

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Thursday, January 23, 2020 — 9:15 a.m. to 12:15 p.m., only

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

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

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

Print your name and the name of your school on the lines above. A separate answer sheet has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II and III.

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

When you have completed the examination, you must sign the declaration printed at the end of the 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 (1–28):* For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

The sankin kōtai (lit., “alternate attendance”) system was a device of the Tokugawa shogunate, the government of Japan from 1603 to 1868, designed to insure political control by the regime over the daimyo, or territorial lords, who exercised virtually autonomous authority over the more than 260 feudal states into which four-fifths of the country was divided. Under this system most of the daimyo were required to travel biennially [every two years] from their domains to the capital of the Tokugawa at Edo (present day Tokyo) and to spend alternate years in personal attendance at the shogunal court. Each daimyo was also required to maintain residences at the capital where his wife and children were permanently detained. . . .

Another important contribution of the operation of the sankin kōtai system to the modernization of Japan was to promote the intellectual and cultural unification of the country. The sankin kōtai served to bring a large part of the leadership elements from the whole country together in one place and to keep a constant stream of leaders and intellectuals moving back and forth between the capital and all parts of the country. This was important in giving Japan the tremendous intellectual unity with which it faced the West in the nineteenth century. It also enabled the people at large to have a stronger sense of national unity than would have been the case had the system not existed. By serving as the vehicle which spread the culture of Edo and Osaka to the countryside, the system influenced the diffusion of a truly national culture. . . .

Source: Toshio G. Tsukahira, *Feudal Control in Tokugawa Japan*, East Asian Research Center, Harvard University, 1966

- |   |  |
|---|--|
| 1 What was an important contribution of the sankin kōtai (alternate attendance) system to the modernization of Japan?<br>(1) Japan’s people developed a stronger sense of national cultural unity.<br>(2) Japan’s government established control over Western intellectuals forced to live in Osaka.<br>(3) Japan improved its railroad system by connecting the countryside to the cities.<br>(4) Japan increased the power of the daimyo during the Tokugawa shogunate. | 2 The purpose of the Tokugawa’s sankin kōtai (alternate attendance) system is similar to the purpose of<br>(1) British suffragettes who demanded Parliament grant women the right to vote<br>(2) King Louis XIV of France who required nobles to stay at Versailles<br>(3) Simón Bolívar who expected the indigenous people to rise up against the Spanish<br>(4) European countries that divided up the African continent |
|---|--|

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . .The poor harvest could not have come at a worse moment. France had entered into an unfavorable trade treaty with England in 1776. The pact reduced import duties on English goods, the notion being to encourage French manufacturers to mechanize production in response to enhanced competition. A flood of cheap imports from across the Channel overwhelmed the cloth industry. Cloth production alone fell by 50 percent between 1787 and 1789. The 5,672 looms in Amiens and Abbeville in 1785 were down to 2,204 by 1789. Thirty-six thousand people were put out of work, throwing many poor workers onto city streets at a time when hungry peasants were flocking to urban centers in search of food. The rural crisis might have been short-lived had not urban unemployment mushroomed at the same time. In Paris, the government subsidized bread prices out of fear of the mobs, but to no avail. The situation was soon out of control. . . .

Source: Brian Fagan, *The Little Ice Age: How Climate Made History, 1300–1850*, Basic Books, 2000

- |  |   |
|--|---|
| 3 Which claim related to the economic situation in 18th-century France is most directly supported by this passage?<br>(1) A surplus of grain hurt French farmers.<br>(2) Subsidized bread prices led to improved living conditions in French cities.<br>(3) Economic competition with England led to agricultural innovation in France.<br>(4) Efforts to stimulate industry in France through trade agreements caused unemployment. | 4 Which event was caused in part by the conditions described in this passage?<br>(1) collapse of the British Empire<br>(2) French withdrawal from Mughal India<br>(3) German wars of unification<br>(4) French Revolution |
|--|---|
-



Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

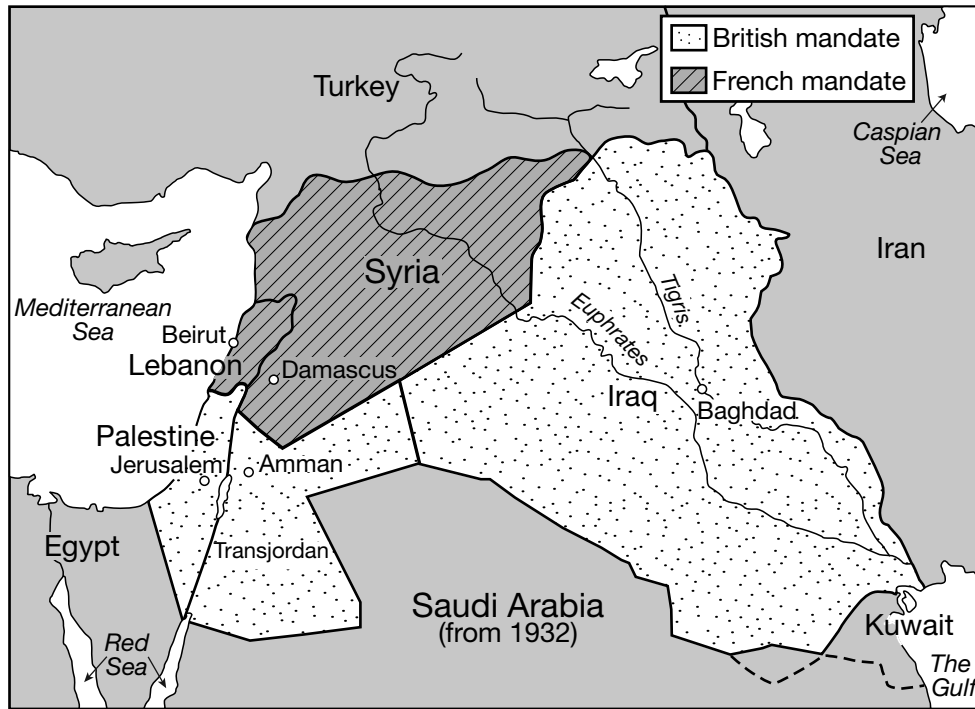
. . . Owing to the extensive use of machinery and to division of labor, the work of the proletarians has lost all individual character, and, consequently, all charm for the workman. He becomes an appendage [accessory] of the machine, and it is only the most simple, most monotonous, and most easily acquired knack [skill] that is required of him. Hence, the cost of production of a workman is restricted, almost entirely, to the means of subsistence that he requires for his maintenance, and for the propagation [reproduction] of his race. But the price of a commodity, and also of labor, is equal to its cost of production. In proportion, therefore, as the repulsiveness of the work increases, the wage decreases. Nay more, in proportion as the use of machinery and division of labor increases, in the same proportion the burden of toil also increases, whether by prolongation [stretching] of the working hours, by increase of the work exacted in a given time, or by increased speed of machinery, etc. . . .

Source: Marx and Engels, *The Communist Manifesto*, 1848

- 7 Marx and Engels are reacting to changes resulting from
- (1) imperialism
  - (2) nationalism
  - (3) industrialization
  - (4) democratization
- 8 Which action did Marx and Engels predict would change the conditions described in this passage?
- (1) implementation of government reforms
  - (2) adoption of laissez-faire policies
  - (3) use of passive resistance
  - (4) revolts by the working class
-

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.

### League of Nations Mandates



Source: Albert Hourani, *A History of the Arab Peoples*, The Belknap Press of Harvard University Press (adapted)

- 9 The division of the mandates into these states caused future conflicts because
- (1) the Ottoman Empire thought it could easily conquer the divided territories
  - (2) Britain received a larger territorial mandate than France did
  - (3) none of the territories were turned over to German control as they had been promised
  - (4) the boundaries failed to fully recognize competing religious and ethnic interests
- 10 The situation shown on this map played a direct role in the
- (1) building of the Suez Canal
  - (2) invasion of Afghanistan
  - (3) series of Arab-Israeli wars
  - (4) admission of Turkey to the North Atlantic Treaty Organization (NATO)

Base your answers to questions 11 through 13 on the quotations below and on your knowledge of social studies.

### Quotations Attributed to Kemal Atatürk

#### Legal Transformation

“We must liberate our concepts of justice, our laws and legal institutions from the bonds which hold a tight grip on us although they are incompatible with the needs of our century.”

#### Social Reforms

“The major challenge facing us is to elevate our national life to the highest level of civilization and prosperity.”

#### The New Language

“The cornerstone of education is an easy system of reading and writing. The key to this is the new Turkish alphabet based on the Latin script.”

#### Women’s Rights

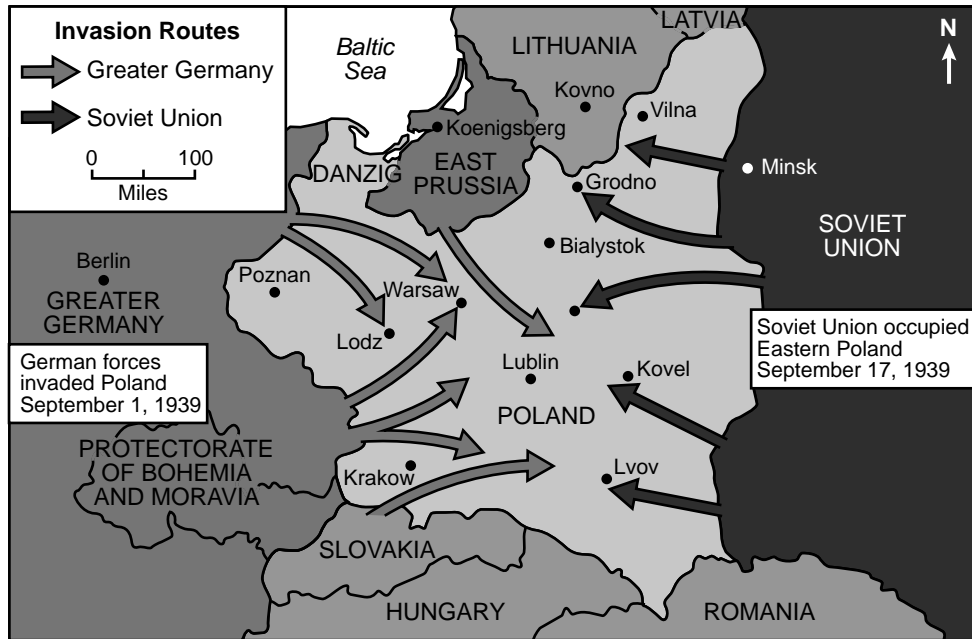
“Everything we see in the world is the creative work of women.”

