

**Global Studies
Regents Exam Breakdown**

Multiple Choice: 25 out of 50 right (50%) (50-60 Minutes)

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet. They are usually in chronological order!!!

- ❖ **Underline People, Places and Things!!**
- ❖ **Circle words you don't understand!!**
- ❖ **Leave no question unanswered!!! Answer them ALL!!!!**

Thematic Essay: 3 out of 5 (60%) Essay #1 (30 Minutes)

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

Use an outline to help you build the essay!! ORGANIZE!!

Document Based Questions (DBQs)

Part III is based on several documents:

DBQs: Usually 11-15 Questions (100%) (45-60 minutes)

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.

Leave no question unanswered!!! Answer them ALL!!!!

DBQ Essay: 3 out of 5 (60%) Essay #2 (30 Minutes)

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.**

Use an outline to help you build the essay!! ORGANIZE!!

Total Time Need for Success: 2 ½ -3 Hours!!! Prepare for it!!

Part II: THEMATIC ESSAY QUESTION

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

PLEASE BEGIN ON PAGE 1 OF ESSAY BOOKLET!!!!

Essay Format: It should be at least 4 paragraphs!!

- ❖ Introduction:
 - Use the assigned “Theme” statement to help write the introduction
 - Identify the 2 topics that you will address in your essay.
- ❖ Address Topic #1:
 - 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”
 - (c) How does this theme impact you or history? Explain
- ❖ Address Topic #2:
 - 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”
 - (c) How does this theme impact you or history? Explain
- ❖ Conclusion:
 - Restate why your topics are important to the theme!
 - Wrap up your thoughts on the theme and how it impacts you!!

Guidelines: In your essay, be sure to:

- Select 2 topics (suggestions will be supplied) to address.
- 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.

Document Based Questions Process

Usually one “Historical Context” divided into 3 Sub Topics. These sub topics are then divided into 9 documents (maybe more!??)

Remember, this is the usual format!

Sub-Topic #1: Documents 1, 2, 3

Sub-Topic #2: Documents 4, 5, 6

Sub-Topic #3: Documents 7, 8, 9

How to answer the DBQs

1. Identify the document based on Sub Topic
2. Underline the question!! (will use in DBQ essay)
3. Circle the source!! (will use in DBQ essay)
4. Re-read the question, look for key words & descriptors to help you focus on what is being asked.
5. Read the document (written selection, map, poster, timeline, chart, cartoon, picture, speech, etc)
6. Underline (written document or speech) or circle (map, picture, poster, chart, cartoon, timeline) important information
7. Place your answer in a complete sentence!!! No one word answers!! No simple phrases!! Don't be LAZY!!!!
8. Answer ALL questions!!! Don't be LAZY!!!!!!
9. Leave NO Blank Answers!!! Don't be LAZY!!!!!!!!!!!!!!!!!!!!

Part III b: DBQ ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **FOUR (MAYBE MORE!! Read what the directions state!)** Documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Guidelines: In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four (Maybe More!???)* 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

Part III b: DBQ ESSAY QUESTION

PLEASE BEGIN ON PAGE 7 OF ESSAY BOOKLET!!!!

Essay Format: It should be at least 6 paragraphs!!

- ❖ Introduction:
 - Use the assigned “Historical Context” statement to help write the introduction for your essay.
 - Identify 2 Sub Topics that you will address in your essay.
- ❖ Address 1st selected Document:
 - Identify the document by its number and type (written selection, map, poster, timeline, chart, cartoon, picture, speech, etc). Is it a primary source or secondary source? Explain!
 - Identify the Source of the document.
 - Restate the question from the DBQ section (Part III A).
 - Expand the answer from the DBQ section (Part III A).
 - Give your thoughts or ideas about the DBQ
- ❖ Address 2nd selected Document:
 - Identify the document by its number and type (written selection, map, poster, timeline, chart, cartoon, picture, speech, etc). Is it a primary source or secondary source? Explain!
 - Identify the Source of the document.
 - Restate the question from the DBQ section (Part III A).
 - Expand the answer from the DBQ section (Part III A).
 - Give your thoughts or ideas about the DBQ
- ❖ Address 3rd selected Document:
 - Identify the document by its number and type (written selection, map, poster, timeline, chart, cartoon, picture, speech, etc). Is it a primary source or secondary source? Explain!
 - Identify the Source of the document.
 - Restate the question from the DBQ section (Part III A).
 - Expand the answer from the DBQ section (Part III A).
 - Give your thoughts or ideas about the DBQ
- ❖ Address 4th selected Document:
 - Identify the document by its number and type (written selection, map, poster, timeline, chart, cartoon, picture, speech, etc). Is it a primary source or secondary source? Explain!
 - Identify the Source of the document.
 - Restate the question from the DBQ section (Part III A).
 - Expand the answer from the DBQ section (Part III A).
 - Give your thoughts or ideas about the DBQ
- ❖ Conclusion:
 - Restate why your Sub Topics are important to History!
 - Wrap up your thoughts on the DBQs.

Global Studies Thematic Essays Ideas

Technology:

- Computers/Internet:
 - Good: Share information fast and around the world. Easy access to information.
 - Bad: Lack of privacy. Computer crimes (Cybercrimes) like hacking (breaking in) or identity theft.
- Printing Press:
 - Good: Improves the quality and price of books. Increases access to books to the general population. More people can read, so more education
 - Bad: Not all people have access still. There are still people who cannot read.

Geography:

- Mediterranean Sea
 - Access to both Europe and African trade routes.
 - Italy becomes important because location in the middle of the Mediterranean Sea and the Roman Catholic Religion.
- Sahara Desert
 - The desert is too hot to live and work in. Many trade routes go around the desert (Sahara)
 - No agriculture or water will make this land unlivable. Few cities or societies develop.

