

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 • Height above sea level
• Distance from the equator
• Amount of rainfall
• Average daily temperature

Which aspect of geography is most influenced by these factors?

- (1) natural boundaries
(2) climate
(3) topography
(4) mineral resources
- 2 Which activity would be most characteristic of people in a traditional society?
- (1) serving in government assemblies
(2) working in an industrialized city
(3) having the same occupation as their parents
(4) establishing a mercantile system of trade

- 3 • Large areas in the north and south received less than ten inches of rainfall annually.
• The presence of waterfalls and rapids slowed river travel.
• Highlands and steep cliffs limited exploration.

In which region did these geographic factors have an impact on European exploration and colonization?

- (1) South America
(2) Southeast Asia
(3) subcontinent of India
(4) Africa
- 4 What is the main reason the Neolithic Revolution is considered a turning point in world history?
- (1) Fire was used as a source of energy for the first time.
(2) Spoken language was used to improve communication.
(3) Domestication of animals and cultivation of crops led to settled communities.
(4) Stone tools and weapons were first developed.

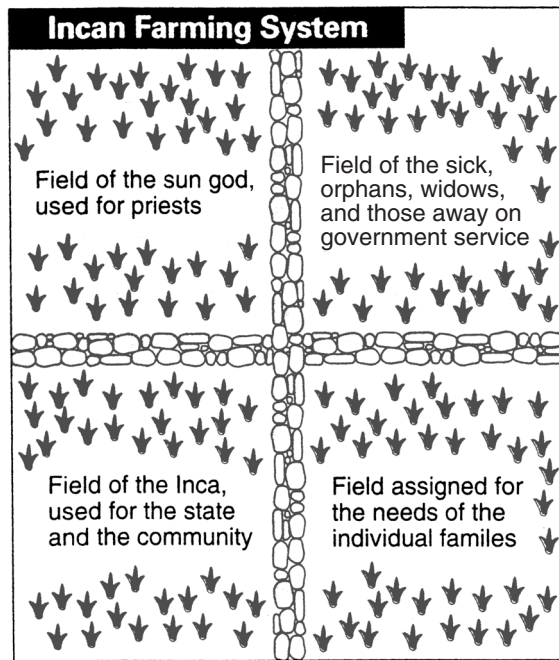
- 5 Which heading best completes the partial outline below?

- I. _____
- A. Centralized governments
B. Organized religions
C. Social classes
D. Specialization of labor

- (1) Economic Development in Ancient Egypt
(2) Cultural Diffusion in Mohenjo-Daro
(3) Features of the Old Stone Age
(4) Characteristics of Civilizations
- 6 The Pillars of Emperor Asoka of the Mauryan Empire and the Code of Hammurabi of Babylon are most similar to the
- (1) ziggurats of Sumeria
(2) map projections of Mercator
(3) Great Sphinx of the Egyptians
(4) Twelve Tables of the Romans
- 7 A similarity between Bantu migrations in Africa and migrations of the ancient Aryans into South Asia is that both moved
- (1) across the Atlantic Ocean
(2) from rural lands to urban areas
(3) in search of additional food sources
(4) for religious freedom
- 8 Which factor led to the development of civilizations in ancient Mesopotamia?
- (1) political harmony
(2) favorable geography
(3) religious differences
(4) universal education

