

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 17, 2026 — 1:15 to 4:15 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 answer to question 1 on the passage below and on your knowledge of social studies.

. . . The success of Benin was fueled by its lively trade. Tradesmen and artisans from Benin developed relationships with the Portuguese, who sought after the kingdom's artwork, gold, ivory, and pepper. In the early modern era, Benin was also heavily involved in the West African slave trade. They would capture men, women, and children from rival peoples and sell them into slavery to European and American buyers. This trade provided a significant source of wealth for the kingdom. . . .

Source: "The Kingdom of Benin," *National Geographic*, June 9, 2020

- 1 Which claim about Benin is best supported by this passage?
- (1) Its artisans produced goods for domestic use only.
 - (2) It was fighting a war with Portugal.
 - (3) Its wealth came from plantation agriculture.
 - (4) It was engaged in vast trade networks.
-

Base your answers to questions 2 and 3 on the passage below and on your knowledge of social studies.

Unfortunately, the last great Moghul [Mughal] ruler, Aurangzeb, opposed religious toleration. A devout Muslim and a Puritan in his habits, Aurangzeb dismissed the court musicians, artists, and historians. He discouraged poets, who “dealt in falsehood”; banned history, which “gave rise to feelings of undue pride”; and suppressed drinking and gambling. His military campaigns drained his resources. He also dismissed the Hindu clerks in his service and reimposed a poll tax on all “unbelievers.” These oppressive measures against the Hindus were perhaps the most destructive acts of his reign, for memories of Aurangzeb’s oppressive rule lingered in the minds of Hindu Indians for generations. By his death in 1707, the Moghul Empire was on the edge of ruin. The British came to fill the power vacuum.

Source: Donald J. Johnson et al., *Through Indian Eyes*, Apex Press, 1999 (adapted)

- | | | |
|---|---|--|
| 2 Which claim is best supported by this passage? | 1 | 3 Based on this passage, which situation was a result of Aurangzeb’s actions in India? |
| (1) The threat of the British unified Hindus and Muslims in the 1700s. | | (1) The British seized the opportunity to increase their power in Mughal India. |
| (2) The military campaigns of Aurangzeb led to prosperity for Muslims in India. | | (2) The Puritans of India rebelled against the Muslims. |
| (3) Aurangzeb’s rule was characterized by intolerance and oppression of Hindus. | | (3) The Mughal rulers limited European trade to a single port. |
| (4) The end of the Mughal Dynasty was marked by advances in learning and scholarship. | | (4) The Mughal Dynasty remained strong in India. |
-

Base your answer to question 4 on the passage below and on your knowledge of social studies.

. . .The “Two Treatises of Government” (1690) offered political theories developed and refined by Locke during his years at Shaftesbury’s side. Rejecting the divine right of kings, Locke said that societies form governments by mutual (and, in later generations, tacit) agreement. Thus, when a king loses the consent of the governed, a society may remove him—an approach quoted almost verbatim in Thomas Jefferson’s 1776 Declaration of Independence. Locke also developed a definition of property as the product of a person’s labor that would be foundational for both Adam Smith’s capitalism and Karl Marx’s socialism. Locke famously wrote that man has three natural rights: life, liberty and property. . . .

Source: “John Locke,” History, 2009

- 4 This passage would be most useful to a person attempting to prove the
- (1) importance of Enlightenment thought in supporting the divine right of kings
 - (2) effect of Enlightenment ideas on future political and economic movements
 - (3) influence of the Enlightenment on the strengthening of absolutism
 - (4) rejection of Enlightenment ideas such as natural rights
-

