

# Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY II

**Tuesday**, August 19, 2025 — 12:30 to 3:30 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.

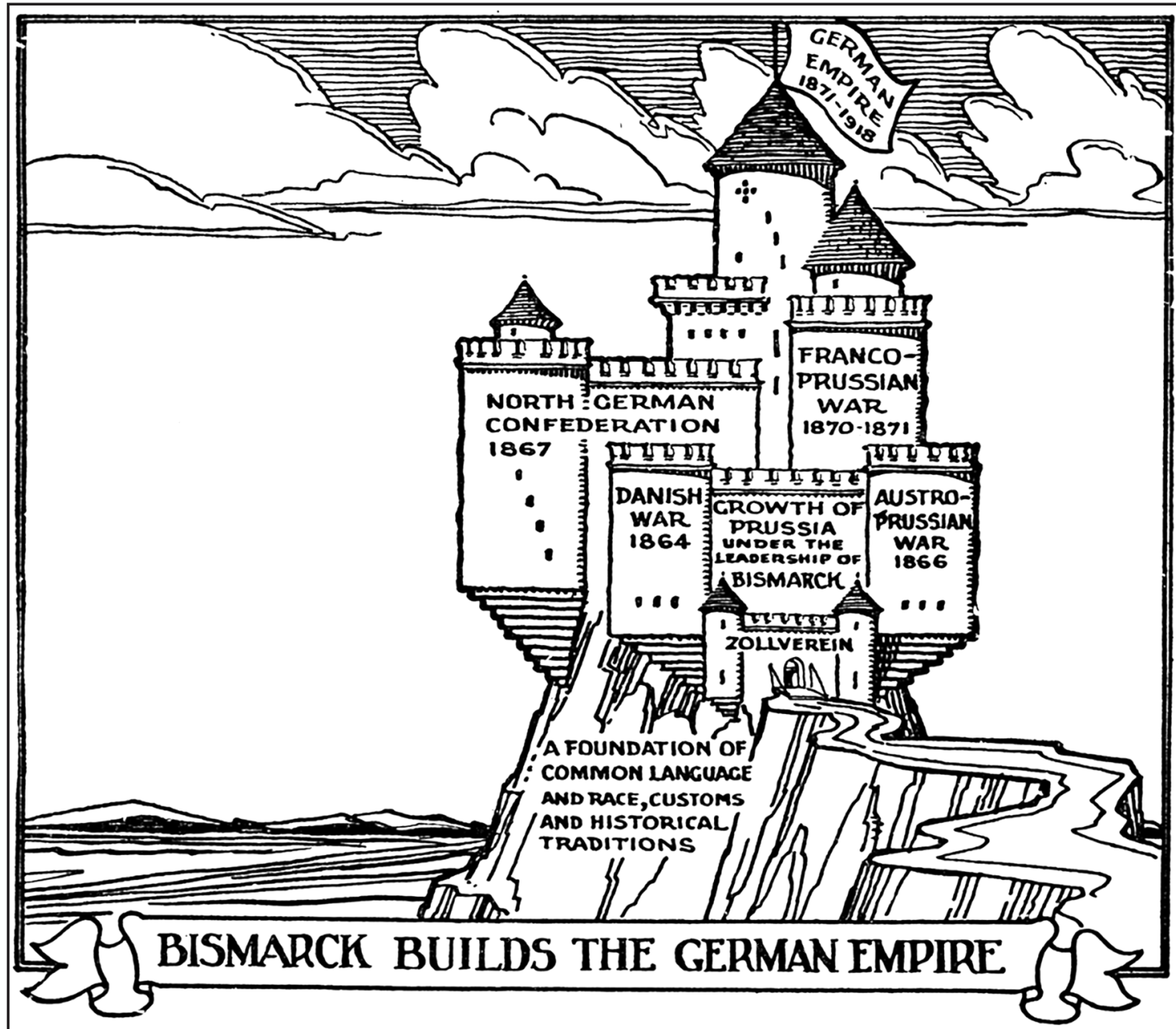
. . . Stock [typical] descriptions of Tokugawa Japan depict the continuing trade through Nagasaki as a minor exception to an isolationist policy, seeing it as a “tiny loophole” or a “crack in the door.” I prefer the metaphor of a relay or an “antenna” by means of which Japan received a continual flow of knowledge and information from both China and the West, as well as countless cultural objects that worked their own ways of change. It is impossible to tell the story of Tokugawa art, for example, without reference to the transformations wrought [shaped] by continuing input from both Chinese paintings and Western copperplate prints. The highly developed internal network of communications in Japan by way of the *sankin kōtai* [alternate residence] further insured that new knowledge spread rapidly to even the most remote castle towns. . . .