- 9 Which statement most likely represents the view of a citizen of ancient Athens visiting Sparta?
- (1) "The government and society in Sparta are so strict. The people have little voice in government."
 - (2) "I feel as though I have never left home. Everything here is the same as it is in Athens."
 - (3) "This society allows for more freedom of expression than I have ever experienced in Athens."
 - (4) "I have never heard of a society like Sparta that believes in only one God."
- 10 One similarity between animism and Shinto is that people who follow these belief systems
- (1) practice filial piety
 - (2) worship spirits in nature
 - (3) are monotheistic
 - (4) are required to make pilgrimages
- 11 • Buddhist temples are found in Japan.
• Most Indonesians study the Koran.
• Catholicism is the dominant religion in Latin America.
- These statements illustrate a result of
- (1) westernization
 - (2) cultural diffusion
 - (3) economic nationalism
 - (4) fundamentalism
- 12 Which group introduced the Cyrillic alphabet, Orthodox Christianity, and domed architecture to Russian culture?
- | | |
|-------------|----------------|
| (1) Mongols | (3) Jews |
| (2) Vikings | (4) Byzantines |
- 13 The topography and climate of Russia have caused Russia to
- (1) depend on rice as its main source of food
 - (2) seek access to warm-water ports
 - (3) adopt policies of neutrality and isolation
 - (4) acquire mineral-rich colonies on other continents
- 14 One of the major achievements of Byzantine Emperor Justinian was that he
- (1) established a direct trade route with Ghana
 - (2) defended the empire against the spread of Islam
 - (3) brought Roman Catholicism to his empire
 - (4) preserved and transmitted Greek and Roman culture
- 15 Both European medieval knights and Japanese samurai warriors pledged oaths of
- (1) loyalty to their military leader
 - (2) devotion to their nation-state
 - (3) service to their church
 - (4) allegiance to their families
- 16 What was a significant effect of Mansa Musa's pilgrimage to Mecca?
- (1) The African written language spread to southwest Asia.
 - (2) Military leaders eventually controlled Mali.
 - (3) Islamic learning and culture expanded in Mali.
 - (4) The trading of gold for salt ended.
- 17 A direct impact that the printing press had on 16th-century Europe was that it encouraged the
- (1) spread of ideas
 - (2) beginnings of communism
 - (3) establishment of democracy
 - (4) development of industrialization
- 18 Which technological advancement helped unify both the Roman and the Inca Empires?
- | | |
|-----------------|-------------------|
| (1) astrolabe | (3) gunpowder |
| (2) road system | (4) wheeled carts |
- 19 Cervantes' literary classic *Don Quixote*, the rule of Isabella and Ferdinand, and the art of El Greco are associated with the
- (1) Golden Age in Spain
 - (2) Hanseatic League in Germany
 - (3) Glorious Revolution in England
 - (4) Renaissance in Italy

Base your answer to question 20 on the diagram below and on your knowledge of social studies.



All land belonged to the community. Farmers grew crops in different fields.

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall (adapted)

- 20 This diagram shows the Incas had a farming system that
- (1) provided crops for the entire society
 - (2) left much of the land unfarmed
 - (3) set aside fifty percent of the crops for those who farmed the fields
 - (4) grew crops only for priests and government officials
-
- 21 Which statement best describes a result of the encounter between Europeans and native populations of Latin America?
- (1) Native societies experienced rapid population growth.
 - (2) European nations lost power and prestige in the New World.
 - (3) Large numbers of natives migrated to Europe for a better life.
 - (4) Plantations in the New World used enslaved Africans to replace native populations.

Base your answers to questions 22 through 24 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Although I spread serfdom in my country, I tried to modernize our society by incorporating western technology.

Speaker B: I promoted culture with my support of the arts. Unfortunately, I drained my country's treasury by building my palace at Versailles and involving my country in costly wars.

Speaker C: I gained much wealth from my overseas empire in the Americas. I waged war against the Protestants and lost.

Speaker D: I inherited the throne and imprisoned my foes without a trial. I dissolved Parliament because I did not want to consult with them when I increased taxes.

- 22 Which speaker represents the view of King Louis XIV of France?
- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |
- 23 Which nation was most likely governed by *Speaker D*?
- | | |
|------------|-------------|
| (1) Russia | (3) Spain |
| (2) France | (4) England |
- 24 Which type of government is most closely associated with all these speakers?
- (1) limited monarchy
 - (2) absolute monarchy
 - (3) direct democracy
 - (4) constitutional democracy
-

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

... The Laws ought to be so framed, as to secure the Safety of every Citizen as much as possible.

... The Equality of the Citizens consists in this; that they should all be subject to the same Laws. . . .

— *Documents of Catherine the Great*,
W. F. Reddaway, ed., Cambridge University Press (adapted)

25 These ideas of Catherine the Great of Russia originated during the

- (1) Age of Exploration
- (2) Age of Enlightenment
- (3) Protestant Reformation
- (4) French Revolution

Base your answers to questions 26 and 27 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Government should not interfere in relations between workers and business owners.

Speaker B: The workers will rise up and overthrow the privileged class.

Speaker C: Private property will cease to exist. The people will own the means of production.

Speaker D: A favorable balance of trade should be maintained by the use of tariffs.

