

REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2007 — 9:15 a.m. to 12:15 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.

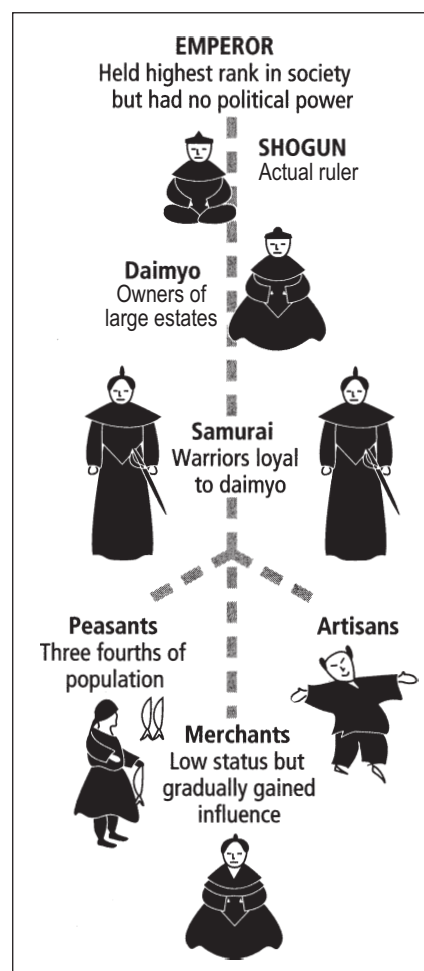
Part I

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 aspect of social science would a geographer most likely study in depth?
 - (1) how beliefs influence the behavior of a group of people
 - (2) how economic events influence history
 - (3) how location influences the way people live
 - (4) how people influence governmental decisions
- 2 One similarity between the ancient civilizations in Egypt and in China is that they developed
 - (1) nomadic lifestyles
 - (2) monotheistic belief systems
 - (3) democratic governments
 - (4) written forms of communication
- 3 What effect did the geography of ancient Greece have on its early development?
 - (1) The mountainous terrain led to the creation of independent city-states.
 - (2) A lack of natural seaports limited communication.
 - (3) An inland location hindered trade and colonization.
 - (4) Abundant natural resources encouraged self-sufficiency.
- 4 One contribution of ancient Roman culture was the development of
 - (1) the concept of zero
 - (2) the process of making silk
 - (3) a republican form of government
 - (4) the printing press
- 5 What is considered one of the Byzantine Empire's greatest contributions to western European society?
 - (1) spreading Hinduism throughout the region
 - (2) supporting the Catholic Church
 - (3) defeating the Mongols at Kiev
 - (4) preserving Greek and Roman culture