Source: “Atatürk: Creator of Modern Turkey,” Columbia University Turkish Students Association online (adapted)

- |   |  |
|---|--|
| <p>11 What changed in Turkey as a direct result of Atatürk’s efforts?</p> <ul style="list-style-type: none"><li>(1) Turkey adopted a more modern Western orientation.</li><li>(2) Turkey’s government was dominated by Islamic clerics.</li><li>(3) Secularism in Turkey was universally accepted.</li><li>(4) Communist forces seized power in Turkey.</li></ul> <p>12 During which historical period did Atatürk make these remarks?</p> <ul style="list-style-type: none"><li>(1) between the World Wars</li><li>(2) during the Persian Gulf War</li><li>(3) at the time of Israel’s creation</li><li>(4) at the beginning of the Iranian Revolution</li></ul> | <p>13 The overall change desired by Atatürk is similar to the change enacted in</p> <ul style="list-style-type: none"><li>(1) South Africa during the period of apartheid</li><li>(2) the Soviet Union during the period of détente</li><li>(3) Japan under the Meiji</li><li>(4) India under nonalignment</li></ul> |
|---|--|

Base your answers to questions 14 and 15 on the map and cartoon below and on your knowledge of social studies.

### GERMAN INVASION OF POLAND SEPTEMBER 1, 1939



Source: U.S. Holocaust Memorial Museum online (adapted)

### RENDEZVOUS



Source: David Low, "Rendezvous," *Evening Standard*, September 20, 1939 (adapted)

14 The events shown on this map and in this cartoon were related to the outbreak of which conflict?

- (1) Napoleonic Wars
- (2) Russo-Japanese War
- (3) World War II
- (4) Cold War

15 Which event ended the cooperation shown in these documents?

- (1) Russian Revolution
- (2) fall of France to Germany
- (3) German invasion of the Soviet Union
- (4) Nuremberg trials



Base your answers to questions 16 and 17 on the excerpt below and on your knowledge of social studies.

Sixty per cent of Hiroshima was obliterated [destroyed] by the lone atomic bomb dropped on Sunday, it was announced in Guam last night. Five major industrial plants disappeared and additional damage was done beyond the wiped-out area. Only 2.8 square miles of the city's 6.9 square miles remained.

The city disappeared in a cloud of smoke, flame and dust that rose 40,000 feet. The missile struck the center of the target, a flash brighter than sunlight covered the city and several minutes later the smoke cloud reached up to the stratosphere. . . .

Source: "War News Summarized," *New York Times*, August 8, 1945

- |  |  |
|--|--|
| 16 Which event is described in this excerpt from the <i>New York Times</i> ? | 17 Which historical development followed the events described in this excerpt? |
| (1) use of a deadly new weapon against Japan                                 | (1) Japan entered a period of isolation.                                       |
| (2) invasion of Guam by the United States                                    | (2) The war in Europe came to an end.  |
| (3) firebombing of Tokyo by the United States                                | (3) Japan annexed Korea and Manchuria.   |
| (4) attack by the Soviet Union on Germany                                    | (4) The United States and the Soviet Union began an arms race.                 |
-

Base your answers to questions 18 and 19 on the maps below and on your knowledge of social studies.

**Map A**



**Map B**



Source: Shirin Keen, Emory University, Spring 1998 (adapted)

18 Which concept is most closely associated with the situation presented in map A?

- (1) appeasement
- (2) Zionism
- (3) nonalignment
- (4) colonialism

19 Which statement best explains the changes in borders shown between maps A and B?

- (1) Nationalism has been a unifying and dividing force in this region.
- (2) Invading neighbors have been a driving force in this region.
- (3) Marxism has been a dominant movement in this region.
- (4) National elections have been a determining factor in this region.

Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

### The Rise of the Khmer Rouge

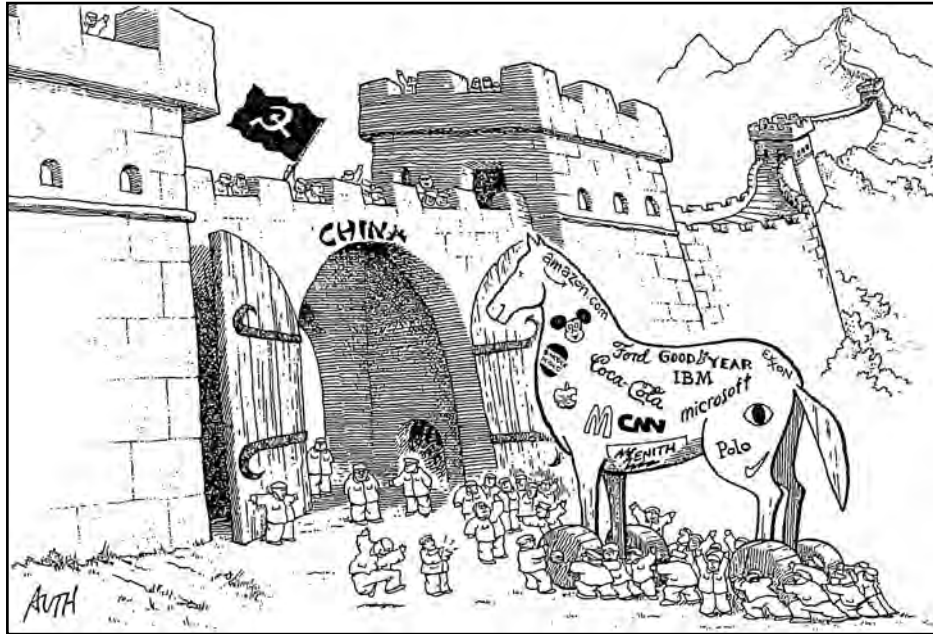
. . . Growing to an army of hundreds of thousands, the Khmer Rouge pushed across the countryside. They captured the capital, Phnom Penh, and took power in 1975. The soldiers, wearing black pajama-like uniforms, forced nearly 2 million Cambodians out of the cities and into the countryside. Their goal was to remove foreign influence in Cambodia and turn everyone into a simple worker or farmer.

During the evacuation, thousands died. Starvation and disease killed many, while execution practically became a science. The Khmer Rouge death list included those in the opposing regime, intellectuals, doctors, and teachers. Even people wearing glasses were executed simply because they were considered part of the upper or business classes. Ethnic minorities such as Cham, Chinese, Vietnamese, Thai, and Lao were targeted. Not considered “pure,” many were accused of supporting American imperialism or of nothing more than living in what was called the “enemy zone.” . . .

Source: Icy Smith, *Half Spoon of Rice*, East West Discovery Press

- |  |   |
|--|---|
| 20 For which purpose could this passage best be used?                      | 21 Which historical development is most similar to the situation described in this passage? |
| (1) learning about the reasons for the rise of the Khmer Rouge             | (1) Nazi actions in Germany in the 1930s and 1940s  |
| (2) researching life in Phnom Penh before the arrival of the Khmer Rouge   | (2) Nelson Mandela’s campaigns against apartheid in the early 1960s                         |
| (3) explaining the contributions of the ethnic minorities within Cambodia  | (3) Ayatollah Khomeini’s rise to power in Iran in the late 1970s                            |
| (4) understanding the impacts of Khmer Rouge policies on Cambodian society | (4) Argentinian mothers protesting in the Plaza de Mayo in the 1980s and 1990s              |
-

Base your answers to questions 22 and 23 on the cartoon below and on your knowledge of social studies.



Source: Tony Auth, *The Philadelphia Inquirer*, May 19, 2000

22 Which concept is best illustrated by the horse in this 2000 cartoon?

- (1) containment
- (2) militarism
- (3) globalization
- (4) tolerance

23 Which concern facing China's government in 2000 can best be inferred from this cartoon?

- (1) protests against the need to shift from regional self-sufficiency to regional specialization
- (2) military attacks by Western powers to gain competitive market shares
- (3) negative reactions by citizens to annexing Taiwan into the political bureaucracy
- (4) internal disruptions resulting from rapidly opening economic development zones

Base your answers to questions 24 through 26 on the passage below and on your knowledge of social studies.

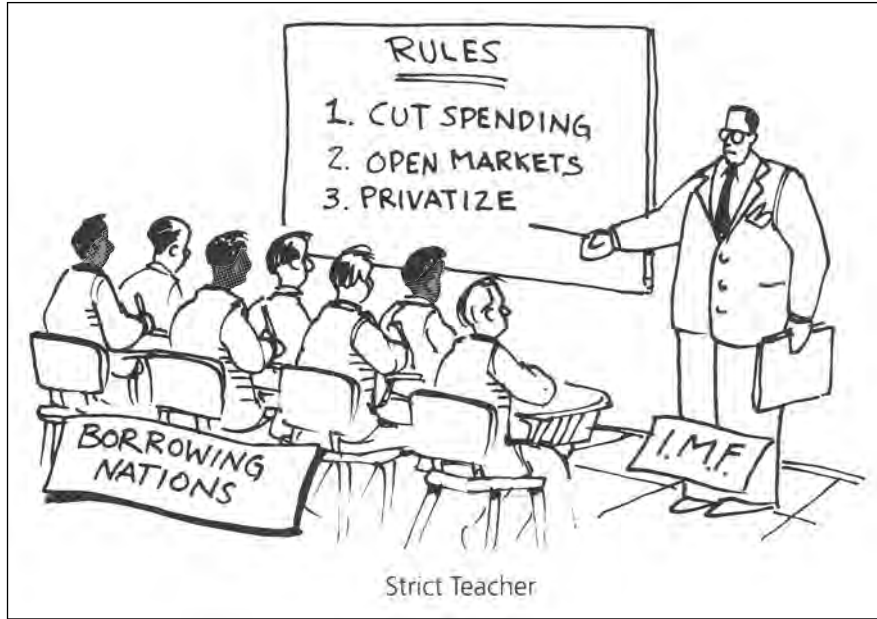
Elizabeth Robles Ortega began working in the *maquilas* (foreign factories) at the age of fourteen and was blacklisted from employment after participating in independent union drives on Mexico’s northern border. She later worked as an organizer for the Service, Development, and Peace organization.

