

# GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY II

**Thursday, January 22, 2026 — 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.

#### Life at Versailles

. . . Not only did he [King Louis XIV] expect all persons of distinction to be in continual attendance at Court, but he was quick to notice the absence of those of inferior degree; at his *lever* [waking up in the morning], his *coucher* [going to bed], his meals, in the gardens of Versailles (the only place where the courtiers [advisers] in general were allowed to follow him), he used to cast his eyes to right and left; nothing escaped him, he saw everybody. If any one habitually living at Court absented himself he insisted on knowing the reason; those who came there only for flying [quick] visits had also to give a satisfactory explanation; any one who seldom or never appeared there was certain to incur [experience] his displeasure. If asked to bestow a favour on such persons he would reply haughtily [arrogantly]: “I do not know him”; of such as rarely presented themselves he would say, “He is a man I never see”; and from these judgements there was no appeal. . . .

Source: Louis de Rouvroy Saint-Simon, *Memoirs of the Duke de Saint-Simon*

- |   |  |
|---|--|
| <p>1 A historian would find this passage most useful for understanding the</p> <ul style="list-style-type: none"><li>(1) rules of diplomacy followed by Louis XIV</li><li>(2) effectiveness of Louis XIV's reign</li><li>(3) methods Louis XIV used to control the nobility</li><li>(4) divine right beliefs of Louis XIV</li></ul> | <p>2 Which historical situation is most similar to the one described in this passage?</p> <ul style="list-style-type: none"><li>(1) the rebellions in Cuba led by Fidel Castro</li><li>(2) the emancipation of serfs in Russia under Catherine the Great</li><li>(3) the implementation of an alternative attendance system in Tokugawa Japan</li><li>(4) the mobilization of the Red Guard to remove corrupt officials under Mao Zedong</li></ul> |
|---|--|

Base your answer to question 3 on the passage below and on your knowledge of social studies.

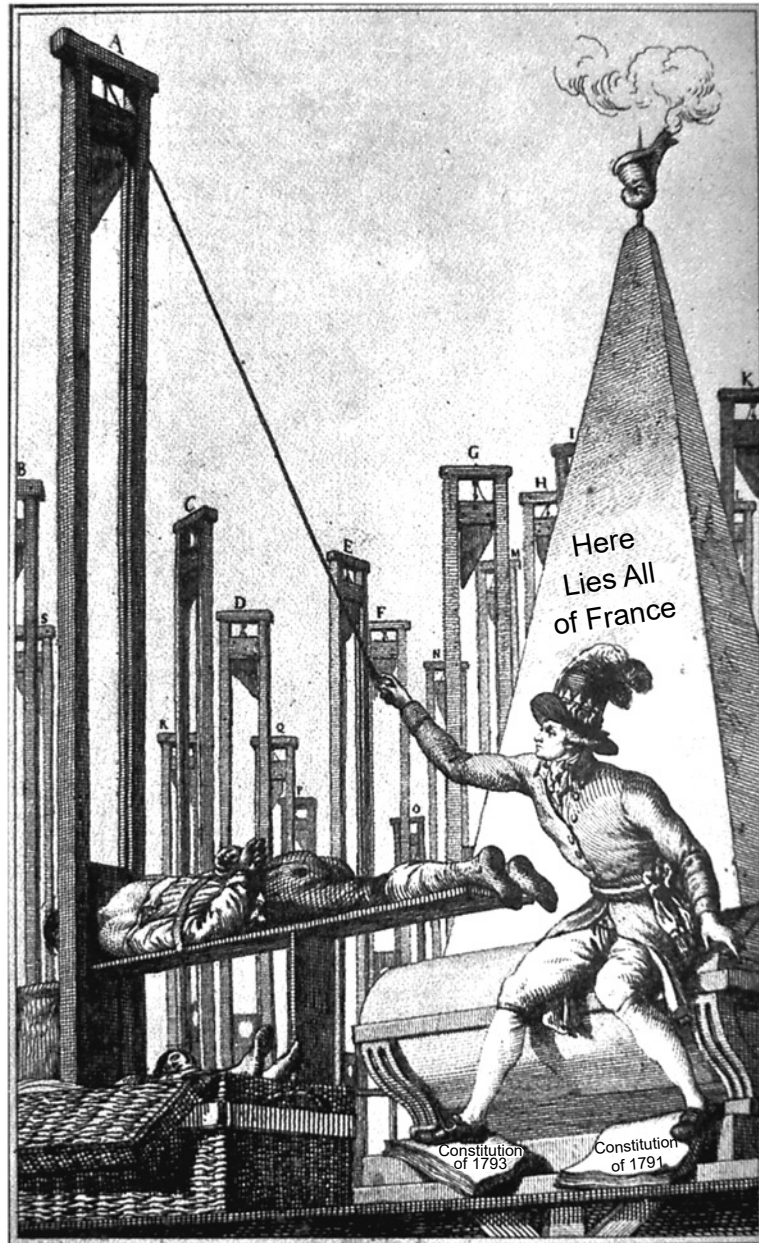
. . . Apart from this original contract, the votes of the greatest number always bind the rest; and this is a consequence of the contract itself. Yet it may be asked how a man can be at once free and forced to conform to wills which are not his own. How can the opposing minority be both free and subject to laws to which they have not consented? . . .

