

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 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.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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 topic is central to the study of economics?
 - (1) tracking the development and spread of diseases
 - (2) understanding the causes of ethnic rivalries
 - (3) examining the distribution and use of limited resources
 - (4) studying the growth and role of political parties
- 2 Which feature would most likely appear on a physical map?
 - (1) population densities
 - (2) land usage patterns
 - (3) climatic patterns
 - (4) mountain ranges
- 3 Where does the archaeological evidence gathered by Louis and Mary Leakey suggest the earliest humans developed?
 - (1) Great Rift Valley
 - (2) Amazon rain forest
 - (3) Himalaya Mountains
 - (4) Philippine archipelago
- 4 A direct result of the Neolithic Revolution is that people
 - (1) began living in permanent settlements
 - (2) developed a nomadic way of life
 - (3) depended on hunting and gathering
 - (4) used crop rotation to increase agricultural output
- 5 Subsistence farming can best be defined as
 - (1) harvesting a surplus of crops to be sold for profit
 - (2) producing just enough food for a family's survival
 - (3) domesticating animals to transport goods
 - (4) irrigating crops to increase production
- 6 Which practice is most closely associated with a person of the Islamic faith?
 - (1) refraining from eating meat on Fridays
 - (2) praying five times a day
 - (3) following the Eightfold Path
 - (4) worshipping many gods
- 7 The Gupta Empire was best known for its
 - (1) advances in mathematics and medicine
 - (2) efforts to resist European imperialism
 - (3) development of the barter system
 - (4) construction of Angkor Wat
- 8 A major contribution of the Byzantine Empire was the
 - (1) invention of the wheel and gunpowder
 - (2) participation of citizens in government
 - (3) diffusion of Hindu beliefs
 - (4) preservation of Greek science and Roman engineering
- 9 Which political system is best described in the outline below?

I. _____

A. Decentralized government

B. Based on loyalty and service

C. Code of chivalry

D. Military elite

 - (1) Oligarchy
 - (2) Absolutism
 - (3) Feudalism
 - (4) Democracy
- 10 What was one direct result of the Crusades?
 - (1) Trade increased between Europe and the Middle East.
 - (2) Islamic kingdoms expanded into Europe.
 - (3) Arabs and Christians divided the city of Jerusalem between them.
 - (4) Alexander the Great became a powerful leader in Eurasia.

11 Which statement about government during the Tokugawa period in Japan is most accurate?

- (1) The power of the emperor was absolute and supreme.
- (2) The real power was held by foreign countries.
- (3) Actual power was held by the shogun.
- (4) Political power was in the hands of the merchant class.

12 One way in which the Silk Roads and the West African trade routes are similar is that along both routes

- (1) the main items exchanged were ivory and tobacco
- (2) concrete was used to improve the surface of the roads
- (3) a single currency was used to make transactions easier
- (4) ideas were exchanged as merchants interacted with each other

13 The use of the geographic terms *Near East* and *Far East* reflects

- (1) the distance of nations from Mecca
- (2) a European view of the world
- (3) a Japanese perspective of Asia
- (4) the location of Southwest Asia in relation to North Africa

- 14 • The introduction of gunpowder helped bring an end to feudalism.
• The printing press played an important role in causing the Reformation.

These statements best reflect the idea that

- (1) environmental changes can affect human society
- (2) contact with other societies can lead to conflict and war
- (3) economic change can be slow and almost unnoticed
- (4) technological advances can lead to major change

15 Martin Luther was primarily dissatisfied with the Roman Catholic Church because he

- (1) thought the church lacked structure
- (2) disagreed with the sale of indulgences
- (3) blamed the church for not curing people who had the plague
- (4) believed that kings should have more power to appoint clergy

16 • Dominated the eastern Mediterranean Sea (1500s)

- Conquered Egypt and Syria (1517)
- Laid siege to Vienna (1529)

Which empire is most closely associated with these events?

- | | |
|--------------------|--------------------|
| (1) Ottoman Empire | (3) Persian Empire |
| (2) Spanish Empire | (4) Russian Empire |

17 A major agricultural advancement of the Incas was the

- (1) domestication of cattle
- (2) use of a steel plow
- (3) terracing of mountains for farming
- (4) development of floating gardens

18 What was a significant effect of the Columbian exchange?

- (1) The Aztec conquered a vast empire.
- (2) Potatoes were introduced into the diet of some Europeans.
- (3) Prince Henry the Navigator established a school for sailors.
- (4) China closed its borders to foreigners.