NAFTA [North American Free Trade Agreement] has led to an increase in the workforce, as foreign industry has grown. They are reforming labor laws and our constitution to favor even more foreign investment, which is unfair against our labor rights. For example, they are now trying to take away from us free organization which was guaranteed by Mexican law. Because foreign capital is investing in Mexico and is dominating, we must have guarantees. The government is just there with its hands held out; it’s always had them out but now even more shamelessly. . . . Ecological problems are increasing. A majority of women are coming down with cancer — skin and breast cancer, leukemia, and lung and heart problems. There are daily deaths of worker women. You can see and feel the contamination of the water and the air. As soon as you arrive and start breathing the air in Acuña and Piedras Negras [border cities between the states of Coahuila and Texas], you sense the heavy air, making you feel like vomiting. . . .

Source: Interview with Elizabeth “Beti” Robles Ortega in *Worlds of History: A Comparative Reader*, Bedford/St. Martin’s, 2007

- |   |  |
|---|--|
| <p>24 According to Elizabeth Robles Ortega, what is the basic cause of the problems described?</p> <ul style="list-style-type: none"><li>(1) the Mexican government’s desire to centralize power</li><li>(2) NAFTA’s demand for increased spending on health care</li><li>(3) the Mexican government’s focus on obtaining foreign capital</li><li>(4) NAFTA’s tight regulations on the environment</li></ul> <p>25 Based on this document, what is the author’s primary goal?</p> <ul style="list-style-type: none"><li>(1) to increase profits for factory owners and investors</li><li>(2) to gain protection of workers’ rights and improve the workplace</li><li>(3) to reduce taxes levied on foreign investments in Mexico</li><li>(4) to restrict union organization and eliminate collective bargaining</li></ul> | <p>26 Which situation directly influenced the author’s point of view?</p> <ul style="list-style-type: none"><li>(1) having learned of medical problems suffered by factory workers</li><li>(2) being present at the negotiations to gain foreign investments</li><li>(3) having extensively profited from her investment in border factories</li><li>(4) being blacklisted from union membership</li></ul> |
|---|--|

Base your answers to questions 27 and 28 on the cartoon below and on your knowledge of social studies.



Source: Henry Brun, *The World Today*, Amsco School Publications, 2010

27 Based on this cartoon, the views of the International Monetary Fund (IMF) are most closely associated with which economic system?

- (1) mixed
- (2) traditional
- (3) capitalism
- (4) command

28 Based on this cartoon, what is one function of the International Monetary Fund (IMF)?

- (1) to implement tariffs to protect borrowing nations' markets
- (2) to establish guidelines for nations that are asking for loans
- (3) to encourage nations to apply for loans in order to increase their spending
- (4) to assist borrowing nations in taking control of businesses

Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

**Part II**

**SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)**

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

---

**Short-Answer CRQ Set 1 Structure**

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

---

**Short-Answer CRQ Set 2 Structure**

- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

**This page left blank intentionally.**



**CRQ Set 1 Directions (29–31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

**Document 1**

This excerpt is taken from John Locke’s *Second Treatise of Government*, which was originally published in 1690.

. . .95. MEN being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest. . . .

Source: C. B. Macpherson, ed., John Locke, *Second Treatise of Government*,  
Hackett Publishing Company

29 Explain the historical circumstances that led John Locke and other political philosophers to develop political ideas such as those expressed in his *Second Treatise of Government*. [1]

---

---

---

Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

**Document 2**

Haitians had a written constitution in 1801. Following Toussaint L'Ouverture's death in a French prison in 1803, Haitian independence movement leaders continued the revolution which resulted in independence in 1804. These revolutionary leaders wrote a new constitution for an independent Haiti. On May 20, 1805, Emperor Jacques Dessalines ratified this constitution. This is an excerpt of the 1805 Constitution.

**Constitution of Hayti [Haiti]**

. . .Do declare that the tenor [intent] of the present constitution is the free spontaneous and invariable expression of our hearts, and the general will of our constituents, and we submit it to the sanction [approval] of H.M. [His Majesty] the Emperor Jacques Dessalines our deliverer, to receive its speedy and entire execution [implementation].

Preliminary Declaration.

Art. 1. The people inhabiting the island formerly called St. Domingo, hereby agree to form themselves into a free state sovereign and independent of any other power in the universe, under the name of empire of Hayti.

Art. 2. Slavery is forever abolished.

Art. 3. The Citizens of Hayti are brothers at home; equality in the eyes of the law is incontestably [certainly] acknowledged, and there cannot exist any titles, advantages, or privileges, other than those necessarily resulting from the consideration and reward of services rendered to liberty and independence.

Art. 4. The law is the same to all, whether it punishes, or whether it protects. . . .

Art. 6. Property is sacred, its violation shall be severely prosecuted. . . .