Source: Henry D. Smith, II, “Five Myths About Early Modern Japan,” *Asia in Western and World History*, M.E. Sharpe, 1997

- |  |   |
|--|---|
| <p>1 Which claim related to Tokugawa policies is best supported by this passage?</p> <ul style="list-style-type: none"><li>(1) Japanese artists were banned from using Chinese and Western elements in their artwork.</li><li>(2) Crackdowns by government officials led to the destruction of imported Chinese paintings.</li><li>(3) Nagasaki served as a passageway for a continuous flow of Chinese and Western cultural objects.</li><li>(4) Sankin kōtai prevented the spread of Western knowledge to Japanese castle towns.</li></ul> | <p>2 What is the purpose of this passage?</p> <ul style="list-style-type: none"><li>(1) to challenge the idea that Tokugawa Japan was isolated</li><li>(2) to describe the impact of trade reduction on the port of Nagasaki</li><li>(3) to explain the Tokugawa government's need to limit change</li><li>(4) to question the importance of an internal network of communication</li></ul> |
|--|---|
- 

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



Source: Philip Dorf, *Visualized World History*, Oxford, 1949

3 Based on this illustration, which claim about the formation of the German Empire is most accurate?

- (1) Conflict played a key role in unifying Germanic territories.
  - (2) The German Empire was created through a series of public referendums.
  - (3) Bismarck followed a strict policy of pacifism in international relations.
  - (4) Bismarck had a minor role in German unification.
- 

4 What was one result of the events depicted in this illustration?

- (1) France and Germany became close allies.
- (2) The new German constitution forbade aggressive war.
- (3) The balance of power in Europe shifted.
- (4) Nationalism contributed to the breakup of the German Empire.

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

The roots of the Opium War (or First China War) lay in a trade dispute between the British and the Chinese Qing Dynasty. By the start of the 19th century, the trade in Chinese goods such as tea, silks and porcelain was extremely lucrative for British merchants. The problem was that the Chinese would not buy British products in return. They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain.

In order to stop this, the East India Company and other British merchants began to smuggle Indian opium into China illegally, for which they demanded payment in silver. This was then used to buy tea and other goods. By 1839, opium sales to China paid for the entire tea trade. . . .

Source: "Opium War," National Army Museum of the United Kingdom

5 Which statement is best supported by this passage?

- (1) Britain violated Chinese law in order to gain a more favorable balance of trade.
- (2) China relied on goods produced by Britain during the Industrial Revolution.
- (3) Britain enslaved many Indians in silver mines to finance their trade with China.
- (4) China followed a policy of isolationism and refused all trade with the British.

6 Which statement identifies a long-term effect of the conflict described in this passage?

- (1) A series of unequal treaties granted Britain spheres of influence in China.
- (2) The British implemented a policy of mercantilism in their American colonies.
- (3) The Congress of Vienna led to the redrawing of political boundary lines in Europe.
- (4) The Qing Dynasty was cut off from further trade with European countries.



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

. . . The most terrible outbreak of cholera which ever occurred in this kingdom [Great Britain], is probably that which took place in Broad Street, Golden Square, and the adjoining streets, a few weeks ago. Within two hundred and fifty yards of the spot where Cambridge Street joins Broad Street, there were upwards of five hundred fatal attacks of cholera in ten days. The mortality in this limited area probably equals any that was ever caused in this country, even by the plague, and it was much more sudden, as the greater number of cases terminated in a few hours. The mortality would undoubtedly have been much greater had it not been for the flight of the population. Persons in furnished lodgings left first, then other lodgers went away, leaving their furniture to be sent for when they could meet with a place to put it in. Many houses were closed altogether, owing to the death of the proprietors; and, in a great number of instances, the tradesmen who remained had sent away their families: so that in less than six days from the commencement of the outbreak, the most afflicted streets were deserted by more than three-quarters of their inhabitants. . . .

Source: John Snow, *On the Mode of Communication of Cholera*, 1855

7 Which claim is best supported by this passage?

- (1) City officials took steps to address the epidemic.
- (2) People stayed home and waited for the disease to end.
- (3) Economic growth would not be affected by this epidemic.
- (4) The spread of disease can impact both the victims and the survivors.

8 This passage could best be used to study which topic?

- (1) political complaints which led to the French Revolution
- (2) the impact of the Age of Imperialism on colonized peoples
- (3) living conditions for workers during the Industrial Revolution
- (4) the impact of the Agricultural Revolution on food production

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Base your answer to question 9 on the maps below and on the next page and on your knowledge of social studies.

