

In developing your answer 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) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). The question is designed to test your ability to work with historical documents.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:

A *turning point* is defined as a period in history when a significant change occurs. Three of these turning points were the *Neolithic Revolution*, the *Age of Exploration*, and the *collapse of communism in the Soviet Union*.

**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:

Choose *two* of these turning points and for *each*:

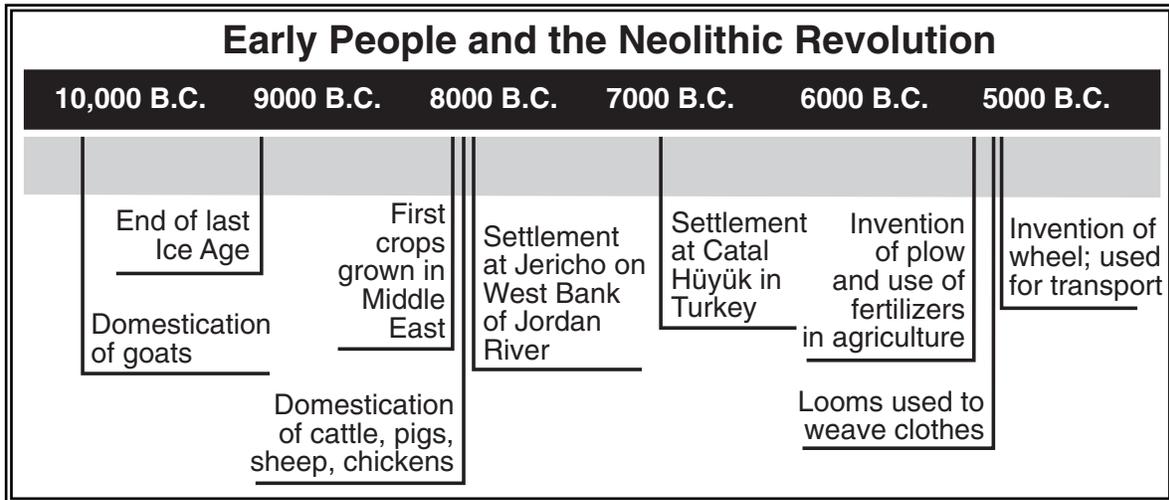
- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

## Part A

### Short-Answer Questions

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

#### Document 1



Source: Vivienne Hodges, *New York State Global History Regents Coach*, Educational Design, Inc. (adapted)

1 Based on this time line, identify **two** ways that people's lives changed during the Neolithic Revolution. [2]

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

Score

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

Score

## Document 2

My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .

I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.

One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .

“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .

“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .

I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO

2 Identify **one** way that progress during the Neolithic Revolution helped Ulana and her friends. [1]

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Score

### Document 3

Then, about 6000 B.C., and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called “Neolithic” (New Stone Age, as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this “period” as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered — in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing, as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning. . . .

— William Howells, *Back of History*, Doubleday & Co.

- 3 Based on this document, identify **one** important result of the Neolithic Revolution. [1]

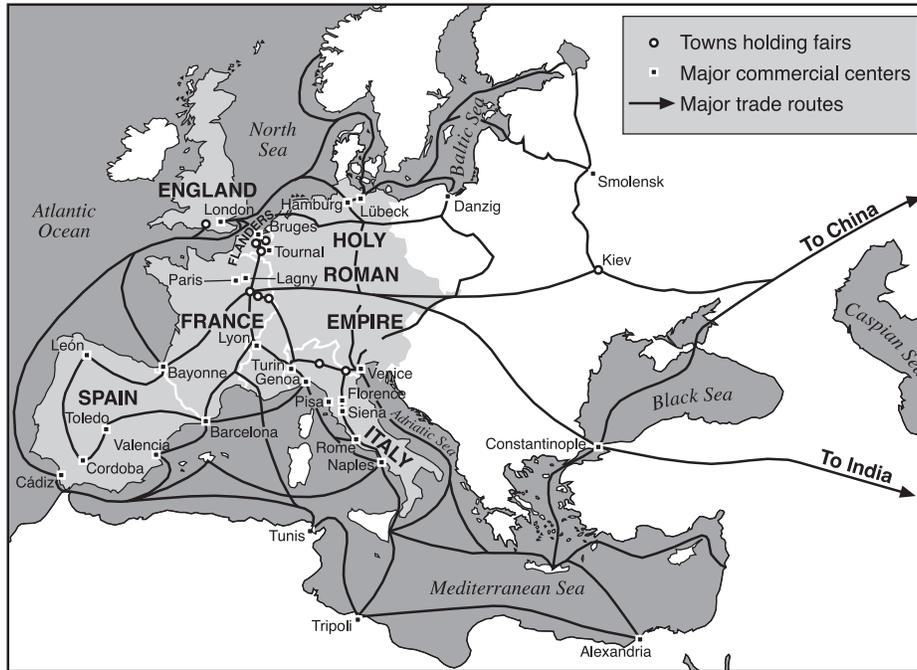
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Score