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

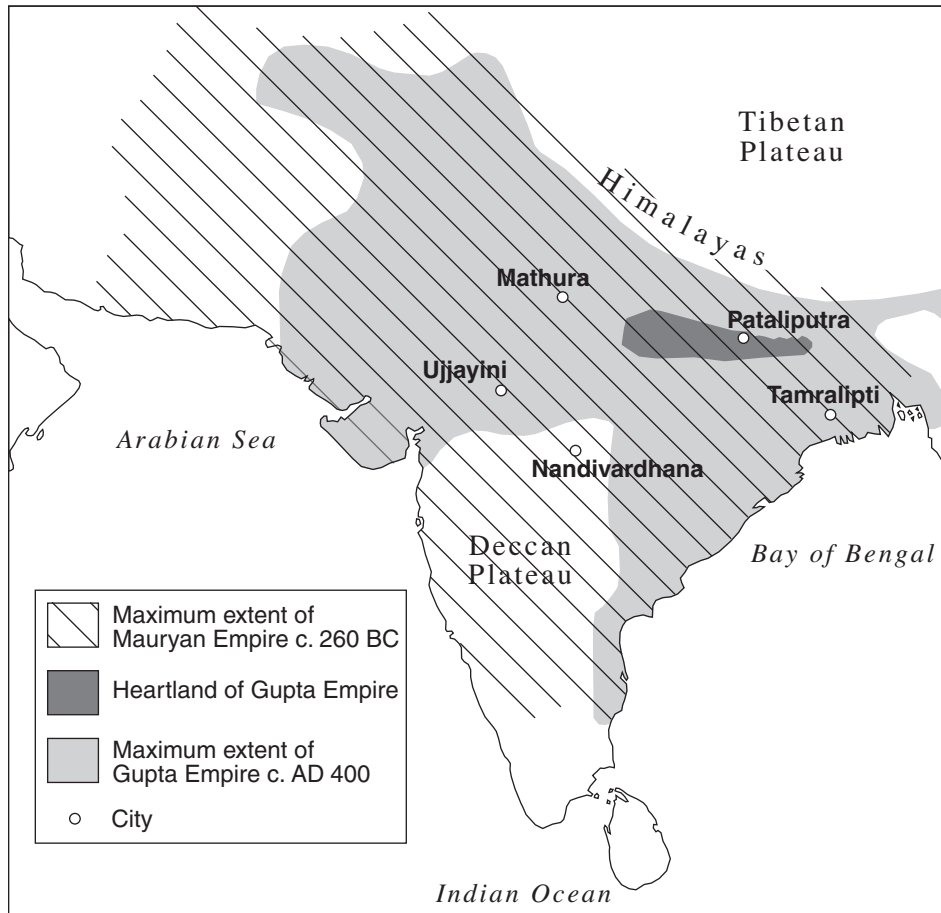


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999
(adapted)

- 6 Which type of political and social order is shown in this diagram?
 - (1) theocratic
 - (2) tribal
 - (3) fascist
 - (4) feudal

Base your answer to question 7 on the map below and on your knowledge of social studies.

First Empires in India, 600 BC–AD 500



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press, 1999 (adapted)

7 Which statement can best be supported by the information shown on this map?

- (1) By 260 B.C., the Mauryan Empire extended north into Central China.
- (2) The Mauryan Empire controlled more of the Indian subcontinent than the Gupta Empire did.
- (3) Most of the Gupta Empire was located on the Deccan Plateau.
- (4) The economies of India's early empires were based on trade.

8 Which circumstance best describes a long-term result of the Crusades?

- (1) Muslim control of Jerusalem ended.
- (2) Feudalism began in western Europe.
- (3) Cultural exchanges between the Middle East and Europe grew.
- (4) Christians and Muslims achieved a lasting peace.

9 Which statement about the geography of Japan is most accurate?

- (1) Location has made it easy to invade.
- (2) The irregular coastline has many natural harbors.
- (3) Large plains are its primary physical feature.
- (4) Earthquakes do not threaten the islands.

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

. . . He who, being of weak faculties [abilities], develops the wisdom of the first path with a dull insight is reborn seven times at most; after seven rebirths in states of bliss he will make an end of misery: he who develops it with medium faculties and insight is a roamer; after two or three rebirths he will make an end of misery: he who develops it with keen faculties and insight takes root but once, only one human birth will he pass through and make an end of misery. . . .

— Charles W. Eliot, ed., *Sacred Writings*, Vol II, P.F. Collier & Son, 1910

10 Which belief system is described in this passage?

- (1) Buddhism
- (2) Christianity
- (3) Islam
- (4) Confucianism

11 Which description best characterizes the city of Timbuktu?

- (1) port on the water route to East Asia
- (2) major urban and industrial center on the Silk Road
- (3) commercial and cultural center of West Africa
- (4) inland city of the Hanseatic League

12 What was one long-term impact of Marco Polo's visit to China?

- (1) The Chinese began construction of the Great Wall.
- (2) The principle of divine right was introduced to China.
- (3) Christianity rapidly spread throughout the Yuan Empire.
- (4) Europeans increased trade with China.

13 Which statement best expresses an idea held by many Renaissance humanist philosophers?

- (1) People should study worldly subjects as well as sacred matters.
- (2) Governments should establish overseas empires.
- (3) Individuals should withdraw from the world and study religion.
- (4) Scholars should dedicate themselves to the study of life after death.

14 Which document limited the power of the English monarchy during the Middle Ages?

- (1) Magna Carta
- (2) Twelve Tables
- (3) Justinian Code
- (4) Rig Veda

15 • Martin Luther stresses the central role of faith.
• The belief of predestination spreads throughout Switzerland.
• The Council of Trent clarifies the teachings of the Roman Catholic Church.

