

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Wednesday, June 14, 2006 — 1:15 p.m. to 4:15 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 Which heading best completes the partial outline below?

I. \_\_\_\_\_

- A. Seafood makes up a large part of the Filipino diet.
- B. Africans built hydroelectric plants along the Zambezi River.
- C. The majority of Russians live west of the Ural Mountains.
- D. The most densely populated area of India is the Ganges River Valley.

- (1) Rivers Are Barriers to Interdependence
- (2) Economic Issues Influence National Goals
- (3) Geography Affects Human Behavior
- (4) Governments Control the Actions of Citizens

- 2 • Siberian Plain  
• Sahara Desert  
• Amazon Basin  
• Mongolian Steppes

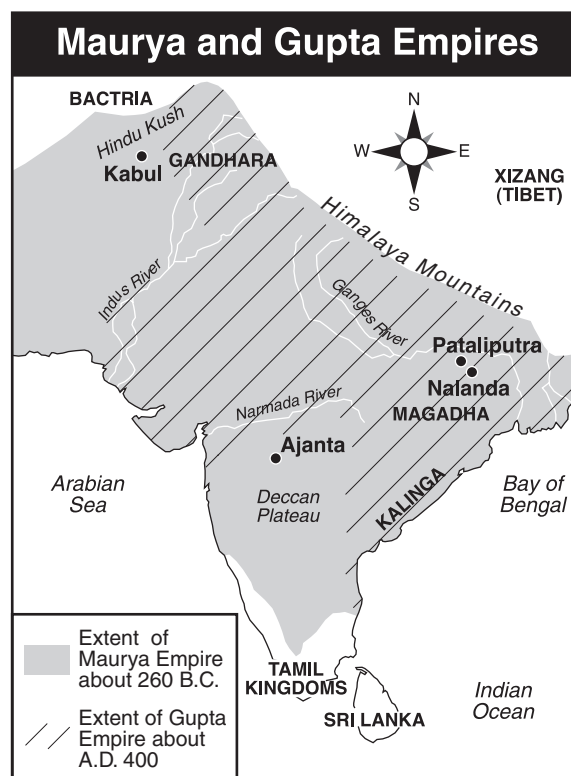
One characteristic common to these areas is that they all

- (1) have a low population density
- (2) are located between major river valleys
- (3) are major religious centers
- (4) have large areas of valuable farmland

- 3 Which pair of belief systems share a belief that spirits reside in natural objects and forms?

- (1) Hinduism and Confucianism
- (2) Islam and Judaism
- (3) Shintoism and animism
- (4) Christianity and Buddhism

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

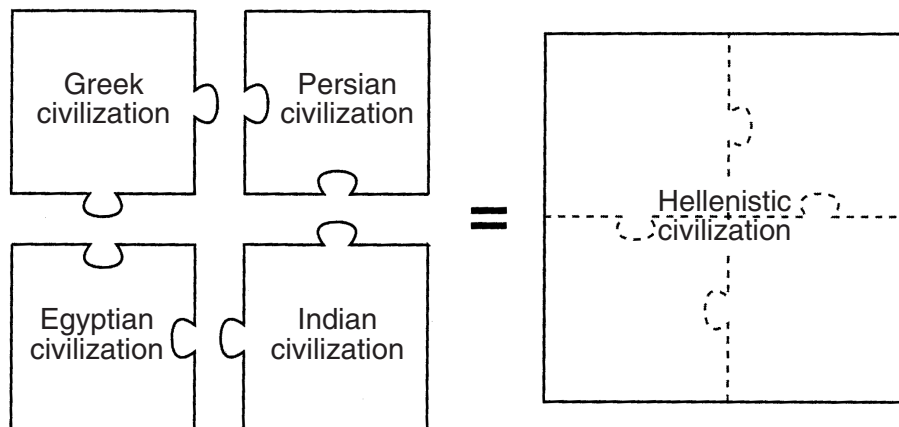


Source: Ellis and Esler,  
*World History: Connections to Today*,  
Prentice Hall, 2003 (adapted)

- 4 Which generalization about the Maurya and Gupta Empires is supported by the map?

- (1) Expansion was limited by geographic factors.
- (2) Trade contributed to stable societies.
- (3) Extensive road systems unified India.
- (4) Southern India was isolated from northern India.

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



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

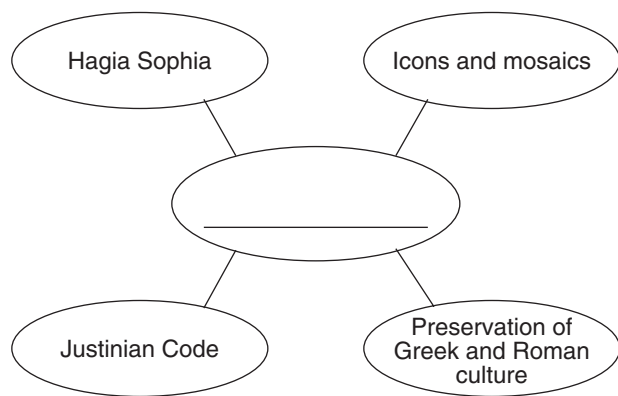
5 Which concept is most closely related to the main idea of the illustration?

- (1) isolation
- (2) cultural diffusion
- (3) armed conflict
- (4) urbanization

6 Which leader is most closely associated with the accomplishment shown by the illustration?

- (1) Charlemagne
- (2) Mansa Musa
- (3) Alexander the Great
- (4) Suleiman the Magnificent

7 Base your answer to this question on the graphic organizer below and on your knowledge of social studies.



Which title best completes this graphic organizer?