26 Which two speakers represent Karl Marx's ideas of communism?

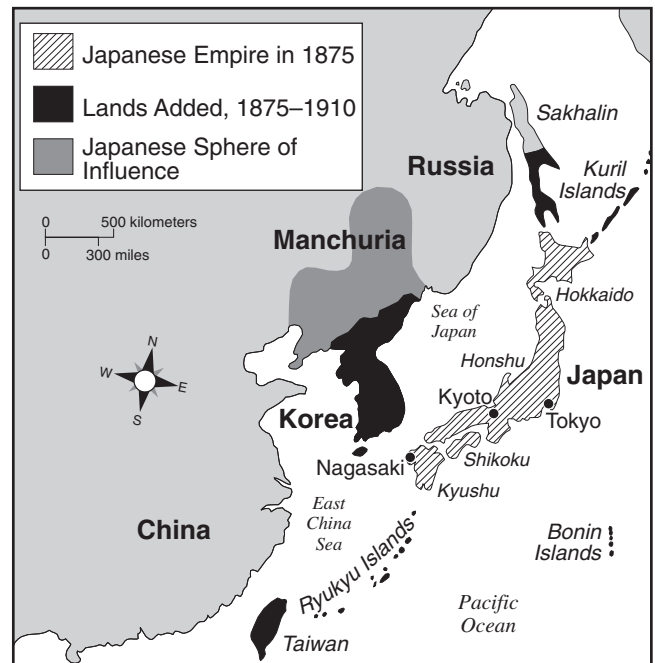
- (1) A and B
- (2) B and C
- (3) B and D
- (4) C and D

27 Which speaker is referring to laissez-faire capitalism?

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

Base your answers to questions 28 and 29 on the map below and on your knowledge of social studies.

Japanese Imperialism, 1875–1910



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

28 What was a basic cause of the political changes shown on this map?

- (1) Russia and Japan formed an alliance.
- (2) Korea defeated Japan in the Sino-Japanese War.
- (3) The Japanese people wanted to spread the beliefs of Shinto.
- (4) Japan needed raw materials for industrialization.

29 Which event is associated with the changes shown on this map?

- (1) Opium War
- (2) Meiji Restoration
- (3) Chinese Nationalist Revolution
- (4) rise of the Soviet Union

- 30 The Bolshevik Party in 1917 gained the support of the peasant class because they promised them
- (1) "Peace, Land, and Bread"
 - (2) "Liberty, Equality, Fraternity"
 - (3) abolition of the secret police
 - (4) democratic reforms in all levels of government

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



Source: Geoffrey Barraclough, ed., *Hammond Concise Atlas of World History*, Hammond, 1998 (adapted)

- 31 Which time period in German history is most accurately represented in this map?
- (1) between World War I and World War II
 - (2) just after the Berlin Conference
 - (3) immediately after the Congress of Vienna
 - (4) during unification under Bismarck
-
- 32 Which statement describes one major aspect of a command economy?
- (1) Supply and demand determines what will be produced.
 - (2) Most economic decisions are made by the government.
 - (3) The means of production are controlled by labor unions.
 - (4) The economy is mainly agricultural.

- 33 Which area was once controlled by Britain, suffered a mass starvation in the 1840s, and became an independent Catholic nation in 1922?
- (1) Scotland
 - (2) India
 - (3) Ghana
 - (4) Ireland
- 34 Totalitarian countries are characterized by
- (1) free and open discussions of ideas
 - (2) a multiparty system with several candidates for each office
 - (3) government control of newspapers, radio, and television
 - (4) government protection of people's civil liberties

- 35 Which name would best complete this partial outline?

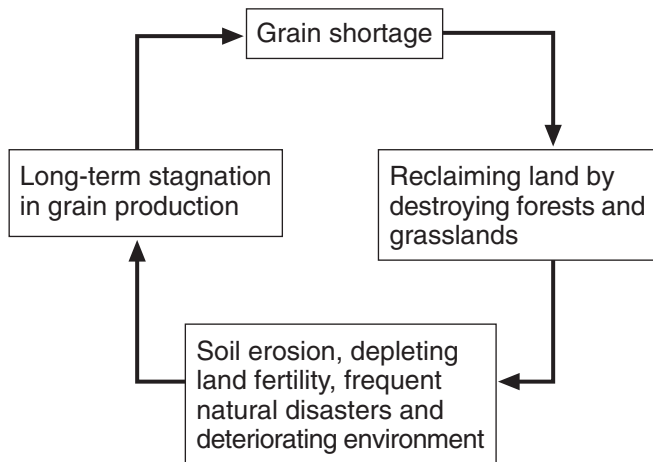
I. African Nationalists of the 20th Century

