

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 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.

Base your answer to question 1 on the passage below and on your knowledge of social studies.

Geneticists are tracing the movements of people in prehistoric Europe using our DNA as a time machine. . . .

— Joe Palca, “Tracing Human Migration Through DNA,”
NPR Weekend Edition Saturday, August 11, 2007

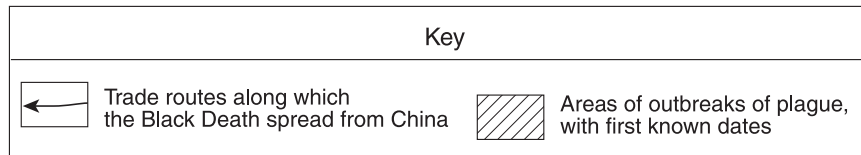
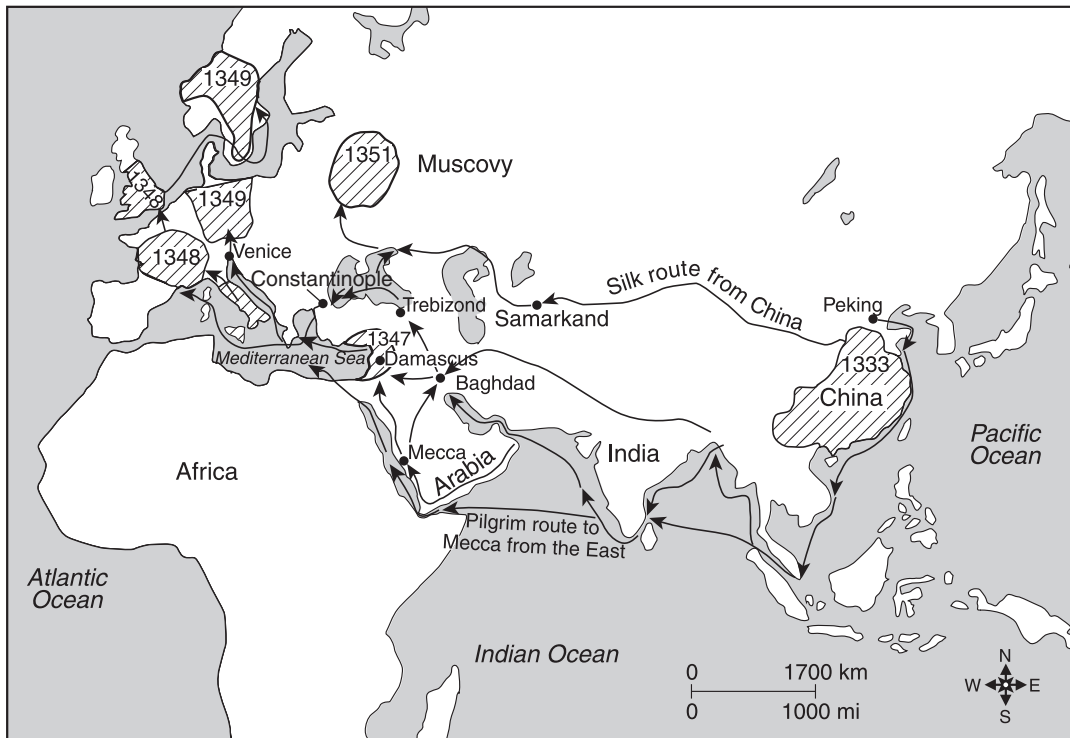
- 1 This passage suggests that modern science can be used to
 - (1) aid historical analysis
 - (2) show the development of a point of view
 - (3) explain ancient medical practices
 - (4) predict future events

