

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 24, 2018 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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 declaration printed at the end of the 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.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

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

1 Which primary source would most likely provide the perspective of an Indian nationalist?

- (1) a diary entry of a Hindu participant in the Salt March
- (2) a letter written by the English viceroy in India to a member of Parliament
- (3) a painting of the Amritsar Massacre created by a Christian missionary
- (4) a United Nations document about the partition of British India

2 Periods of famine, warfare, and religious persecution have most often influenced people's decisions to

- (1) collectivize their farms
- (2) migrate from a region
- (3) expand their territory
- (4) industrialize an area

3 Which environmental issue faced the early civilizations of Mesopotamia, Egypt, and China?

- (1) extensive destruction of rain forests for lumber to build large structures
- (2) soil erosion resulting from annual rainfall of over 100 inches per year
- (3) catastrophic floods that destroyed crops and villages
- (4) waterways that were unnavigable most of the year

4 Which heading best completes the partial outline below?

I. _____ A. Period of warring states B. Development of Confucianism C. Development of Daoism

- (1) Maurya Empire
- (2) Zhou Dynasty
- (3) Mayan Kingdoms
- (4) Greek City-States

Base your answer to question 5 on the chart below and on your knowledge of social studies.

Areas within the Roman Empire	Trade goods from these areas
Greece	marble
Carthage	olive oil
Egypt	linen
Britain	tin

5 Which generalization about the Roman Empire can be made based on the information shown in this chart?

- (1) Rome traded only within the empire.
- (2) Expansion of the empire provided access to varied trade goods.
- (3) Olive oil was the most important of the Roman trade goods.
- (4) Conquered areas were required to build structures with marble from Greece.

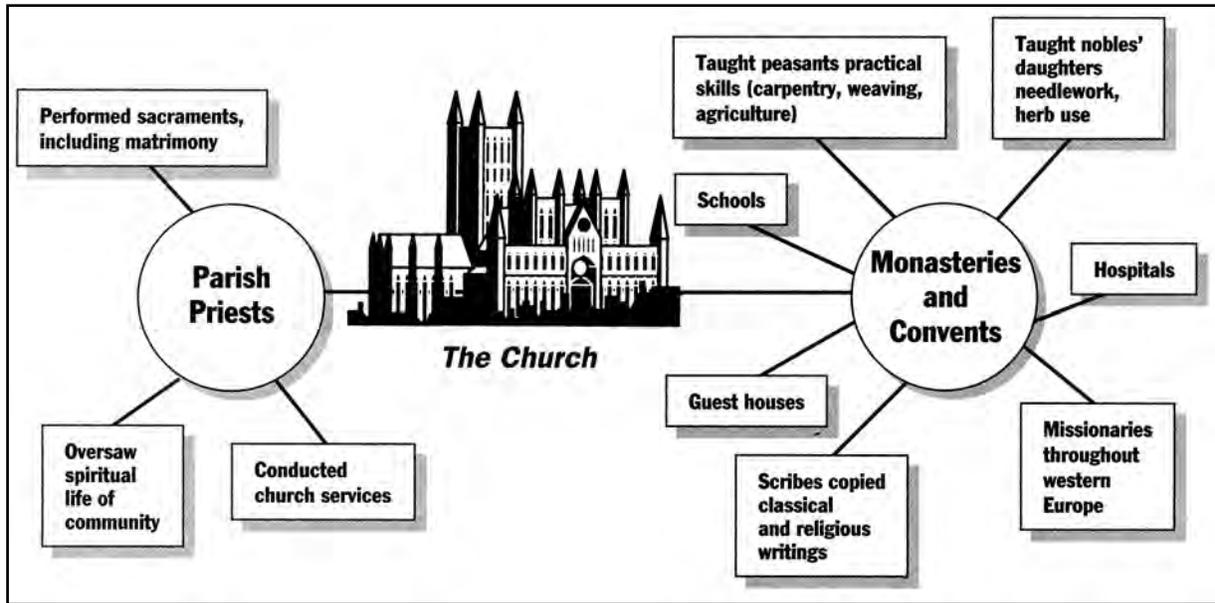
6 Which action is most closely associated with pilgrims bathing in the Ganges River at Varanasi?