- A. Leopold Senghor
- B. Jomo Kenyatta
- C. Julius Nyerere
- D. _____

- (1) Atatürk [Mustafa Kemal]
 - (2) Ho Chi Minh
 - (3) José de San Martín
 - (4) Kwame Nkrumah
- 36 Since 1948, a major reason for the conflict between Arabs and Israelis is that each side
- (1) wants the huge oil reserves that lie under the disputed land
 - (2) believes that the United States favors the other side in the conflict
 - (3) claims sovereignty over the same land
 - (4) seeks to control trade on the eastern end of the Mediterranean Sea
- 37 In the 1980s, Mikhail Gorbachev's attempts to change the Soviet Union resulted in
- (1) an increase in tensions between India and the Soviet Union
 - (2) a strengthening of the Communist Party
 - (3) a shift from producing consumer goods to producing heavy machinery
 - (4) a series of economic and political reforms

Base your answer to question 38 on the diagram below and on your knowledge of social studies.

Cycle of the Ecological Environment



Source: Yan Ruizhen and Wang Yuan, *Poverty and Development*, New World Press, 1992 (adapted)

38 Which conclusion based on the ecological cycle shown in this diagram is most valid?

- (1) Grain yields increase as the amount of land reclaimed increases.
- (2) The destruction of forests leads to soil erosion.
- (3) Grain production has no impact on the environment.
- (4) Natural disasters have little effect on grain production.

- 39 • Egypt builds the Aswan Dam to control flooding and produce hydroelectric power.
 • China builds the Three Gorges Dam to control flooding and improve trade.
 • Brazil builds the Tucuruí Dam in the tropical rain forest to produce hydroelectric power.

Which conclusion can be drawn from these statements?

- (1) Societies often modify their environment to meet their needs.
- (2) Monsoons are needed for the development of societies.
- (3) Topography creates challenges that societies are unable to overcome.
- (4) Land features influence the development of diverse belief systems.

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Ziraldo/Rio de Janeiro, Brazil
 Cartoonists & Writers Syndicate

Source: Ziraldo Alves Pinto

40 What is the main idea of this Brazilian cartoon?

- (1) Relations between Latin America and the United States are mutually beneficial.
- (2) The United States wants to cut off political and economic relations with Latin America.
- (3) Latin American nations are self-sufficient and need not rely on the United States.
- (4) The United States wants to control its relationships with Latin America.

41 “Tensions Increase Over Kashmir”
 “Hindus and Muslims Clash in Calcutta Riots”
 “Threat of Nuclear Conflict Worries World”

These headlines refer to events in which region?

- (1) Latin America
- (2) sub-Saharan Africa
- (3) subcontinent of India
- (4) East Asia

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



Source: Kim Song Heng, *Lianhe Zaobao*, 2002 (adapted)

- 42 The main idea of this 2002 cartoon is that East Timor is
- (1) experiencing massive floods that might destroy the nation
 - (2) struggling with the arrival of large numbers of freedom-seeking refugees
 - (3) facing several dangers that threaten its existence as a new nation
 - (4) celebrating its success as an independent nation

43 One way in which the Tang dynasty, the Gupta Empire, and the European Renaissance are similar is that they all included periods of

- (1) religious unity
- (2) democratic reforms
- (3) economic isolation
- (4) cultural achievements

44 What was one similar goal shared by Simón Bolívar and Mohandas Gandhi?

- (1) ending foreign control
- (2) promoting religious freedom
- (3) establishing a limited monarchy
- (4) creating collective farms

45 The Armenian Massacre, the “killing fields” of the Khmer Rouge, and Saddam Hussein’s attacks against the Kurds are examples of