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . .Samurai grievances were compounded by the events of the early decades of the nineteenth century. Bad crop harvests in the 1830s resulted in widespread famine, disease, and death. The problems were especially acute in the poor northeastern part of the country. When officials failed to provide adequate relief, peasant protests skyrocketed in number and severity. At the same time, Japanese leaders watched nervously as the great Qing empire in China was decimated [destroyed] by the British in the first Opium Wars of 1839–1842. China was thereafter “carved up like a melon” by the other Western powers. The Japanese had already fended off [resisted] advances by the Russians in the 1790s and early 1800s and by the British in the 1820s. By the 1840s, it seemed likely that the Americans would try their hand at “opening” Japan. In 1853, a U.S. naval delegation led by Commodore Matthew C. Perry arrived with demands from U.S. President Millard Fillmore. Fillmore demanded that Japan agree to trade and diplomatic relations with the United States. The shogun was given a half-year to consider Perry’s request. Observers, especially powerful *daimyō*, saw that the shogunate had no new ideas about how to handle the foreign threat, much less the domestic problems wracking [hurting] the country. In the end, shogunal officials agreed, in spite of the emperor’s disapproval, to sign trade and diplomatic treaties with the United States. As in China, the terms gave great advantages to the Western powers. Japan was relegated to semi-colonial status. . . .

Source: Marcia Yonemoto, “Tokugawa Japan,”
The Program for Teaching East Asia, University of Colorado

- | | | |
|---|---|--|
| 5 One major change in Japan that resulted from the events described in this passage was | 1 | 6 This passage is most useful for studying |
| (1) the development of equal treaties | : | (1) ways to end peasant protests |
| (2) an increase in efforts to modernize | : | (2) the reasons why the Shogunate gained power |
| (3) an increase in the power of the samurai class | : | (3) ways the Qing conducted military campaigns |
| (4) the strengthening of isolationist policies | : | (4) the impact of Western imperialism |
-

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

. . . In Ireland, especially, the loss of the usual food of the people has been the cause of severe sufferings, of disease, and of greatly increased mortality among the poorer classes. Outrages have become more frequent, chiefly directed against property, and the transit of provisions has been rendered unsafe in some parts of the country. . . .

Source: Queen Victoria, Speech to Parliament, January 19, 1847

- 7 Who was most harmed by the circumstances described in this speech?
- (1) government leaders
 - (2) merchant sailors
 - (3) tenant farmers
 - (4) business owners
- 8 The situation described in this speech resulted in
- (1) mass emigration
 - (2) a unified global response
 - (3) a shift to communal farming
 - (4) implementation of major political reforms
-

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

THE REAL TROUBLE WILL COME WITH THE "WAKE"



Source: Joseph Keppler Jr., *Puck*, August 15, 1900 (adapted)

9 Which key event influenced the creation of this cartoon?

- (1) the signing of a series of unequal treaties between China and Western powers
- (2) the creation of a multinational intervention to protect Chinese interests
- (3) the founding of the Republic of China with Sun Yixian [Sun Yat-sen] as president
- (4) the establishment of an alliance between China, the United States, and Great Britain

10 What do the animals surrounding China symbolize in this cartoon?

- (1) nations seeking economic advantages
- (2) allies offering aid to the Qing Dynasty
- (3) rival countries during World War II
- (4) opium-importing countries

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

Article 119

Germany renounces [surrenders] in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea[s] possessions. . . .

Article 231

The Allied and Associated Governments affirm [acknowledge] and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage [for World War I] to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

Source: Treaty of Versailles, June 28, 1919

- 11 For which purpose was this document written?
- (1) to grant independence to former German overseas possessions
 - (2) to support the rebuilding of the German military
 - (3) to form a permanent alliance with Germany
 - (4) to punish Germany for its role in World War I

- 12 Which situation was the result of these articles?
- (1) People in France demanded the right to vote in democratic elections.
 - (2) Resentment led to the rise of the Nazi Party.
 - (3) Coal mines were given to Germany to pay for damages.
 - (4) Allied governments were held responsible for World War I.

Base your answers to questions 13 and 14 on the passage below and on your knowledge of social studies.