- (1) Arab Accomplishments
- (2) Achievements of Meso-American Civilizations
- (3) Russian Law and Architecture
- (4) Byzantine Achievements

8 Which statement about the Tang dynasty is a fact rather than an opinion?

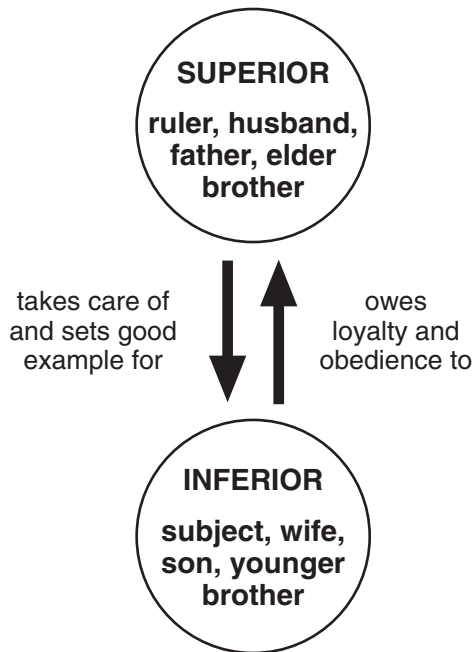
- (1) Technical advances would have been greater if the Tang dynasty had lasted longer.
- (2) China's best emperors came from the Tang dynasty.
- (3) The Tang emperors granted government jobs to scholars who passed examinations.
- (4) The culture of the Tang dynasty was superior to that of the Han dynasty.

9 During the feudal period in Europe, power and position in society were based on the

- (1) amount of money earned
- (2) level of education achieved
- (3) number of slaves owned
- (4) amount of land possessed

Base your answer to question 10 on the illustration below and on your knowledge of social studies.

**Everyone had duties and responsibilities, depending on his or her position in a relationship.**



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

10 The illustration shows the relationship between individuals in a society according to the ideas of

- (1) Confucius
- (2) Moses
- (3) Mohammad
- (4) Siddhartha Gautama

11 Revival of trade in western Europe, decline of feudalism, revival of interest in learning, and cultural interaction with the Middle East are associated with the

- (1) impact of the Crusades
- (2) effects of the barter system
- (3) growth of the Maya Empire
- (4) rise of Charlemagne

Base your answer to question 12 on the quotation below and on your knowledge of social studies.

... The circumference of the city of Constantinople is eighteen miles; one-half of the city being bounded by the continent, the other by the sea, two arms of which meet here; the one a branch or outlet of the Russian, the other of the Spanish sea. Great stir and bustle prevails [dominates] at Constantinople in consequence of the conflux [meeting] of many merchants, who resort thither [come there], both by land and by sea, from all parts of the world for purposes of trade, including merchants from Babylon and from Mesopotamia, from Media and Persia, from Egypt and Palestine, as well as from Russia, Hungary, Patzinakia, Budia, Lombardy and Spain. In this respect the city is equalled only by Bagdad, the metropolis of the Mahometans. . . .

— Rabbi Benjamin of Tudela,  
Manuel Komroff, ed., *Contemporaries of Marco Polo*,  
Boni & Liveright

12 This author would most likely agree with the idea that the

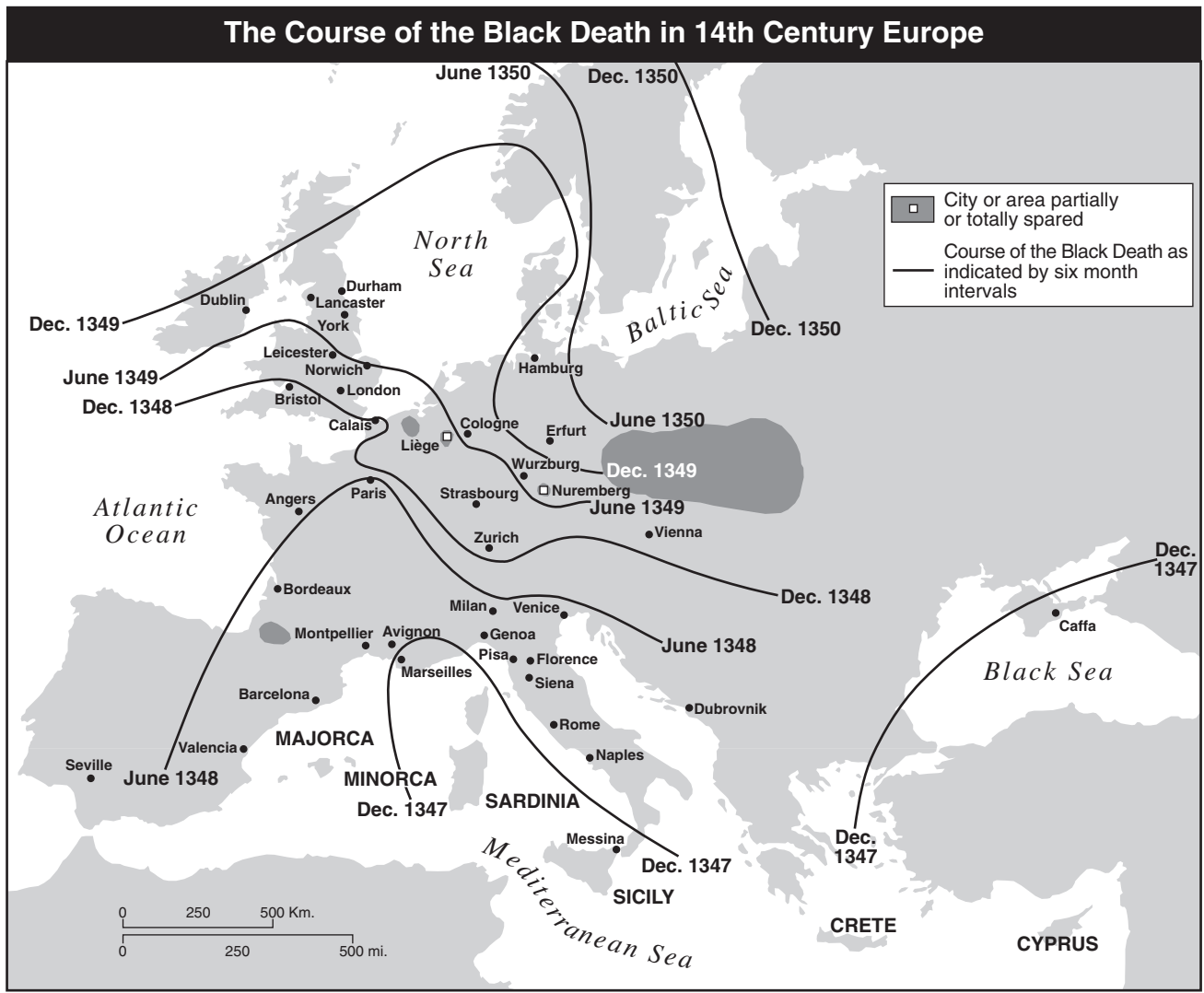
- (1) size of Constantinople limited trade
- (2) cities of western Europe were more impressive than Constantinople
- (3) location of Constantinople contributed to its prosperity
- (4) government of Constantinople failed to provide order