### Pre-1914 Europe



Source: Henry Brun et al., *Reviewing Global History and Geography*, Amsco, 2003 (adapted)

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## Post-1918 Europe



Source: Henry Brun et al., *Reviewing Global History and Geography*, Amsco, 2003 (adapted)

9 Based on these maps, which statement best describes Europe following World War I?

- (1) Russia retained all of its pre-war territory.
  - (2) New countries were created out of old empires.
  - (3) World War I had little impact on Eastern Europe.
  - (4) After World War I, the Austro-Hungarian Empire expanded.
- 

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Base your answers to questions 10 and 11 on the passage below and on your knowledge of social studies.

. . . The most important duty of women is motherhood. If we remember that a child's first school is his mother's bosom, we can understand the utmost importance of this duty better. Our nation has decided to be a powerful one. One of the ways to ensure a powerful nation is to make sure our women are competent in every aspect. For that, our women will acquire scientific and technical information, and complete every phase of education that men complete. Thus women and men will walk side by side in social life helping and protecting each other.

Source: Speech by Mustafa Kemal Atatürk, 1923

10 Based on this passage, which statement best describes Atatürk's point of view?

- (1) Women should replace men as leaders in the workforce and the family.
- (2) Women should focus completely on motherhood and the care of the home.
- (3) Turkey would benefit from greater education and training for women.
- (4) Turkey should establish strict separation of men and women.

11 What was one result of Atatürk's policies described in this passage?

- (1) Turkey aligned itself with the Soviet Union.
- (2) Secularism began to influence many aspects of Turkish society.
- (3) Turkey adopted a more restrictive approach to social issues.
- (4) Islamic religious leaders gained greater influence over health care in Turkey.

Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

. . . The Potsdam Conference is perhaps best known for President Truman's July 24, 1945 conversation with Stalin, during which time the President informed the Soviet leader that the United States had successfully detonated the first atomic bomb on July 16, 1945. Historians have often interpreted Truman's somewhat firm stance during negotiations to the U.S. negotiating team's belief that U.S. nuclear capability would enhance its bargaining power. Stalin, however, was already well-informed about the U.S. nuclear program thanks to the Soviet intelligence network; so he also held firm in his positions. This situation made negotiations challenging. The leaders of the United States, Great Britain, and the Soviet Union, who, despite their differences, had remained allies throughout the war, never met again collectively to discuss cooperation in postwar reconstruction.

Source: "The Potsdam Conference, 1945," Office of the Historian, United States Department of State

12 During which war did the conference described in this passage take place?

- |                  |                     |
|------------------|---------------------|
| (1) World War I  | (3) the Korean War  |
| (2) World War II | (4) the Vietnam War |

13 One major effect of the historical developments described in this passage was

- |   |
|---|
| (1) the start of a nuclear arms race            |
| (2) decreased reliance on intelligence networks |
| (3) the easing of international tensions        |
| (4) improved opportunities for negotiations     |

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

. . . 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. . . .

Source: Speech by Ho Chi Minh, Declaration of Independence of the Republic of Vietnam,  
September 2, 1945

14 Which historical circumstance in Vietnam led to the statements in this speech?

- |                   |                     |
|-------------------|---------------------|
| (1) famine        | (3) détente         |
| (2) colonial rule | (4) trade embargoes |

15 The main purpose of this speech was to

- (1) prevent the people of Vietnam from fighting for their independence
- (2) appeal to Western nations to support Vietnamese independence
- (3) allow for the peaceful transition of power in Vietnam from France to the Allies
- (4) rally support among the Vietnamese people to join forces with the French against the Allies



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

**Article 2**

. . . Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation or sovereignty.

**Article 3**

Everyone has the right to life, liberty and security of person. . . .

**Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. . . .

Source: Universal Declaration of Human Rights, United Nations, 1948

16 Which statement best describes the purpose of this document?

- (1) to work to resolve environmental problems
- (2) to unite nations under a joint military
- (3) to protect individual freedoms
- (4) to protect against economic depression

17 Which event most directly influenced the writing of this document?

- (1) the Great Depression
- (2) the Holocaust
- (3) the Iranian Revolution
- (4) the Cold War

Base your answer to question 18 on the passage below and on your knowledge of social studies.

... We value the friendship of the great countries and, if I may on your part, I should like to say that we send our greetings to the great countries of Europe and America. It is not in any spirit of hatred or dislike or aggressiveness we meet here with regard to Europe or America; certainly not. We send our greetings to them I hope from all of us here, and we want to be friends with them and to cooperate with them. But, we shall only cooperate in future and we shall obviously only be friends and equals; there is no friendship when nations are not equal, when one has to obey another and when one only dominates another. That is why we raise our voices against the domination and colonialism from which many of us have suffered for so long, and that is why we have to be very careful that any other form of domination does not come in our way. Therefore, we want to be friends with the West and friends with the East and friends with everybody, because if there is something that may be called the approach to the mind and spirit of Asia, it is one of toleration and friendship and cooperation; not one of aggressiveness.