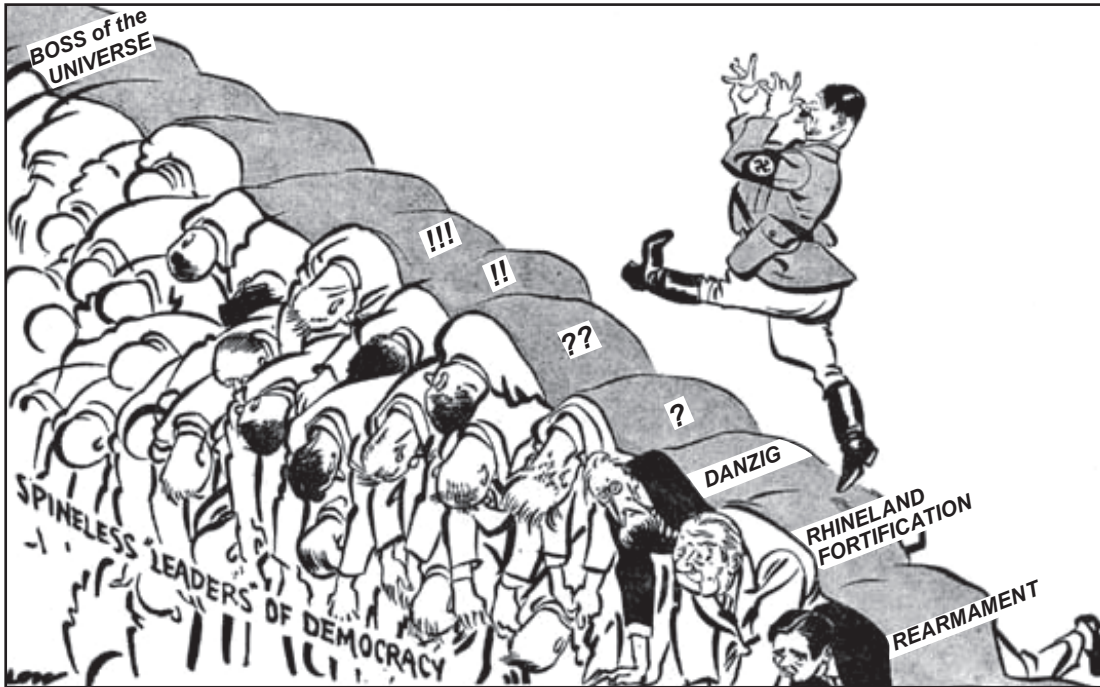
. . . In 1930, Gandhi led a 240-mile march against the British monopoly on salt manufacture. His object was to take the marchers to the sea, to the coastal village of Dandi, Gujarat, where they would illegally extract salt from the seawater. Gandhi set off from the ashram [religious retreat] with a handful of followers, but, as the procession crossed India, more and more people joined the protest, including foreign newspaper reporters and newsreel crews. Reported worldwide, the Salt Campaign brought much support to the cause of Indian independence. Again imprisoned in 1932, Gandhi fasted for six days in protest of the treatment of the untouchables [dalits]. In 1933, he fasted for twenty-one days, an action that secured his release from prison by officials fearful of an insurrection [revolt] if Gandhi should die in custody.

Source: Alan Axelrod, *Profiles in Audacity*, Sterling Publishing, 2006

- | | |
|---|--|
| 13 The actions taken by Gandhi described in this passage are most closely associated with | 14 This passage is most useful for understanding the |
| (1) civil disobedience (3) globalization | (1) tensions between India and Pakistan |
| (2) nonalignment (4) religious toleration | (2) causes of the Sepoy Rebellion |
| | (3) impact India's caste system had on daily life in British India |
| | (4) ways nationalists challenged British imperialism |
-

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

STEPPING STONES TO GLORY



Source: David Low, *Evening Standard*, July 8, 1936 (adapted)

15 What action is most responsible for the situation depicted in this cartoon?

- (1) the Soviet takeover of Western Europe
- (2) forced famine in Ukraine
- (3) appeasement by European leaders
- (4) the elimination of the Triple Alliance

16 One result of the events depicted in this cartoon was the

- (1) Berlin Conference
- (2) Paris Peace Conference
- (3) Great Depression
- (4) invasion of Poland

Base your answer to question 17 on the document below and on your knowledge of social studies.

II. JURISDICTION AND GENERAL PRINCIPLES

Article 6 . . .

(b) **WAR CRIMES:** namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity;

(c) **CRIMES AGAINST HUMANITY:** namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of the domestic law of the country where perpetrated. . . .