- (1) visiting a site sacred to Hindus
- (2) following the teachings of Jesus
- (3) preparing to enter a Shinto shrine
- (4) offering prayers at the birthplace of Siddhartha Gautama

7 During the early European feudal period, subsistence agriculture and economic self-sufficiency are most commonly associated with the

- (1) manorial system
- (2) enclosure movement
- (3) growth of commerce
- (4) introduction of wheeled vehicles

Base your answer to question 8 on the graphic organizer below and on your knowledge of social studies.



Source: Farah and Karls, *World History: The Human Experience*, Glencoe/McGraw-Hill

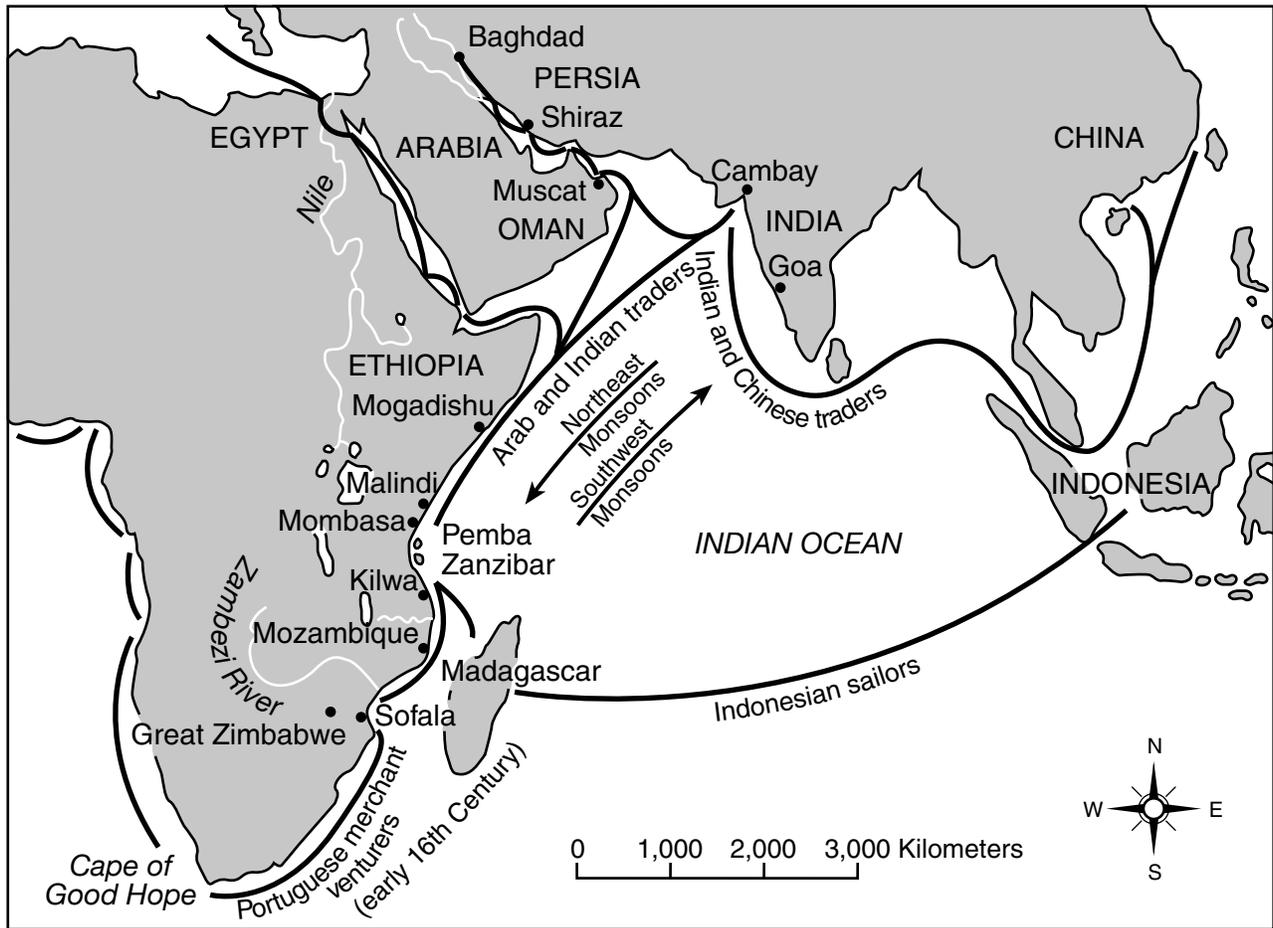
- 8 A valid statement concerning the Catholic Church during the Middle Ages is that it
- (1) emancipated the nobles' serfs
 - (2) rejected power and wealth
 - (3) maintained armies for the king
 - (4) provided social and educational services