13 Much of the wealth of the West African kingdoms of Ghana and Mali was gained from the

- (1) sale of slaves to Europeans
- (2) creation of colonies on the Mediterranean coast
- (3) taxation on goods brought by Indian merchants
- (4) control of the trans-Saharan trade in gold and salt



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



Source: Robin W. Winks et al., *A History of Civilization: Prehistory to the Present*, Prentice Hall, 1992 (adapted)

14 Which geographic theme is the focus of this map?

- (1) Regions: How They Form and Change
- (2) Movement: Humans Interacting on Earth
- (3) Location: Position on the Earth's Surface
- (4) Place: Physical and Human Characteristics

15 The map shows that the Black Death

- (1) began in England and Ireland and then spread eastward
- (2) spread slowly over several decades
- (3) affected most areas of western Europe
- (4) was most severe in Italy

16 What was a long-term impact of Marco Polo's trips to China?

- (1) The Silk Roads replaced the all-water route to Asia.
- (2) The Chinese forced the Europeans to trade only in Peking.
- (3) China was isolated from other countries.
- (4) Trade increased between China and Europe.

17 In western Europe, Martin Luther's Ninety-five Theses and Henry VIII's Act of Supremacy led to

- (1) an end to Christian unity
- (2) a strengthening of economic unity
- (3) better relations between peasants and merchants
- (4) fewer violent outbreaks between ethnic groups

- 18 • Leonardo DaVinci used movement and perspective in his work.
- Machiavelli's *The Prince* advised rulers on how to gain and maintain power.
  - Humanist scholars examined worldly subjects and classical culture.

Which period is associated with these statements?

- (1) French Revolution      (3) Early Middle Ages  
 (2) Renaissance            (4) Enlightenment
- 19 During the 15th century, which two European countries began sea voyages of exploration?
- (1) Germany and Italy  
 (2) Portugal and Spain  
 (3) England and France  
 (4) Russia and the Netherlands

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

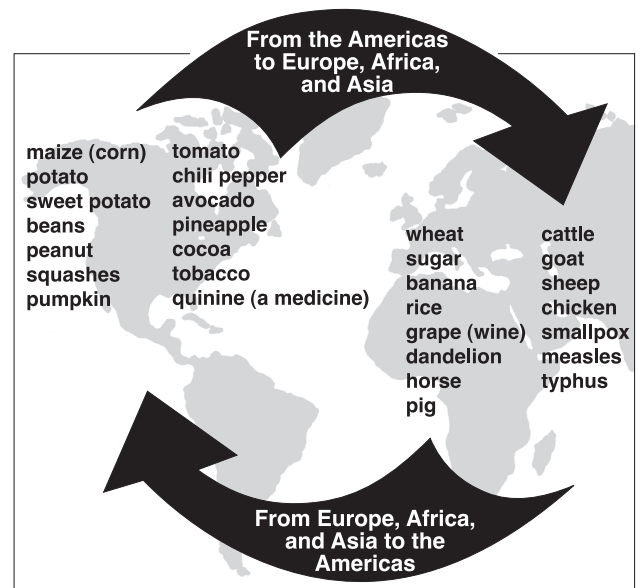
... Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: you have seen the image of God in kings, and you will have the idea of majesty of kingship.

God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince. . . .

— Jacques-Benigne Bossuet

- 20 Which philosophy of government is expressed by this quotation?
- (1) oligarchy                      (3) democracy  
 (2) fascism                        (4) divine right
- 