Source: Jean-Jacques Rousseau, *The Social Contract*, 1762

- 3 Which statement best describes this author's point of view?
- (1) The king holds ultimate power.
  - (2) Citizens only vote on the laws with which they agree.
  - (3) There are no limits on the power of the state.
  - (4) Individual power is limited by the majority.

Base your answers to questions 4 and 5 on the cartoon below and on your knowledge of social studies.

**The Executioner is Guillotined by  
Maximilien Robespierre**



Source: *La Guillotine en 1793* (adapted)

- 4 Which claim is best supported by this cartoon?
- (1) The people of France were tolerant of different religions.
  - (2) France had entered a radical period of the revolution.
  - (3) The ideas and values of the Enlightenment were upheld in France.
  - (4) France had created a limited constitutional monarchy.

- 5 Which situation was the result of the situation depicted in this cartoon?
- (1) France's Estates system was reinstated.
  - (2) King Louis XVI was restored as absolute monarch.
  - (3) Napoleon rose to power and reduced chaos.
  - (4) The Catholic Church became more powerful.

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

... After their tramp through the wetlands in 1819, the snowy mountains were a welcome sight for the army's highland mestizos. Many plainsmen, though, had never set eyes on the cordillera [mountain range]; on seeing the next stage of the journey, some 300 deserted. The troops who remained had walked 400 miles in the energy-sapping heat and humidity of the plains, but nothing could have prepared many of them for the altitude and freezing temperatures of the high Andes. . . .

Source: Daniel Ray, "In the Footsteps of Simón Bolívar's Campaign to Liberate Colombia," *BBC World Histories*, August/September 2019

6 A historian would find this passage most useful for

- (1) analyzing the ethnic makeup of Simón Bolívar's forces
- (2) determining the economic variables that affected Simón Bolívar's troops
- (3) evaluating the weapons used in the struggle for independence in South America
- (4) understanding the impact of geographic factors on the fight for Colombia's independence

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

... In deciding their course of action during the Famine, British government officials and administrators rigidly adhered to the popular theory of the day, known as laissez-faire (meaning let it be), which advocated a hands-off policy in the belief that all problems would eventually be solved on their own through 'natural means.'

Great efforts were thus made to sidestep social problems and avoid any interference with private enterprise or the rights of property owners. Throughout the entire Famine period, the British government would never provide massive food aid to Ireland under the assumption that English landowners and private businesses would have been unfairly harmed by resulting food price fluctuations.

In adhering to laissez-faire, the British government also did not interfere with the English-controlled export business in Irish-grown grains. Throughout the Famine years, large quantities of native-grown wheat, barley, oats and oatmeal sailed out of places such as Limerick and Waterford for England, even though local Irish were dying of starvation. Irish farmers, desperate for cash, routinely sold the grain to the British in order to pay the rent on their farms and thus avoid eviction. . . .

Source: Philip Gavin, "The Irish Potato Famine," *History Place Online*, June 12, 2000