Individuals:

- Adolf Hitler:
 - Caused WWII, invaded Poland in September 1939
 - European Aggression, he invaded many European Countries causing alliances among countries.
- Mikhail Gorbachev:
 - He helps Soviet Union reform their society.
 - He helps end the cold war. He agrees to end the Nuclear Arms Race with the west.

Religions:

Islam: Monotheism, Allah is God, Mohammed is the Prophet. Pray 5 times a daily, charity for poor, pilgrimage (to Mecca) & fasting (Ramadan). Follow the 5 Pillars. Quran (Koran/Europe) is the Holy Book.

Christianity: Monotheistic, Jesus Christ is the Son of God, Holy Trinity (Father, Son, Holy Ghost/Spirit). Follow the 10 Commandments. The Pope is the leader of Roman Catholic Church. Modesty for equality. Bible is the Holy Book.

Judaism: Monotheistic, Moses was the Prophet of God, 10 Commandments laws, Prophet taught morality. Torah is the Holy Book.

Buddhism: Polytheistic, Siddhartha is Buddha. Do not become attached to worldly possessions, 4 Noble Truths, the 8 fold path, this religion is based on reincarnation. Keep returning until you reach "Nirvana".

Hinduism: Polytheistic, nature is where the gods are. Everything in Nature has purpose. Karma is the rule of society, “do unto others as you want to be treated”. Caste System, different levels of society/ Social Groups.

Governments:

- Communism:
 - One Party Rule: Government controls most decisions made in the country.
 - Very little freedoms for people. Restricted speech, press and religions.
 - Most businesses are government owned. Lack of competition among sellers.
 - Lack of incentive to work hard to improve social standing.
 - Free medical and education systems.
- Socialism:
 - Few Party Rule: Government controls many aspects of the country but not all of them.
 - More freedoms than in a communist country.
 - “Mixed” control of businesses. Some are privately owned, some are owned by the government.
 - Healthcare and Education is more affordable than in a democracy.
- Democracy/Republic
 - Many political parties are around. Private citizens control many aspects of the country but not all of them.
 - Most freedom of all governments.
 - “Free Market” economy, most aspects of the economy are privately owned.
 - Healthcare and Education are more expensive than in other forms of government.
 - Lower taxes than in socialism.

August 2013 Global Exam

Sample Essay Lesson

Students will be able to identify and analyze Primary & Secondary sources to construct a well organized Part IIIB Document Based Question Essay from the June 2013 Global Studies using a minimum of 4 documents. Our goal is to construct an essay valued at 3 out of 5 on the NYSED rubric.

CCLS Standards being developed:

RH.9-10.1 , RH.9-10.2 , RH.9-10.4 , RH.9-10.5 , RH.9-10.8 & RH.9-10.10

(Taken from the NYS Regents Exam)

THEMATIC ESSAY QUESTION

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

Theme: Conflict—Armed Conflict (USE AS PART OF YOUR INTRODUCTION!)

Throughout history, armed conflicts have begun for various reasons. These conflicts have affected many countries and groups of people.

Select *two* armed conflicts and for *each*

- Describe the historical circumstances leading to this armed conflict
- Discuss the ways in which this armed conflict affected a specific group of people, a country, *and/or* a region

You may use any examples of armed conflict from your study of global history and geography. Some suggestions you might wish to consider include the Peloponnesian War, the Crusades, the English civil war, the Haitian war of independence, the French Revolution, the Opium War, the Sepoy Rebellion, World War I, the Arab-Israeli conflict, and the Rwanda crisis. (World War II #30 of Multiple Choice)

You are *not* limited to these suggestions. Do *not* discuss armed conflicts that occurred in the United States in your answer.

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

Sample Essay Response: August 2013 Thematic Essay

Throughout history, armed conflicts have begun for various reasons. These conflicts have affected many countries and groups of people. The French Revolution and World War II had huge impact on world history. Both armed conflicts were based upon freedoms for all.

The French Revolution started because there was a divide between the rich and poor in France. The rich people were using the poor people for taxes. The working class carried a heavy tax burden (obligation or need). The rich people gained their wealth off of the poor people, they maintained (kept) their wealth off of the poor people. This created a class warfare (struggle). Karl Marx would later write about the class struggle between the rich and poor, he said this would lead to more armed conflicts. The underclass (poor people) revolted against the upper class (rich) and took over control in a bloody conflict. This armed conflict serves as an example to other countries in Europe on how to deal with the class struggle.

In World War II, there was a conflict between democracy (freedom) and fascism (aggression). England was leading the fight for freedom with France and Russia, while Germany was leading the fight for aggression with Italy and Japan. England, Russia and France known as the Allies were trying to protect Europe and the World from Germany, Italy and Japan, known as the Axis powers. When Germany invaded Poland on September 1, 1939 it sent a message to the World that they wanted to be aggressors in Europe. Italy wanted to control Africa while Japan wanted to control Asia. The Axis alliance sent a message to the rest of the world that they are serious. The Allies were the only hope of stopping this evil bullying. The Allies win this tragic war, there were hostilities carried over World War I, which were never settled. This war was about stopping the Axis powers from controlling weaker nations.

The French Revolution and World War II were about trying to do the right thing. Throughout (over time) history we have witnessed stronger people exploit weaker people for their benefit. Even though this still happens today, we have not seen the extreme cases of this like the French Revolution or World War II. Sad to say Armed Conflicts are sometimes unavoidable but they can have good results like the French Revolution and World War II where things change for the better.