19 What was a direct result of the trans-Atlantic slave trade on African cultures?

- (1) Many African communities faced economic disaster.
- (2) European industrial factories were established throughout Africa.
- (3) Animism was no longer practiced in Africa.
- (4) Africans across the continent hired Europeans to train their military.

- 20 According to the European policy of mercantilism, colonies should
- (1) benefit the mother country
 - (2) trade openly with various countries
 - (3) be left alone to manage their own affairs
 - (4) attempt to gain independence as soon as possible
- 21 Louis XIV and Peter the Great would most likely agree with the expression
- (1) “government should leave businesses alone”
 - (2) “countries should settle differences without war”
 - (3) “do not question government authority”
 - (4) “all men are created with natural rights”
- 22 What was one effect of the French Revolution?
- (1) Differences between ethnic groups were eliminated.
 - (2) Communism became popular.
 - (3) Militarism was discouraged.
 - (4) Nationalistic feelings were stimulated.
- 23 In *The Communist Manifesto*, Karl Marx and Friedrich Engels expressed the idea that
- (1) religion should be the most important factor in society
 - (2) power should be determined by a person’s wealth
 - (3) profits from work should belong to the workers
 - (4) supply and demand should control prices
- 24 Adam Smith would most likely agree with which statement?
- (1) Revolution is the only solution to economic problems.
 - (2) Five-year plans are necessary in order to industrialize.
 - (3) All nations would benefit from an agricultural economy.
 - (4) Government should follow a laissez-faire policy.
- 25 Which region was most affected by decisions made at the Berlin Conference of 1884?
- | | |
|-------------------|---------------|
| (1) Latin America | (3) East Asia |
| (2) South Asia | (4) Africa |

Base your answer to question 26 on the 19th-century song lyrics below and on your knowledge of social studies.

... What has poor Ireland done, mother, —
 What has poor Ireland done,
 That the world looks on, and sees us starve,
 Perishing one by one?
 Do the men of England care not, mother, —
 The great men and the high, —
 For the suffering sons of Erin’s isle,
 Whether they live or die? . . .

— A. M. Edmond,
“Give Me Three Grains of Corn, Mother”

- 26 Which event is most closely associated with the conditions described in these lyrics?
- (1) civil war
 - (2) famine
 - (3) Glorious Revolution
 - (4) independence from Great Britain
-
- 27 One way in which the Sepoy Rebellion in India and the Boxer Rebellion in China are similar is that both attempted to
- (1) remove foreign influences
 - (2) restore democracy
 - (3) modernize their economy
 - (4) end religious conflict
- 28 The Opium Wars of the mid-19th century marked the beginning of the
- (1) rivalry between China and Taiwan
 - (2) domination of China by foreign powers
 - (3) decline of European influence in East Asia
 - (4) global effort to combat drug use
- 29 The primary reason France and Japan were interested in controlling parts of Indochina in the 20th century was to
- (1) dominate the Indian Ocean
 - (2) obtain valuable natural resources
 - (3) stop the spread of communism
 - (4) prevent Spanish colonization

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



1914



1930

Source: *The New York Times* on the Web (adapted)

- 30 Based on information shown in these maps, the change in the Balkan states between 1914 and 1930 is a result of
- (1) the end of World War I and the treaties of 1919–1920
 - (2) the role played by the Catholic Church to stop the advance of Islam
 - (3) economic competition and development of new capitalistic markets
 - (4) movement of people to escape earthquakes and droughts

- 31 Which leader is most closely associated with the rise of fascism in Italy prior to World War II?
- (1) Ho Chi Minh
 - (2) Winston Churchill
 - (3) Mao Zedong
 - (4) Benito Mussolini
- 32 The South African government's policy of racial separation between 1948 and 1994 was called
- (1) Pan-Africanism
 - (2) democratization
 - (3) apartheid
 - (4) suffrage
- 33 The Iranian Revolution of 1979 resulted in the establishment of
- (1) a secular Western-style democracy
 - (2) a constitutional monarchy
 - (3) a military dictatorship
 - (4) an Islamic state