Source: 1805 Constitution of Haiti, Webster University online

30 Based on this excerpt, explain the purpose for which Haitian revolutionary leaders created the 1805 Constitution of Hayti [Haiti]. [1]

---

---

---

Score

Base your answer to question 31 on **both** Document 1 and Document 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

---

---

---

---

---

Score

**This page left blank intentionally.**

**CRQ Set 2 Directions (32–34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

**BELIEVE IT OR KNOT\***



\*Knout – a whip used to punish

Source: Leslie G. Illingworth, *Punch*, July 12, 1950 (adapted)

32 Explain the historical circumstances that led to the situation shown in this cartoon. [1]

---

---

---

Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

## Document 2

This excerpt is from a speech given by Mikhail Gorbachev on December 25, 1991. The speech was broadcast on Central Television of the Soviet Union and was printed in *Rossiiskaia Gazeta* on December 26, 1991. *Rossiiskaia Gazeta* is a daily newspaper owned by the government that publishes official documents.

Dear compatriots! Fellow citizens! Due to the situation that has taken shape as a result of the formation of the Commonwealth of Independent States, I am ceasing my activity in the post of President of the USSR. I am making this decision out of considerations of principle.

I have firmly advocated the independence of peoples and the sovereignty of [Soviet] republics. But at the same time I have favored the preservation of the Union state and the integrity of the country.

Events have taken a different path. A policy line aimed at dismembering the country and disuniting the state has prevailed, something that I cannot agree with . . .

Speaking to you for the last time as President of the USSR, I consider it necessary to express my assessment of the path traversed [traveled] since 1985. Especially since there are a good many contradictory, superficial and unobjective opinions on this score [state of affairs].

Fate ordained that when I became head of state it was already clear that things were not going well in the country. We have a great deal of everything — land, petroleum, gas and other natural resources — and God has endowed us with intelligence and talent, too, but we live much worse than people in the developed countries do, and we are lagging further and further behind them. . . .

I realized that to begin reforms on such a scale and in such a society as ours was an extremely difficult and even riskier endeavor. But even today I am convinced of the historical correctness of the democratic reforms that were begun in the spring of 1985 . . .

The totalitarian system, which for a long time deprived the country of the opportunity to become prosperous and flourishing, has been eliminated.

–A breakthrough has been achieved in the area of democratic transformations. Free elections, freedom of the press, religious freedoms, representative bodies of power and a multiparty system have become a reality. Human rights have been recognized as the highest principle.

–Movement toward a mixed economy has begun, and the equality of all forms of ownership is being established. Within the framework of a land reform, the peasantry has begun to revive, private farming has appeared, and millions of hectares of land are being given to rural and urban people. The economic freedom of the producer has been legalized, and entrepreneurship, the formation of joint-stock companies and privatization have begun to gather momentum. . . .

Source: "Gorbachev Resigns as President," Seventeen Moments in Soviet History online, Michigan State University

33 Based on this excerpt, explain how the audience affects what Mikhail Gorbachev includes in his speech. [1]

---

---

---

Score

**Turning point**—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

---

---

---

---

---

---

---

34a Score	<input type="text"/>
34b Score	<input type="text"/>

### Part III

#### (Question 35)

#### ENDURING ISSUES ESSAY

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. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

#### Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

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

- Identify the enduring issue based on a historically accurate interpretation of **at least three** documents
- Define the issue using relevant evidence from **at least three** documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

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

**Identify**—means to put a name to or to name.

**Define**—means to explain features of a thing or concept so that it can be understood.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.



## Document 1

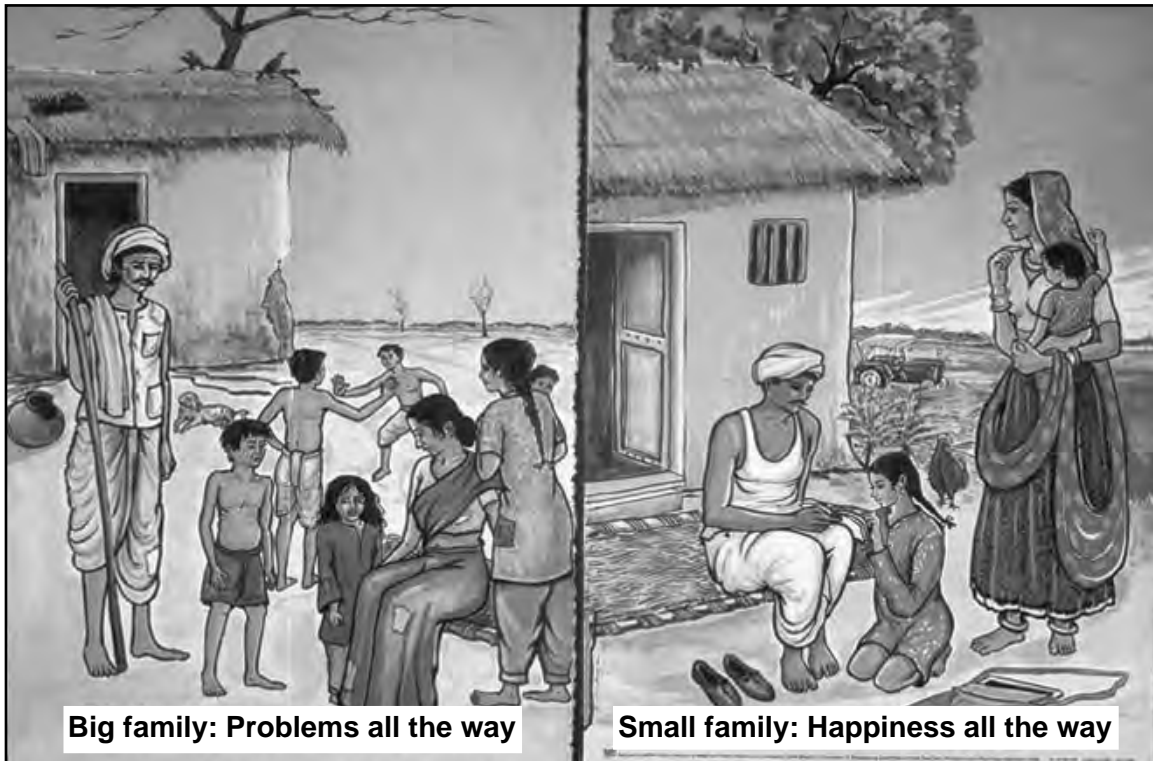
The Industrial Revolution began in England around 1750 and continued into the 19th century, bringing about significant changes in the British way of life. This excerpt is from an essay that explored themes from the temporary exhibition, at the Barber Institute of Fine Arts in 2008–2009 entitled “The Industrial Revolution and the changing face of Britain”.

