
- (3) Columbian Exchange
- (4) Scramble for Africa

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



Source: John Trever, *Albuquerque Journal*, Sept. 2001 (adapted)

50 What is the main idea of this 2001 cartoon?

- (1) The main task in fighting terrorism is to eliminate nuclear weapons.
 - (2) The battle against terrorism will be long and difficult.
 - (3) New equipment is needed to eliminate terrorism.
 - (4) The methods of dealing with global terrorism have created consensus.
-

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) **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 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

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task:

- Choose **two** philosophers **and/or** leaders and for **each**
- Explain a major idea or belief of that philosopher or leader
 - Discuss how that idea or belief changed **one** nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

You are *not* limited to these suggestions.

Do *not* use a philosopher or leader from the United States 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

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

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

PART III

DOCUMENT-BASED QUESTION

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

Historical Context:

In the late 1800s and early 1900s, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person’s point of view.

Task: Using the 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 imperialism from the point of view of the imperialist power
- Discuss imperialism from the point of view of the colonized people

Do *not* use an example of imperialism from United States history in your answer.

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

We must look this matter in the face, and must recognise that in order that we may have more employment to give we must create more demand. Give me the demand for more goods and then I will undertake to give plenty of employment in making the goods; and the only thing, in my opinion, that the Government can do in order to meet this great difficulty that we are considering, is so to arrange its policy that every inducement [encouragement] shall be given to the demand; that new markets shall be created, and that old markets shall be effectually developed. You are aware that some of my opponents please themselves occasionally by finding names for me—and among other names lately they have been calling me a Jingo [extreme nationalist]. I am no more a Jingo than you are. But for the reasons and arguments I have put before you tonight I am convinced that it is a necessity as well as a duty for us to uphold the dominion [power] and empire which we now possess. For these reasons, among others, I would never lose the hold which we now have over our great Indian dependency—by far the greatest and most valuable of all the customers we have or ever shall have in this country. For the same reasons I approve of the continued occupation of Egypt; and for the same reasons I have urged upon this Government, and upon previous Governments, the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilisation and to commerce; and, lastly, it is for the same reasons that I hold that our navy should be strengthened—until its supremacy is so assured that we cannot be shaken in any of the possessions which we hold or may hold hereafter. . . .

Source: Joseph Chamberlain, *Foreign and Colonial Speeches*, George Routledge & Sons, 1897

- 1 Based on this document, state **one** reason Joseph Chamberlain believed colonies were valuable to Great Britain. [1]

Score

Document 2

. . . The value of the Industrial mission, on the other hand, depends, of course, largely on the nature of the tribes among whom it is located. Its value can hardly be over-estimated among such people as the Waganda, both on account of their natural aptitude and their eager desire to learn. But even the less advanced and more primitive tribes may be equally benefited, if not only mechanical and artisan work, such as the carpenter's and blacksmith's craft, but also the simpler expedients [ways] of agriculture are taught. The sinking of wells, the system of irrigation, the introduction and planting of useful trees, the use of manure, and of domestic animals for agricultural purposes, the improvement of his implements [tools] by the introduction of the primitive Indian plough, etc. — all of these, while improving the status of the native, will render [make] his land more productive, and hence, by increasing his surplus products, will enable him to purchase from the trader the cloth which shall add to his decency, and the implements and household utensils which shall produce greater results for his labour and greater comforts in his social life. . . .

Source: Frederick D. Lugard, *The Rise of Our East African Empire*, Frank Cass & Co., 1893

2 Based on this document, state **two** ways British imperialism would benefit Africans. [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Let it be admitted at the outset [beginning] that European brains, capital, and energy have not been, and never will be, expended [spent] in developing the resources of Africa from motives of pure philanthropy [goodwill]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native races in their progress to a higher plane; that the benefit can be made reciprocal [equivalent], and that it is the aim and desire of civilised administration to fulfil this dual mandate.

By railways and roads, by reclamation [recovery] of swamps and irrigation of deserts, and by a system of fair trade and competition, we have added to the prosperity and wealth of these lands, and [have] checked famine and disease. We have put an end to the awful misery of the slave-trade and inter-tribal war, to human sacrifice and the ordeals of the witch-doctor. Where these things survive they are severely suppressed. We are endeavouring [trying] to teach the native races to conduct their own affairs with justice and humanity, and to educate them alike in letters and in industry. . . .