Source: Speech by Jawaharlal Nehru at the Asian-African Conference, April 24, 1955

18 According to Nehru, the best path forward is to

- |                          |                                 |
|--------------------------|---------------------------------|
| (1) support nonalignment | (3) align with the Eastern Bloc |
| (2) promote isolationism | (4) join the Central Powers     |
-

Base your answer to question 19 on the speech excerpt below and on your knowledge of social studies.

. . . For centuries, Europeans dominated the African continent. The white man arrogated [claimed] to himself the right to rule and to be obeyed by the non-white; his mission, he claimed, was to “civilise” Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people. . . .

It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world. . . .

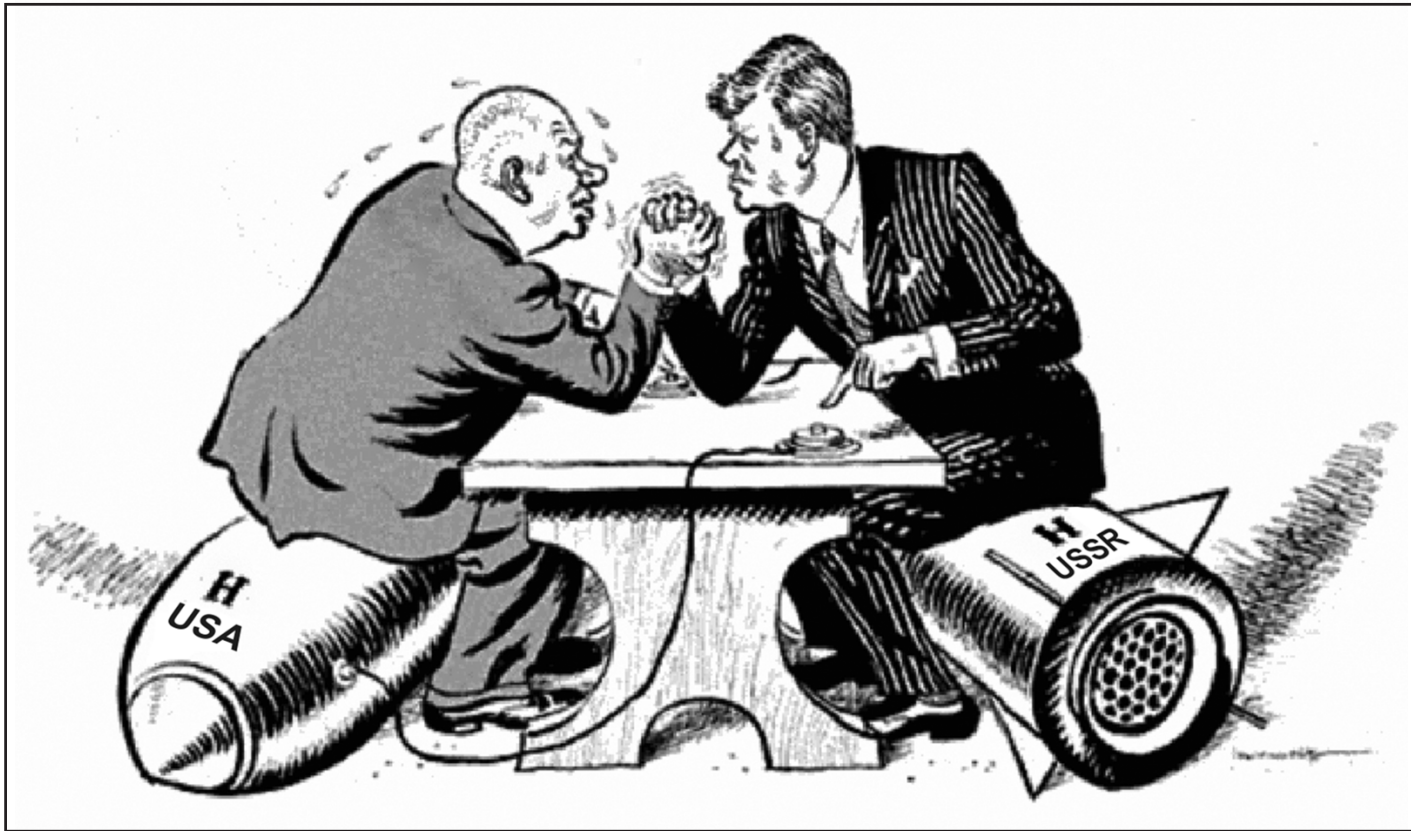
Source: Kwame Nkrumah, *I Speak of Freedom*, Praeger, 1961

