

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2017 — 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 for Part I 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, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the 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.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

Directions (1–50): 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.

... And with regard to my factual reporting of the events of the war I have made it a principle not to write down the first story that came my way, and not even to be guided by my own general impressions; either I was present myself at the events which I have described or else I heard of them from eye-witnesses whose reports I have checked with as much thoroughness as possible. Not that even so the truth was easy to discover: different eye-witnesses give different accounts of the same events, speaking out of partiality [favor] for one side or the other or else from imperfect memories. And it may well be that my history will seem less easy to read because of the absence in it of a romantic element. It will be enough for me, however, if these words of mine are judged useful by those who want to understand clearly the events which happened in the past and which (human nature being what it is) will, at some time or other and in much the same ways, be repeated in the future. My work is not a piece of writing designed to meet the taste of an immediate public, but was done to last for ever. . . .

—Thucydides:
History of the Peloponnesian War

- 1 In this passage, Thucydides emphasizes his use of what kind of source?
 - (1) principled
 - (2) foreign
 - (3) primary
 - (4) secondary
- 2 According to Thucydides, what makes his job as a historian more difficult?
 - (1) his failing memory
 - (2) biases of eyewitness observers
 - (3) lack of romantic elements
 - (4) his desire to please the immediate public

- 3 Patterns of high population density have most often been associated with
 - (1) elevations above 10,000 feet
 - (2) regions with dense tropical vegetation
 - (3) areas receiving less than 10 inches of rainfall per year
 - (4) access to waterways and transportation systems

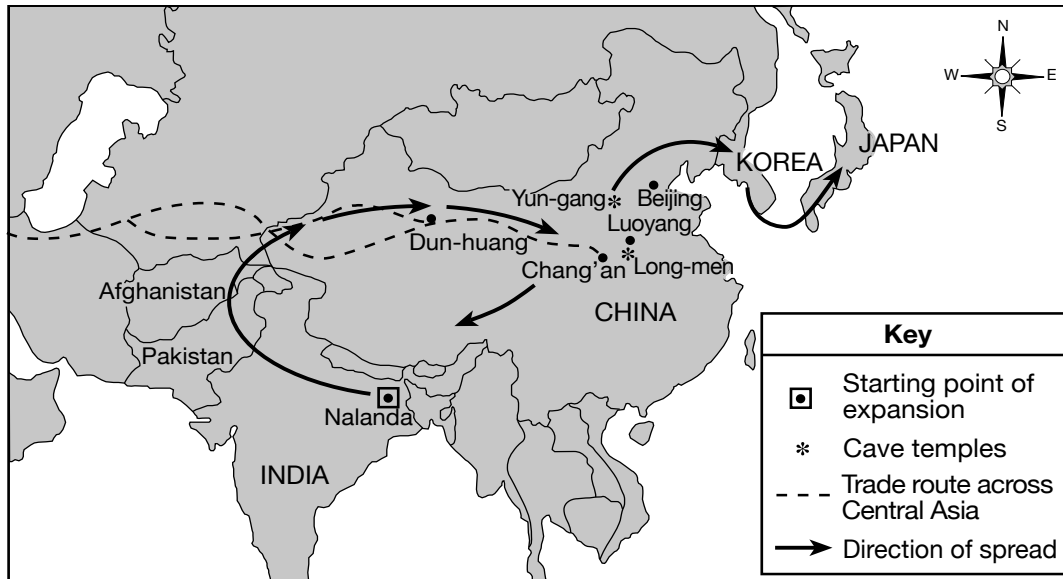
Base your answer to question 4 on the passage below and on your knowledge of social studies.

... A separate consequence of a settled existence is that it permits one to store food surpluses, since storage would be pointless if one didn't remain nearby to guard the stored food. While some nomadic hunter-gatherers may occasionally bag more food than they can consume in a few days, such a bonanza is of little use to them because they cannot protect it. But stored food is essential for feeding non-food-producing specialists, and certainly for supporting whole towns of them. Hence nomadic hunter-gatherer societies have few or no such full-time specialists, who instead first appear in sedentary [settled] societies. . . .

— Jared Diamond, *Guns, Germs, and Steel*

- 4 Which major change in history is most closely associated with the information presented in this passage?
 - (1) adoption of Neolithic Revolution innovations
 - (2) loss of the Mandate of Heaven by the ruling government
 - (3) development of stone tools
 - (4) ability to control fire
- 5 Which geographic factor influenced the development of independent city-states in ancient Greece?
 - (1) monsoon cycle
 - (2) tropical location
 - (3) smooth coastline
 - (4) mountainous topography

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



Source: Buddhist Education and Information Network online (adapted)

6 Based on the information on this map, which location represents the easternmost spread of Buddhism from its starting point of expansion?