Document 4A

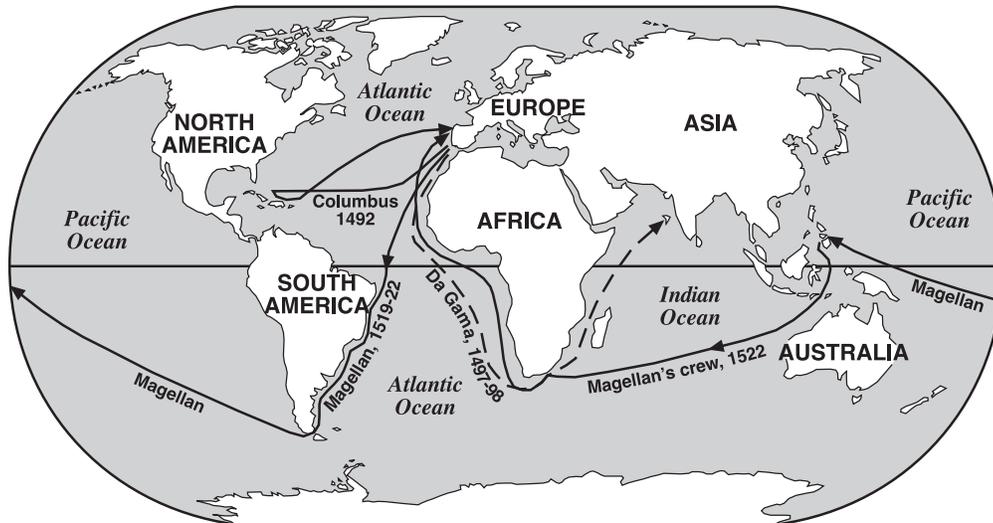
Trade in Medieval Europe



Source: Elisabeth G. Ellis et al., *World History: Connections to Today*, Prentice-Hall (adapted)

Document 4B

Voyages of Early European Explorers (1492–1522)



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

4 According to these maps, how did the early voyages of discovery change European trade routes? [1]

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Score

## Document 5

The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe's center was the Mediterranean. After 1492, Europe's orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

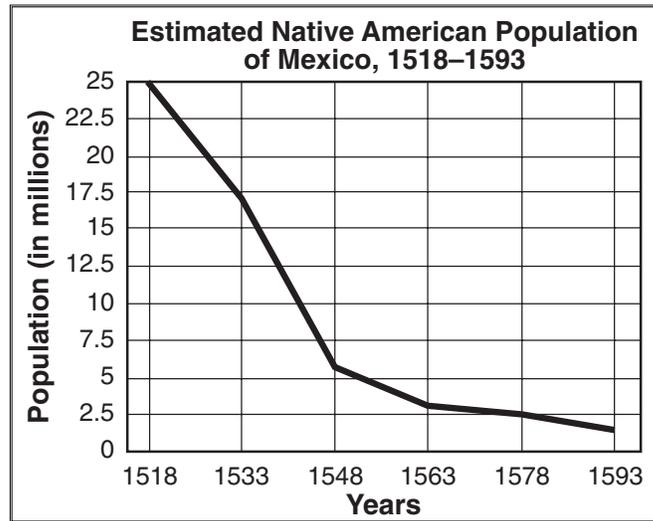
5 Based on this document, state **one** way Europe's focus on the world changed after 1492. [1]