19 A major goal of this speech was to

- (1) support economic investment
  - (2) increase influences of Asian nations in Africa
  - (3) establish military rule across the continent
  - (4) encourage cooperation among African countries
- 

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



Source: Leslie Gilbert Illingworth, *Daily Mail*, October 29, 1962 (adapted)

20 Which statement best describes the cartoonist's purpose in creating this cartoon?

- (1) to build support for the Soviet Union's desire to spread communism
  - (2) to draw attention to United Nations peacekeeping efforts
  - (3) to highlight the dangers of mutual assured destruction
  - (4) to assess the ways proxy wars were fought
- 

21 Which action was the direct result of the situation depicted in this cartoon?

- (1) using appeasement strategies
- (2) abolishing international alliances
- (3) implementing glasnost
- (4) establishing nuclear arms control talks

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

## NATO and the Warsaw Pact



Source: Peiser and Serber, *U.S. History 1865–Present & Constitutional Foundations*, Amsco, 2017 (adapted)

\*G.D.R. – German Democratic Republic

\*\*F.R.G. – Federal Republic of Germany

22 Which situation led to the creation of the alliances shown on this map?

- (1) the successful launching of Sputnik by the Soviet Union
  - (2) the rejection of a military-industrial complex by the West
  - (3) Nikita Khrushchev's goal to expand the Soviet economy
  - (4) tensions between the Soviet Union and the United States
- 

23 Which claim is best supported by this map?

- (1) The Soviet Union bordered all Warsaw Pact nations.
- (2) NATO membership was restricted to European countries.
- (3) All European countries belonged to either NATO or the Warsaw Pact.
- (4) NATO and Warsaw Pact nations shared some boundaries.

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Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

In the late 1970s, China emerged from three decades of economic isolation imposed by Mao Zedong, the leader of China's communist revolution. Mao's policies had produced a society that valued equality and uniformity. China was able to feed and clothe its population, the largest in the world, but there were few opportunities for individual advancement.

At the time of Mao's death in 1976, Li Xiaohua was a peasant working on a state-run wheat farm in northern China. Like millions of his countrymen, Li closely followed the struggle for power among China's political elite that followed Mao's death. He was pleased when Deng Xiaoping emerged as the head of China's Communist Party, and he supported Deng's program of economic reform.

Today, Li is one symbol of China's transformation. He has become a multi-millionaire businessman, and drives around Beijing, China's capital, in a red Ferrari. He was the first person in China to own one. Under Mao, private cars were unheard of. As late as 1981, only twenty people in Beijing owned their own vehicles. The China that Deng and Li helped to create now has annual vehicle sales approaching twenty million. . . .

Source: *China on the World Stage*, Choices Program, Brown University, 2012



24 Which of Deng Xiaoping's actions contributed most directly to the changes experienced by Li Xiaohua as described in this passage?

- (1) introducing elements of free market capitalism into China's economy
  - (2) implementing the one-child policy to limit family size
  - (3) directing that science education be prioritized in schools throughout China
  - (4) restricting the ability of foreign banks to make investments in China
- 

25 Based on this passage, one can infer that the increase in vehicle usage in China has led to

- (1) the closure of public transportation systems
- (2) an increase in air pollution in China's cities
- (3) a decline in China's exports to Western countries
- (4) an increase in migration of people from urban to rural areas

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



Source: Wilkinson, *Rochester Democrat and Chronicle*, July 3, 2004

- 26 Which statement best describes this cartoonist's point of view?
- (1) International agreements positively impacted the Sudan.
  - (2) Population rates in Sudan will begin to increase.
  - (3) Sustainable agriculture has been achieved in Sudan.
  - (4) United Nations relief efforts in Sudan have been ineffective.
- 

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

LAGOS, Nigeria — Rapidly growing countries generally see sharp increases in air pollution as their populations and economies expand. But a new study of air quality in Africa published on Monday has found the opposite: One of the continent's most vibrant regions is becoming less polluted.

The study, published in Proceedings of the National Academy of Sciences, found that levels of dangerous nitrogen oxides, a byproduct of combustion, in the northern part of sub-Saharan Africa have declined sharply as wealth and population in the area have increased.

“The traditional paradigm [model] is that as middle and low-income countries grow you often see more emissions, and to see a different kind of trajectory [path] is very interesting,” said Jonathan Hickman, a researcher at the NASA Goddard Institute for Space Studies who was the lead author on the study. “It’s nice to see a decline occurring when you’d expect to see pollution increasing.”