These statements describe ideas and events that

- (1) brought religious unity to Europe
- (2) shaped the Reformation and the Counter Reformation
- (3) ended the Glorious Revolution
- (4) expanded the importance of the Orthodox Church

16 Which nation had the most influence on the colonization of Latin America in the 1500s?

- (1) Spain
- (2) France
- (3) England
- (4) Netherlands

17 What was one goal of mercantilism?

- (1) removal of trade barriers
- (2) elimination of private property
- (3) establishment of subsistence agriculture
- (4) creation of a favorable balance of trade

18 According to John Locke, the chief role of government was to

- (1) protect natural rights
- (2) fight territorial wars
- (3) ensure the wealth of citizens
- (4) redistribute land

19 In England, which circumstance was a result of the other three?

- (1) availability of labor
- (2) abundance of coal and iron
- (3) waterpower from many rivers
- (4) start of the Industrial Revolution

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



The Rhodes Colossus

Source: *Punch*, 1892 (adapted)

- 20 Which slogan best reflects the point of view of Cecil Rhodes as shown in this cartoon?
- (1) "Imperialism is a Glorious Pursuit."
 - (2) "Embrace African Diversity."
 - (3) "Unite All Africans."
 - (4) "Connecting Constantinople to Cairo."
-
- 21 What was the primary reason that large numbers of people left Ireland in the 1840s and 1850s?
- (1) The people faced mass starvation.
 - (2) A political revolution had started.
 - (3) A smallpox epidemic broke out in the country.
 - (4) The people sought better educational opportunities.

- 22 During the 19th century, European nations established spheres of influence in China mainly to
- (1) profit from the ivory trade
 - (2) introduce Islam to the Chinese people
 - (3) gain commercial advantages in China
 - (4) obtain human rights for Chinese citizens
- 23 Porfirio Díaz, Francisco "Pancho" Villa, and Emiliano Zapata are all associated with the revolution in
- (1) Haiti
 - (2) Mexico
 - (3) Bolivia
 - (4) Nicaragua
- 24 One effect of industrialization on Meiji Japan was that it
- (1) strengthened the power of the Shogunate
 - (2) decreased the level of pollution
 - (3) modernized transportation
 - (4) increased the number of small farms
- 25 What was a major cause of World War I?
- (1) rebellions in colonial lands in Africa and Asia
 - (2) expansion of communism into western Europe
 - (3) militarism in the nations of Europe
 - (4) inability of the League of Nations to keep the peace
- 26 What was one reason that totalitarian dictatorships gained power in Europe between World War I and World War II?
- (1) Famine and AIDS spread throughout Europe.
 - (2) Trade was banned between western and eastern Europe.
 - (3) Governments failed to meet the needs of the people.
 - (4) Monarchies were reinstated in many nations.

Base your answer to question 27 on the map below and on your knowledge of social studies.



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

27 The countries shown in dark gray on this map can best be described as

- (1) Triple Alliance members before World War I
- (2) European countries formed immediately after World War I
- (3) Axis powers during World War II
- (4) Common Market members after World War II

28 The policy of appeasement helped cause World War II because this policy

- (1) reduced the armaments of major European powers
- (2) gave too much power to the United Nations
- (3) increased sea trade between England and the United States
- (4) allowed the aggressive actions of Germany to go unchecked

29 One reason for the construction of the Berlin Wall in 1961 was to

- (1) promote reunification of East Germany and West Germany
- (2) keep East Germans from fleeing to the Western sector of Berlin
- (3) complete the post-World War II rebuilding of Berlin
- (4) meet the requirements of the North Atlantic Treaty Organization (NATO)

Base your answers to questions 30 and 31 on the chart below and on your knowledge of social studies.

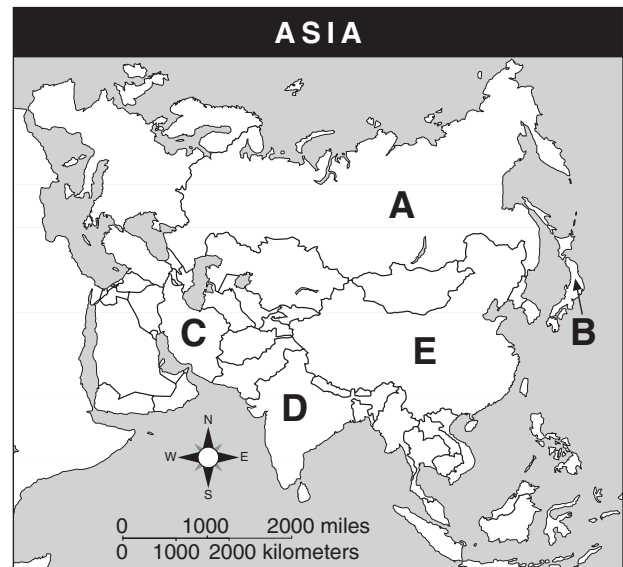
**Production Levels in the Soviet Union
(1932–1937)**