- (1) Korea
- (2) Japan
- (3) Yun-gang
- (4) Chang'an

7 Which trade route linked the Byzantine Empire and Kievan Russia to China?

- (1) Silk Road
- (2) Baltic Sea
- (3) Pacific Ocean
- (4) Yellow Sea

8 Which trait is a characteristic of serfdom?

- (1) limited economic options
- (2) upward social mobility
- (3) extensive political influence
- (4) service as a warrior

9 The Crusades are considered a turning point in history because they

- (1) created a permanent Jewish state
- (2) led to a decline in European trade with Asia
- (3) contributed to the transition from the Middle Ages to the Renaissance
- (4) resulted in the reuniting of the western and eastern Roman empires

10 During Japan's Tokugawa feudal period, some forms of cultural expression such as haiku, flower arranging, and rock gardening reflected the growing influence of

- (1) Zen Buddhism
- (2) Hinduism
- (3) Daoism
- (4) Christianity

11 Most of which continent came under Mongol influence and rule?

- (1) Africa
- (2) Europe
- (3) Asia
- (4) South America

12 In the 13th century, the cities of Venice, Nanjing, and Calicut served as important centers of

- (1) gold mining
- (2) religious pilgrimages
- (3) democracy
- (4) trade

- 13 The decision to end Zheng He's voyages is considered a turning point in the history of Ming China because this action
- (1) marked a shift to a more traditional inward focus
 - (2) promoted the Chinese colonization of Africa and South Asia
 - (3) forced the emperor to abdicate
 - (4) caused the dynasty to reject Confucianism
- 14 Which technology, first developed by the Chinese, enabled the Ottoman Empire to expand into western Asia, Europe, and northern Africa?
- (1) gunpowder
 - (2) woodblock printing
 - (3) wheelbarrow
 - (4) magnetic compass
- 15 Which geographic feature had the greatest influence on the pre-Columbian development of the Inca Empire?
- (1) Yucatan Peninsula
 - (2) Caribbean Sea
 - (3) Atlantic Ocean
 - (4) Andes Mountains
- 16 What was a major result of the European policy of mercantilism in Latin America?
- (1) increased status of indigenous peoples
 - (2) exploitation of labor and natural resources by Europeans
 - (3) decrease in the power of European monarchs
 - (4) reinvestment of profits to benefit the local colonial economy
- 17 In the early 18th century, Peter the Great conquered Swedish coastal territory because he wanted to
- (1) obtain a port with ready access to western Europe
 - (2) eliminate feudalism from the European continent
 - (3) spread the teachings of the Russian Orthodox Church
 - (4) increase Russia's control of Siberia

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

Diligent reader, in this work, which has just been created and published, you have the motions of the fixed stars and planets, as these motions have been reconstituted [reconstructed] on the basis of ancient as well as recent observations, and have moreover been embellished by new and marvelous hypotheses. You also have most convenient tables, from which you will be able to compute those motions with the utmost ease for any time whatever. Therefore buy, read, and enjoy [this work].

Let no one untrained in geometry enter here.

— Nicholas Copernicus of Toruń,
Six Books on the Revolutions of the Heavenly Spheres

- 18 In this passage, Copernicus states that he accomplished his work by
- (1) excluding the teachings of ancient societies
 - (2) combining old and new observations
 - (3) questioning the principles of the scientific method
 - (4) denying the importance of geometry
-
- 19 Which issue is raised in a study of Robespierre's Reign of Terror within France and King Leopold's rule of the Congo?
- (1) urbanization
 - (2) environmental degradation
 - (3) human rights
 - (4) colonial resistance
- 20 During the 19th century in Latin America, the Catholic Church and the military generally supported the interests of
- (1) wealthy landowners
 - (2) landless peasants
 - (3) democratic reformers
 - (4) indigenous peoples

Base your answers to questions 21 and 22 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The British East India Company does not respect my beliefs. I cannot follow dharma and remain their soldier. I will return to my family in a Tamil village. We all will move to Ceylon, to work on tea plantations.

Speaker B: My rebellious countrymen cannot accept my new religion and so they hate me and my "foreign devil" friends. The missionaries leave Beijing tomorrow for England. I must join them before the church compound is surrounded.