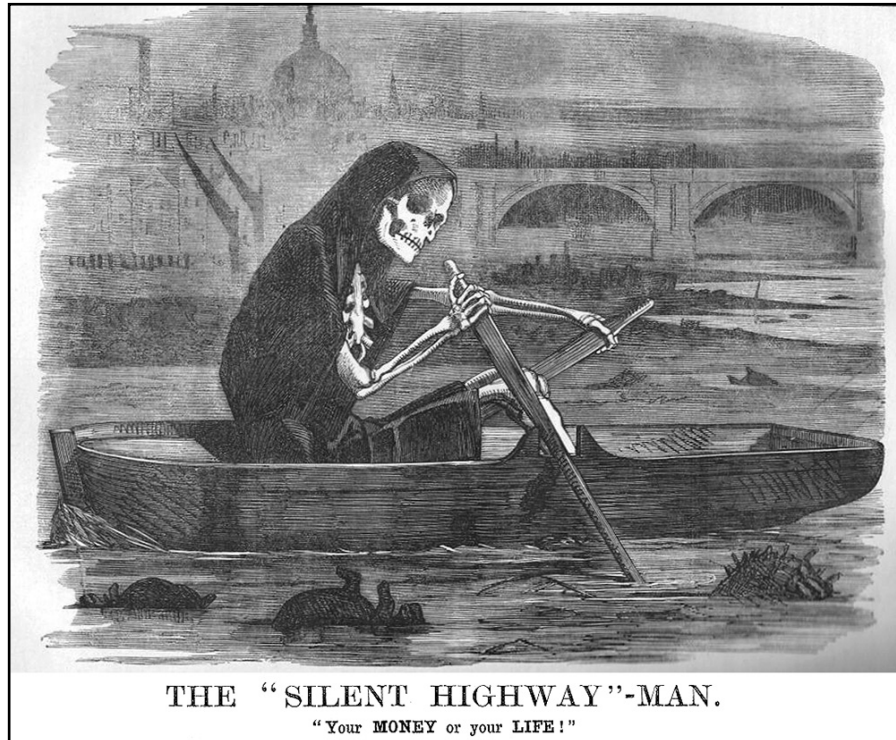
7 Which action was a result of the situation described in this passage?

- (1) Britain initiated new policies that supported food aid programs for the Irish.
- (2) Efforts to regulate food prices resulted in an improved standard of living in Ireland.
- (3) The Irish began to emigrate overseas in order to escape starvation.
- (4) British citizens emigrated to Ireland to regulate the export of Irish-grown grains.

8 The economic theory described in this passage is most related to the ideas found in

- (1) *The Wealth of Nations* by Adam Smith
- (2) *The Spirit of the Laws* by Baron de Montesquieu
- (3) *A Vindication of the Rights of Woman* by Mary Wollstonecraft
- (4) *Two Treatises of Government* by John Locke

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



Source: John L. Leech, *Punch*, July 10, 1858

9 What led to the situation depicted in this cartoon?

- (1) the establishment of labor unions
- (2) the decrease of maritime trade
- (3) prolonged warfare and civil strife
- (4) industrialization and urbanization

10 How did the British government attempt to improve the situation depicted in this cartoon?

- (1) It began efforts to improve sanitation.
- (2) It recommended a return to agrarian society.
- (3) It evacuated the land around the river.
- (4) It built factories along the river bank.

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

Robert Clive was sent by the English East India Company to India in 1765 to settle quarrels and address abuses by company employees.

. . . Clive made a settlement with the Mogul [Mughal] emperor, the nominal ruler of India. The emperor was given Allahabad, the province of Oudh became a buffer state between him and the company, and, by far the most important point, the East India Company was appointed by the emperor as the diwan, or revenue administrator, for the provinces of Bengal and Bihar. It was this step, the appointment of the English East India Company as revenue collector, which marked the actual beginning of the British empire in India, since the company now became in fact a territorial ruler, rather than a mere trading organization. It controlled the revenue of the two richest provinces in India, estimated at three times the revenue of any other province, and its law was supreme in Bengal. . . .

Source: Woodbridge Bingham, et al., *A History of Asia, Volume II*, Allyn and Bacon, 1974

11 Which claim is best supported by this passage?

- (1) Great Britain and India became equal trading partners.
- (2) Robert Clive was a central figure in expanding British influence in India.
- (3) The Mughal emperor successfully controlled most profitable provinces.
- (4) The East India Company became a trading organization run by the Mughals.

12 The appointment of the English East India Company as revenue collector can be considered a turning point in Indian history because it

- (1) created an Indian National Congress
- (2) led to a long period of British dominance in this region
- (3) guaranteed the independence of Indian provinces
- (4) immediately transformed the provinces of Bihar and Bengal into wealthy urban centers

Base your answer to question 13 on the passage below and on your knowledge of social studies.

. . .The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer, eds., *Can It Happen Again?*, Black Dog & Leventhal

13 This passage can best be used to understand

- (1) how the Nazi party indoctrinated German children
  - (2) why Nazi Germany invaded neighboring countries
  - (3) the purpose of Nazi censorship laws in Germany
  - (4) the steps the Nazi party took to improve the German economy
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Base your answer to question 14 on the cartoon below and your knowledge of social studies.