Industry	1932	1937
Electricity (billion kw)	13.5	36.2
Coal (million tons)	64.4	128.0
Crude Oil (million tons)	21.4	28.5
Rolled Steel (million tons)	4.4	13.0

Source: R.W. Davies, ed., et al., *The Economic Transformation of the Soviet Union, 1913–1945*, Cambridge University Press, 1994 (adapted)

- 30 Which policy is illustrated in this chart?
- (1) pogroms (3) Russification
(2) five-year plans (4) nuclear arms
- 31 The data in this chart illustrate the
- (1) benefits of foreign trade
(2) successful development of heavy industry
(3) availability of consumer goods
(4) effects of inflation on the economy
-
- 32 In China, Deng Xiaoping's Four Modernizations led to
- (1) a decrease in industrialization
(2) a decreased interest in investments by foreign businesses
(3) an increase in the emphasis on collective farming
(4) an increased use of free-market practices
- 33 Border conflicts between India and Pakistan have most often occurred in
- (1) Kashmir (3) Tibet
(2) East Timor (4) Afghanistan

Base your answer to question 34 on the map below and on your knowledge of social studies.



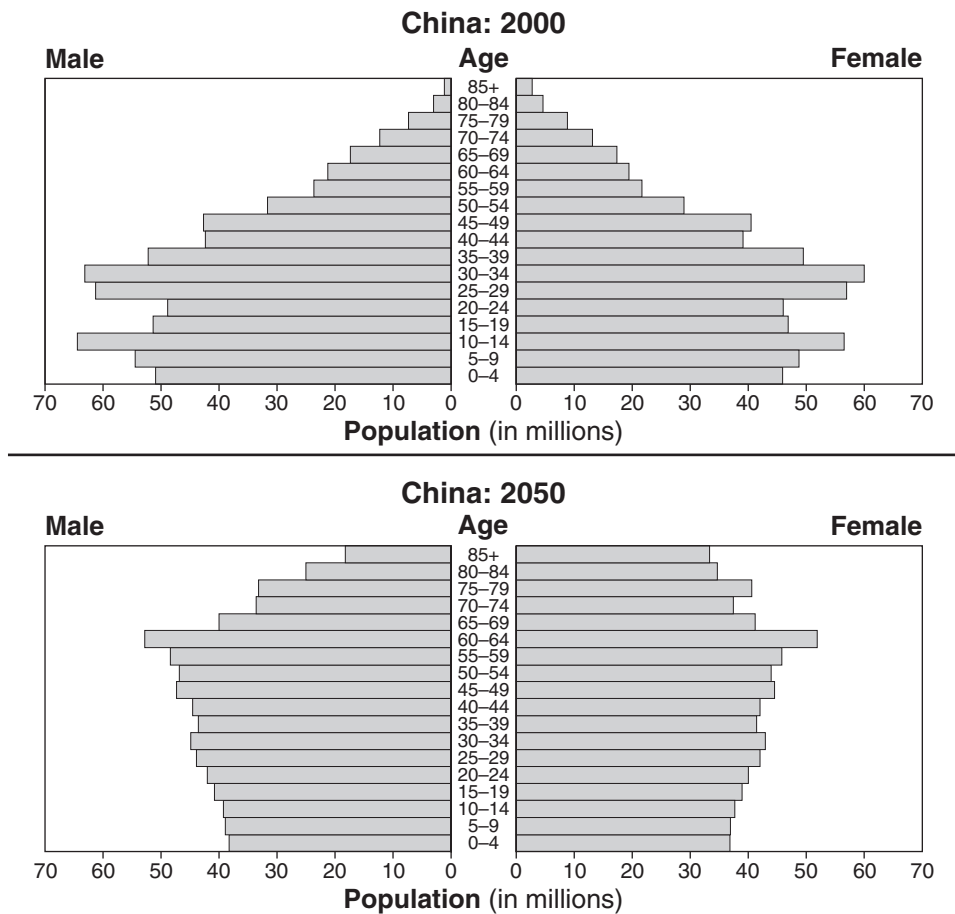
Source: *American History: Historical Outline Map Book With Lesson Ideas*, Prentice Hall, 1998 (adapted)