The reason, according to researchers, is that an increase in pollution from industry and transportation in the area studied — from Senegal and Ivory Coast in the west to South Sudan, Uganda and Kenya in the east — appears to have been offset by a decline in the number of fires set by farmers. . . .

Source: Shola Lawal, “A Surprise in Africa: Air Pollution Falls as Economies Rise,”  
*New York Times*, February 8, 2021

27 A student would find this article most useful for researching the

- (1) strategies used to address scarcity in sub-Saharan Africa
- (2) positive and negative effects of modernization
- (3) impact of industrialization on family structure
- (4) role of small business in developing countries

28 Which piece of evidence would best support the claim about the environment in this article?

- (1) a graph showing air pollution levels in Africa
- (2) a topographic map of Africa
- (3) a chart showing water flow rates of African rivers
- (4) a diary of an African mine worker

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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**

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 [state], where in the majority have a right to act and conclude the rest. . . .

Source: John Locke, *Second Treatise of Government*, 1690



29 Explain the historical circumstances that led to the ideas described in this document. [1]

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

## Document 2

Olympe de Gouges wrote pamphlets and plays on a variety of political and social issues. This excerpt is from the *Declaration of the Rights of Woman and of the Female Citizen*, which she modeled on the *Declaration of the Rights of Man and of the Citizen* (1789). The declaration was presented to the French Legislative Assembly on October 28, 1791, and was later published in the booklet *The Rights of Women*.

### Article I

Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

### Article II

The purpose of any political association is the conservation of the natural and imprescriptible [undeniable] rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression. . . .

### Article IV

Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason. . . .

### Article VI

The law must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents. . . .

Source: Olympe de Gouges, *Declaration of the Rights of Woman and of the Female Citizen*, 1791

30 Based on this excerpt, explain how audience affects what Olympe de Gouges includes in this document. [1]

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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 associated with the historical developments in Documents 1 and 2. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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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

This excerpt is from notes taken by General Lieutenant Liebmann as he was listening to a speech by Adolf Hitler. This speech was delivered at a dinner party attended by the chiefs of the German army and navy on February 3, 1933.

. . . The sole aim of general policy: the regaining of political power. The whole State administration must be geared to this end (all departments!). . . .

2. Foreign policy: Battle against Versailles. Equality of rights in Geneva; but useless if people do not have the will to fight. Concern for allies.

3. Economics: The farmer must be saved! Settlement policy! Further increase of exports useless. The capacity of the world is limited and production is forced up everywhere. The only possibility of re-employing part of the army of unemployed lies in settlement. But time is needed and radical improvement not to be expected since living space too small for German people.

4. Building up of the armed forces: Most important prerequisite [requirement] for achieving the goal of regaining political power. National Service must be reintroduced. But beforehand the State leadership must ensure that the men subject to military service are not, even before their entry, poisoned by pacifism, Marxism, Bolshevism or do not fall victim to this poison after their service.

**Passage continued**

How should political power be used when it has been gained? That is impossible to say yet. Perhaps fighting for new export possibilities, perhaps—and probably better—the conquest of new living space in the east and its ruthless Germanization. Certain that only through political power and struggle can the present economic circumstances be changed. The only things that can happen now—settlement—stopgap measures. . . .

Source: Noakes and Pridham, eds., *Nazism 1919–1945*, Exeter University Press, 2000

- 32 Explain the historical circumstances that led to the ideas expressed in these notes taken from Adolf Hitler's speech. [1]

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

## Document 2

Hashimoto Kingorō was a colonel in the Imperial Japanese Army and the founder of a Japanese ultranationalist society. This excerpt is from a speech he delivered in response to criticism of Japan's expansion into Manchuria.

We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation [discontinuation] of commercial treaties. What should Japan do when two of the three doors have been closed against her?

It is quite natural that Japan should rush upon the last remaining door.

It may sound dangerous when we speak of territorial expansion, but the territorial expansion of which we speak does not in any sense of the word involve the occupation of the possessions of other countries, the planting of the Japanese flag thereon, and the declaration of annexation to Japan. It is just that since the [world] Powers have suppressed [restricted] the circulation of Japanese materials and merchandise abroad, we are looking for some place overseas where Japanese capital, Japanese skills, and Japanese labor can have free play, free from the oppression of the white race.

We would be satisfied with just this much. What moral right do the world powers who have themselves closed to us the two doors of emigration and advance into world markets have to criticize Japan's attempt to rush out of the third and last door?

**Passage continued below.**



**Passage continued**

If they do not approve of this, they should open the doors which they have closed against us and permit the free movement overseas of Japanese emigrants and merchandise. . . .