- 2 Why is Southeast Asia considered a crossroads?
 - (1) Large deposits of oil are available.
 - (2) A number of trade routes intersect.
 - (3) A single culture is dominant.
 - (4) Rivers serve as highways.
- 3 In which economic system used by early civilizations are decisions about the distribution of goods based primarily on customs, beliefs, and habits?
 - (1) mixed (3) traditional
 - (2) free-market (4) command
- 4 The Neolithic Revolution is often considered a turning point in history because
 - (1) city dwellers learned to control fire
 - (2) societies became more nomadic
 - (3) nuclear families evolved into extended families
 - (4) permanent settlements developed in river valleys
- 5 Filial piety and the five relationships are most often associated with
 - (1) Hinduism (3) animism
 - (2) Daoism (4) Confucianism
- 6 Which name identifies the region located between the Tigris and Euphrates rivers?
 - (1) Cape of Good Hope (3) Mesopotamia
 - (2) Sinai Peninsula (4) Horn of Africa
- 7 The best definition of subsistence agriculture is
 - (1) supplying crops for overseas exports
 - (2) bartering crops for manufactured goods
 - (3) storing surplus food in case of famine
 - (4) producing just enough food for a family’s use
- 8 Which geographic feature most directly influenced the development of Greek city-states?
 - (1) deserts (3) vast plains
 - (2) mountainous terrain (4) monsoons
- 9 Which development is most closely associated with the beginning of the Byzantine Empire?
 - (1) emergence of the Russian Orthodox Church
 - (2) division of the Roman Empire
 - (3) building of the Hagia Sophia
 - (4) fall of Constantinople
- 10 • Creation of the House of Wisdom in Baghdad
• Development of algebra
• Use of calligraphy as an art form

Which Golden Age is most closely associated with these achievements?
 - (1) Islamic (3) Tang
 - (2) Gupta (4) Songhai
- 11 Marco Polo and Ibn Battuta are best known for
 - (1) exploring the Western Hemisphere
 - (2) leading religious movements
 - (3) opening trade between Africa and Japan
 - (4) providing extensive information about lands and people

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

First Incidence of Black Death in Europe and Asia, 1333–1351



Source: Decameron Web, Brown University (adapted)

12 The information on this map suggests that the Black Death was primarily spread by the actions of

- (1) invading armies
- (2) nomadic peoples
- (3) merchants
- (4) explorers

- 13 • Stained glass windows assist people in understanding Biblical stories.
 • Taller and larger cathedrals emphasize the grandeur and glory of God.

These statements best describe elements of

- (1) the Four Noble Truths
- (2) Chinese pagodas
- (3) Gothic architecture
- (4) Greek ideas

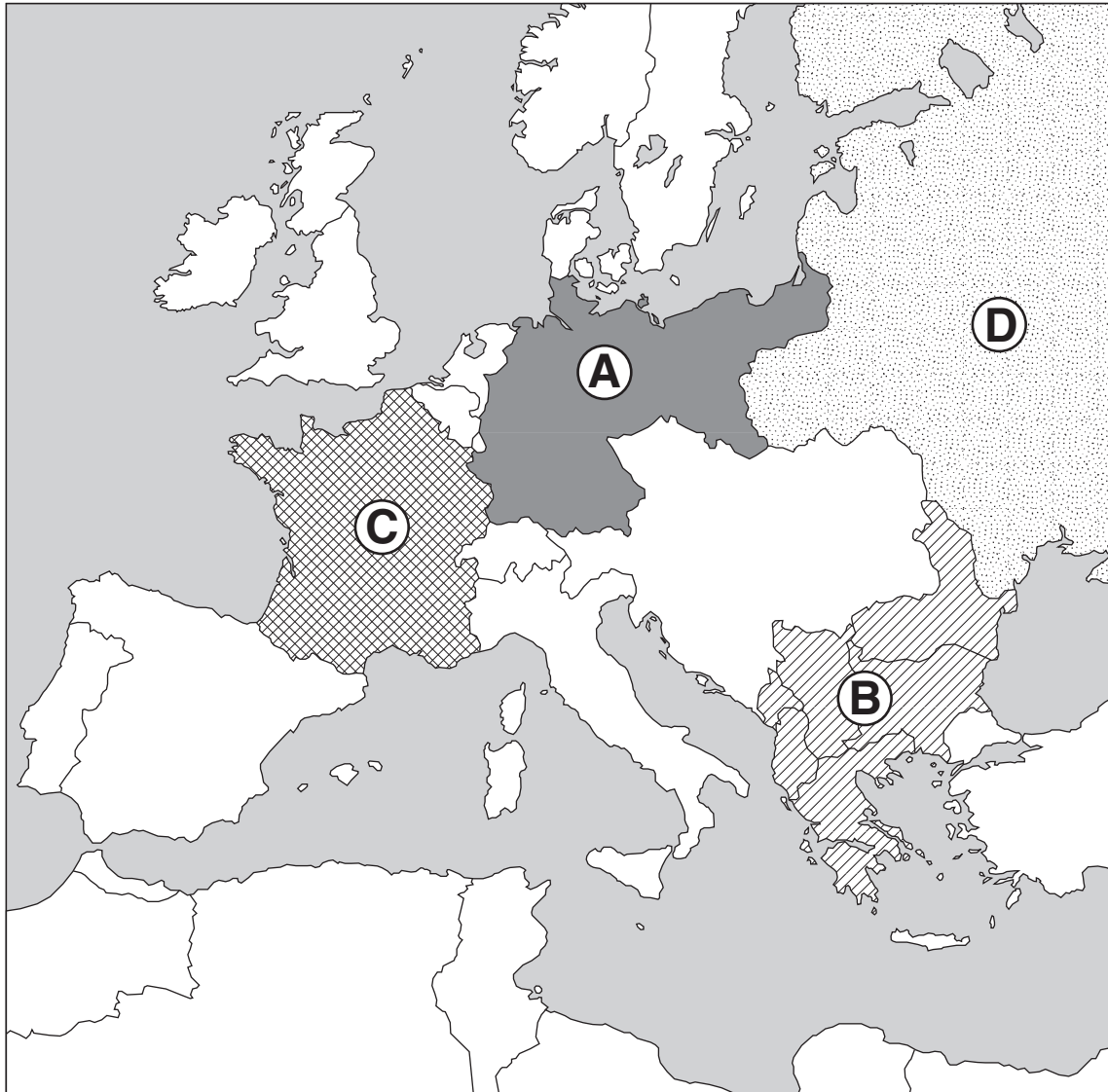
14 Which statement is an opinion rather than a fact?