Speaker C: The Czar's soldiers came again today, looted our village, drove off our livestock, and trampled anyone in their way. They even burned our place of worship. Our way of life is gone. It is time to emigrate to Palestine.

Speaker D: The Ottoman Turks will not grant us freedom. Russia confiscated our lands after the war. We die fighting for our land, our church, and our way of life. I have booked passage to America where my family will welcome the new century.

21 Which problem is the theme of the speakers' discussion?

- (1) civil war
- (2) urban poverty
- (3) religious persecution
- (4) scarcity of resources

22 Which speaker is most likely reacting to the Boxer Rebellion?

- (1) A
 - (2) B
 - (3) C
 - (4) D
-

23 "Hague Peace Conference Fails to Bring About Arms Reduction" — 1907

"German Gunboat Threatens French Holdings in Morocco" — 1911

"German and British Naval Buildup Increases Tension" — 1912

Which cause of World War I can best be supported using all of these headlines as evidence?

- (1) militarism
- (2) alliances
- (3) terrorism
- (4) ultimatums

24 The rise of fascism in Europe during the 1930s is directly linked to the

- (1) failure to punish those responsible for "crimes against humanity"
- (2) increased global trade after World War I
- (3) development of authoritarian governments in Latin America
- (4) instability caused by the worldwide depression

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

Article 1

The owner of a Jewish industrial enterprise (Third Regulation under the Reich Citizenship Law of 14 June 1938, RGBI I 627) may be ordered to sell or liquidate the enterprise within a definite time. Certain conditions may be stipulated [specified] in the order. . . .

Article 7

1. Jews cannot legally acquire real estate and mortgages. . . .

25 These laws indicate a government policy of

- (1) censorship
 - (2) extraterritoriality
 - (3) discrimination
 - (4) laissez-faire
-

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

“THEY SAY THEY WON’T WAIT ANY LONGER”



Source: Vaughn Shoemaker, 1939 A.D., *Chicago Daily News* (adapted)

- 26 What is the main idea of this cartoon?
- (1) Natural forces can disrupt human planning.
 - (2) Seasonal differences can be safely ignored.
 - (3) Warm-water ports are necessary for survival.
 - (4) Faulty maps can have negative consequences.
-
- 27 Which factor most influenced Japan’s expansion efforts in the 1930s and 1940s?
- (1) competition with Russia for territory
 - (2) limited amount of industrial resources on Japan’s home islands
 - (3) revenge for the bombings of Tokyo
 - (4) a desire to reclaim territory that historically had been Japanese
- 28 Nations such as Hungary, that were dominated by the Soviet Union after World War II, were most often referred to as
- | | |
|----------------|--------------|
| (1) districts | (3) mandates |
| (2) satellites | (4) cartels |

- 29 The Panama Canal and the Suez Canal are strategic bodies of water because they serve as
- (1) sources of hydroelectric power
 - (2) barriers against imperialism
 - (3) gateways to other places
 - (4) reservoirs for irrigation
- 30 A comparison of the five-year plans of Joseph Stalin and of the Great Leap Forward of Mao Zedong would show that both leaders
- (1) encouraged individual rights and freedoms
 - (2) implemented some aspects of capitalism
 - (3) supported the involvement of wealthy entrepreneurs in the economy
 - (4) focused on increasing industrial and agricultural output

Base your answer to question 31 on the passage below and on your knowledge of social studies.

... While the Green Revolution of the 1960s and 1970s boosted production enormously and made India self-reliant in food grains, the environmental and social costs were also staggering. In Punjab, where the Green Revolution was most successful, a glut of water brought by large-scale irrigation schemes coupled with high concentrations of nitrates from synthetic fertilizer run-off have impoverished the soil and polluted the water. Production of grains is now falling. Pesticide use in India is also very high, resulting in high levels of pesticide residues present throughout the food chain. . . .

— Mira Kamdar, “India’s Agrarian Crisis: An Urgent Opportunity,” December 8, 2006

- 31 This passage suggests that the gains of the Green Revolution are lessened by the impact of
- (1) environmental damage
 - (2) transportation investments
 - (3) population growth
 - (4) offshore outsourcing
-

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.



Source: Henry Payne, *Catskill Daily Mail*, May 31, 1994 (adapted)

- 32 Which policy was eliminated in South Africa as a result of the actions shown in this cartoon?
- (1) nonalignment
 - (2) apartheid
 - (3) multiculturalism
 - (4) militarism

- 33 Which statement about 20th-century Latin America is an opinion rather than a fact?
- (1) A revolution led by Fidel Castro established a communist government in Cuba.
 - (2) The United States aided Nicaragua's Contras in their war with the Sandinistas.
 - (3) The rule of military dictatorships improved the stability of nations in Latin America.
 - (4) Thousands of Argentine political dissidents disappeared in the 1970s.