Source: Hashimoto Kingorō, "The Need for Emigration and Expansion," *Address to Young Men*, 1937

- 33 Based on this excerpt, explain how Hashimoto's speech shows bias in his description of the treatment of Japan. [1]

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Score

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

**Similarity**—tells how something is alike or the same as something else.

**Difference**—tells how something is not alike or not the same as something else.

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

- a) Identify a similarity ***or*** a difference between the foreign policies of Japan and Germany in the 1930s. [1]
- b) Explain the similarity ***or*** difference you identified using evidence from ***both*** documents. [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.

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## Document 1

Martinique is an island in the Caribbean Sea.

Great General [Governor of the Colony of Martinique]:

. . . We end our reflections by declaring to you that the entire Nation of Black Slaves united together has a single wish, a singly desire for independence, and all the slaves with a unanimous voice send out only one cry, one clamor to reclaim the liberty they have gained through centuries of suffering and ignominious [humiliating] servitude.

This is no longer a Nation that is blinded by ignorance and that trembles at the threat of the lightest punishments; its suffering has enlightened it and has determined it to spill to its last drop of blood rather than support the yoke of slavery, a horrible yoke attacked by the laws, by humanity, and by all of nature, by the Divinity and by our good King Louis XVI. We hope it will be condemned by the illustrious [Governor] Vioménil. Your response, Great General, will decide our destiny and that of the colony. Please send it to the parish priests who will inform us about it at the announcements at the end of mass. We await it with the greatest impatience, but without leaving behind the respect that is due to your dignity, and the Nation asks you to believe it to be, [Great] Grand General, your most humble and obedient servant.

Signed,

The Entire Nation

Source: Letter from the Slaves of Martinique, August 29, 1789

## Document 2



### Timeline: India & Pakistan

#### 1858 British Colony

The India Act transfers power from the British East India Company—a private company that became a dominant force in India after 1757—to the British government.



#### 1919-30 Gandhi's Rise

After Britain's 1919 violent crackdown on protesters, Gandhi launches a nonviolent campaign that includes sit-ins and boycotts. In 1930, his National Congress party declares independence the goal.

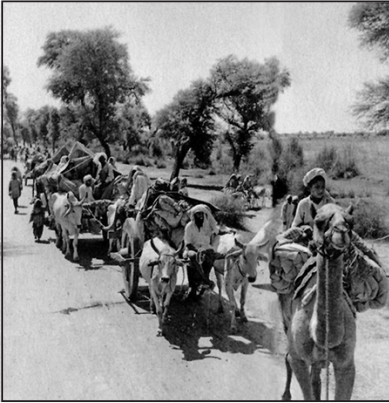
#### 1940 Muslims v. Hindus

Amid growing tensions between Muslims and Hindus, Muslim leader Mohammad Ali Jinnah calls for the partition of British India into two nations: a Hindu India and a Muslim Pakistan.

Document 2 continued below.



## Document 2 continued



### **1947 Independence**

Financially depleted after WWII, Britain lets its colony go; Pakistan and then India become independent nations. More than 10 million Muslims and Hindus flee, Muslims to Pakistan and Hindus to India.



### **1947-71 Kashmir & Bangladesh**

In 1947, war breaks out between the two countries over Kashmir; a second war over Kashmir is fought in 1971, East Pakistan becomes Bangladesh after a bloody fight for independence.

### **1998 Nuclear Powers**

India and Pakistan are revealed to be nuclear powers, prompting the U.S. and other nations to impose sanctions on both countries.

Source: *New York Times Upfront*, January 30, 2012 (adapted)

### Document 3

Estonia broke free from Soviet occupation after 45 years.

Perhaps more than any other country in the world, the history of the Baltic nation of Estonia is a story set to song. Whether under German, Danish, Swedish, or Soviet occupation, Estonians have long turned to music as a way of preserving some semblance [appearance] of national identity amid foreign domination. The country's massive song festivals, which date back to 1869, feature a choir of roughly 20,000 to 30,000 singers and have drawn audiences of more than 100,000 people—nearly a tenth of the population. But lately, as Estonia has opened up to the world, the world has been opening up the country's music scene to diverse influences. Which raises a couple questions: Has Estonian music lost its essence [spirit]? And, if so, is that something to mourn or cheer?