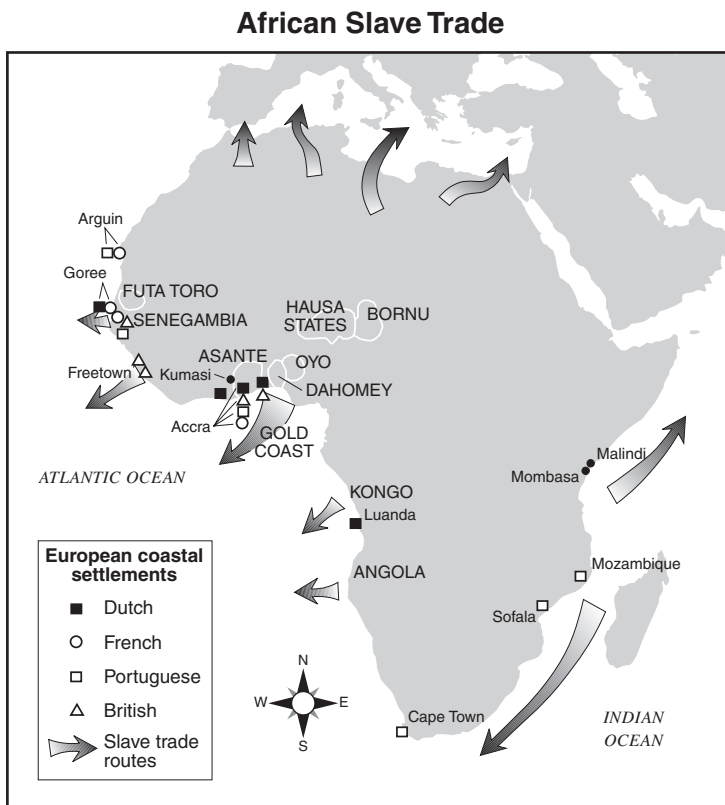
Base your answer to question 21 on the diagram below and on your knowledge of social studies.



Source: Goldberg and Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

- 21 What is the best title for this diagram?
- (1) Encomienda System      (3) Silk Road  
 (2) Columbian Exchange    (4) Open Door policy
- 
- 22 The Aztec use of the calendar and the Maya writing system both illustrate that pre-Columbian cultures in the Americas
- (1) traded extensively with Africa  
 (2) flourished prior to European contact  
 (3) declined because of invasion and disease  
 (4) converted others to Islam
- 23 Locke's *Two Treatises of Government*, Rousseau's *The Social Contract*, and Montesquieu's *The Spirit of the Laws* were works written during which time period?
- (1) Middle Ages                      (3) Enlightenment  
 (2) Renaissance                      (4) Reformation

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



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

24 Which conclusion about the slave trade in Africa is supported by this map?

- (1) Most of the slaves came from eastern Africa.
- (2) Few people were taken from Africa to other continents.
- (3) Several European countries participated in the slave trade.
- (4) The slave trade began in southern Africa.

25 What was a major cause of the French Revolution?

- (1) inequalities in the tax structure
- (2) economic success of mercantilism
- (3) failure of the Congress of Vienna
- (4) Continental System in Europe

26 The British government took control of the Suez Canal and Singapore during the 19th century in order to

- (1) sell petroleum to these territories
- (2) gain more converts to Christianity
- (3) ensure safe passage on strategic waterways
- (4) transport laborers directly to the Americas

27 The Sepoy Rebellion was to India as the Boxer Rebellion was to

- (1) Russia
- (2) China
- (3) Japan
- (4) Italy

28 One reason for Japan's rapid industrialization during the Meiji Restoration was that Japan had

- (1) rejected Western ideas
- (2) used its access to the sea for fishing
- (3) relied on traditional isolationist policies
- (4) reformed its political and economic systems

29 What was the immediate cause of World War I in Europe?

- (1) start of the civil war in Russia
- (2) sinking of the British liner, *Lusitania*
- (3) assassination of the heir to the throne of the Austro-Hungarian Empire
- (4) attack on Poland by the German army

30 Under communism in the former Soviet Union, people were required to

- (1) reject modern technology
- (2) limit the size of their families
- (3) honor their ancestors and religious traditions
- (4) put the interests of the state before individual gain

31 Many historians believe that the harsh terms found in the Treaty of Versailles helped lead to

- (1) Italy's unification
- (2) Turkey's modernization
- (3) revolutions in Russia
- (4) World War II

32 Which economic program was implemented by Joseph Stalin?

- (1) Four Modernizations
- (2) five-year plans
- (3) Great Leap Forward
- (4) perestroika

33 One reason the Japanese followed a policy of expansionism before World War II was to gain

- (1) warm-water ports
- (2) control of Tibet
- (3) additional natural resources
- (4) control of the Suez Canal

34 **"Korea Divided at 38th Parallel"**  
**"Hungarian Revolution Crushed"**  
**"Missile Sites Spotted in Cuba"**

The events in these headlines contributed to the

- (1) development of peacetime alliances
- (2) collapse of the Soviet Union
- (3) rejection of imperialism by Western nations
- (4) tensions between the superpowers

35 One reason the Chinese Communists were able to gain control of China was primarily due to the support of the

- (1) peasants
- (2) landed elite
- (3) foreigners
- (4) warlords

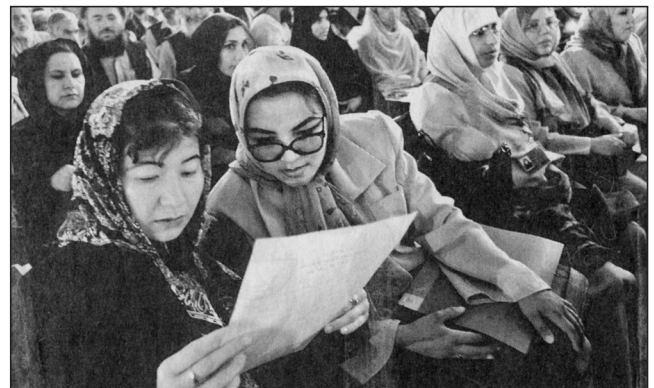
36 "India made detailed preparations for war with Pakistan yesterday, although senior officers said offensive operations would have to wait for the end of searing summer temperatures and the monsoon rain which follows. . . ."

— *The Daily Telegraph* (London), May 21, 2002

Which conclusion is based on this passage?

- (1) Military offensives often succeed because of monsoons.
- (2) Pakistan will be destroyed by flooding and drought.
- (3) Geographic factors can influence a nation's military decisions.
- (4) Trade has a major impact on political life in India.