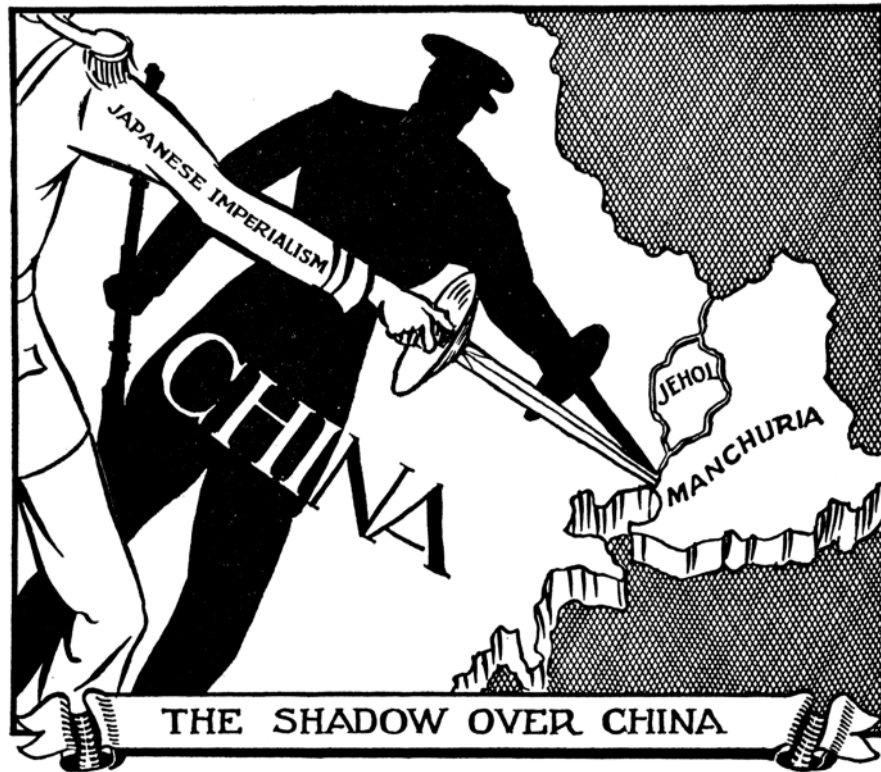


Source: *Punch*, 1936 (adapted)

14 Which claim is best supported by this cartoon?

- (1) Competition for natural resources led to a rejection of dictatorships.
- (2) Increasing nationalism fueled imperialism throughout the first half of the 20th century.
- (3) Nationalism led to an increase in independence movements throughout the world.
- (4) The removal of imperial control led to a rise in militarism in many nations.

Base your answers to questions 15 and 16 on the cartoon below and your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company, 1937

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| <p>15 This cartoon can be used to demonstrate the</p> <ul style="list-style-type: none"><li>(1) threat posed by Japan to other territories of Asia</li><li>(2) military technologies Japan possessed</li><li>(3) geographic barriers that protected China from foreign influence</li><li>(4) alliances that were formed in East Asia</li></ul> | <p>16 What was a cause of the event shown in this cartoon?</p> <ul style="list-style-type: none"><li>(1) the attempted invasion of Japan by Russia</li><li>(2) Japan's defeat in World War II</li><li>(3) the success of Japan's Meiji Restoration</li><li>(4) Japan's loss in the Sino-Japanese War</li></ul> |
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Base your answer to question 17 on the cartoon below and on your knowledge of social studies.



Source: David Low, *Evening Standard*, March 1948 (adapted)

17 Which issue is the focus of this cartoon?

- (1) the spread of communism to parts of Europe and the Middle East
- (2) Soviet support for anticolonial nations in Africa and Southeast Asia
- (3) proxy wars being fought in South America and the Caribbean
- (4) development of nuclear weapons by South Asian and East Asian countries

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

In June 1948, objecting to West Germany's decision to introduce a reformed Deutsche Mark currency to West Berlin, the Soviets cut off the corridor [route] at ground level. More broadly, it is believed, they hoped to make maintaining the connection with Germany's former capital such a headache that the West would think better of the whole thing and let the idea slide. On the contrary, though: the British and Americans inaugurated a massive airlift, flying supplies into the city – everything from food and vital technology to coal. An overblown response, maybe, but it made the Soviet blockade look petty, pointless – and, worst of all in the circumstances, unavailing [unsuccessful].

Source: Michael Kerrigan, *Stalin*, Amber Books, 2018

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| 18 During which conflict did the events depicted in this passage occur? | 19 According to this author, the purpose of the Berlin Airlift was to |
| (1) Russo-Japanese War    (3) World War II                              | (1) instill fear amongst the people of Berlin                         |
| (2) World War I            (4) Cold War                                 | (2) provide necessary resources to West Berliners                     |
|   | (3) evacuate the citizens from West Berlin                            |
|   | (4) prove that the Berlin blockade was effective                      |
-

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

“All men are created equal. They are endowed by their Creator with certain inalienable rights, among them are Life, Liberty, and the pursuit of Happiness.” . . .