- 34 Nigeria's economy has relied on its oil industry to create jobs. When world oil prices dropped, their economy collapsed. This is a problem primarily caused by
- (1) global interdependence
 - (2) self-sufficiency
 - (3) overpopulation
 - (4) political instability

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.



Source: KAL, *Baltimore Sun*

35 What is the main idea of this cartoon?

- (1) Nuclear proliferation continues to threaten the world.
- (2) Different people have varying perspectives on artistic values.
- (3) Most nations have forgotten the impact of Hiroshima.
- (4) Members of the International Atomic Energy Agency support a strategic defense initiative.

36 One way in which Emperor Meiji, Kemal Atatürk, and Shah Reza Pahlavi are similar is that each supported a policy of

- (1) appeasement
- (2) détente
- (3) universal suffrage
- (4) westernization

37 Which economic system is characterized by supply and demand, investment capital, and competition?

- (1) barter
- (2) command
- (3) manorialism
- (4) free enterprise

38 Spanish is the dominant language in much of Central and South America, and French is a dominant language in West Africa. What caused these languages to be spoken in those areas?

- (1) regional specialization
- (2) colonial rule
- (3) modernization
- (4) ethnic divisions

Base your answer to question 39 on the chart below and on your knowledge of social studies.

Percentage of Parliamentary Seats Held by Women (single or lower house only), *1990–2005

Developing Regions	1990	1997	2005
Northern Africa	2.6	1.8	8.5
Sub-Saharan Africa	7.2	9.0	14.2
Latin America and the Caribbean	11.9	12.4	19.0
Eastern Asia	20.2	19.3	19.4
Southern Asia	5.7	5.9	8.3
South-Eastern Asia	10.4	10.8	15.5
Western Asia	4.6	3.0	5.0
Oceania	1.2	1.6	3.0

*Data refer to January 1 of each year.

Source: United Nations Statistic Division, "World and Regional Trends," Millennium Indicators Database, (accessed June 2005) based on data provided by the Inter-Parliamentary Union

39 Which effort would most likely accelerate the pace of the overall trend shown in this chart?

- (1) increasing the birth rate
- (2) expanding agricultural output
- (3) improving education for females
- (4) lowering the age at which women marry

- 40 • A caravan travels across the desert.
 • The value of gold drops in Cairo.
 • The emperor worships in Mecca.

Which event in African history is most closely associated with these statements?

- (1) Alexander’s conquest of Egypt
- (2) Mansa Musa’s hajj
- (3) European establishment of the Atlantic triangular trade
- (4) Zulu resistance to British colonization

- 41 During the Renaissance, the role of the individual as well as the study of Latin and Greek classics, moral philosophy, and history were closely associated with

- (1) national self-determination
- (2) predestination
- (3) monasticism
- (4) humanism

- 42 • Five Relationships
 • Code of Chivalry
 • Bushido

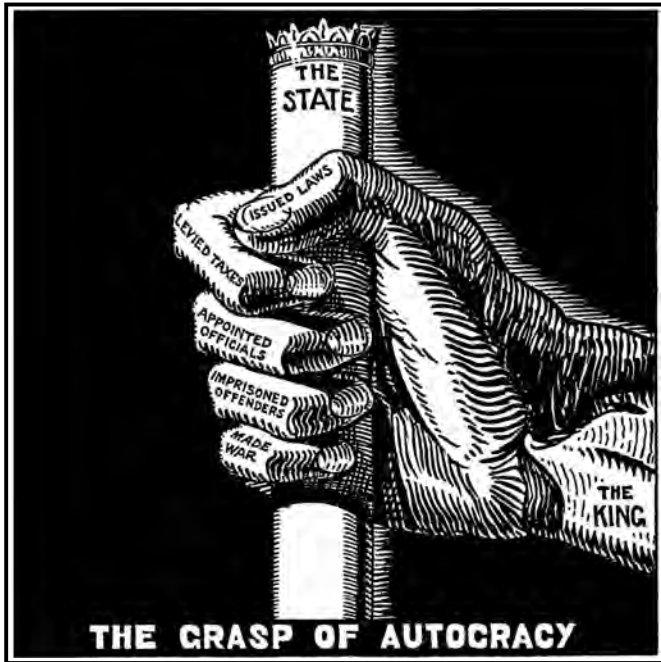
One similarity between these terms is that they all