Source: Charter of the International Military Tribunal, 1945

17 Which organization is most responsible for addressing the principles outlined in this document?

- | | |
|--------------------|---------------------------------|
| (1) Warsaw Pact | (3) World Trade Organization |
| (2) United Nations | (4) International Monetary Fund |
-

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

. . .From that perspective, West Germany, lying in the center of Europe, and bordering on communist East Germany and Czechoslovakia, was crucial to the freedom of Western Europe. The Western Allies needed West Germany to become strong again, as a bulwark [barricade] against communism. Their other motives for wanting Germany to become strong were to reduce the risk that a weak and frustrated Germany might descend again into political extremism (as had happened after World War One), and to reduce the economic costs to the Allies of having to feed and support an economically weak West Germany. . . .

Source: Jared Diamond, *Upheaval*, Little, Brown and Company, 2019

- | | |
|---|--|
| 18 Which claim is best supported by this passage?
(1) A strong West Germany offered no advantages to its allies.
(2) Western allies welcomed the communist influence in Europe.
(3) Geographic location played a strategic role during the Cold War.
(4) Economic considerations played no part in European politics. | 19 Which event led to the situation described in this passage?
(1) the signing of the Nazi-Soviet Pact
(2) the Soviet expansion into Eastern Europe
(3) the Cuban Missile Crisis
(4) the collapse of the Berlin Wall |
|---|--|
-

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

April 15: Hu Yaobang’s death

Former Communist Party chief Hu Yaobang, a leading reformist, dies of a heart attack aged 73. Mourners begin to gather in Beijing’s Tiananmen Square. They are expressing their sadness, but also their dissatisfaction with the pace of reform in China.

April 18-21: Demonstrations spread

Numbers in Beijing swell into thousands in the following days, and demonstrations spread to cities and universities nationwide.

Students, workers and officials shout slogans calling for greater freedom and democracy and an end to what they called dictatorship—others complain about inflation, salaries and housing.

April 22: Hu’s memorial

Tens of thousands of students gather outside the Great Hall of the People in Tiananmen Square as Hu’s memorial service is held.

Their actions come in spite of an earlier warning by the city government that protesters risk severe punishment.

They deliver a petition of demands and insist on a meeting with Li Peng—China’s premier at the time—which is rejected.

Source: “Tiananmen Square Protests,” BBC News, June 2, 2014

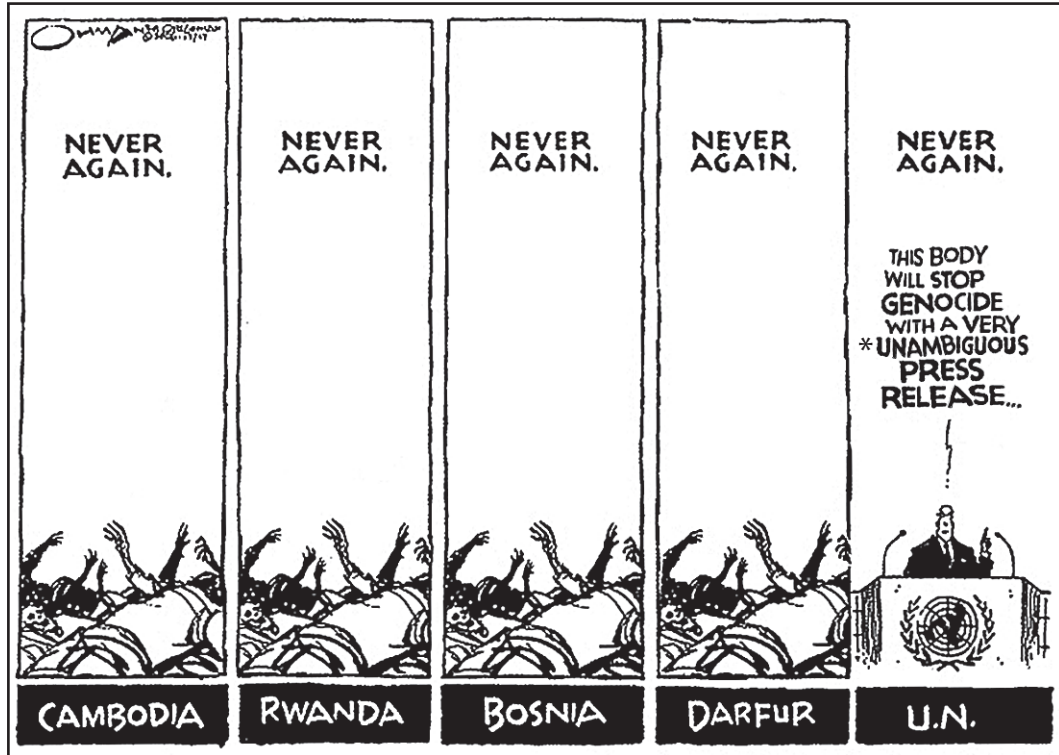
22 Which response was the result of the actions taken in this timeline?