This immortal statement is extracted from the Declaration of Independence of the United States of America in 1776. In the broader sense, this means: “All peoples on the earth are equal from birth; every person has the right to live to be happy and free.” . . .

Those are undeniable truths.

Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice.

In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united.

They have built more prisons than schools. They have mercilessly slain our patriots; they have drowned our uprisings in rivers of blood. . . .

Source: Ho Chi Minh, “Declaration of Independence of the Democratic Republic of Vietnam,” September 2, 1945

20 Which statement best describes the author’s purpose for writing this speech?

- (1) He is using Enlightenment ideas to highlight unfair treatment by the French.
- (2) He is demonstrating his rejection of Marxist ideas.
- (3) He is celebrating his collaboration with the Japanese to rule Indochina.
- (4) He is announcing his intention to join the Warsaw Pact.

21 What was one result of this speech?

- (1) a period of isolation
- (2) attacks by North Korea
- (3) the annexation of Laos and Cambodia
- (4) decades of conflict with foreign powers

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

. . .I want you to know the purpose of K.A.U. [Kenya African Union]. It is the biggest purpose the African has. It involves every African in Kenya and it is their mouthpiece which asks for freedom. K.A.U. is you and you are the K.A.U. If we unite now, each and every one of us, and each tribe to another, we will cause the implementation in this country of that which the European calls democracy. True democracy has no colour distinction. It does not choose between black and white. We are here in this tremendous gathering under the K.A.U. flag to find which road leads us from darkness into democracy. In order to find it we Africans must first achieve the right to elect our own representatives. That is surely the first principle of democracy. We are the only race in Kenya which does not elect its own representatives in the Legislature and we are going to set about to rectify [fix] this situation. . . .

Source: Jomo Kenyatta, Speech at the Kenya African Union Meeting, July 26, 1952

22 Which statement best describes this author's point of view?

- (1) Democracy will lead to fewer rights.
  - (2) Tribal distinctions encourage democracy.
  - (3) Voting is an important process in European colonization.
  - (4) Achieving the right to vote is the first step in developing a democracy.
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Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

. . .In 1963, the Shah announced his White Revolution, a program that included land reform, the nationalization of forests, the sale of state-owned enterprises to the private sector, a profit-sharing plan for industrial workers, and the formation of a Literacy Corps to eradicate illiteracy in rural areas. The White Revolution also granted Iranian women the right to vote, increased women's minimum legal marriage age to 18, and improved women's legal rights in divorce and child custody matters. These reforms were opposed by some of Iran's clergy, in particular Ayatollah Khomeini. Khomeini led the June 5, 1963 uprising, opposing the Shah and the White Revolution. In the course of this uprising, the authorities quelled resistance among the religious students in a seminary in the city of Qum, and a number of students lost their lives. Khomeini's activities eventually led to his exile to Iraq in 1964.

Source: Shiva Balaghi, "A Brief History of 20th Century Iran," Grey Art Museum, New York University

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|--|---|
| <p>23 A historian would find this passage useful for understanding how the</p> <ul style="list-style-type: none"><li>(1) exportation of oil strengthened Iran's economy</li><li>(2) role of women in Iranian society was reduced by the Shah</li><li>(3) gap between the wealthy and the poor in Iran decreased as a result of the reforms</li><li>(4) traditional segments of Iran's population reacted to the Shah's reforms</li></ul> | <p>24 A long-term effect of the reforms described in this passage was</p> <ul style="list-style-type: none"><li>(1) the overthrow of the Shah's government</li><li>(2) a period of peace and economic prosperity for all Iranians</li><li>(3) an alliance between the Shah's government and religious leaders</li><li>(4) the creation of a lasting democracy in Iran</li></ul> |
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Base your answers to questions 27 and 28 on the article below and on your knowledge of social studies.

Malaria causes more than 400,000 deaths every year, most of them in sub-Saharan Africa. The best way to combat the mosquito-borne parasite is through rapid and accurate diagnosis, treatment and containment. But in Uganda, where malaria is one of the leading causes of death, a good diagnosis is hard to come by. Blood tests are time-consuming and require trained lab technicians that are not always available in the small medical clinics frequented by most of the population.