- 34 Mikhail Gorbachev contributed to the fall of communism in the Soviet Union and Eastern Europe by
- (1) introducing the policies of perestroika and glasnost
 - (2) violating nuclear arms agreements
 - (3) invading Afghanistan
 - (4) signing the Camp David Accords
- 35 Which group of countries earns much of their revenue from the sale of oil?
- (1) China, Korea, Jordan
 - (2) Turkey, Brazil, Lebanon
 - (3) Argentina, Malaysia, Chile
 - (4) Saudi Arabia, Nigeria, Venezuela

Base your answers to questions 36 and 37 on the map below and on your knowledge of social studies.



Source: Colin McEvedy, *The New Penguin Atlas of Recent History: Europe Since 1815*, Penguin Books (adapted)

- 36 In 1968, the areas labeled Estonian SSR, Belorussian SSR, and Moldavian SSR referred to
- (1) republics that were part of the Soviet Union
 - (2) members of the Central Powers
 - (3) independent nations of Eastern Europe
 - (4) members of the Organization of Petroleum Exporting Countries (OPEC)

- 37 In 1968, the area east of the bold black boundary included members of the
- (1) Triple Alliance
 - (2) Warsaw Pact
 - (3) European Union (EU)
 - (4) North Atlantic Treaty Organization (NATO)

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.



The Meeting Will Now Come To Order

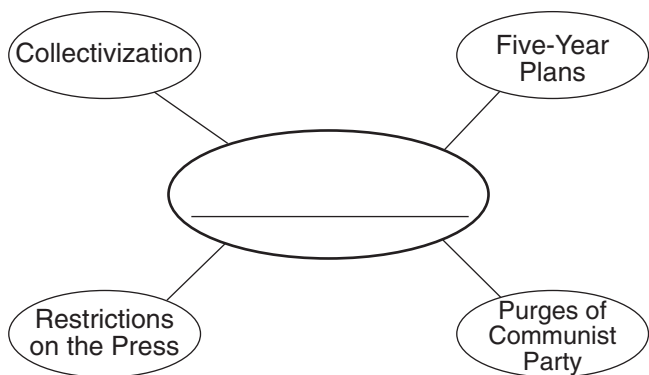
Source: D. R. Fitzpatrick, *St. Louis Post-Dispatch* (adapted)

- 38 The main idea of this 1949 cartoon is that the United Nations would
- (1) work to solve pollution problems
 - (2) meet only when world crises erupted
 - (3) bridge the gap between world powers
 - (4) prevent the Cold War
-
- 39 Which statement about the Green Revolution is most accurate?
- (1) It reduced the amount of chemical pollutants in the environment.
 - (2) It increased food output in many developing countries.
 - (3) It decreased dependence on fossil fuels.
 - (4) It attempted to end colonial rule.

- 40 Which problem in the savanna regions of Africa is caused by population pressures and overuse of the land?
- (1) rain forest destruction
 - (2) desertification
 - (3) air pollution
 - (4) flooding
- 41 One way in which Pax Romana and Pax Mongolia are similar is that both were characterized by
- (1) political stability
 - (2) unifying religious institutions
 - (3) representative forms of government
 - (4) social equality for men and women
- 42 The Twelve Tables were the written laws of
- (1) ancient Babylonia
 - (2) the Mauryan Empire
 - (3) the British Empire
 - (4) ancient Rome
- 43 Which period in European history is most closely associated with the emergence of trade fairs, the founding of guilds, and the creation of the Hanseatic League?
- (1) Age of Pericles
 - (2) Commercial Revolution
 - (3) Age of Reason
 - (4) Glorious Revolution
- 44 One way in which the English *Magna Carta* (1215), the French *Declaration of the Rights of Man and the Citizen* (1789), and the Japanese Constitution (1947) are similar is that all these documents
- (1) limited the power of the monarch
 - (2) provided for universal suffrage
 - (3) created a theocracy
 - (4) equalized taxes
- 45 One way in which Emperor Meiji and Atatürk are similar is that they both promoted
- (1) isolation and nationalism
 - (2) capitalism and democracy
 - (3) revolution and absolutism
 - (4) reform and modernization