- (1) The Chinese government mobilized the military to suppress the protests.
- (2) The Chinese Civil War ended with the defeat of the nationalists.
- (3) The Soviet Union and China were allied against the United States during the Cold War.
- (4) The majority of Chinese universities were closed by the end of 1989.

23 The best use for this timeline would be to

- (1) determine how many students were attending Chinese universities
- (2) explain the different policies of Chinese leaders Mao Zedong and Deng Xiaoping
- (3) state the grievances of protestors against the Chinese government
- (4) recount the impacts of industrialization on Chinese workers

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



*Clear

Source: Jack Ohman, *Portland Oregonian*, December 2006

24 Which claim is best supported by this cartoon?

- (1) Human rights violations have not occurred in Rwanda or Bosnia.
- (2) The United Nations has been unable to end genocide.
- (3) Crimes against humanity no longer occur in Africa.
- (4) The United Nations has been effective as peacekeepers in various regions.

Base your answer to question 25 on the passage below and on your knowledge of social studies.

In the 21st century, the revolution may not be televised—but it likely will be tweeted, blogged, texted and organized on Facebook, recent experience suggests.

After analyzing more than 3 million tweets, gigabytes of YouTube content and thousands of blog posts, a new study finds that social media played a central role in shaping political debates in the Arab Spring. Conversations about revolution often preceded major events, and social media has carried inspiring stories of protest across international borders.

“Our evidence suggests that social media carried a cascade [a lot] of messages about freedom and democracy across North Africa and the Middle East, and helped raise expectations for the success of political uprising,” said Philip Howard, the project lead and an associate professor in communication at the University of Washington. “People who shared interest in democracy built extensive social networks and organized political action. Social media became a critical part of the toolkit for greater freedom.” . . .

Source: Catherine O’Donnell, “New Study Quantifies Use of Social Media in Arab Spring,” *University of Washington News*, September 12, 2011

25 Which claim is best supported by this passage?

- (1) Government monitoring of social media reduced its usefulness.
 - (2) Twitter was the most important social media platform for revolutionaries.
 - (3) YouTube content had little impact on inspiring political movements.
 - (4) Use of social media helped raise support for the revolutions.
-

Base your answer to question 26 on the passage below and on your knowledge of social studies.

Life in Turkey

. . . Under the rule of President Recep Tayyip Erdogan, things have improved. My friend’s cousin showed off his new Mercedes-Benz, bragging about the state aid his family received and his general well-being. “I live like an American here!” he said. So of course he would vote again for Mr. Erdogan, who has been in power for the best part of two decades. The imprisonment of government critics? Not for him to worry about. . . .

Source: Jochen Bittner, “I Live Like an American Here!,” *New York Times*, September 22, 2020

26 Which claim is best supported by this passage?

- (1) Disagreement with government policy is valued and encouraged in Turkey.
 - (2) Long-term one-person rule has resulted in equality in Turkish society.
 - (3) The Turkish government emphasized economic development over protection of human rights.
 - (4) By following free market policies, Turkey has been able to increase its population.
-

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

I was in Afghanistan early in 2003, and in those days, there was virtually no insurgency. There was this very heady [strong] optimism about this semi-Jeffersonian democracy, and about where the country was headed — gender equality, rights for girls and women, people being able to participate in an open and representative political process. All of that was in play.

Over the years we adjusted our expectations, and over time we came to expect that, well, that was all a pipe dream, but at least what we can hope for is a compromised sort of democracy, with corruption and all sorts of issues. But at least Afghans in the cities, for sure, appear to be safe. They know there’s been a lot of progress in the last 20 years in Afghanistan, and that gave me hope. And of course, over the last couple of years, those hopes have declined. And in the last few days, they have been utterly crushed. . . .