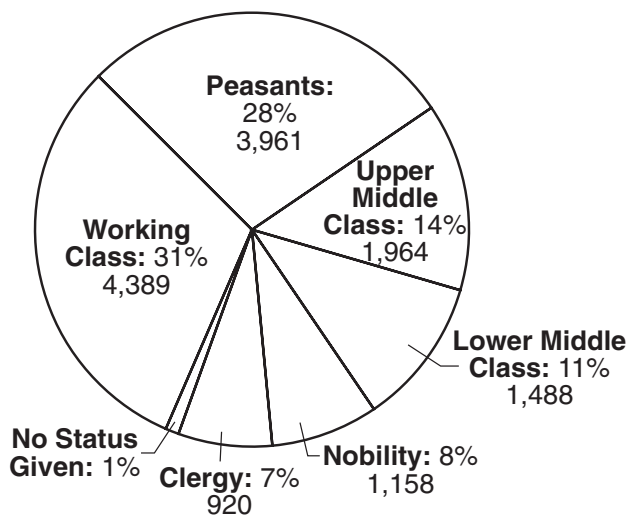
- (1) apartheid
- (2) enslavement
- (3) human rights violations
- (4) forced collectivization

46 In western Europe, the Middle Ages began after the collapse of which empire?

- (1) Mughal
- (2) Roman
- (3) Ottoman
- (4) Byzantine

Base your answers to questions 47 and 48 on the chart below and on your knowledge of social studies.

Executions During the Reign of Terror



Source: Dennis Sherman et al., eds., *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

47 During which revolution did these executions occur?

- (1) French
- (2) Russian
- (3) Chinese
- (4) Cuban

48 Which statement is best supported by information found in this chart?

- (1) Clergy were spared from the Reign of Terror.
- (2) The Reign of Terror affected all classes equally.
- (3) The Reign of Terror crossed social and economic boundaries.
- (4) Peasants were the most frequent victims of the Reign of Terror.

Base your answer to question 49 on the passage below and on your knowledge of social studies.

... Our foundation rests upon trade, because, as you see, we have a large part of our capital invested [in it]. And therefore we shall have little for exchange operations, and we are forced to exert our ingenuity elsewhere. This, however, in my opinion, does not involve greater risk than one incurs in exchanges today, especially when no risks at sea are run [That is, when shipments by sea are insured.]; nor does it bring smaller profits. And [trade operations] are more legal and more honorable. In them we shall so govern ourselves that every day you will have more reason to be content; may God grant us His grace. . . .

Source: Letter to the home office of the Medici from branch office at Bruges, May 14, 1464 (adapted)

49 This passage best illustrates circumstances that characterized the

- (1) Crusades
- (2) Age of Reason
- (3) Commercial Revolution
- (4) Scientific Revolution

50 **“Germany, Austria-Hungary, and Italy Form Triple Alliance”**

“Serbian Nationalism Grows in Balkans”

“Archduke Franz Ferdinand Assassinated in Bosnia”

The events in these headlines contributed most directly to the

- (1) beginning of World War I
- (2) outbreak of the Cold War
- (3) development of communist rule in Europe
- (4) strengthening of European monarchies

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (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: Movement of People and Goods: Trade

Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative.

Task:

Identify **two** trade routes **and/or** trade organizations and for **each**

- Explain **one** reason for the establishment of the trade route or trade organization
- Discuss **one** positive effect **or one** negative effect of the trade route or trade organization on a specific nation or region

You may use any example from your study of global history. Some suggestions you might wish to consider include the Silk Roads, the trans-Saharan trade routes of the African kingdoms, Mediterranean trade routes, the Hanseatic League, the British East India Company, the Organization of Petroleum Exporting Countries (OPEC), and the European Union (EU).

You are *not* limited to these suggestions.

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

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In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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.

Historical Context:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

Task: Using information from the documents and your knowledge of global history, 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

- Discuss how the Cold War between the United States and the Soviet Union affected other nations *and/or* regions of the world

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



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

- 1 What does the information shown on this map indicate about the governments of Western Europe and Eastern Europe after World War II? [1]

Score

Document 2a

Imre Nagy, the Hungarian leader, was forced out of office by the Soviet Communist government. The people of Hungary protested his removal from office.

This is Hungary calling! This is Hungary calling! The last free station. Forward to the United Nations. Early this morning Soviet troops launched a general attack on Hungary. We are requesting you to send us immediate aid in the form of parachute troops over the Transdanubian provinces [across the Danube River]. It is possible that our broadcasts will soon come to the same fate as the other Hungarian broadcasting stations . . . For the sake of God and freedom, help Hungary! . . .