- 46 Urbanization in developing nations today is similar to urbanization in 19th-century England because in both cases
- (1) many people moved to rural areas
 - (2) governments developed policies of forced migration
 - (3) ties to extended families increased
 - (4) many farm workers went to cities to look for jobs

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



- 47 Which title best completes this graphic organizer?
- (1) Saddam Hussein and the Persian Gulf War
 - (2) Sun Yixian (Sun Yat-sen) and the Defeat of the Manchu Dynasty
 - (3) Joseph Stalin and the Rise of a Totalitarian State
 - (4) Jawaharlal Nehru and the Modern Industrial State of India

- 48 Before September 1939, the European response to Hitler's actions included
- (1) following a policy of appeasement
 - (2) blockading the coast of Germany
 - (3) forcing Germany to sign the Versailles Treaty
 - (4) creating alliances under the United Nations Charter

- 49 **“Czar Abdicates! Provisional Government Formed”**
“Peasants Promised ‘Peace, Land, and Bread’”
“Reds and Whites Fight Bloody Civil War”

Which revolution is the focus of these headlines?

- (1) Mexican
- (2) Russian
- (3) Chinese
- (4) Cuban

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

. . . The only way to go was up. And, on June 26, 1948, planes from all over the world were employed to begin an airlift to fly needed food and supplies to the Berliners. The Soviets attempted to frighten away the Allied planes. One Soviet plane, trying to tighten the blockade, fired on a British plane as it attempted to land in Berlin. Both planes crashed, killing all aboard. But the airlift continued. . . .

Source: Doris M. Epler, *The Berlin Wall*,
The Millbrook Press

- 50 The events described in this passage occurred soon after
- (1) World War I
 - (2) World War II
 - (3) the Korean War
 - (4) the Six-Day War

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: Geography

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion.

Task:

Select **two** different geographic factors and for **each**

- Explain how the geographic factor affected the development of a specific nation/region
- Discuss how that geographic factor promoted **or** hindered cultural diffusion

You may use any geographic factor from your study of global history. Some suggestions you might wish to consider include deserts, rivers, mountains, plains, islands, irregular coastlines, straits, climate, and location.

You are *not* limited to these suggestions.

Do *not* write about geographic factors in the United States in your response.

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

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:

Throughout history, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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

Select *two* individuals mentioned in the historical context and for *each*

- Describe the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

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

- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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

. . . In the Middle Ages to praise man was to praise God, for man was a creation of God. But Renaissance writers praised man himself as a creator. They played down the sinfulness he was born with and emphasized his ability to think and act for himself, to produce works of art, to guide the destiny of others. They freed man from his pegged place in the medieval hierarchy, halfway between matter and spirit, and allowed him to roam at will, through all the levels of being, sometimes identifying himself with the brutes, sometimes with the angels. He was seen as the ruler of nature—the lord, although not the Lord, of creation.

This new vision of man sprang from a heightened awareness of self. Medieval men had been preoccupied with searching their souls, but Renaissance men were much more intrigued with exploring, and indeed parading, their own personalities. Petrarch is a perfect example. Although his serious interests centered on his work in discovering and editing ancient texts, Petrarch was also interested in himself. In his letters, designed for posterity [future generations] as well as his friends, he left a record of his reactions to love affairs and friendship, to mountains and the flowers in his garden. They are an intellectual and emotional self-portrait, the first since antiquity [ancient times]. . . .

Source: John R. Hale, *Great Ages of Man: A History of the World's Cultures: Renaissance*, Time-Life, 1965