- (1) Mansa Musa made a pilgrimage to Mecca.
- (2) Mali would have flourished without Mansa Musa’s influence.
- (3) Mali’s economy was based on the gold and salt trade.
- (4) Timbuktu became a center for Islamic learning.

- 15 One similarity between the Nile River valley and savanna lands in Africa is that they both
- (1) served as major barriers to the movement of people and goods
 - (2) provided necessary resources for settlement
 - (3) are located on the western side of the continent
 - (4) had little effect on the lives of the people who lived in these regions
- 16 By closing Japanese harbors to most foreigners in the 1600s, the Tokugawa shogunate attempted to
- (1) protect Japan from European influence
 - (2) increase Japanese agricultural production
 - (3) eliminate Japan's influence on Southeast Asia
 - (4) destroy traditional Japanese culture
- 17 The Ottomans were a strong trading empire through the mid-1600s because they
- (1) controlled access to the eastern Mediterranean Sea
 - (2) had the most powerful navy in the world
 - (3) dominated West African caravan routes
 - (4) conquered most of Asia
- 18 One way in which the Aztec and Inca civilizations are similar is that they both
- (1) defeated the Spanish conquistadors
 - (2) developed advanced architectural techniques
 - (3) lacked strong central governments
 - (4) settled primarily in river valleys
- 19 One effect of the encomienda system in Latin America was that it
- (1) eliminated the use of guilds
 - (2) promoted isolationism
 - (3) exploited indigenous peoples
 - (4) reduced Spanish influence
- 20 The Magna Carta, the Petition of Right, and the English Bill of Rights led the English government to develop a political system in which
- (1) rulers were responsible to the people
 - (2) religious authorities controlled the lawmaking process
 - (3) the power of the monarch came from God
 - (4) the individual was denied a trial by jury
- 21 Which statement accurately reflects population changes that occurred as a result of the Age of Exploration?
- (1) Most Latin American populations became more culturally diverse.
 - (2) One third of Europe's population died due to exposure to diseases from the Americas.
 - (3) The introduction of goods from the Americas caused a decline in Asian populations.
 - (4) Native Americans migrated to Africa causing increases in African populations.
- 22 Enlightenment thinkers encouraged the improvement of society through the
- (1) teachings of the church
 - (2) use of reason
 - (3) development of absolutism
 - (4) establishment of a rigid social hierarchy
- 23 **“Angry Mob Destroys Bastille”**
“Robespierre’s Execution Ends Reign of Terror”
“Napoleon Seizes Power”
- Which country's revolution is referred to in these headlines?
- | | |
|-------------|------------|
| (1) Spain | (3) France |
| (2) Austria | (4) Russia |
- 24 The slogan “Blood and Iron” and a united Germany are most closely associated with
- | | |
|-----------------------|-----------------------|
| (1) Prince Metternich | (3) Camillo Cavour |
| (2) Simón Bolívar | (4) Otto von Bismarck |
- 25 Which pair of natural resources were used to change transportation and manufacturing in Great Britain during the Industrial Revolution?
- (1) gold and salt
 - (2) diamonds and petroleum
 - (3) copper and tin
 - (4) coal and iron ore
- 26 What is one reason for Japan's involvement in the first Sino-Japanese War and the annexation of Korea?
- (1) pursuit of imperialistic goals
 - (2) reaction to foreign invasions
 - (3) institution of five-year plans
 - (4) need for a warm-water port