- (1) represent key ideas of economic philosophies
- (2) provide for the transfer of goods and services
- (3) convey rules of acceptable behavior within a society
- (4) promote social mobility

- 43 One way in which Christopher Columbus, Galileo Galilei, and Charles Darwin are similar is that each

- (1) questioned European imperialism
- (2) supported the Reconquista
- (3) challenged peoples’ world views
- (4) developed new sailing technologies

Base your answers to questions 44 and 45 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Our Early Heritage*, Oxford Book Company

- 44 Which type of government is best represented by this illustration?
- (1) absolute monarchy
 - (2) parliamentary monarchy
 - (3) military junta
 - (4) communist dictatorship
- 45 Which ruler would most likely be associated with this illustration?
- (1) Mikhail Gorbachev
 - (2) Benito Mussolini
 - (3) Louis XIV
 - (4) Neville Chamberlain
-

Base your answers to questions 46 and 47 on the treaty articles below and on your knowledge of social studies.

. . .ARTICLE VII

It is agreed that ships of the United States resorting to the ports open to them, shall be permitted to exchange gold and silver coin and articles of goods for other articles of goods under such regulations as shall be temporarily established by the Japanese government for that purpose. It is stipulated [specified], however that the ships of the United States shall be permitted to carry away whatever articles they are unwilling to exchange. . . .

ARTICLE IX

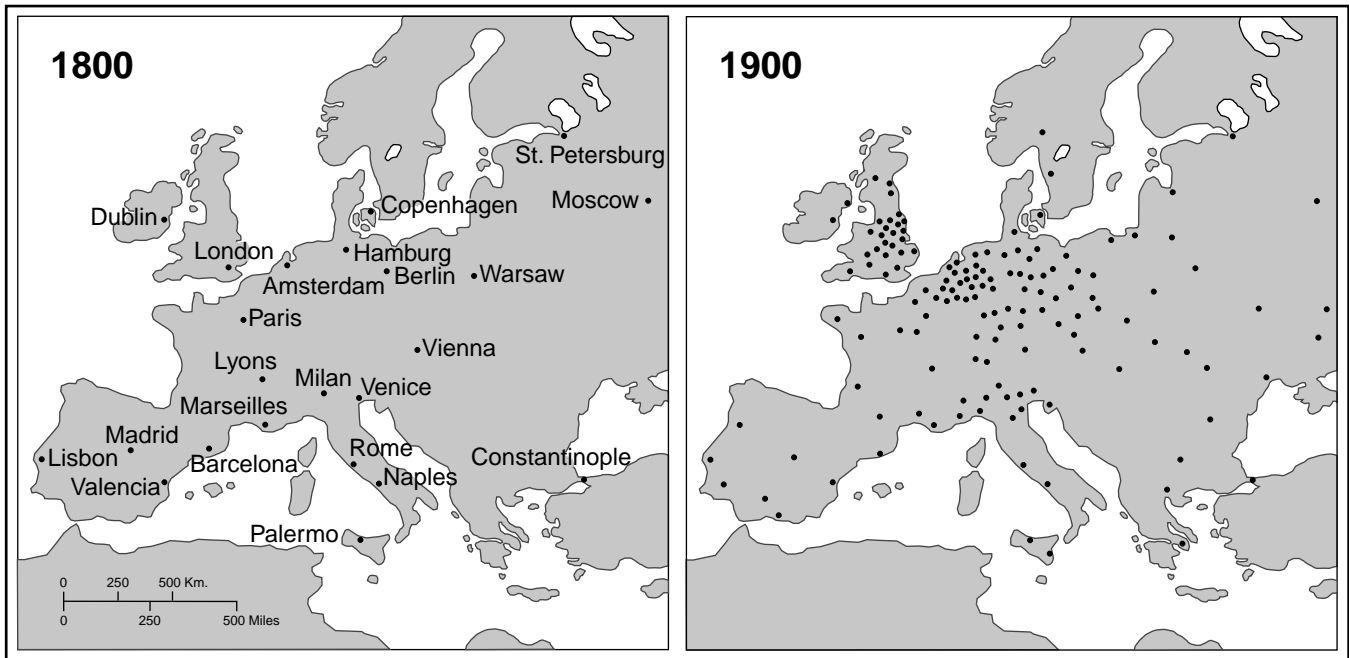
It is agreed, that if, at any future day, the government of Japan shall grant to any other nation or nations privileges and advantages which are not herein granted to the United States and the citizens thereof, that these same privileges and advantages shall be granted likewise to the United States and to the citizens thereof without any consultation or delay. . . .