Source: Elizabeth Harris, “There Is So Much More to Afghanistan: Khaled Hosseini Reflects on His Birthplace,” *New York Times*, August 18, 2021

- 27 According to this passage, which evidence best supports the claim made by Khaled Hosseini about Afghanistan?
- (1) Democratic reforms have not lasted in Afghanistan.
 - (2) The Taliban promised to be more tolerant of women’s education.
 - (3) Western nations prevented a Taliban takeover.
 - (4) Decades of peace changed little in Afghan cities.
- 28 Based on this passage, which statement best describes Khaled Hosseini’s point of view?
- (1) Years of working to implement democracy in Afghanistan had been reversed quickly.
 - (2) The Afghan government needed minimal outside support to function effectively.
 - (3) The majority of Afghans do not want to change their political institutions.
 - (4) NATO partners did not do enough to root out corruption in the elected government.

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)
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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 and on your knowledge of social studies.

Document 1

. . . The British came and went, and when they went the center could not hold, and things fell apart. In truth there was no real center, the region has always been divided by ancient disparities [differences] of the languages of the Punjab and Gujarat, mountains and the deserts, and Islam and Hinduism. By 1947, the forces of postcolonial nationalism and religious separatism broke the subcontinent into two, and later three, major pieces; India, Pakistan and Bangladesh. The British, exhausted by two world wars, and aware that the days of the empire were coming to a close, did not cover themselves in glory in the manner of their leaving.

On June 3, 1947, the announcement was made in the House of Commons: The British would withdraw—India was to be partitioned into the two independent dominions of India and Pakistan. Seventy-three days later, on August 15, they were all but gone. . . .

Source: Tim Marshall, *Prisoners of Geography*, Scribner, 2015

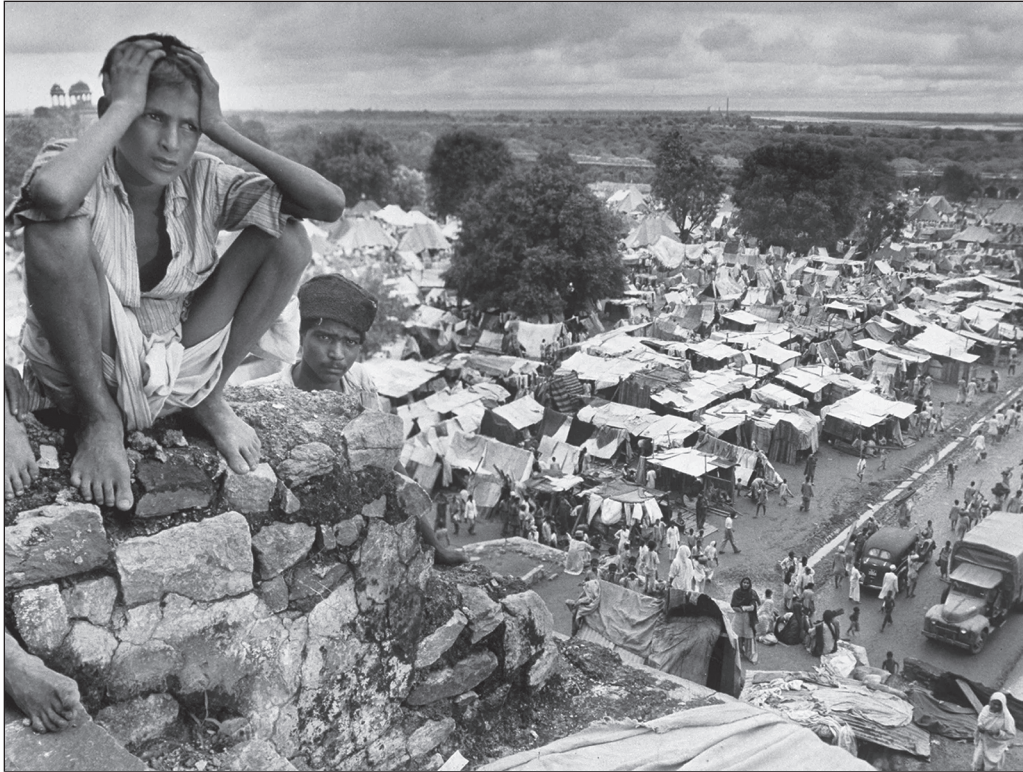
29 Explain the historical circumstances that led to the changes described in this passage. [1]

Score

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

Document 2

Margaret Bourke-White was an American photographer who worked as a correspondent in India for *Life* magazine. She worked with Calcutta native Sunil Janah. Together, they documented the transformation of the subcontinent in the 1940s. This photograph was taken during the last two days of August 1947.