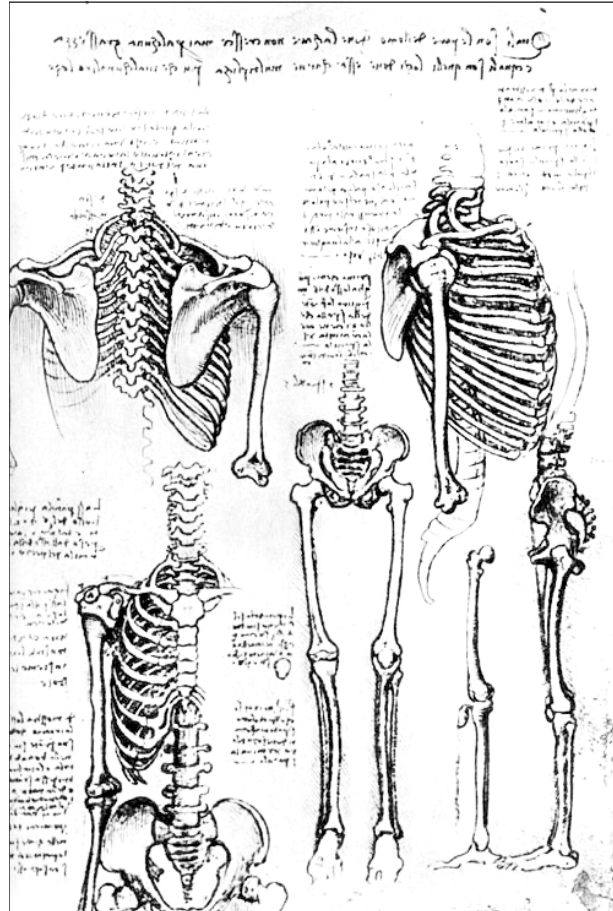
- 1 In what way did man's view of the world change between the European medieval period and the Renaissance according to John R. Hale? [1]

Score

Document 2

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.

Note: Leonardo da Vinci recorded information in his notebooks by writing backward.



Source: David Reuteler's website, "The Drawings of Leonardo Da Vinci"

2 According to this document, state **one** of Leonardo da Vinci's contributions to science. [1]

Score

Document 3

. . . It was as an artist that Leonardo attempted the fusion of anatomy with medical science through [the scientist] della Torre. This attempt was itself a great peak reached from those first modest beginnings of anatomy in the botegas [works] of Pollaiuolo and Verrocchio. The renaissance of anatomy could never have occurred without those long, distasteful hours of adventurous dissection and patient drawing. Without this artistic surge for knowledge the medical professors of anatomy, droning [speaking] their prosings [thoughts] from a tainted Galenic text [medical book written by Galen], could never have found a way of recording Galenic anatomical errors, let alone their corrections. . . .

Source: Kenneth D. Keele, "Leonardo daVinci's Influence on Renaissance Anatomy,"
Medical History, October 1964

3 What are **two** impacts of Leonardo da Vinci's work according to Kenneth Keele? [2]

(1) _____

Score

(2) _____

Score

Document 4

**Revolt on the Island of Saint-Domingue
(present-day Haiti), 1791**

. . . The seeds of independence were first sown among free black soldiers sent by the white French governors to fight against the British in the American War of Independence, where they were exposed to anti-colonial ideas. Later, the French Revolution's notions of liberty, equality, and brotherhood inspired an independence movement among the minority white settlers and a highly fragmented socioeconomic mix of free blacks. When the white population defied an order from France to enfranchise [give rights to] free blacks, it triggered a violent revolt that involved changing alliances among free blacks and the large slave population. After promulgating [announcing] a constitution in 1801 and overcoming a military force sent by Napoleon (First Consul, 1799–1804; Emperor, 1804–1814/1815), Haiti successfully declared its independence. Its success, along with that of the American War of Independence, inspired a number of anti-colonial struggles throughout Latin America. . . .

Source: New York Public Library, *Russia Engages the World*, online exhibition (adapted)

4a Based on this document, identify **one** situation that led to Haiti's declaration of independence from France. [1]

Score

b Identify **one** impact the Haitian revolt had on global history as stated in this document. [1]

Score

Document 5

Toussaint L'Ouverture used this letter to rally the blacks in San Domingo (Haiti).

August 29, 1793

Brothers and friends.

I am Toussaint L'Ouverture, my name is perhaps known to you. I have undertaken vengeance. I want Liberty and Equality to reign in San Domingo. I work to bring them into existence. Unite yourselves to us, brothers, and fight with us for the same cause, etc. . . .

Source: C. L. R. James, *Lettres de Toussaint L'Ouverture, The Black Jacobins*, The Dial Press (adapted)

5 According to this letter, what did Toussaint L'Ouverture want to achieve in San Domingo? [1]

Score

Document 6

C. L. R. James has stated that the success of the Haitian Revolution was almost entirely the result of the leadership of Toussaint L'Ouverture.