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

Europe at the Outbreak of World War I, August 1914



Source: Make History web page, Bedford/St. Martin's (adapted)

27 Which area of Europe was known as the “Powder Keg” of Europe prior to the outbreak of World War I?

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

28 One similarity between the Sepoy Rebellion in India and the Boxer Rebellion in China is that both were

- (1) religious reform movements
- (2) reactions to the opium trade
- (3) attempts to end foreign interference
- (4) successful revolts against absolute monarchs

29 Between 1923 and 1938, which leader instituted a modernization program in Turkey?

- (1) Shah Reza Pahlavi
- (2) Jawaharlal Nehru
- (3) Kemal Atatürk
- (4) Ho Chi Minh

30 The rise of fascism in Germany between World War I and World War II is often associated with the

- (1) promotion of ethnic diversity
- (2) appeal of the doctrine of nonviolence
- (3) establishment of a strong parliamentary system
- (4) impact of the global economic depression

31 One way in which the conquest of Manchuria by the Japanese (1931) and the annexation of Czechoslovakia by Germany (1939) are similar is that these actions

- (1) marked the end of the aggressive expansion of these nations
- (2) demonstrated the weakness of the League of Nations
- (3) reestablished the balance of power in the world
- (4) led to the Long March

32 During World War II, the importance of the D-Day invasion of 1944 was that it

- (1) forced Germany to fight on multiple fronts
- (2) made Germany move their military to the Russian front
- (3) ended the bombing of Germany
- (4) demonstrated German military dominance

33 People would prefer their own bad government rather than submit to the good government of a foreign power.

Which concept is characterized by this statement?

- (1) nationalism
- (2) communism
- (3) socialism
- (4) militarism

34 Which function of the United Nations is based on the concept of collective security?

- (1) providing health services
- (2) coordinating global peacekeeping
- (3) monitoring educational programs
- (4) assisting in agricultural research

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



Source: Henry Brun, *The World Today: Current Problems and Their Origins*, 2005

35 In this cartoon, which region is represented by the nations that are seeking membership in the North Atlantic Treaty Organization (NATO)?

- (1) Latin America
- (2) Central Africa
- (3) Southeast Asia
- (4) Eastern Europe