- 9 Which situation is a result of the location of the Byzantine Empire?
- (1) Constantinople became an important center of trade and knowledge.
 - (2) The Seljuk Turks protected and defended Byzantine leaders.
 - (3) Moscow became the religious center for all Orthodox Christians.
 - (4) The Byzantine emperor was able to conquer areas from Korea to Spain.

- 10 In the early 1600s, which issue regarding contact between the Europeans and the Japanese was a primary area of concern for the Tokugawa regime?
- (1) Europeans might interfere in Japan's cultural traditions.
 - (2) Japanese jobs were taken by European workers.
 - (3) Japanese exports were not competitive in European markets.
 - (4) Europeans could gain control of Japan's coal mines.

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

Indian Ocean Trading Networks: Tenth to Sixteenth Century



Source: Kevin Shillington, *History of Africa*, Revised Edition, St. Martin's Press (adapted)

- 11 Using the information provided by this map, a valid conclusion that can be drawn about Indian Ocean trade networks is that they
- (1) hindered the growth of African coastal cities
 - (2) prevented cultural contact between Africa and Persia
 - (3) connected India to the Middle East and to East Africa
 - (4) promoted migration between the west African interior and east Africa
- 12 Based on this map, which geographic factor directly affected the timing and direction of travel and trade on the Indian Ocean?
- (1) straits
 - (2) island harbors
 - (3) smooth coastlines
 - (4) monsoons

13 The wealth and prosperity of Mali and Songhai were dependent on controlling the trade in

- (1) coal and water (3) gold and salt
- (2) iron and copper (4) tea and cotton

14 The Renaissance in western Europe was a period noted for

- (1) armed conflict over control of the Holy Land
- (2) the rise of feudalism in the Mediterranean region
- (3) the mass movement of peoples from urban to rural areas
- (4) a shift from a spiritual focus to a more humanistic one

- 15 • Forbidden City constructed as home for the emperor and his family.
- Blue and white porcelain becomes known worldwide.
 - Zheng He makes voyages to the “western oceans.”

Which civilization is most closely associated with these events?

- (1) Aztec (3) Chinese
- (2) Persian (4) Axum

16 The governments of Spain and Portugal sponsored overseas exploration and expansion in the late 1400s and into the 1500s because they

- (1) desired spices from the Indies
- (2) owed allegiance to Islamic caliphates
- (3) militarily defeated the Ottoman Empire
- (4) lacked access to northern Africa

- 17 • The Chinese applied the idea of the Mandate of Heaven to their government.
- The French embraced the divine right of kings.

These statements show a similarity in the way these cultures

- (1) supported the same religious principles
- (2) justified the right to rule
- (3) created limited monarchies
- (4) promoted economic equality

Base your answer to question 18 on the drawing below and on your knowledge of social studies.



Source: Miguel León-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press

18 What impact did the situation shown in this drawing have on the Spanish colonies in the Americas?

- (1) Wages for indigenous laborers were increased by the Spanish viceroys.
- (2) Large numbers of Spanish immigrants were hired to work in the colonial mines.
- (3) Numerous rebellions among Spanish elites threatened to destabilize the colonies.
- (4) A high rate of death among indigenous peoples led the Spanish to import enslaved Africans.

19 Which statement best expresses the ideas of the Scientific Revolution?

- (1) Religious authorities are responsible for understanding and interpreting new information.
- (2) Superstition and magic are important aspects of the natural world.
- (3) Scientific ideas should be made to conform with existing thought systems.
- (4) People should use reason and experimentation to draw scientific conclusions.

20 Toussaint L'Ouverture is most closely associated with leading the revolution in

- (1) Mexico (3) Haiti
- (2) Chile (4) Venezuela