Base your answer to question 37 on the photograph below and on your knowledge of social studies.



— Pool Photo by Natalie Behring-Chisholm

**Loya jirga opens:** Female delegates at the Afghan grand council in Kabul [Afghanistan] read an official statement together during the opening session Tuesday. Women make up about 200 of the 1,551 delegates to the council, which will pick the next Afghan government.

Source: Copeland and Komarow, *USA Today*, June 12, 2002

37 What was a direct cause of the event illustrated in this photograph?

- (1) defeat of the Taliban-controlled government
- (2) rise of the Ayatollah Khomeini
- (3) signing of the Camp David Accords
- (4) withdrawal of Soviet troops from Afghanistan

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



Source: *The Washington Times*, April 15, 2002 (adapted)

38 Which conclusion about the North Atlantic Treaty Organization (NATO) can be drawn from this 2002 map?

- (1) NATO was considering including more former Soviet satellite countries as members.
- (2) NATO had fewer members than the Warsaw Pact.
- (3) NATO does not admit new members.
- (4) NATO has included many Asian members.

39 How do some Latin American governments justify the destruction of the rain forests?

- (1) Cattle raising, farming, and mining in the rain forest will help the economy.
- (2) Manufacturers no longer use the latex produced by the trees of the rain forest.
- (3) People who live in the rain forest are moving to the cities.
- (4) Drug trafficking will decrease when the protection of the rain forests is gone.

40 Which nation had the greatest influence on the recent histories of Taiwan, Hong Kong, and Tibet?

- (1) India
- (2) South Korea
- (3) China
- (4) Russia



Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Ann Telnaes, Tribune Media Services, 2001 (adapted)

- 41 What is the main idea of this cartoon?
- (1) Traditional social and economic patterns are difficult to change.
  - (2) Women have become outspoken supporters of the government in India.
  - (3) The United Nations only holds conferences on problems that are easy to solve.
  - (4) India is the most populated nation in the world.

- 42 “. . . We cannot and must not allow ourselves to have the message of Hiroshima and Nagasaki fade completely from our minds, and we cannot allow our vision or ideals to fade, either. For if we do, we have but one course left for us. And that flash of light will not only rob us of our vision, but it will rob us of our lives, our progeny [descendants], and our very existence.”

— Tadatoshi Akiba, Mayor of Hiroshima

With which issue is Mayor Akiba most concerned?

- (1) depletion of the ozone layer
  - (2) treatment of infectious diseases
  - (3) nuclear proliferation
  - (4) international terrorism
- 43 Which empire became powerful partly because of its location near the Mediterranean Sea?
- |            |             |
|------------|-------------|
| (1) German | (3) Ming    |
| (2) Maya   | (4) Ottoman |

- 44 One similarity in the rule of Julius Caesar, Genghis Khan, and Catherine the Great is that each leader
- (1) required the use of Latin throughout the empire
  - (2) engaged in territorial expansion
  - (3) introduced the use of gunpowder in warfare
  - (4) encouraged the spread of independence movements
- 45 Both Inca farmers and Japanese farmers adapted a geographic feature of their countries by
- (1) engaging in overseas expansion
  - (2) growing crops suited to desert climates
  - (3) building terraces into the mountainsides
  - (4) reclaiming land from the sea by building dikes

Base your answer to question 46 on the passage below and on your knowledge of social studies.

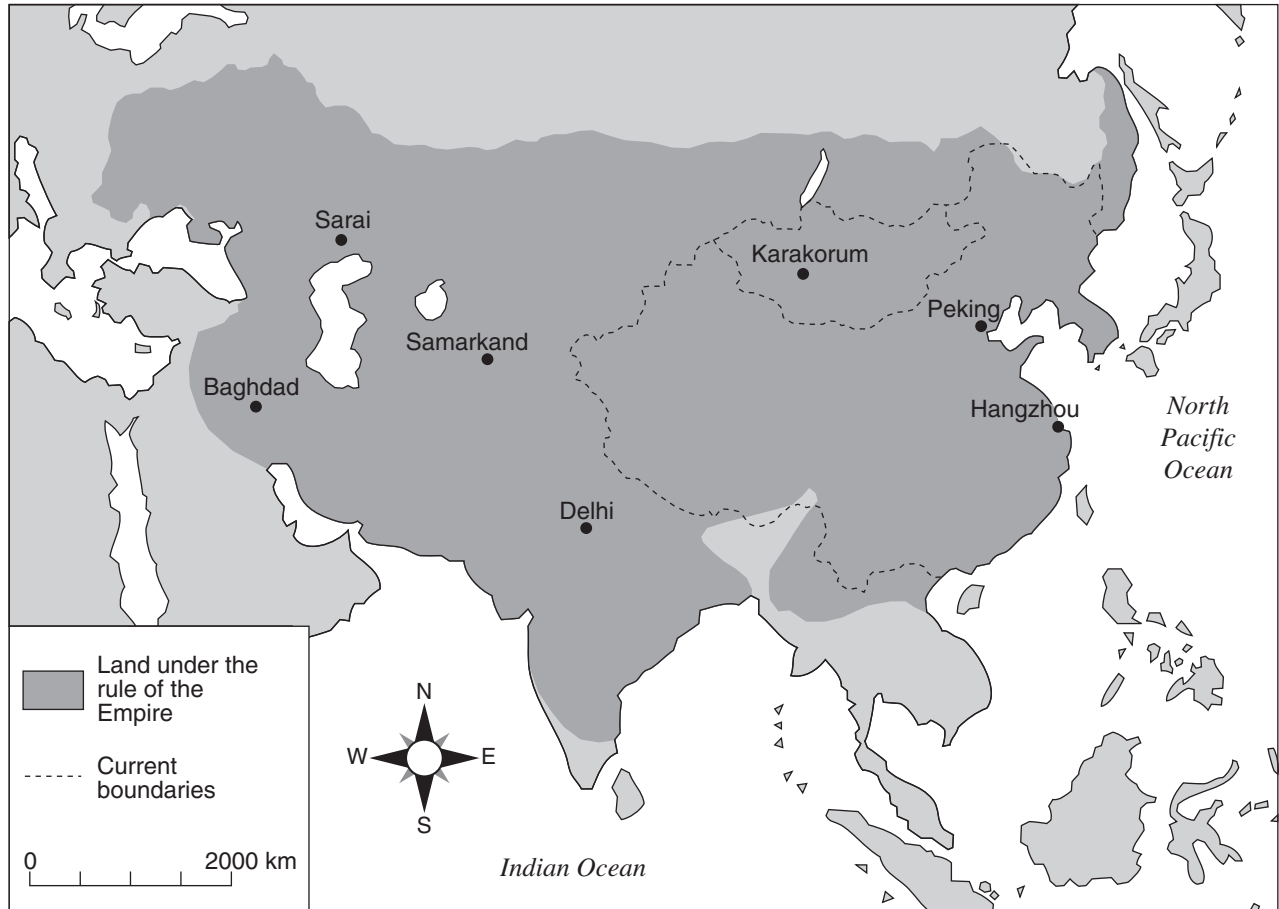
. . . The history of all hitherto existing society is the history of class struggles.