After being misdiagnosed for the third time, software engineer Brian Gitta decided to do something about it. “It was such a waste of time, going to the clinic, waiting in line. I knew there had to be a better way.” For the past six years, the 27-year-old has worked with doctors, scientists and fellow software engineers—all of whom have had their own brushes with the disease—to develop a simple method to test for malaria without a blood sample, a microscope or a trained technician.

All that’s needed is their new invention, a portable shoebox-sized device they call a matiscope (from the Swahili word for treatment) and a smartphone. Patients with malaria-like symptoms, including high fevers, chills or headaches, can place a finger in the device cradle, which uses magnets and a beam of red light to detect changes in blood cells caused by the malaria parasite. The readings are analyzed by the smartphone, diagnosed and, if positive, can be uploaded to a nation-wide grid so that national health authorities can monitor for outbreaks. It’s reusable and provides results in two minutes. . . .

Source: Aryn Baker, *Time*, October 2019

- 27 Which problem is being described in this article?
- (1) a shortage of jobs for clinic technicians
  - (2) insufficient funding for health care workers
  - (3) the need for effective testing for diseases
  - (4) a lack of smartphone access in the developing world

- 28 Which response is being taken to address the problem discussed in this article?
- (1) utilizing international cooperation
  - (2) developing new technologies to meet local needs
  - (3) relying on traditional methods of assessing the problem
  - (4) increasing access to medication

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.

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#### 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)

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#### 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)
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**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**

. . .By the end of the 1920s, Joseph Stalin had consolidated power as the unchallenged leader of the Soviet Union. In 1928 he introduced a program to collectivize farms and end private ownership of land. Farmers in Ukraine, known as the “bread basket” of the Soviet Union for its fertile soil, resisted giving up their land to the state and joining collective farms.

The Soviet state under Stalin responded with a program called “dekulakization,” which evicted farmers and their families. The word “kulak” means “fist” in Russian and was used to demonize private farmers who refused to open their “clenched fists” and participate in building socialism. More than a million Ukrainian farmers were exiled to the far reaches of the Soviet Union or left without homes or work in the process. . . .

Source: “Collectivization and the Holodomor,” The Henry M. Jackson School of International Studies, June 2017

- 29 Explain the historical circumstances that led to the creation of collective farms in the Soviet Union in the late 1920s. [1]

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Score

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

## Document 2

In 1986, the United States Congress established the Commission on the Ukrainian Famine. The Commission was made up of members from the House of Representatives, the Senate, the Department of State, and the Ukrainian-American community. The commission was established to study the 1932–1933 Ukrainian Famine and to provide the American public and the world with a better understanding of the Soviet role in that famine. The following excerpt is from the testimony of Ms. Tatiana Pawlichka, a survivor of the Ukrainian Famine.

. . . In 1932, I was ten years old, and I remember well what happened in my native village in the Kiev region. In the spring of that year, we had virtually no seed. The communists had taken all the grain, and although they saw that we were weak and hungry, they came and searched for more grain. My mother had stashed away some corn that had already sprouted, but they found that, too, and took it. What we did manage to sow [plant], the starving people pulled up out of the ground and ate.

In the villages and on the collective farms (our village had two collectives), a lot of land lay fallow [not planted], because people had nothing to sow, and there wasn't enough manpower to do the sowing. Most people couldn't walk, and those few who could had no strength. When, at harvest time, there weren't enough local people to harvest the grain, others were sent in to help on the collectives. These people spoke Russian, and they were given provisions.

After the harvest, the villagers tried to go out in the field to look for gleanings [leftover crops], and the communists would arrest them and shoot at them, and send them to Siberia. My aunt, Tatiana Rudenko, was taken away. They said she had stolen the property of the collective farm.

That summer, the vegetables couldn't even ripen—people pulled them out of the ground—still green—and ate them. People ate leaves, nettles, milkweed, sedges. By autumn, no one had any chickens or cattle. Here and there, someone had a few potatoes or beets. People coming in from other villages told the very same story. They would travel all over trying to get food. They would fall by the roadside, and none of us could do anything to help. Before the ground froze, they were just left lying there dead, in the snow; or, if they died in the house, they were dragged out to the cattle-shed, and they would lie there frozen until spring. There was no one to dig graves. . . .