— Free Radio Rakoczi

Civilized people of the world, listen and come to our aid. Not with declarations, but with force, with soldiers, with arms. Do not forget that there is no stopping the wild onslaught [attack] of Bolshevism. Your turn will also come, if we perish. Save our souls! Save our souls! . . .

— Free Radio Petofi

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957 (adapted)

2a Based on these broadcasts from Free Radio Rakoczi and Free Radio Petofi, state **two** reasons the Hungarian people were asking for help in 1956. [2]

(1) _____

Score

(2) _____

Score

Document 2b

This morning the forces of the reactionary conspiracy [anti-Soviet plot] against the Hungarian people were crushed. A new Hungarian Revolutionary Worker-Peasant [Communist] Government, headed by the Prime Minister Janos Kadar, has been formed. . . .

— Radio Moscow

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957

2b Based on this broadcast from Radio Moscow, state **one** result of the Hungarian Revolution. [1]

Score

Document 3a

Berlin, Germany After World War II



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

Document 3b

Berlin, 1961



Source: Heiko Burkhardt, dailysoft.com

3 Based on this map and the Burkhardt photograph, state **one** way the Cold War affected the city of Berlin. [1]

Score

Document 4

. . . The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment [nonalignment] in any military or like pact or alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius.

We believe, therefore, in nonaggression and noninterference by one country in the affairs of another and the growth of tolerance between them and the capacity for peaceful coexistence. We think that by the free exchange of ideas and trade and other contacts between nations each will learn from the other and truth will prevail. We therefore endeavor to maintain friendly relations with all countries, even though we may disagree with them in their policies or structure of government. We think that by this approach we can serve not only our country but also the larger causes of peace and good fellowship in the world. . . .

Source: Prime Minister Jawaharlal Nehru, speech in Washington, D.C., December 18, 1956

4 According to Prime Minister Nehru, what was India's foreign policy in 1956? [1]

Score

Document 5

Sook Nyul Choi was born in Pyongyang, Korea and immigrated to the United States during the 1950s. She integrates her autobiographical information into a work of historical fiction set in Korea between the end of World War II and 1950.

. . . Our freedom and happiness did not last long. In June 1950, war broke out. North Korean and Communist soldiers filled the streets of Seoul, and were soon joined by Chinese Communist troops. Russian tanks came barreling through. In the chaos, many more North Korean refugees made their way to Seoul. Theresa and the other nuns finally escaped, and made their way to our house. They told us that the Russians and Town Reds had found out about Kisa's and Aunt Tiger's other activities. They died as all "traitors" did. They were shot with machine guns, and then hanged in the town square to serve as a lesson to others. We never heard any further news about the sock girls, or about my friend Unhi. I still wonder if they are alive in the North.

Source: Sook Nyul Choi, *Year of Impossible Goodbyes*, Houghton Mifflin Company

- 5 Based on Sook Nyul Choi's description, state **two** ways the beginning of the Korean War affected the people of Korea. [2]