- 34 Which letter identifies the nation most closely associated with Mohandas Gandhi?
- (1) A (3) C
(2) B (4) D
-
- 35 One reason Mikhail Gorbachev implemented the policies of glasnost and perestroika in the Soviet Union was to
- (1) eliminate freedom of speech and press
(2) destroy the power of the opposition party
(3) dominate the governments of Eastern Europe
(4) encourage political discussion and economic reform

36 In 2003, the United States and Great Britain invaded Iraq. At the time, which two reasons did these allies give for this invasion?

- (1) Iraq was threatening war with Saudi Arabia.
Iraq had not had free elections for a number of years.
- (2) Iraq had oil needed by the United States and Great Britain.
Iraq was threatening to cut off oil supplies to both countries.
- (3) Iraq had weapons of mass destruction that threatened nations around the world.
Iraq sponsored world terrorism.
- (4) Iraq's leader was responsible for the deaths of hundreds of thousands of Americans.
Iraq's army held Americans hostage for almost a year.

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



Source: U.S. Bureau of the Census, *International Data Base* (adapted)

37 In 2050, which concern will the Chinese government have to address as a result of the shift in the makeup of its population?

- (1) military defense spending
- (2) production of consumer goods
- (3) needs of an aging population
- (4) education of young people

- 38 **“We Blew It’: Nike Admits to Mistakes Over Child Labor”**
“UN Envoy Makes Plea for War on Global Poverty”
“International Literacy Decade Targets Women”

Which concern do these 21st-century headlines address?

- (1) higher education issues
 - (2) social and economic issues
 - (3) cultural literacy
 - (4) individual responsibility
- 39 Which problem faces many of the least developed nations today?
- (1) Too many varieties of crops are being grown.
 - (2) An excess of investment capital is available.
 - (3) High rates of illiteracy are limiting economic development.
 - (4) A high-calorie diet is causing obesity.
- 40 Which heading best completes the partial outline below?
- I. _____

 - A. Surplus of food
 - B. Rise of cities
 - C. Job specialization
 - D. Development of new technology
- (1) Results of the Fall of Rome
 - (2) Effects of the Neolithic Revolution
 - (3) Reasons for the Puritan Revolution
 - (4) Causes of the Bantu Migration
- 41 The ancient cultures of both the Incas and the Chinese adapted to the physical geography of their region by
- (1) developing terrace farming on hillsides
 - (2) building chariots to protect their open plains against invaders
 - (3) becoming maritime traders
 - (4) constructing harbors to encourage exploration

- 42 Which factor best characterizes the art of both ancient Greece and the Renaissance?
- (1) emphasis on the human form
 - (2) focus on biblical themes
 - (3) dominance of landscape paintings
 - (4) influence of the West African tradition
- 43 Which geographic factor played the greatest role in preventing Russia from being conquered by both Napoleon and Adolf Hitler?
- (1) deserts
 - (2) rivers
 - (3) climate
 - (4) mountains
- 44 The unification of Germany (1870–71) and the breakup of Yugoslavia after 1991 both illustrate the influence of
- (1) imperialism
 - (2) industrialization
 - (3) westernization
 - (4) nationalism
- 45 What was a direct result of the Opium War in 19th-century China?
- (1) Japan gained control of Hong Kong.
 - (2) Kublai Khan rose to power in China.
 - (3) Chinese ports were opened for trade with European powers.
 - (4) Jiang Jieshi (Chiang Kai-shek) fled to Taiwan.
- 46 One way in which Peter the Great and Atatürk (Mustafa Kemal) are similar is that they sought to
- (1) gain a warm-water port
 - (2) adopt western-style reforms
 - (3) limit the role of women in society
 - (4) return to traditional values
- 47 Which cause-and-effect relationship is accurate?
- (1) The Russian Revolution led to an absolute monarchy.
 - (2) Enlightenment thoughts led to manorialism.
 - (3) The Black Plague led to labor shortages.
 - (4) The Commercial Revolution led to the creation of traditional economies.

48 A major argument used to support the building of the Suez and Panama Canals was that these waterways would

- (1) shorten trade routes
- (2) strengthen command economies
- (3) increase competition for trade
- (4) promote the local economy

49 Which pair of leaders used political purges, including the killing of opposition groups, as a means of maintaining control of the government?