Source: Commission on the Ukraine Famine, 1986

- 30 Based on this excerpt, explain how the intended audience affects what Ms. Tatiana Pawlichka includes in her testimony. [1]

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Score

Base your answer to question 31 on **both** Documents 1 and 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]

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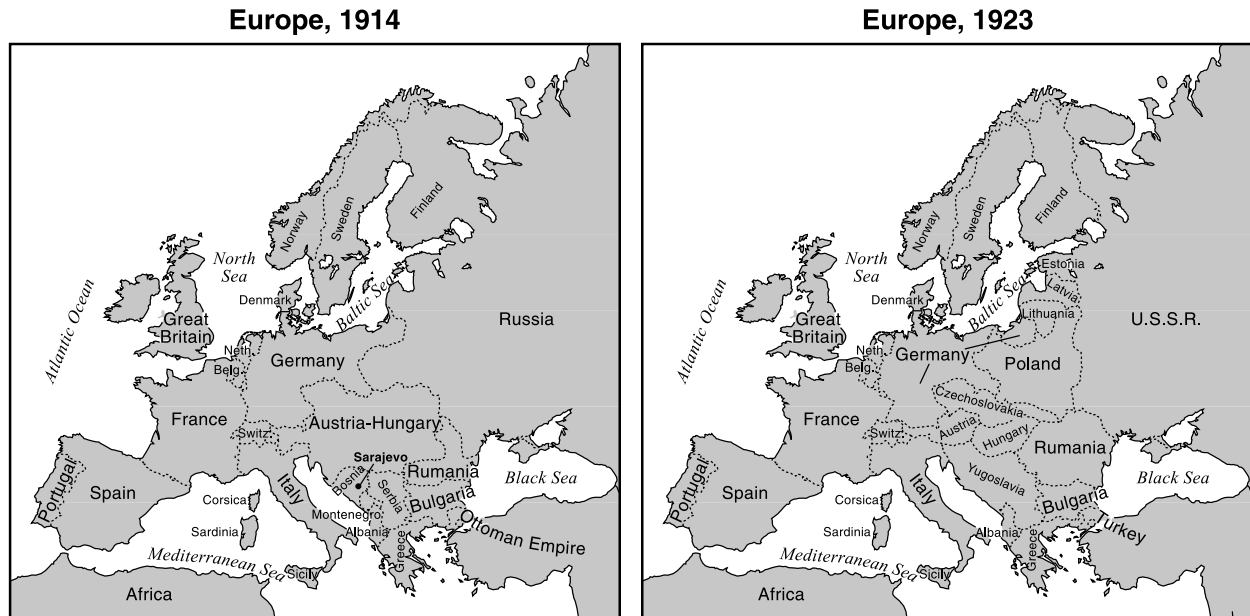
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Score

**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**



Source: Abraham and Pfeffer, *Enjoying World History*, Amsco (adapted)

**Geographic Context**—refers to where this historical development is taking place and why it is taking place there.

32 Explain the geographic context for the shift in borders between the 1914 map and the 1923 map. [1]

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Score

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

## Document 2

Gentlemen of the Congress:

. . . It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that program, the only possible programme, as we see it, is this: . . .

- X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous [independent] development.
- XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.
- XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees. . . .

Source: United States President Woodrow Wilson, "Fourteen Points," January 8, 1918

- 33 Based on this excerpt, explain the point of view of United States President Wilson regarding what should happen in Europe. [1]

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Score

Base your answers to questions 34a and 34b on **both** Documents 1 and 2 and on your knowledge of social studies.

**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 directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change, using evidence from both Documents 1 **and** 2. [1]

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34a Score

34b Score

### 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** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

#### In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain 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.

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

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

## Document 1

### The Demographics of Saint Domingue [Haiti] (1789–1790)

Population Breakdowns	Free Whites	Free People of Color	Slaves
Total = 560,000	32,000	28,000	500,000
Percentage of Population	6	5	89
Growth rate (%/yr)	1.35	4.5	6
Doubling time* (yrs)	52	16	12

Source: James E. McClellan III, *Colonialism & Science*, University of Chicago Press, 1992

\*Doubling time is the amount of time it takes for a population to double in size.

## Document 2

Philip Reeves was in India and interviewed Shingara Singh. He filed this report.

For 87 years, Bapu Shingara Singh has been carrying around a terrible piece of history in his head. Singh is thought to be the last surviving witness of an atrocity committed by an occupying army in Amritsar in north India, the holy city of the Sikhs.

Singh was in his early 20s when British forces, attempting to quell an uprising, opened fire on a large crowd of unarmed Indian protestors.

The 1919 event was critical to India's history and the eventual end of England's imperial authority. Most of the world has forgotten about it, but it has shaped Singh's worldview. . . .

REEVES: Singh talks of blood running like water, of bullets flying. Singh says he's more than 100 years old. When you look at his wrinkled, watering eyes and his huge white beard, that's perfectly possible, that would make him old enough to have witnessed what the Indians called the Jallianwala [Amritsar] massacre. . . .