Misery of the dispossessed is reflected in the face of this Moslem [Muslim] boy, perched on the wall of the Purana Qila fortress in New Delhi. Below him thousands of his unhappy fellows, who have fled their homes in terror, are trying to survive until they can organize a convoy for the long march to Pakistan. In their squalid city of tents and lean-tos they have almost no room to sleep and little to eat. They are surrounded by filth and many will die without ever leaving camp.

Source: Margaret Bourke-White, *Life*, November 3, 1947

30 Explain how audience affects the way that Margaret Bourke-White presents the situation of Muslims in New Delhi, based on this photograph. [1]

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]

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

. . . Once back in Leicestershire, however, Cartwright found that the idea of devising a weaving machine had lodged itself firmly in his mind.

“It struck me,” he wrote, “that as in plain weaving, according to the conception I then had of the business, that as there could only be three movements which were to follow each other in succession, there would be little difficulty in reproducing and repeating them.”

“Full of these ideas I immediately employed a carpenter and smith to carry them into effect. . . . To my great delight, a piece of cloth, such as it was, was the produce. . . .”

Sadly, this first machine of Cartwright’s was not at all successful, and was actually slower in its operation than a manual hand loom.

Nevertheless, it worked and proved that producing cotton cloth by mechanical means was a possibility. All Cartwright had to do now was to improve and refine the process.

It took a whole series of improvements and new patents before, finally, in 1788, his machine had reached a point where the three component processes of weaving—shedding, picking and beat-up—could be performed with sufficient speed and efficiency. . . .

Source: “Edmund Cartwright & the Invention of the Power Loom,” Our Nottinghamshire, May 9, 2013

32 Explain the historical circumstances that led to the economic developments described in this excerpt. [1]

Score

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

Document 2

In 1832, the British Parliament requested an investigation into the conditions of factories. This is an excerpt from the Factories Inquiry Commission's Report on the Conditions of Factories in Scotland.

...In Scotland the hours were generally found to be twelve to twelve and a half hours, but in some districts over thirteen hours were worked, and in only a few ten hours and a five-day week, though most factories finished early on Saturday to allow employees to buy provisions. Time allowed for meals at work varied between one hour for breakfast and one and a half hours for dinner, to half an hour for each break. Some of the dinner break was usually spent cleaning stationary machinery. Many workers preferred to continue work at meal times and leave early. This could mean a sixteen-hour working day.

Some of the old mills had inadequate lighting and ventilation, many had roofs too low for their workers to stand upright, and narrow passages between unguarded machinery.

The sanitary conditions were also bad with too few privies [restrooms], used by both sexes, improperly screened and unventilated.

The new mills were much better and some model mills, such as Robert Owen's at New Lanark, were especially praised.

The Commissioners found Scotland had in general one hour longer working days than England, and that the children were often too tired to eat and, when woken in the morning, unable to dress themselves. Scotland was considered the worst area for child cruelty and their tiredness often caused serious accidents with the machinery. The children were often too tired for schooling where it was provided and many examined thought educational standards were in decline.

Source: Factories Inquiry Commission, *First Report of the Central Board*, 1833

33 Explain the purpose of the 1833 Factories Inquiry Commission's report based on this excerpt. [1]

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]

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

. . .Napoleon oversaw the continuation of an extended period of warfare begun by the revolutionary French governments. The destabilizing effect of the French Revolution had turned many great powers against France. While these conflicts could be regarded as a series of separate battles, they were effectively one long war in which France was constantly engaged in fighting. . . .

Napoleon's career began in the artillery at a time when it was making significant advances. Guns were being designed to be extra powerful and more mobile. Due to a combination of technological developments and the tactical changes Napoleon led, artillery came to play a more destructive role than ever before. The French Army at Leipzig fired five times as many cannon balls as they had at Valmy twenty-one years before. The results of those cannons were more bodies in a brutal count. . . .