— Treaty of Kanagawa, March 31, 1854

- 46 These treaty articles most clearly reflect the intent of the United States to
- (1) destroy Japanese culture
 - (2) promote Japanese agriculture
 - (3) strengthen Japanese nationalism
 - (4) influence Japanese trade relations
- 47 Which event in Japanese history is a direct result of the Japanese government signing this treaty?
- (1) fall of the Tokugawa shogunate
 - (2) involvement in the Russo-Japanese War
 - (3) annexation of Korea
 - (4) establishment of Manchukuo
-

Base your answers to questions 48 and 49 on the maps below and on your knowledge of social studies.

European Cities of 100,000 People or More



Source: John P. McKay et al., *A History of World Societies: Volume II Since 1500*, Houghton Mifflin (adapted)

48 Between 1800 and 1900, which two regions saw the largest increase in the number of cities with 100,000 people or more?

- (1) Russia and France
- (2) Great Britain and Germany
- (3) Italy and Spain
- (4) Portugal and Denmark

49 Which historical event directly influenced the change shown on these maps of Europe?

- (1) Puritan Revolution
- (2) Congress of Vienna
- (3) Fall of the Ottoman Empire
- (4) Industrial Revolution

50 **“Protestors Demand Peace, Land, and Bread”**
“Bolsheviks Suppress Resistance”
“Lenin Promotes New Economic Policy”

Which event is most closely associated with these headlines?

- (1) Cold War
- (2) Russian pogroms
- (3) Ukrainian Famine
- (4) Russian Revolution

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

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

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Nationalism—Individuals

Throughout history, individuals have taken actions in an effort to promote nationalism. Nationalism has caused some individuals to take pride in their people’s culture and it has caused others to seek freedom from foreign rule. Their efforts have met with varying degrees of success.

Task:

Select **two** individuals who engaged in nationalist efforts and for **each**

- Describe the historical circumstances that caused this individual to lead a nationalist effort
- Discuss how this individual attempted to promote nationalism
- Discuss the extent to which this individual’s effort to promote nationalism was successful

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Elizabeth I, Toussaint L’Ouverture, Simón Bolívar, Camillo Cavour, Otto von Bismarck, Sun Yat-Sen (Sun Yixian), Mohandas Gandhi, Kwame Nkrumah, Ho Chi Minh, and Ayatollah Khomeini.

You are *not* limited to these suggestions.

Do not use an individual from the United States in your response.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Written works often express ideas in reaction to problems in a society. The *Ninety-five Theses*, the *Sadler Report*, and the *United Nations Universal Declaration of Human Rights* were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others have led to limited change.

Task: Using the information from the documents and your knowledge of global history and geography, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Select **two** written works mentioned in the historical context and for **each**
- Describe the historical circumstances that led to this written work
 - Explain a specific goal of this written work
 - Discuss the extent to which this written work was successful in influencing change

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

By the beginning of the 16th century, the medieval Church and all that it represented, entered a period of profound crisis. By this time, the Church was nearly fifteen centuries old. Throughout its history the Church always had to confront problems both within its organization and from without. But by 1500, these problems rose to the surface and the Church would shake at its very foundation. . . .

A second problem of the period concerned the merchants, bankers and artisans of Europe's largest cities and towns who resented the fact that local bishops of the Church controlled all of their commercial and economic activities. Although capitalism as a form of economic organization had not yet infiltrated Europe, these producers and money-makers knew that more money and power was theirs if only their lives were less regulated by the Church. Again, I think what we are witnessing here is the development of a secular concept of work and acquisition. Yet another problem facing the Church was that in the 16th century there were numerous reformers who were openly criticizing the Church for its numerous offenses. Priests married and then took mistresses, holy offices were bought and sold for the highest price, incompetence among the clergy became the rule, the congregation of more and more people in towns and cities perhaps exposed the amorality and immorality of the clergy. In a word, the problem was corruption. . . .

Source: Steven Kreis, The History Guide, "Lectures on Early Modern European History," Revised August 4, 2009

1 According to Steven Kreis, what were **two** reasons the Roman Catholic Church was criticized at the beginning of the 16th century? [2]

(1) _____

Score

(2) _____

Score

Document 2

This is an excerpt from the Ninety-five Theses.