The soldiers came towards us, he [Shingara Singh] says, and just started firing. He pulls up the sleeve of his left arm and shows off a bullet wound. . . .

Source: Philip Reeves, "Amritsar Massacre a Fresh Memory for Last Witness," *All Things Considered*, NPR, December 27, 2006 (adapted)

### Document 3

This is an excerpt from a memoir by Loung Ung. In it she describes her life and her family's life during the rule of the Khmer Rouge (1975–1979).

. . . Along with millions of other Cambodians, my family was forced to evacuate the city, leaving behind our home and all our belongings. For three years, eight months, and twenty-one days, we were made to live in villages more akin [similar] to labor camps, where every day was a Monday and every Monday was a workday, no matter if you were six or sixty. Inside our prison, our former life —religion, school, music, clocks, radio, movies, and TV— was banned. Rules and laws were enacted to control our travels, friendships, and relationships, familial or otherwise. The Khmer Rouge dictated how we could dress, speak, live, work, sleep, and eat.

From dawn until dusk, we dug trenches, built dams, and grew crops. As our stomachs ballooned from hunger, the Khmer Rouge soldiers with their guns guarded the fields to prevent us from stealing. No matter how hard we worked, we were never rationed enough food to eat. We were always hungry and on the verge of starvation. To survive we ate anything that was edible, and many things that should never have been eaten. We ate rotten leaves, and fruits fallen on the ground to the roots we dug up. Rats, turtles, and snakes caught in our traps were not wasted as we ate their brains, tails, hides, and blood. If we had free time, we spent it roaming the fields hunting for grasshoppers, beetles, and crickets. . . .

Source: Loung Ung, *Lucky Child*, HarperCollins, 2005

## Document 4

This excerpt is from an article in *grassroots*, a non-profit community newspaper published in South Africa.

Influx [movement] control and the coloured labour preference policy played a pertinent [important] role in frustrating and dehumanising black people in South Africa, evidence before the Cape Town Supreme Court suggests.

In the trial of 13 men convicted of being African National Congress guerillas or assisting guerillas, at least six of the accused told how they were adversely affected by the government's racial influx control policies.

Sazi Veldtman, a 29-year-old post office clerk from Nyanga, told the court in mitigation [reduction] of sentence how the pass laws had hindered his life, even as a child.

He said he came to Cape Town when he was nine, shortly after the death of his grandfather. His mother had died when he was two. For two years, he was refused entry to schools in the Cape Town area because he was considered "illegal".

He had to hide whenever pass law inspectors came to his aunt's house.

Veldtman said he was arrested for not having a pass when he was 14 years old. He applied for a pass when he was 16 but was ordered out of the Western Cape by "a Mr Fourie who said he was not interested in my stories, he had heard enough lies from us bantus".

Veldtman described the humiliation and suffering of pass laws as "the fear of a loud rude bang on doors in the middle of the night, the bitter humiliation of an undignified search, the shame of husband and wife being huddled out of bed in front of their children by police and taken off to jail". . . .

Source: "Trialists Tell of Suffering Under Pass Law System," *Grassroots*, July 1987

## Document 5

BEIJING It's still quietly referred to as "the anniversary" here. If you search for the words "Tiananmen Square" on the Internet in China, you likely won't find anything. Even on Weibo, China's Twitter equivalent, where Chinese are increasingly turning to speak their minds, there is little mention of Tiananmen. In fact, on social media, those words have been blocked by the country's censors.

It's not just "Tiananmen" that has been blocked on Weibo. The words: "today" and "June 4th" and even the Chinese characters for the date/number combination "6-4" have been blocked. If you search on Weibo for any of those terms you get the response: "according to relevant law, regulation and policy, search results are not displayed."

Today, June 4th [2013], is the 24th anniversary of the brutal massacre in the center of Beijing, where troops with tanks and assault rifles cracked down on student protesters who opposed the government and had set up camp in Tiananmen Square. So many details are still shrouded in mystery that even the death toll remains unclear, and unconfirmed. Several hundred are believed to have been killed.

In an age when the Chinese are finding their voices, there is enforced silence when it comes to Tiananmen Square. Of course, there's casual chatter in cafes, offices, and in taxicabs, but officially—and electronically—it's quiet. . . .

Source: Seth Doane, "Tiananmen Square: Great Firewall All but Hides the 24th Anniversary of China Massacre," CBS News Online, June 4, 2013

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**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: \_\_\_\_\_

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least <b>three</b></i> documents?  Which documents support this issue?		1   2   3   4   5	
Which documents can be used to develop the explanation 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.