- (1) Sun Yixian (Sun Yat-sen) and Emperor Hirohito
- (2) Joseph Stalin and Mao Zedong
- (3) Simón Bolívar and Bernardo O'Higgins
- (4) F. W. de Klerk and Indira Gandhi

50 Which heading best completes the partial outline below?

I. _____ A. Market system B. Profit incentive C. Entrepreneurs

- (1) Forms of Government
- (2) Characteristics of Capitalism
- (3) Structure of the Guild System
- (4) Elements of Culture

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: Human Rights Violations

The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Task:

Select **two** groups who have experienced human rights violations in a specific nation or region and for **each**

- Describe **one** historical circumstance that led to a human rights violation in the nation or region
- Describe **one** example of a human rights violation in that nation or region
- Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East.

You are *not* limited to these suggestions.

Do *not* use any human rights violations from 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. 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

The French Revolution (1789–1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

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 the political, economic, *and/or* social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss *one* impact the French Revolution had on the world outside France

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

. . . **Powers of the king.**—The King, Louis XVI, was absolute. He ruled by the *divine right theory* which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people's money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of *lettres de cachet* (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

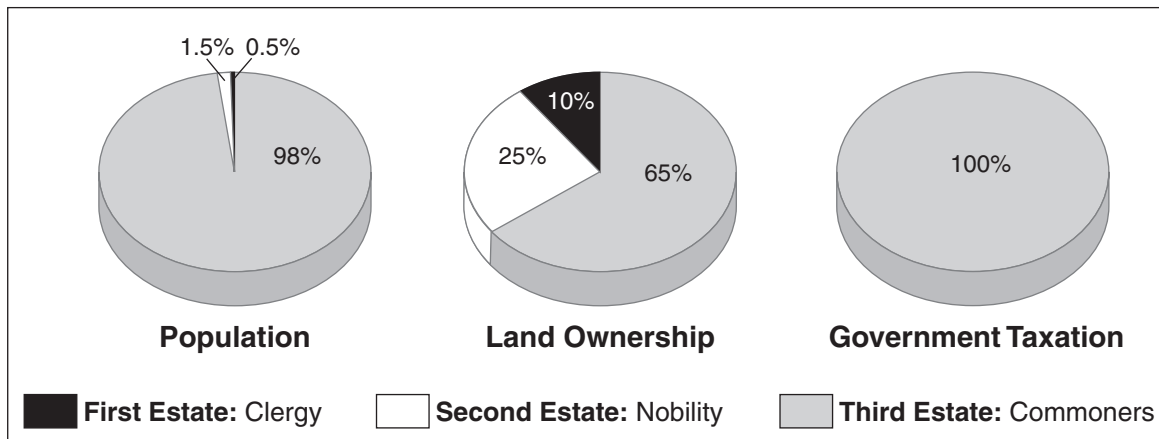
Source: Friedman & Foner, *A Genetic Approach to Modern European History*,
College Entrance Book Co., 1938

- 1 According to this document by Friedman & Foner, what is **one** cause of the French Revolution? [1]

Score

Document 2

The Three Estates in Pre-Revolutionary France



Source: Jackson J. Spielvogel, *World History*, Glencoe/McGraw-Hill, 2003 (adapted)

2 Based on the information in these graphs, identify **one** cause of the French Revolution. [1]

Score

Document 3

July 12, 1789

. . . The 12th. Walking up a long hill, to ease my mare, I was joined by a poor woman, who complained of the times, and that it was a sad country; demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a *franchar* (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four *franchar* of oats, one chicken and 1 sou [small unit of money] to pay to another, besides very heavy *tailles* [taxes on the land and its produce] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce so well without a horse; and asses are little used in the country. It was said, at present, that *something was to be done by some great folks for such poor ones, but she did not know who nor how*, but God send us better, *car les tailles & les droits nous ecrasent* [because the taxes and laws are crushing us]. —This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so furrowed [wrinkled] and hardened by labour, — but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labour: I am inclined to think, that they work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person [balanced proportions] and every feminine appearance. To what are we to attribute this difference in the manners of the lower people in the two kingdoms? To Government . . .