. . . The work of Toussaint, Dessalines, Christophe, and Pétion endures in Hayti [Haiti], but what they did went far, far beyond the boundaries of the island. The Haytian revolution has had a profound influence on the history of the nineteenth century. . . .

So far the negative aspect. There were others more positive. Hayti gave the impulse to and subsidised [supported] the first national revolutions in Spanish America. When the Spanish American colonies saw that such a small and weak community could win and keep its freedom, they took courage to fight for their own emancipation from European imperialism. In dark days, Bolivar the Liberator, ill and in distress, was welcomed by Pétion, nursed to health and given courage to lead the struggling nationalities against Spain. He failed and returned to Hayti. He was once again befriended. Pétion supplied him with arms, munitions, men, money, and printing material, and thus fortified he left Hayti to begin the campaign which ended in the emancipation of the Five States. Pétion asked nothing in return but the freedom of the slaves. . . .

Source: C. L. R. James, *The Black Jacobins*, The Dial Press

6 What were **two** ways that the work of Toussaint L'Ouverture and his successors influenced global history according to C. L. R. James? [2]

(1) _____

Score

(2) _____

Score

Document 7

This is an excerpt from a pledge put forth by the Indian National Congress (INC) on January 26, 1930. It encouraged members of the INC and Indian nationalists to strive for complete independence.

. . . We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. . . .

India has been ruined economically. The revenue derived from our people is out of all proportion to our income. Our average income is seven pice (less than two pence) per day, and of the heavy taxes we pay 20 per cent. are raised from the land revenue derived from the peasantry and 3 per cent. from the salt tax, which falls most heavily on the poor.

Village industries, such as hand-spinning, have been destroyed, leaving the peasantry idle for at least four months in the year, and dulling their intellect for want of handicrafts, and nothing has been substituted, as in other countries, for the crafts thus destroyed.

Customs and currency have been so manipulated as to heap further burdens on the peasantry. British manufactured goods constitute the bulk of our imports. Customs duties betray clear partiality for British manufactures, and revenue from them is used not to lessen the burden on the masses but for sustaining a highly extravagant administration. Still more arbitrary has been the manipulation of the exchange ratio which has resulted in millions being drained away from the country. . . .

Source: Jawaharlal Nehru, *Jawaharlal Nehru: An Autobiography*, John Lane the Bodley Head, 1939

7 State **two** ways the British ruined the economy of India based on the excerpt of this pledge used by Nehru. [2]

(1) _____

Score

(2) _____

Score

Document 8

This passage was written by Mohandas Gandhi to help explain how India can become free.

. . . EDITOR: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [offensive] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [proper] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Source: M. K. Gandhi, *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House, 1946

- 8 What contribution did Mohandas Gandhi make to the Indian independence movement according to this document? [1]

Score

Document 9

. . . Campaigns to reform discriminatory laws through nonviolent action—such as the civil rights movements in the United States—are one example of how human rights have been advanced through the use of nonviolent action. More significant, however, has been the remarkable upsurge [rise] in nonviolent insurrections [uprisings] against authoritarian regimes. Many of the individual revolts have received major media attention—such as those in China, the Philippines and Eastern Europe—and certain political consequences of these largely prodemocracy movements have been analyzed. However, there has been little recognition of the significance of the increasing utilization of nonviolent methods to affect change in nations where guerrilla warfare from below or gradualistic reform from above were once seen as the only alternatives. Despite the diffusion of nonviolence as a conscious strategy through movements around the world in recent decades, little is understood about how or why nonviolence works as a technique for securing social change. “Nonviolence” is not even a category in the mainstream academic lexicon [vocabulary]. . . .

Source: Stephen Zunes, “Nonviolent Action and Human Rights,” *Political Science and Politics*, American Political Science Association, June 2000

9 What impact did the use of nonviolent action have on global history according to Stephen Zunes? [1]

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, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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

Select *two* individuals mentioned in the historical context and for *each*

- Describe the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

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 a conclusion that are beyond a restatement of the theme

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

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.

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)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
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22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

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

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

Signature _____

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here