(1) _____

Score

(2) _____

Score

Document 6a

War in Korea, 1950–1953



Document 6b

War in Vietnam, 1954–1973

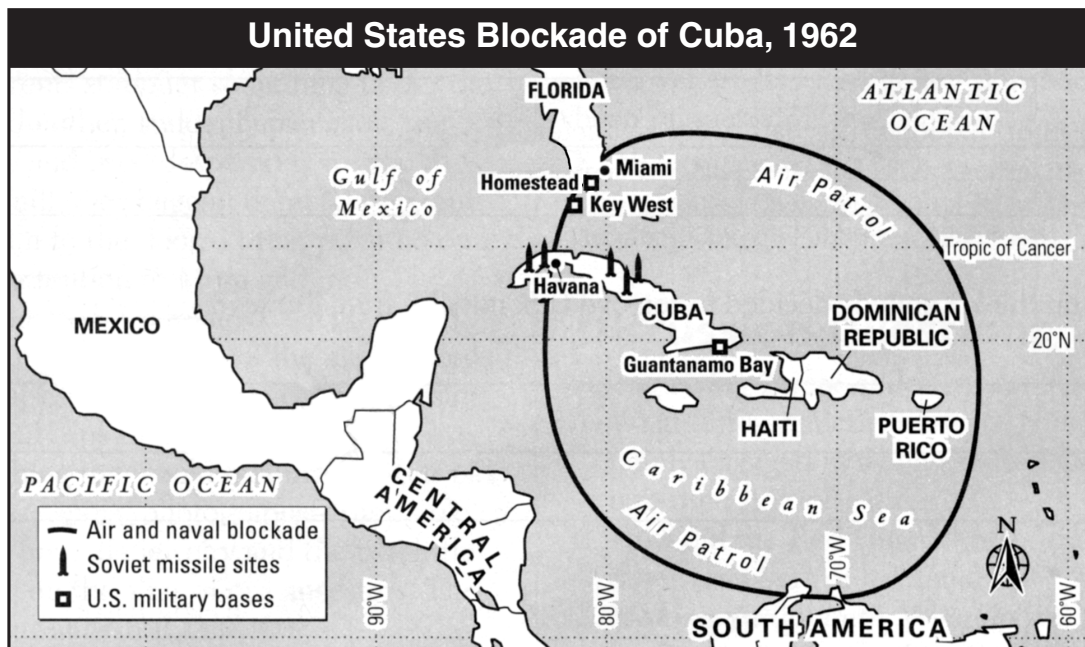


Source: Burton F. Beers, *World History: Patterns of Civilization*, Prentice Hall (adapted)

6 Based on the information shown on these maps, state **one** similarity in the way the Cold War affected Korea and Vietnam. [1]

Score

Document 7a



Source: *World History: Patterns of Interaction*, McDougal Littell (adapted)

Document 7b

This Government as promised has maintained the closest surveillance of the Soviet military build-up on the island of Cuba.

Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island.

The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles.

Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City or any other city in the southeastern part of the United States, in Central America or in the Caribbean area. . . .

Source: President John F. Kennedy, address to the nation on the Soviet arms build-up in Cuba, October 22, 1962

7 Based on this map and President John F. Kennedy's address, state **one** way the Cold War affected Cuba. [1]

Score

Document 8a

. . . Immediately after the revolution, the Sandinistas had the best organized and most experienced military force in the country. To replace the National Guard, the Sandinistas established a new national army, the Sandinista People's Army (Ejército Popular Sandinista—EPS), and a police force, the Sandinista Police (Policía Sandinista-PS). These two groups, contrary to the original Puntarenas Pact [agreement reached by Sandinista government when in exile] were controlled by the Sandinistas and trained by personnel from Cuba, Eastern Europe, and the Soviet Union. Opposition to the overwhelming FSLN [Sandinista National Liberation Front] influence in the security forces did not surface until 1980. Meanwhile, the EPS developed, with support from Cuba and the Soviet Union, into the largest and best equipped military force in Central America. Compulsory military service, introduced during 1983, brought the EPS forces to about 80,000 by the mid-1980s. . . .

Source: Library of Congress, Federal Research Division (adapted)

8a According to this document from the Library of Congress, what effect did the Cold War have on Nicaragua in the 1980s? [1]

Score

Document 8b

Her [Violeta Chamorro] husband's murder sparked a revolution that brought the Sandinistas to power. Now Violeta Chamorro is challenging them in Nicaragua's presidential election.

. . . "Violeta! Violeta! Throw them [Sandinistas] out! Throw them out!"

Surrounded by outstretched hands, Mrs. Chamorro hugs everyone in reach. Then Nicaragua's most famous widow goes straight to her message. This is the town where my husband was born, she tells them. This is where he learned the values of freedom that cost him his life. This is where he would tell us to make a stand against the Sandinista regime.

"I never thought that I would return to Granada as a candidate, raising the banner steeped in the blood of Pedro Joaquín Chamorro, to ask his people once again to put themselves in the front lines," she says. "But Nicaragua must win its freedom once again.

"All across the world," she continues, her voice rising, "people like you are burying Communism and proclaiming democracy. So set your watches! Set them to the same hour as Poland, as Bulgaria, as Czechoslovakia, as Chile! Because this is the hour of democracy and freedom — this is the hour of the people!". . .

Source: Mark A. Uhlig, *New York Times*, February 11, 1990

8b According to Mark A. Uhlig, what political change did Violeta Chamorro hope to bring to Nicaragua? [1]

Score

Part B

Essay

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

Historical Context:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

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

- Discuss how the Cold War between the United States and the Soviet Union affected other nations *and/or* regions of the world

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here