Freeman and slave, patrician [a person of high birth] and plebeian [common person], lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending [competing] classes. . . .

- 46 This passage expresses the ideas of
- (1) Napoleon Bonaparte
  - (2) Karl Marx
  - (3) Adolf Hitler
  - (4) Benito Mussolini

- 47 One similarity in the unification of Italy, the Zionist movement, and the breakup of the Ottoman Empire was that each was influenced by
- |                |                 |
|----------------|-----------------|
| (1) humanism   | (3) nationalism |
| (2) polytheism | (4) imperialism |

Base your answer to question 48 on the map below and on your knowledge of social studies.



Source: <http://www.artsmia.org/arts-of-asia/china/maps/> (adapted)

48 Which empire is the focus of this map?

- |             |             |
|-------------|-------------|
| (1) Mongol  | (3) Roman   |
| (2) Songhai | (4) Persian |

- 49 • The Nazi Party controls Germany.  
• Khmer Rouge rules in Cambodia.  
• The Sandinistas control Nicaragua.

Which statement describes a similarity in these situations?

- (1) Civil liberties were promoted.
- (2) Voting rights were extended to women.
- (3) Leaders won the support of all groups.
- (4) One group seized power and limited opposition.

- 50 A comparison of the actions of the Jacobins during the French Revolution and the actions of the Bolsheviks during the Russian Revolution indicates that revolutions sometimes

- (1) occur in a peaceful manner
- (2) gain the support of wealthy landowners
- (3) ignore urban workers
- (4) bring radicals to power

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 this general definition in mind:

**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: Conflict**

Conflicts between groups of people have threatened peace in many nations and regions.

**Task:**

Identify **one** conflict that has threatened peace in a nation or region and

- Discuss **one** major cause of that conflict
- Identify **two** opposing groups involved in the conflict and discuss **one** viewpoint of **each** group
- Discuss the extent to which the conflict was *or* was *not* resolved

You may use any major conflict from your study of global history. Some suggestions you might wish to consider include the Crusades, the French Revolution, World War I, the Russian Revolution, the Chinese civil war, the partition of India, the policy of apartheid in South Africa, the Rwandan civil war, and the Bosnian War.

**You are *not* limited to these suggestions.**

**Do *not* use 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



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In developing your answers 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. 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.

#### Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

**Task:** Using the 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

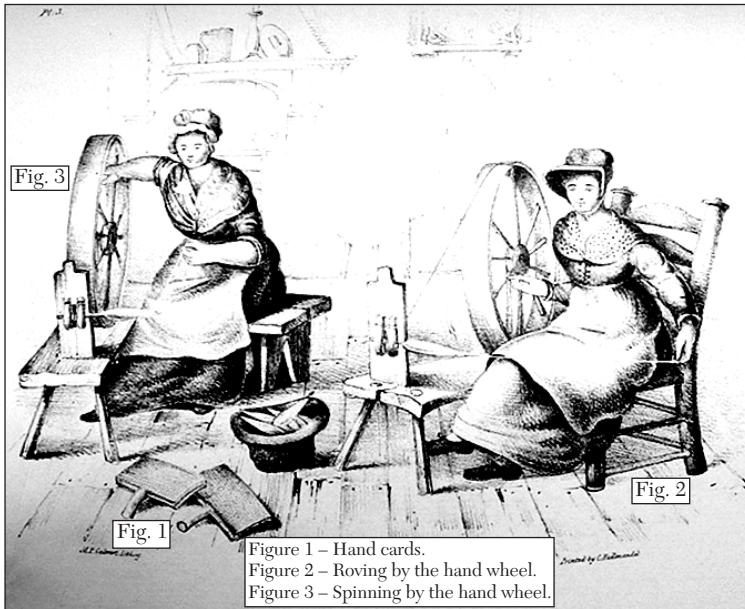
- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society

# Part A

## Short-Answer Questions

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

### Document 1a



Source: R. Guest, *A Compendious History of the Cotton Manufacture*, A. M. Kelley, first published in 1823 (adapted)

### Document 1b

#### At Work in a Woollen Factory



Source: *The Illustrated London News*, August 25, 1883

1 Based on these pictures, state **two** changes in how cloth was produced. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 2