The industrial and economic developments of the Industrial Revolution brought significant social changes. Industrialization resulted in an increase in population and the phenomenon of urbanization, as a growing number of people moved to urban centres in search of employment. Some individuals became very wealthy, but some lived in horrible conditions. A class of prosperous industrialists, ship owners and merchants dominated, accumulating great wealth, but at the same time the working classes had to live with minimum comforts in overcrowded environments. Children were sent to work in factories, where they were exploited and ill-treated; women experienced substantial changes in their lifestyle as they took jobs in domestic service and the textile industries, leaving the agricultural workforce and spending less time in the family home. This period also saw the creation of a middle class that enjoyed the benefits of the new prosperity. People started spending their free time entertaining themselves in theatres, concert halls and sports facilities or enjoying the countryside in long promenades [walks]. . . .

Source: Artemis Manolopoulou, ed., “The Industrial Revolution and the changing face of Britain,” An exhibition at the Barber Institute of Fine Arts, British Museum online

Document 2

A 1992 poster from the India Ministry of Health and Family Welfare



The country's most recent [1993] approach to population issues focuses on the advancement of women economically, academically, and socially, as independent women are more likely to have small families. Indian public information campaigns are also working to counter favoritism for boys, a deeply ingrained tradition that drives couples to have more children. . . .

Source: Lexi Krock, "Population Campaigns," NOVA, PBS, posted April 20, 2004 (adapted)

### Document 3

On September 8, 2000, thirty years after receiving the Nobel Peace Prize for his work in food production and hunger relief, Laureate Norman Borlaug gave an anniversary lecture at the Norwegian Nobel Institute in Oslo. This is an excerpt from his lecture.

#### **Norman Borlaug, 1970 Nobel Peace Prize Laureate, September 8, 2000**

. . . I am now in my 56th year of continuous involvement in agricultural research and production in the low-income, food-deficit developing countries. I have worked with many colleagues, political leaders, and farmers to transform food production systems. Despite the successes of the Green Revolution, the battle to ensure food security for hundreds of millions of miserably poor people is far from won.

Mushrooming [fast-growing] populations, changing demographics\* and inadequate poverty intervention programs have eaten up many of the gains of the Green Revolution. This is not to say that the Green Revolution is over. Increases in crop management productivity can be made all along the line – in tillage [land under cultivation], water use, fertilization, weed and pest control, and harvesting. However, for the genetic improvement of food crops to continue at a pace sufficient to meet the needs of the 8.3 billion people projected in 2025, both conventional breeding and biotechnology methodologies will be needed. . . .

Had the world's food supply been distributed evenly, it would have provided an adequate diet in 1998 (2,350 calories, principally from grain) for 6.8 billion people – about 900 million more than the actual population. However, had people in Third World countries attempted to obtain 70 percent of their calories from animal products – as in the USA, Canada, or EU [European Union] countries – only about half of the world population would be fed.

These statistics point out two key problems. The first is the complex task of producing sufficient quantities of the desired foods to satisfy needs, and to accomplish this Herculean [difficult] feat in environmentally and economically sustainable ways. The second task, equally or even more daunting, is to distribute food equitably. Poverty is the main impediment [obstacle] to equitable food distribution, which, in turn, is made more severe by rapid population growth . . . .