Source: Miss Betham-Edwards, ed., *Arthur Young's Travels in France During the Years 1787, 1788, 1789*, G. Bell and Sons (adapted)

- 3 Based on this document of Arthur Young's travels, state **one** reason the French peasants were dissatisfied with their life during this period of French history. [1]

Score

Document 4

The French Revolution

Date	Ruling Government	Changes
1789–1791	National Assembly	<ul style="list-style-type: none">• Constitutional monarchy established• Feudalism abolished• <i>Declaration of the Rights of Man and the Citizen</i> adopted
1791–1792	Legislative Assembly	<ul style="list-style-type: none">• Constitutional monarchy undermined• Mob forced king to flee to the safety of the Legislative Assembly• War declared against Austria and Prussia
1792–1795	The First Republic and The Convention	<ul style="list-style-type: none">• France declared a Republic (Sept. 1792)• France ruled by Committee of Public Safety• Radicals (Jacobins) overcame moderates (Girondins)• Terror used to execute “enemies of the regime”• Robespierre executed
1795–1799	The Directory	<ul style="list-style-type: none">• Five directors ruled as executive• Coups d’état attempted by radical and conservative forces• Napoleon overthrew the government in a coup d’état (Nov. 1799)

4 Based on this chart, identify **two** political changes that occurred during the French Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 5

The Declaration of the Rights of Man and the Citizen

Article 1 – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good. . . .

Article 4 – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law. . . .

Article 6 – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents. . . .

Article 11 – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law. . . .

Source: *The Declaration of the Rights of Man and the Citizen*

- 5 Based on this excerpt from *The Declaration of the Rights of Man and the Citizen*, state **two** ways the National Assembly attempted to redefine the relationship between the individual and the government. [2]

(1) _____

Score

(2) _____

Score

Document 6

Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. "Suspicion" was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he "looked" noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. Yet it seemed to me that there was more courage than cowardice to be found, which gave us hope for humanity even in these dark days.

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. I have no words to describe how reluctantly we returned from our walks to Paris, that den of carnage, that slaughterhouse of man. The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood. And just when it seemed that things could get no worse, when you thought it was not possible to increase the stream of people flowing to the scaffold, you were proved wrong, and the pace of the flow quickened even more. . . .

Source: Jane Shuter, ed., *Helen Williams and the French Revolution*, Raintree Steck-Vaughn Publishers (adapted)

6 According to Helen Williams, what is **one** impact the Reign of Terror had on the people of Paris in 1793? [1]

Score

Document 7

. . . By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the “careers open to talents” already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system. . . .

Source: John Hall Stewart, ed., *A Documentary Survey of the French Revolution*, Macmillan

7 According to John Hall Stewart, what is **one** change brought about by the French Revolution by 1799? [1]

Score

Document 8

. . . The lasting quality of Napoleon's reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott Company, 1967

- 8 According to Robert B. Holtman, what is **one** impact the French Revolution and Napoleon's reforms had on a nation or region outside France? [1]

Score

Document 9

The Ambiguous Legacy of the Revolution

. . . However, the majority of Europeans and non-Europeans came to see the Revolution as much more than a bloody tragedy. These people were more impressed by what the Revolution accomplished than by what it failed to do. They recalled the Revolution's abolition of serfdom, slavery, inherited privilege, and judicial torture; its experiments with democracy; and its opening of opportunities to those who, for reasons of social status or religion, had been traditionally excluded.

One of the most important contributions of the French Revolution was to make revolution part of the world's political tradition. The French Revolution continued to provide instruction for revolutionaries in the 19th and 20th centuries, as peoples in Europe and around the world sought to realize their different versions of freedom. Karl Marx would, at least at the outset, pattern his notion of a proletarian revolution on the French Revolution of 1789. And 200 years later Chinese students, who weeks before had fought their government in Tiananmen Square, confirmed the contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989. . . .

Source: Thomas E. Kaiser, University of Arkansas, encarta.msn.com/encyclopedia

9a According to Thomas E. Kaiser, what is **one** change that resulted within France from the French Revolution? [1]

Score

b According to Thomas E. Kaiser, what are **two** effects the French Revolution had outside France? [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 five* documents to support your response.

Historical Context:

The French Revolution (1789–1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

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

- Discuss the political, economic, *and/or* social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss *one* impact the French Revolution had on the world outside France

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 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

Tuesday, January 23, 2007 — 9:15 a.m. to 12:15 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

Tear Here

Tear Here