36 Which region is most closely associated with conflict in the West Bank, Golan Heights, and the Sinai Peninsula?

- (1) East Africa
- (2) Middle East
- (3) Western Europe
- (4) Central Asia

37 In the 1990s, which two countries dominated the headlines because genocide was occurring in those countries?

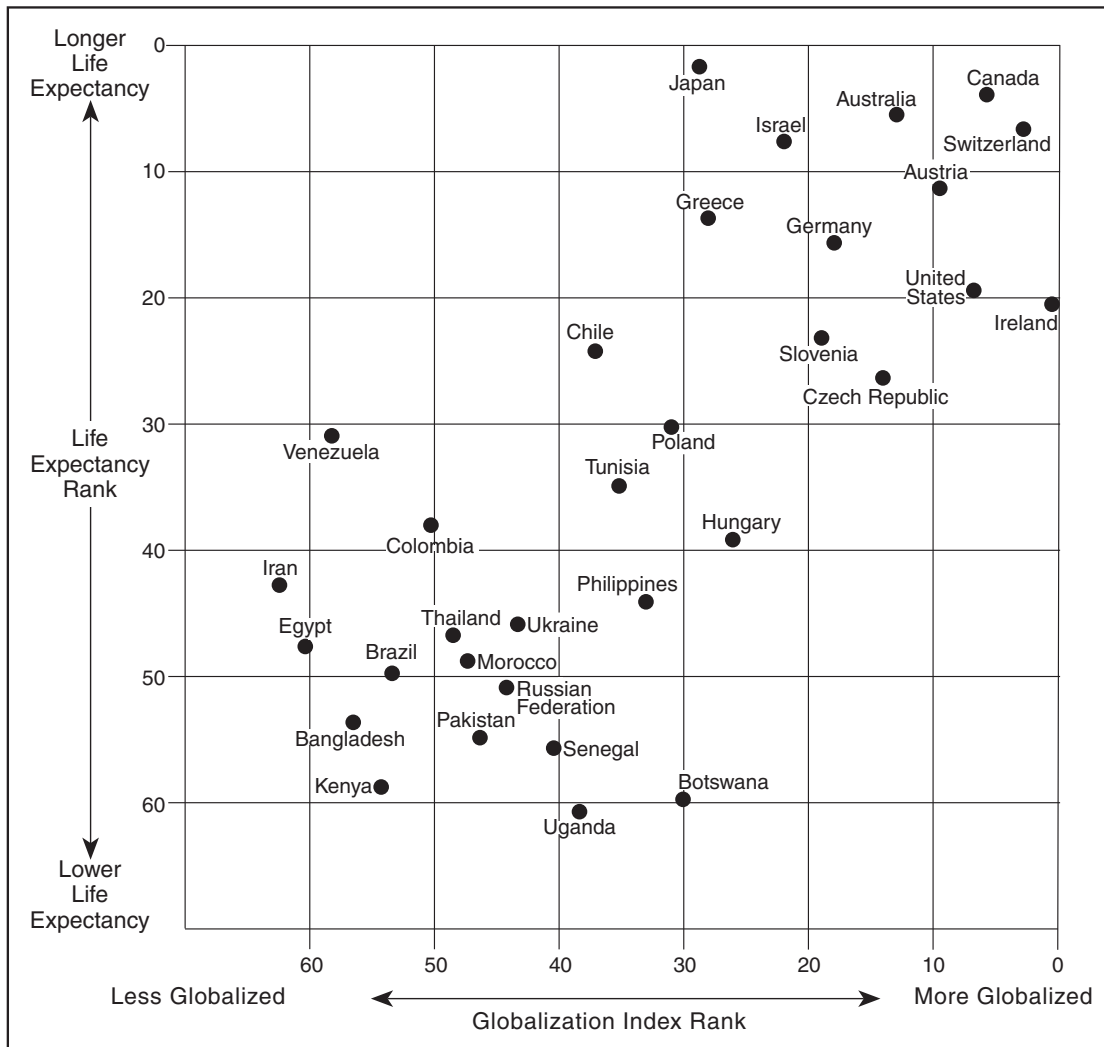
- (1) Switzerland and Poland
- (2) Vietnam and Singapore
- (3) Sudan and Rwanda
- (4) Costa Rica and Jamaica

38 Which leader's policies included *glasnost* and *perestroika*?

- (1) Fidel Castro
- (2) Nikita Khrushchev
- (3) Mikhail Gorbachev
- (4) Deng Xiaoping

Base your answers to questions 39 and 40 on the chart below and on your knowledge of social studies.

Globalization and Life Expectancy



Source: Roger A. Arnold, *Economics: New Ways of Thinking*, EMC Publishing, 2007 (adapted)

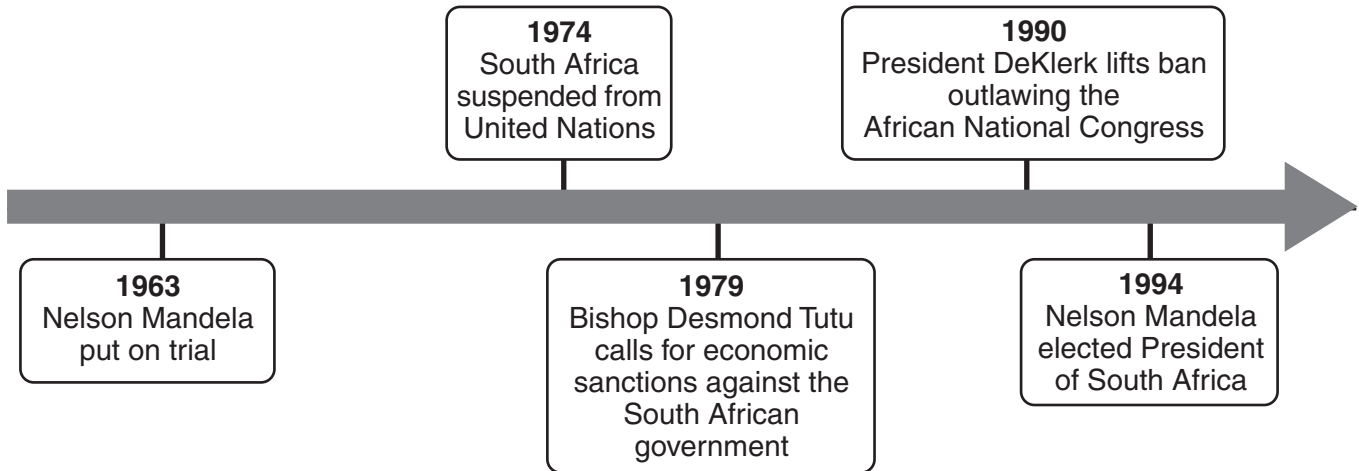
39 Based on the information in this chart, which country has the highest life expectancy?