Most attempts to count the cost of Napoleon's Wars have focused on the soldiers, but the violence also had an enormous impact on civilians.

As vast armies trampled across the continent, they left a trail of destruction in their wake. Some of this was due to a lack of food. Carrying all the sustenance [supplies] required for such grand armies would have been a tremendous effort, so the armies lived off the land. Farms and entire communities were left without food.

It was worse in areas where scorched earth tactics were used, notably Russia. To prevent the French obtaining supplies, Russian Armies devastated their country. The city of Moscow was set ablaze rather than let the French find what they needed there.

Such tactics cause starvation and death for ordinary people. Disputes with foraging soldiers led to acts of violence. Inevitably, such suffering went largely unreported.

Millions of soldiers and civilians died during the Napoleonic Wars. The political and technological changes made for a particularly devastating conflict. It was a harbinger [sign] of what was to come in the age of total war.

Source: Andrew Knighton, "The Meat Grinder of War—Why the Napoleonic Wars Cost So Many Lives," War History Online, December 28, 2016

Document 2

. . . Towards the end of November, while in London, Winston Churchill learned that his close friend, Hugh Dawnay, had been killed in action. He also received a letter from a close friend and fellow Member of Parliament, Valentine Fleming, who was serving on the Western Front, and sought to describe the scene. "First and most impressive," Fleming wrote, 'the absolutely indescribable ravages of modern artillery fire, not only upon all men, animals and buildings within its zone, but upon the very face of nature itself. Imagine a broad belt, ten miles or so in width, stretching from the Channel to the German frontier near Basle, which is positively littered with the bodies of men and scarified [scarred] with their rude graves; in which farms, villages and cottages are shapeless heaps of blackened masonry; in which fields, roads and trees are pitted and torn and twisted by shells and disfigured by dead horses, cattle, sheep and goats, scattered in every attitude of repulsive distortion and dismemberment.' In this zone both day and night were made 'hideous by the incessant [constant] crash and whistle and roar of every sort of projectile, by sinister columns of smoke and flame, by the cries of wounded men, by the piteous calls of animals of all sorts, abandoned, starved, perhaps wounded'. . .

Source: Martin Gilbert, *The First World War*, Henry Holt and Company, 1994

Document 3

Hiroshima Before and After the Atomic Bombing



Source: United States Strategic Bombing Survey, 1945



Source: Yoshito Matsushige, August 6, 1945

Document 4

. . .From 1961 to 1971, the U.S. military sprayed a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops used by enemy North Vietnamese and Viet Cong troops.

U.S. aircraft were deployed to douse [spray down] roads, rivers, canals, rice paddies and farmland with powerful mixtures of herbicides. During this process, crops and water sources used by the non-combatant native population of South Vietnam were also hit.

In all, American forces used more than 20 million gallons of herbicides in Vietnam, Laos and Cambodia during the years of Operation Ranch Hand. Herbicides were also sprayed from trucks and hand-sprayers around U.S. military bases. . . .

Source: "Agent Orange," History, August 2, 2011

Document 5

Like any typical 15-year-old, Ahmed Jassim stays glued to his smartphone, watching music videos and playing games. In his family's modest living room with dark concrete walls, the light from the phone's screen illuminates his handsome but gaunt [sickly] face.

But unlike his peers, Ahmed doesn't go outside to play soccer or fly kites. Simple activities tire him out quickly because his heart is permanently damaged, the result of inhaling the smoke that blanketed this town of farmers and shepherds after Islamic State militants ignited nearby oil wells.

"He hates life. He just hates life," his mother, Rehab Fayad, said wistfully. "It affected him not just physically, but psychologically." . . .

The Islamic State footprint on Iraq's environment may be unprecedented and permanent, with a toxic legacy that includes wide-scale cattle deaths, fields that no longer yield edible crops and chronic breathing complications in children and the elderly, doctors and experts said. . . .

Source: El-Ghobashy and Warrick, "The Islamic State's Toxic Farewell: Environmental Sabotage and Chronic Disease," *Washington Post*, February 4, 2018

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 three</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 **25** to review the task.

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