During the Soviet era, Estonia's song festivals included plenty of Soviet propaganda, but they also offered Estonians an opportunity to celebrate their language and traditions. For the 1947 song festival—the first under the rule of the U.S.S.R.—the composer Gustav Ernesaks set an old poem, “Mu Isamaa On Minu Arm” (My Country Is My Love), to music. Estonians defied Soviet authorities and performed the song during subsequent festivals, and it soon became something of an unofficial national anthem. Other music was less overtly nationalistic: By writing songs ostensibly [seemingly] about Lenin's sayings on freedom, composers like Veljo Tormis gave their music double meanings. The music expressed Estonians' desire for self-determination and pointed out how the Soviet Union had failed to live up to the principles of its founders—all within the confines of communist censorship.

**Passage continued below.**

## Passage continued

In the late 1980s, music was the mechanism by which Estonia split from the Soviet Union. During the “Singing Revolution,” large groups of people managed to organize for independence under the guise [appearance] of gathering to sing. In June 1988, 100,000 Estonians gathered for five nights to sing protest songs until daybreak. Singing “Mu Isamaa On Minu Arm” at festivals “is our nation’s most glorious form of self-expression,” wrote the activist Heinz Valk that month. “A nation who makes its revolution by singing and smiling should be a sublime example to all.” The movement culminated [ended] in Estonia achieving independence, nonviolently, in 1991.

Source: Katherine Schwab, “A Country Created Through Music,” *The Atlantic*, November 12, 2015

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## Document 4

. . . Mohammad Reza Shah Pahlavi, commonly referred to as “the Shah,” governed Iran from 1953 through 1979 as a secular and authoritarian ruler. The Shah rose to power after his father was forced to step down, and the Shah’s relationship with the U.S. flourished over time. His government grew increasingly pro-Western as it sought to modernize the country and burnish [improve] its international image. However, as the Shah’s relationship with the U.S. strengthened and his international profile grew, many of his own people grew displeased with his leadership. In 1978, riots and demonstrations broke out across the country, and by 1979 these protests increased in frequency, power, and violence. Of particular concern to the protestors were two things they perceived to be linked: the Shah’s lack of emphasis on religious values and his government’s close relationship with the U.S. Iranians were concerned that another country, rather than his own people and their values, were a priority.

As turmoil around the country and the pressure on the Shah increased, he lost much of his power and U.S. support diminished. The Shah left Iran in January 1979, and the country was soon declared an Islamic Republic by the Ayatollah Ruhollah Khomeini, a previously exiled opponent of the Shah. The Ayatollah took over Iran as a religious leader and centralized power even further. Very quickly, Iran had changed from one of the U.S.’s most powerful and prominent allies in the Middle East to an openly anti-American (but still very oil-rich) country. . . .

Source: Understanding the Iran-Contra Affairs, Brown University Online

## Document 5

After the death of communist dictator Josip Broz Tito in 1980, Yugoslavia entered a period of uncertainty.

The Bosnian War began in 1992 and lasted until 1995, though the cause of the Bosnian War has roots in World War II and its impact is still being felt in 2017. The war led to the deaths of around 100,000 people. It also spurred a genocide of at least 80 percent Bosnian Muslims, also called Bosniaks.

In the aftermath of the Second World War, the Balkan states of Bosnia-Herzegovina, Serbia, Montenegro, Croatia, Slovenia and Macedonia became a part of the People's Republic of Yugoslavia, a communist country held together by its leader Josip Broz Tito. Part-Croat and part-Slovene, Tito checked both separatism and ethnic nationalism with stiff jail sentences.

Tito rebuilt Yugoslavia as a Communist federation of six equal republics, but ethnic conflict was never far from the surface. Serbians disliked Tito's recognition of the Macedonians and the Muslims of Bosnia-Herzegovina as distinct nationalities. However, these bad relationships alone were not the cause of the Bosnian War. The collapse of Communism in the Balkan states was punctuated by Tito's death in 1980. Following this, the Balkan states clamored for independence.

Slobodan Milosevic rose to power in Yugoslavia in 1986 as a lightning rod for nationalism. Milosevic was a leader who deliberately created conflict between Serbians, Croats and Muslim Bosniaks (the three main ethnic groups in the region). Milosevic, also called "The Butcher of the Balkans" took advantage of the ethnic tensions that would be the cause of the Bosnian War. . . .

Source: "What Was the Cause of the Bosnian War?," The Borgen Project, January 6, 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 <b>three</b></i> documents?		1   2   3   4   5	
Which documents support this issue?			
Which documents can be used to develop the explanation for this issue?		1   2   3   4   5	

Planning Page continued on the next page.

## Planning Page continued

<p>Has this issue significantly affected people or been affected by people?</p>		<p>1    2    3    4    5</p>	
<p>In which document or documents do you see this?</p>			
<p>Has this issue endured across time or changed over time?</p>		<p>1    2    3    4    5</p>	
<p>In which document or documents do you see this?</p>			

Refer back to page **45** to review the task.

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