Source: Norman E. Borlaug, Nobel Prize online

\* demographic: relating to the study of changes in population patterns

## Document 4

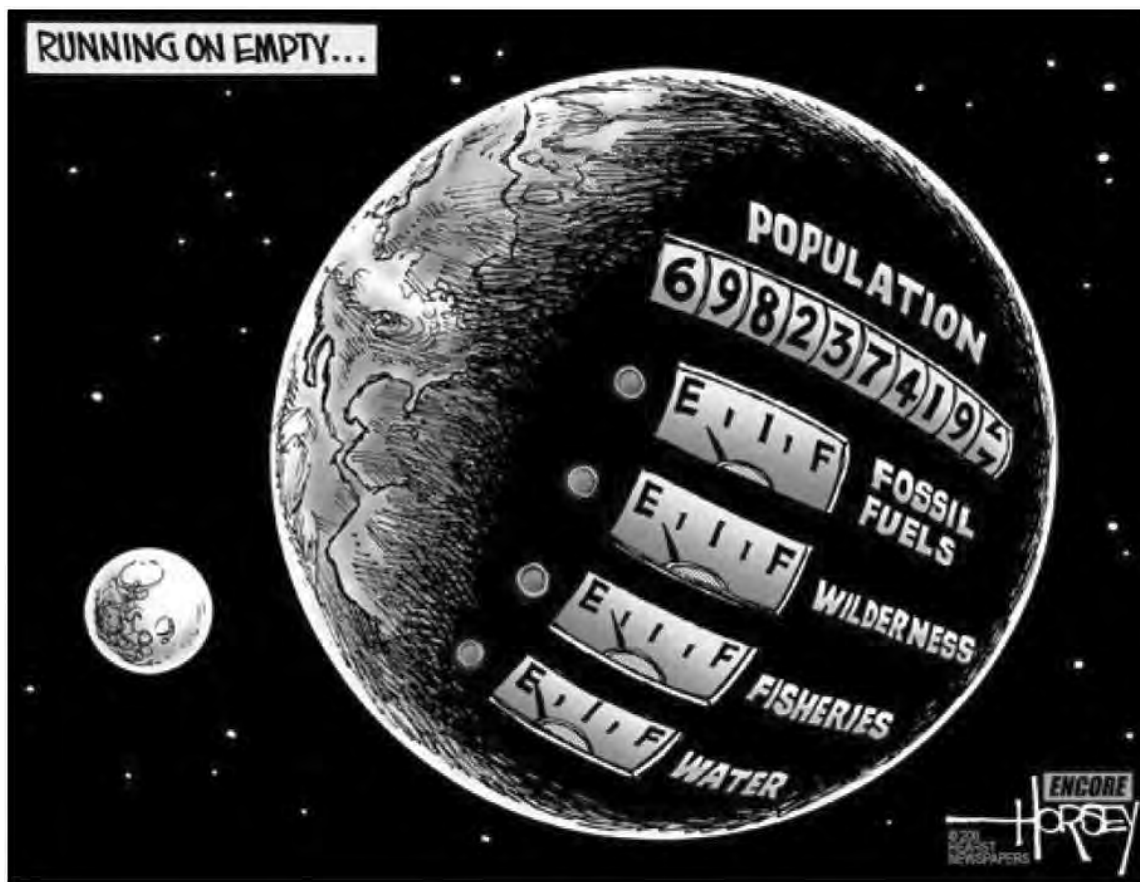
This passage discusses changing population patterns in Brazil and in the Amazon region.

. . .Some countries such as Brazil are seeing significant internal migration. Most countries, including Brazil, have seen significant migration from rural areas into cities. But in Brazil, millions of people are also moving into the Amazon region, a vast resource-rich rain forest drained by the largest river on Earth, the Amazon. These people and the companies they work for are in quest of valuable resources such as timber, gold, oil, and land that can be ranched or farmed. To exploit these resources means cutting down rain forest land and displacing rain forest peoples. . . .

The related demographic issue is that much of this land is not actually empty of human beings. Rather, indigenous peoples from many tribes live there. These Native Americans are mainly hunter-gatherers who rely on hunting game and gathering berries and other edible foods across large stretches of land. They migrate through these areas, rather than staying in fixed locations as agricultural peoples do. One of the indigenous rain forest groups is the Yanomami. According to current estimates, only about thirty thousand Yanomami remain in an area roughly three times the size of Switzerland around Brazil's border with Venezuela. Their way of life is in serious jeopardy as they are being displaced by population pressures from outside their culture and traditional homelands. For example, about forty thousand independent gold miners have overwhelmed Yanomami territory in recent decades. The Brazilian government has worked with the Yanomami to preserve some land for indigenous peoples, much like the reservation system in the United States. . . .

Source: Michael M. Andregg, *Seven Billion and Counting: The Crisis in Global Population Growth*, Twenty-First Century Books, 2014

Document 5



Source: David Horsey, *Hearst Newspapers*, January 21, 2011

**This page left blank intentionally.**

**OPTIONAL PLANNING PAGE**  
**Enduring Issues Essay Planning Page**

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: \_\_\_\_\_

<b>Essay Requirements</b>	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents?  Which documents support this issue?		1   2   3   4   5	
Which documents can be used to develop the definition for this issue?		1   2   3   4   5	
Has this issue significantly affected people or been affected by people?  In which document or documents do you see this?		1   2   3   4   5	
Has this issue endured across time or changed over time?  In which document or documents do you see this?		1   2   3   4   5	

Refer back to page 24 to review the task.

Write your essay on the lined pages in the essay booklet.

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II