- (1) Ireland
- (2) Japan
- (3) Venezuela
- (4) Greece

40 Based on the information in this chart, which statement is most accurate?

- (1) Poland is less globalized than Bangladesh.
- (2) Switzerland is more globalized than Thailand.
- (3) Brazilians tend to live longer than Canadians.
- (4) Pakistanis tend to have shorter lives than Ugandans.

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



41 Which policy is most closely associated with the events on this time line?

- (1) nonalignment
- (2) détente
- (3) containment
- (4) apartheid

42 An objective of the European Union (EU) for the early 21st century is to

- (1) withdraw from its military alliances
- (2) further integrate its economic system
- (3) establish a nuclear buffer zone
- (4) limit production of alternative fuels

43 **“Contaminated Food from China Sold in the United States”**

“Computer Virus Shuts Down Hundreds of Businesses Worldwide”

“Multinational Corporations Relocate Factories”

These headlines are directly related to

- (1) world hunger
- (2) overpopulation
- (3) global warming
- (4) economic interdependence

44 One way in which knights, samurai, and warlords are similar is that they all

- (1) were traditional religious leaders
- (2) occupied military posts in the Chinese Empire
- (3) expelled the Moors from Spain
- (4) held positions of power in feudal systems

45 In what way did the rivers of Russia influence its history?

- (1) They provided a network for trade between the Byzantine Empire and Russia.
- (2) They allowed Japan to defeat Russia in the Russo-Japanese War.
- (3) They were used by Napoleon to invade Russia.
- (4) They gave the Mongols a route to conquer Russia.

46 Which title best completes the partial outline below?

<p>I. _____</p> <ul style="list-style-type: none"> A. Sugar, tobacco, and cotton to Europe B. Textiles, rum, and manufactured goods to Africa C. Enslaved Africans to the Americas

- (1) Trade Within the Hanseatic League
- (2) Elements of Triangular Trade
- (3) Factors of Industrialization
- (4) Results of the Congress of Vienna

- 47 • Vasco da Gama discovered an all-water route from Europe to India.
• Ferdinand Magellan’s crew circumnavigated the globe.
• Issac Newton defined the forces of gravity.

These events relate most directly to

- (1) revised understandings of natural surroundings
 - (2) questioning the benefits of the mercantile system
 - (3) increased suspicion between different religions
 - (4) development of new manufacturing techniques
- 48 One way in which King Louis XVI of France and Czar Nicholas II of Russia are similar is that both
- (1) were executed by revolutionaries
 - (2) were known as great military leaders
 - (3) advocated religious reform
 - (4) supported the emancipation of serfs

- 49 Porfirio Diaz, Francisco “Pancho” Villa, and Emiliano Zapata are best known for their struggles in the

- (1) Haitian independence movement
- (2) Mexican Revolution
- (3) Nicaraguan War
- (4) Cuban Revolution

- 50 Which region is most closely associated with the event with which it is paired?

- (1) Central Africa—calling for the Crusades by Pope Urban II
 - (2) East Asia—issuing of the Balfour Declaration
 - (3) South America—Munich Conference
 - (4) Eastern Europe—Berlin Airlift
-

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: Geography

Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world.

Task:

Select **three** different geographic features and for **each**

- Discuss how this geographic feature influenced the historical **and/or** cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons.

You are *not* limited to these suggestions.