Source: Lord [Frederick D.] Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1922

3 According to this document, what were **two** ways the British improved the lives of Africans? [2]

(1) _____

Score

(2) _____

Score

Document 4

The Growth of the Japanese Empire
1872–1918



Source: Geoffrey Barraclough, ed., *Hammond Concise Atlas of World History*, Hammond, 1998 (adapted)

4 Based on the information in this map, state **one** change that occurred in Asia as a result of the expansion of the Japanese empire. [1]

Score

Document 5

. . . The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, John Day Company, 1946

5 According to Jawaharlal Nehru, what were **two** ways Great Britain exploited the Indian economy? [2]

(1) _____

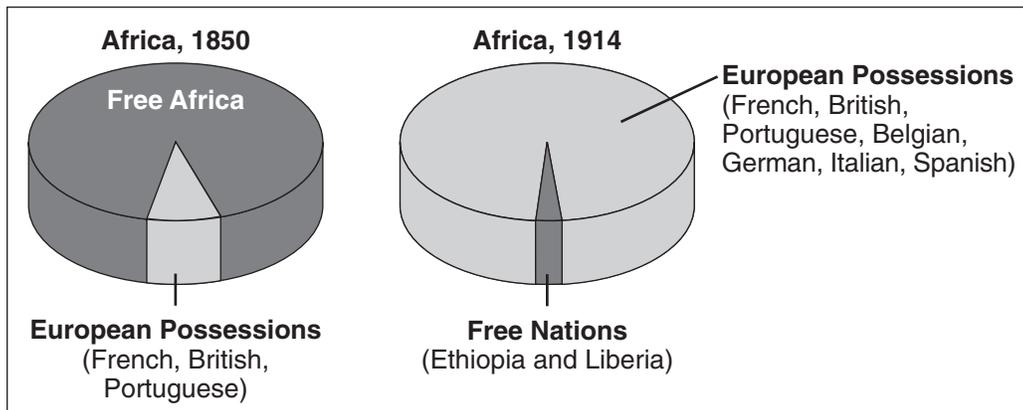
Score

(2) _____

Score

Document 6

Amount of African Land Controlled by Europeans



Source: *World History, Connections to Today*, Core Support, Prentice Hall, 2001 (adapted)

6 Based on these graphs, state **one** change that occurred in Africa between 1850 and 1914. [1]

Score

Document 7

. . . When the great scramble for Africa began in the last quarter of the nineteenth century, colonies had become a necessary appendage [extension] for European capitalism, which had by then reached the stage of industrial and financial monopoly that needed territorial expansion to provide spheres for capital investment, sources of raw materials, markets, and strategic points of imperial defence. Thus all the imperialists, without exception, evolved the means, their colonial policies, to satisfy the ends, the exploitation of the subject territories for the aggrandizement [enhancement] of the metropolitan [imperialistic] countries. They were all rapacious [greedy]; they all subserved the needs of the subject lands to their own demands; they all circumscribed [limited] human rights and liberties; they all repressed and despoiled [violated], degraded and oppressed. They took our lands, our lives, our resources, and our dignity. Without exception, they left us nothing but our resentment, and later, our determination to be free and rise once more to the level of men and women who walk with their heads held high. . . .

Source: Kwame Nkrumah, *Africa Must Unite*, International Publishers, 1970

7 According to the document, what is **one** criticism made about the European imperialist? [1]

Score

Document 8

Japanese Treatment of Koreans during World War II

. . . In order to make Koreans just like the Japanese, the Korean people were forced to change their family names into Japanese names. In religion [religious] life, Japan forced the Korean people to worship the Japanese gods as a part of their duty.

This policy was aimed at erasing the Korean nation [cultural identity] from the earth forever and to nurture [treat] them as colonial subjects and slaves obedient only to the Japanese.

Ultimately, the Japanese drew countless Korean youths and women to the battle fields, factories, and mines to aid in their conquests and wars. . . .

— Radio Korea International, 2003

Source: http://rki.kbs.co.kr/src/history/hok_contents.asp

8 Based on this document, state *two* effects of Japanese occupation on the Korean people. [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:

In the late 1800s and early 1900s, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view.

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

- Discuss imperialism from the point of view of the imperialist power
- Discuss imperialism from the point of view of the colonized people

Do not use an example of imperialism from United States history in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2006 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

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

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

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

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

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

Tear Here

Signature

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

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