. . . Passing to manufactures, we find here the all-prominent fact to be the substitution of the factory for the domestic system, the consequence of the mechanical discoveries of the time. Four great inventions altered [changed] the character of the cotton manufacture; the spinning-jenny, patented by Hargreaves in 1770; the water-frame, invented by Arkwright the year before; Crompton's mule [spinning machine] introduced in 1779, and the self-acting mule, first invented by Kelly in 1792, but not brought into use till Roberts improved it in 1825. None of these by themselves would have revolutionised the industry. But in 1769—the year in which Napoleon and Wellington were born—James Watt took out his patent for the steam-engine. Sixteen years later it was applied to the cotton manufacture. In 1785 Boulton and Watt made an engine for a cotton-mill at Papplewick in Notts, and in the same year Arkwright's patent expired. These two facts taken together mark the introduction of the factory system. But the most famous invention of all, and the most fatal to domestic industry, the power-loom, though also patented by Cartwright in 1785, did not come into use for several years, and till the power-loom was introduced the workman was hardly injured. At first, in fact, machinery raised the wages of spinners and weavers owing to the great prosperity it brought to the trade. In fifteen years the cotton trade trebled [tripled] itself; from 1788 to 1803 has been called "its golden age;" for, before the power-loom but after the introduction of the mule [spinning machine] and other mechanical improvements by which for the first time yarn sufficiently fine for muslin [a fabric] and a variety of other fabrics was spun, the demand became such that "old barns, cart-houses, out-buildings of all descriptions were repaired, windows broke through the old blank walls, and all fitted up for loom-shops; new weavers' cottages with loom-shops arose in every direction, every family bringing home weekly from 40 to 120 shillings per week." At a later date, the condition of the workman was very different. Meanwhile, the iron industry had been equally revolutionised by the invention of smelting by pit-coal brought into use between 1740 and 1750, and by the application in 1788 of the steam-engine to blast furnaces. In the eight years which followed this latter date, the amount of iron manufactured nearly doubled itself. . . .

Source: Arnold Toynbee, *Lectures on the Industrial Revolution of the 18th Century in England*, Humboldt (adapted)

2 According to this document, what were **two** results of the use of machinery? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

### Document 3

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

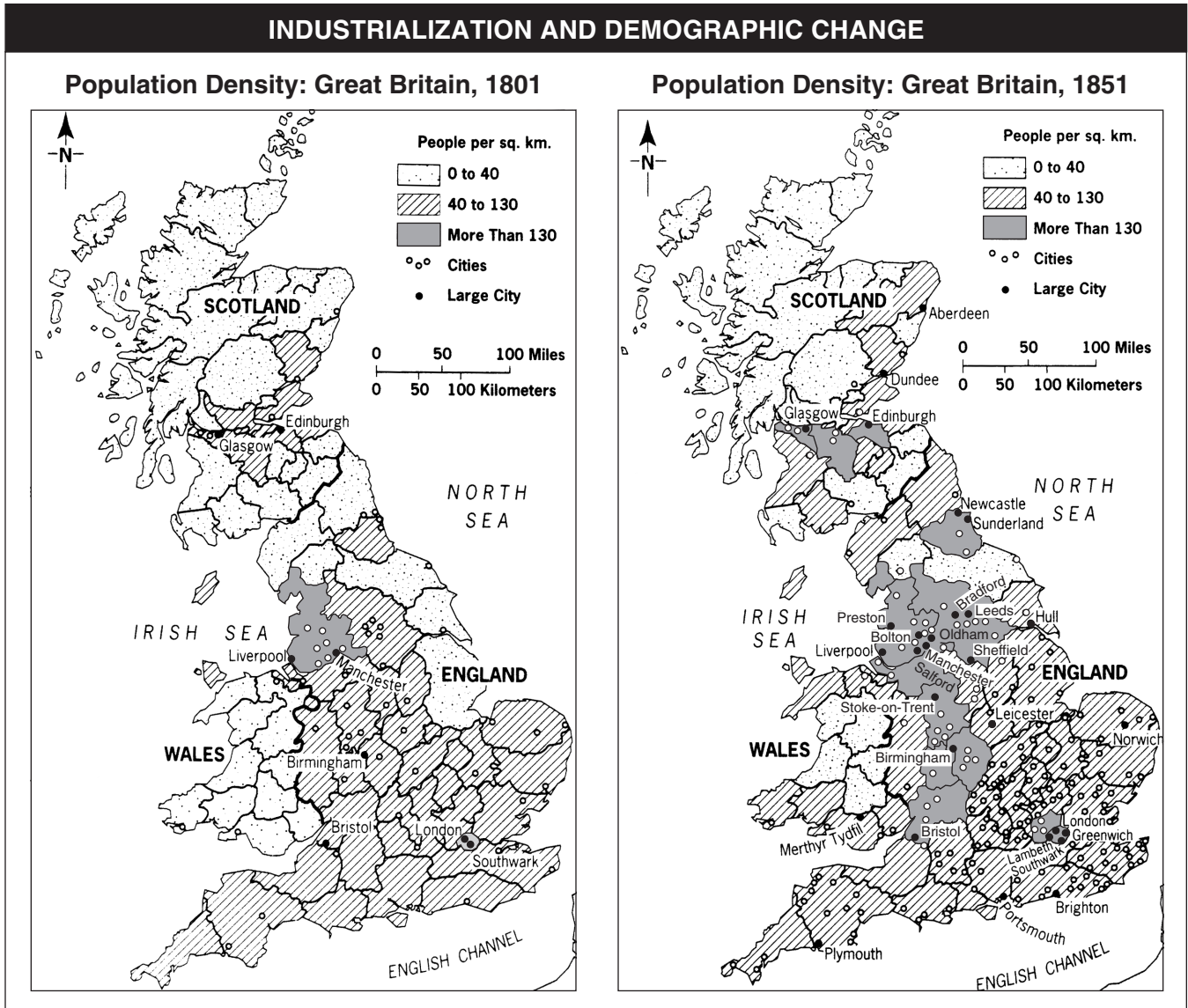
3 According to this document, what are **two** ways that steam engines helped the economy in Great Britain? [2]