**Disputation [argument] of Doctor Martin Luther on the Power and
Efficacy [effectiveness] of Indulgences, October 31, 1517**

- ... 21. Therefore those preachers of indulgences are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved; ...
27. They preach man [human doctrine] who say that so soon as the penny jingles into the money-box, the soul flies out [of purgatory]. ...
36. Every truly repentant Christian has a right to full remission of penalty and guilt, even without letters of pardon.
37. Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon. . . .

Source: Martin Luther, *Works of Martin Luther with Introductions and Notes, Volume I*,
A.J. Holman Company, 1915 (adapted)

2 What was Martin Luther hoping to achieve with his Ninety-five Theses? [1]

Score

Document 3

. . . The most significant result of the Reformation era was its contribution to the ongoing secularization of European politics, culture, and thought. In the short run, the emergence of Protestantism intensified religious feeling and thrust religion into the forefront of European life. Largely as a result of its struggles with Protestantism, the Catholic Church itself regained much of its spiritual focus and vitality. In the long run, however, the proliferation of competing faiths divided and weakened Europe's churches, and the interminable [endless] years of religious intolerance and warfare discredited religion in the eyes of many. The gradual acceptance of religious diversity within individual states and Europe as a whole was a sign that religion was being taken less seriously. Paradoxically [contradictorily], the very intensity of the era's religious passions helped undermine the role of religion in European life and thought. . . .

Source: Andrea and Overfield, *The Human Record: Sources of Global History, Volume II: Since 1500*, Houghton Mifflin, 2001

3a According to Andrea and Overfield, what was **one** *short-term* change that occurred in Europe as a result of the Protestant Reformation? [1]

Score

b According to Andrea and Overfield, what was **one** *long-term* change that occurred in Europe as a result of the Protestant Reformation? [1]

Score

Document 4

Dr. Charles Turner Thackrah and Richard Oastler were leading supporters of British factory reform.

. . . Thenceforth, Thackrah and his book [on occupational diseases] were enlisted in the continuing campaign to improve working conditions in factories. As the movement for factory reform developed, it became evident that the work of the children was inextricably bound up with that of the adults. Consequently, the establishment of a reasonable working day for children involved also the regulation of adult labour. In April, 1831, Oastler issued a manifesto *To the Working Classes of the West Riding* in which he formulated the clear-cut objective of the 10-hour day, and set in motion a movement which was to have incalculable [enormous] consequences for British social politics. . . .

Source: George Rosen, "Charles Turner Thackrah in the Agitation for Factory Reform,"
British Journal of Industrial Medicine

- 4 According to George Rosen, what was **one** British factory reform fought for by Charles Turner Thackrah and Richard Oastler in the 1830s? [1]

Score

Document 5

Excerpt from the Sadler Report: Thomas Bennett, a parent of child laborers, testified before Michael Sadler and his House of Commons Committee on May 18, 1832.

Sadler: Were your children working under you then?

Bennett: Yes, two of them.

Sadler: State the effect upon your children.

Bennett: Of a morning when they had to get up, they have been so fast asleep that I have had to go up stairs and lift them out of bed, and have heard their crying with the feelings of a parent; I have been much affected by it.

Sadler: Were not they much fatigued at the termination of such a day's labour as that?

Bennett: Yes; many a time I have seen their hands moving while they have been nodding, almost asleep; they have been doing their business almost mechanically.

Sadler: While they have been almost asleep, they have attempted to work?

Bennett: Yes; and they have missed the carding and spoiled the thread, when we have had to beat them for it.

Sadler: Could they have done their work towards the termination of such a long day's labour, if they had not been chastised [punished] to it?

Bennett: No.

Sadler: You do not think that they could have kept awake or up to their work till the seventeenth hour, without being chastised?

Bennett: No.

Sadler: Will you state what effect it had upon your children at the end of their day's work?

Bennett: At the end of their day's work, when they have come home, instead of taking their victuals [food], they have dropped asleep with the victuals in their hands; and sometimes when we have sent them to bed with a little bread or something to eat in their hand, I have found it in their bed the next morning. . . .

Source: The Sadler Report: Report from the Committee on the "Bill to Regulate the Labour of Children in the Mills and "Factories of the United Kingdom:" with the Minutes of Evidence, House of Commons, 1832 (adapted)

- 5 Based on the evidence in this excerpt from the Sadler Report, what was the House of Commons seeking to learn from the testimony of men such as Thomas Bennett? [1]

Score

Document 6

In the period following the publication of the Sadler Report in 1833, Parliament passed a number of reform acts.