Do *not* write about the geographic features of the United States.

Guidelines:

In your essay, be sure to

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

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

Choose *two* ideas mentioned in the historical context and for *each*

- Explain the idea
- Discuss how this idea influenced societies or regions

In developing your answers to Part III, 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 A

Short-Answer Questions

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

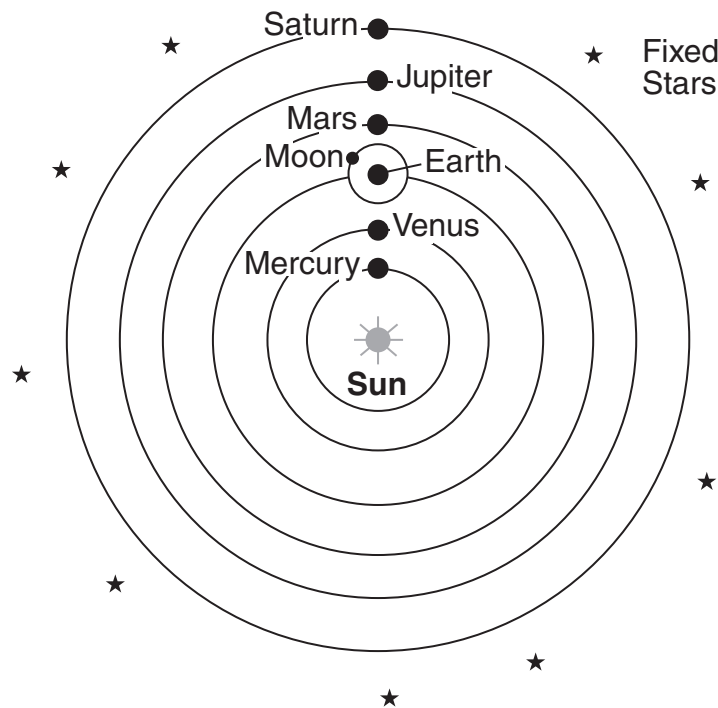
Document 1

The Copernican Model: A Sun-Centered Solar System

The Earth-centered Universe of Aristotle and Ptolemy held sway on [governed] Western thinking for almost 2000 years. Then, in the 16th century a new idea was proposed by the Polish astronomer Nicolai Copernicus (1473–1543).

The Heliocentric System

In a book called *On the Revolutions of the Heavenly Bodies* (that was published as Copernicus lay on his deathbed), Copernicus proposed that the Sun, not the Earth, was the center of the Solar System. Such a model is called a heliocentric system. The ordering of the planets known to Copernicus in this new system is illustrated in the following figure, which we recognize as the modern ordering of those planets. . . .



Source: The Copernican Model: A Sun-Centered Solar System, Department of Physics & Astronomy, University of Tennessee

- 1 Based on this document, how was Copernicus's theory of heliocentrism different from Ptolemy's ideas about the universe? [1]

Score

Document 2

This is an excerpt from a letter written by Galileo Galilei in 1615 to the Grand Duchess Christina defending his approach to science.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction.

Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, "Letter to the Grand Duchess Christina (1615)"

2a According to Galileo, why is the search for truth important? [1]

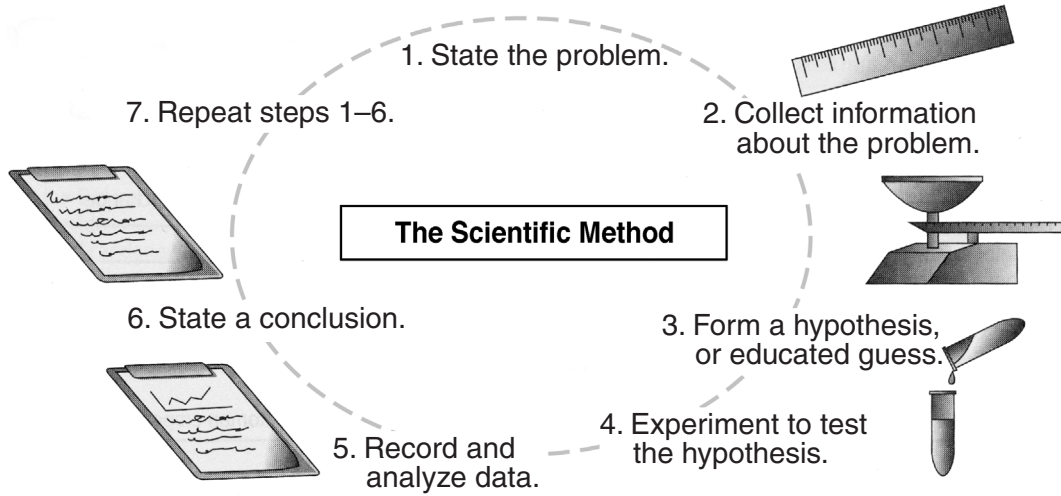
Score

b Which document did Galileo's opponents use to support their opinions? [1]

Score

Document 3

. . . At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .

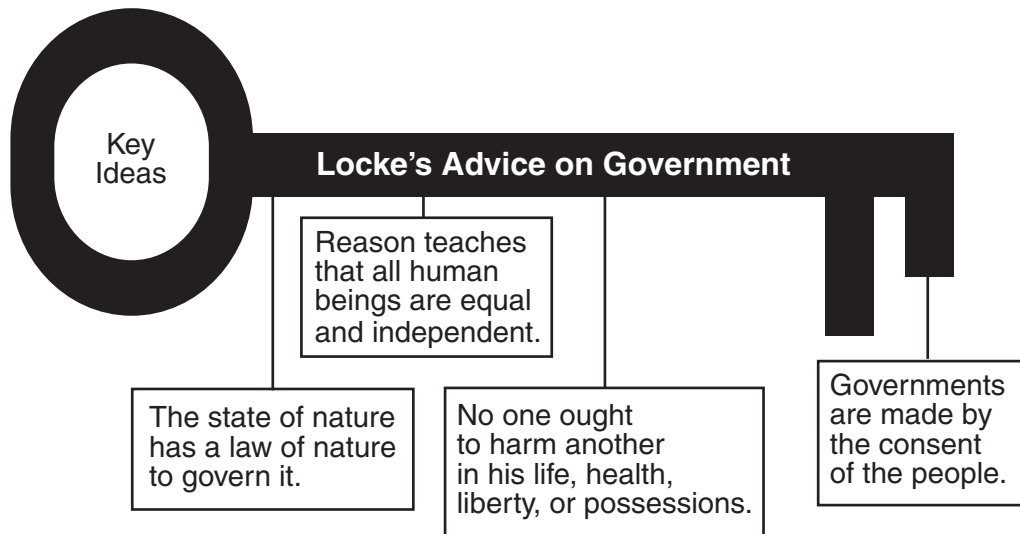


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what is **one** way Copernicus, Galileo, and others influenced how scientists work? [1]

Score

Document 4



4 Based on the information in this graphic organizer, state **two** specific rights that John Locke believed all humans have. [2]

(1) _____

Score

(2) _____

Score

Document 5a

Declaration of the Rights of Man and the Citizen—1789

Approved by the National Assembly of France, August 26, 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .

Source: The Avalon Project at Yale Law School (adapted)

Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

Universal Declaration of Human Rights

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3: Everyone has the right to life, liberty and security of person. . . .

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. . . .

Source: United Nations

- 5 State *two* ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights. [2]

(1) _____

Score

(2) _____

Score

Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike

. . . In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of “universal jurisdiction” over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. . . .

Human Rights Watch described the Pinochet arrest as a “wake-up call” to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hisssein Habre, who has been indicted and awaits trial on torture charges. . . .

Source: “The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad,”
Human Rights Watch, March 2000 (adapted)

6 According to this document, what is **one** way victims can seek justice when their human rights have been violated? [1]

Score

Document 7

Manifesto of the Communist Party, 1848

II. Proletarians and Communists

. . . The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. . . .

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. . . .

Source: Marx and Engels, *Manifesto of the Communist Party*,
International Publishers

7 According to Marx and Engels, what are **two** ideas that characterize Marxist communism? [2]

(1) _____

Score

(2) _____

Score

Document 8

Proclaiming the New Socialist Government, November 1917

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.

What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.

From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .

Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .

We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

8 According to V. I. Lenin, what is **one** goal of the Bolshevik Revolution? [1]

Score

Document 9

. . . China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.

On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

9 According to this Associated Press excerpt, what is **one** way the Chinese Communists attempted to transform their society? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

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GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 9:15 a.m. to 12:15 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.

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)

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.....

No. Right

The declaration below must 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

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here