(1) \_\_\_\_\_

\_\_\_\_\_ Score

(2) \_\_\_\_\_

\_\_\_\_\_ Score



Source: *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

4 Based on these maps, state **one** change that occurred in Great Britain during the Industrial Revolution. [1]

Score

## Document 5

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*,  
W. O. Henderson and W. H. Chaloner, eds., Stanford University Press

5 According to the document, what did Friedrich Engels state were **two** characteristics of working class living conditions in England? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 6

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry:* . . .  
That the formation of all habits of cleanliness is obstructed by defective supplies of water.  
That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.  
That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain*, W. Clowes and Sons, 1842

6 Based on this document, state **one** negative effect of industrialization on the workers of Great Britain. [1]

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Score

## Document 7

Flora Tristan was a 19th-century French activist and a member of the lower working class. In 1843, she wrote *The Workers' Union*.

- . . . 1. Consolidation of the working class by means of a tight, solid, and indissoluble [indivisible] Union.
2. Representation of the working class before the nation through a defender chosen and paid by the Workers' Union, so that the working class's need to exist and the other classes' need to accept it become evident.
3. Recognition of one's hands as legitimate property. (In France 25,000,000 proletarians have their hands as their only asset.)
4. Recognition of the legitimacy of the right to work for all men and women.
5. Recognition of the legitimacy of the right to moral, intellectual, and vocational education for all boys and girls.
6. Examination of the possibility of labor organizing in the current social state [social conditions].
7. Construction of Workers' Union palaces [buildings] in every department, in which working-class children would receive intellectual and vocational instruction, and to which the infirm and elderly as well as workers injured on the job would be admitted.
8. Recognition of the urgent necessity of giving moral, intellectual, and vocational education to the women of the masses so that they can become the moral agents for the men of the masses.
9. Recognition in principle of equal rights for men and women as the sole [only] means of unifying humankind. . . .

Source: Flora Tristan, *The Workers' Union*, University of Illinois Press (adapted)

7 Based on this document, state **two** changes in society that Flora Tristan believed were needed for the working class. [2]

(1) \_\_\_\_\_

Score

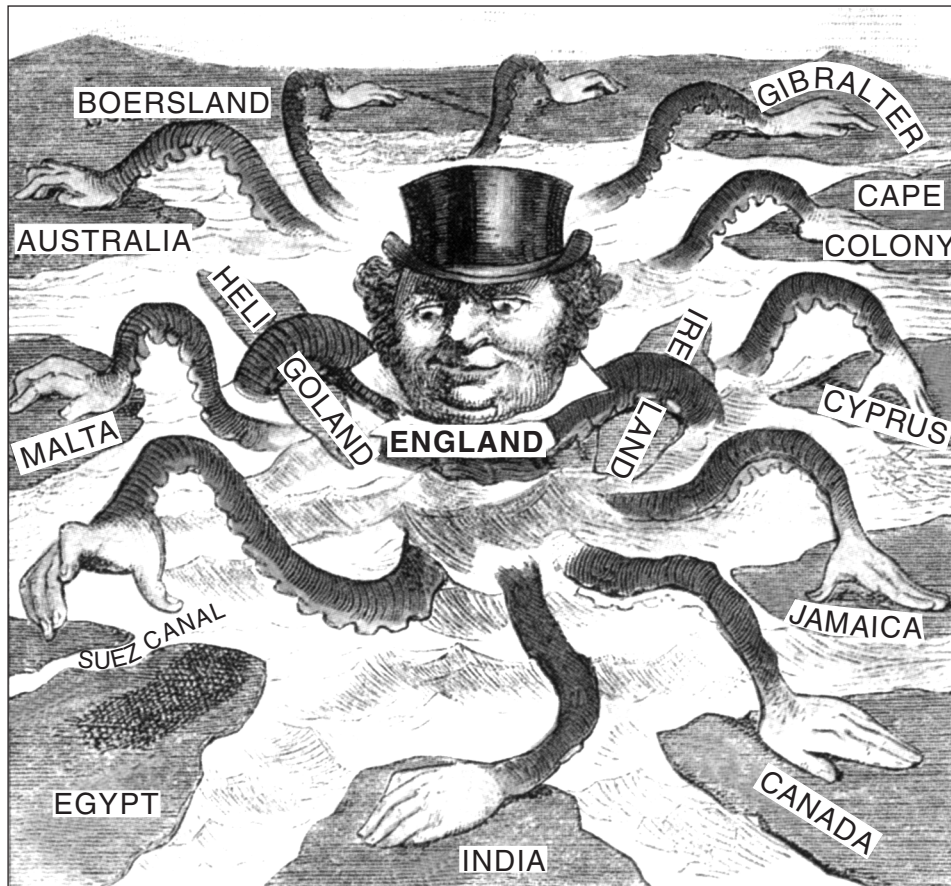
(2) \_\_\_\_\_

Score



Document 8

The Devilfish in Egyptian Waters



Source: *The British Empire in the Nineteenth Century*, Highsmith, 2000 (adapted)

8 Which effect of the Industrial Revolution is implied by this cartoon? [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 in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

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

- Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society.

#### 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, June 14, 2006 — 1:15 p.m. to 4:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

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.

Tear Here

Signature

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

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