A Timeline of Parliamentary Reform Acts

1833—*Factory Act*. Passed by the Whig government, this Act was an attempt to regulate the working hours of women and children. It left much to be desired but was a step towards government regulation of working conditions. . . .

1844—This *Factory Act* legislated only for textile factories and was the successor to the 1833 Factory Act. It said that women and young persons (13–18) were to work no more than 12 hours per day; children under 13 were to work no more than 6 1/2 hours per day and no child under 8 was to be employed. . . .

1847—*Factory Act*. Yet another piece of compromise legislation by the Whig government, this so-called ‘10-Hour Act’ said that women and children between the ages of 13 and 18 could work a maximum of ten hours a day or 58 hours a week. The precise times of work were not set down and the ‘relay’ or shift system survived. Working hours for men were left untouched. . . .

Source: Marjie Bloy, *The Victorian Web: literature, history, and culture in the age of Victoria*

6 Based on this document, what was **one** way the Factory Acts passed by Parliament attempted to address issues related to women and children laborers in factories? [1]

Score

Document 7

. . . The idea of human rights emerged stronger after World War II. The extermination by Nazi Germany of over six million Jews, Sinti and Romani (gypsies), homosexuals, and persons with disabilities horrified the world. Trials were held in Nuremberg and Tokyo after World War II, and officials from the defeated countries were punished for committing war crimes, “crimes against peace,” and “crimes against humanity.”

Governments then committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be unjustly denied life, freedom, food, shelter, and nationality. The essence of these emerging human rights principles was captured in President Franklin Delano Roosevelt’s 1941 State of the Union Address when he spoke of a world founded on four essential freedoms: freedom of speech and religion and freedom from want and fear. The calls came from across the globe for human rights standards to protect citizens from abuses by their governments, standards against which nations could be held accountable for the treatment of those living within their borders. These voices played a critical role in the San Francisco meeting that drafted the United Nations Charter in 1945. . . .

Source: Nancy Flowers, ed., “A Short History of Human Rights,”
Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights, 1999 (adapted)

- 7 Based on this excerpt from “A Short History of Human Rights,” state **one** human rights injustice that led to the establishment of the United Nations. [1]

Score

Document 8

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, . . .

Now, therefore The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. . . .

Source: The Universal Declaration of Human Rights, United Nations online (adapted)

8 Based on this excerpt from the Preamble, what does the United Nations General Assembly hope to achieve through the adoption of the Universal Declaration of Human Rights? [1]

Score

CONFERENCE OPENS ON CREATING COURT TO TRY WAR CRIMES

ROME, June 14 — In one of the most ambitious efforts ever undertaken to extend the rule of international law, the United Nations will open a conference here on Monday to thrash out rules for an international court to prosecute crimes against humanity.

By Alessandra Stanley, June 15, 1998, www.nytimes.com

COURT CONVICTS 3 IN 1994 GENOCIDE ACROSS RWANDA

ARUSHA, Tanzania, Dec. 3 — In the first case of its kind since the Nuremberg trials, an international court here on Wednesday convicted three Rwandans of genocide for media reports that fostered the killing of about 800,000 Rwandans, mostly of the Tutsi minority, over several months in 1994.

By Sharon LaFraniere, December 4, 2003, www.nytimes.com

World Court to Investigate Darfur Violence

THE HAGUE, June 6 — Prosecutors for the International Criminal Court announced Monday that they had begun an investigation into war crimes in Sudan, opening the door for indictments and warrants for those considered most responsible for the ethnic violence and starvation that has exterminated hundreds of villages in Darfur.

By Marlise Simons, June 7, 2005, www.nytimes.com

Arrest Helps Tribunals Prosecuting War Crimes

The arrest of Radovan Karadzic on Monday gave badly needed credibility to international war crimes tribunals that have struggled for years to bring fugitives to justice, according to former prosecutors, legal experts and human rights groups.

By David Rohde and Marc Lacey, July 23, 2008, www.nytimes.com

9 Based on these *New York Times* excerpts, what were **two** actions the international community took to address human rights violations? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Written works often express ideas in reaction to problems in a society. The *Ninety-five Theses*, the *Sadler Report*, and the *United Nations Universal Declaration of Human Rights* were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others have led to limited change.

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

Select *two* written works mentioned in the historical context and for *each*

- Describe the historical circumstances that led to this written work
- Explain a specific goal of this written work
- Discuss the extent to which this written work was successful in influencing change

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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