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Score

Document 6A



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

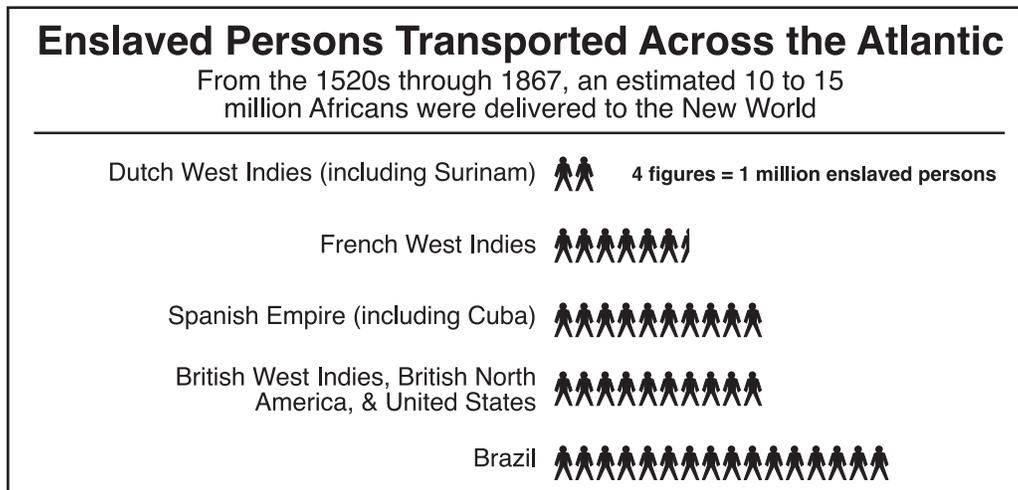
6a Based on this document, identify **one** population change that took place in Mexico during the Age of Exploration. [1]

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Score

Document 6B



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

b Based on this document, identify **one** population change in the Americas that began during the Age of Exploration. [1]

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Score

## Document 7

### Glasnost and Perestroika

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.
2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms. . . .
6. Democratization: Decentralization of the Communist party, the Soviet government, and the Soviet economy. Increased democracy in the workplace. Greater freedom of political dissent. Improved possibilities to emigrate from the Soviet Union. . . .

Source: Thomas H. Naylor, *The Gorbachev Strategy*, D.C. Heath and Co.

7 Based on this document, identify **two** changes proposed by Gorbachev's program. [2]

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

Score

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

Score

## Document 8

The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [doctrine] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party  
Central Committee Plenary Meeting, Moscow, February 5, 1990

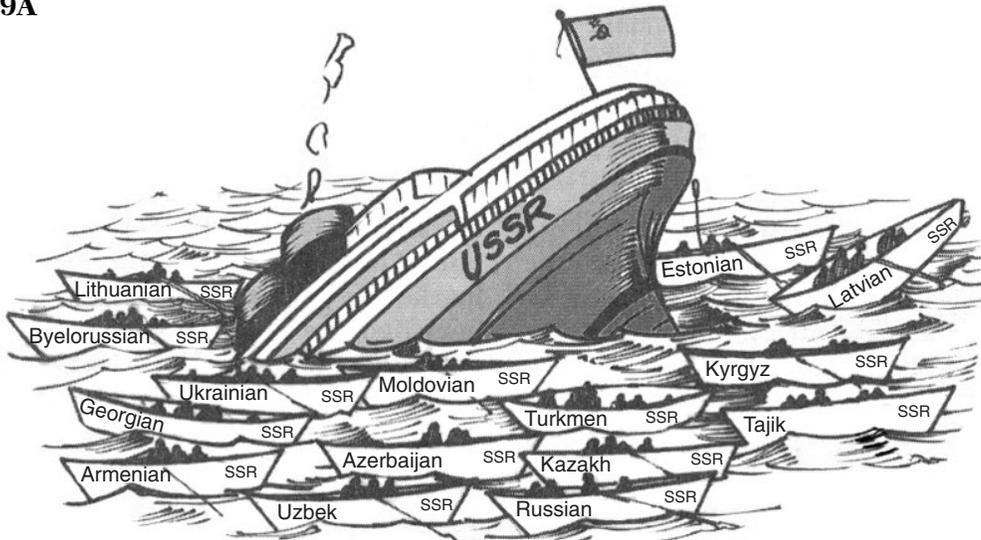
- 8 Based on Gorbachev's proposal, state **one** change that the Communist Party needed to make to achieve perestroika. [1]

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Score

Document 9A



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

Document 9B



Source: David Horsey, *Seattle Post-Intelligencer*

9 According to these cartoons, what were **two** effects of the collapse of communism in the Soviet Union? [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 **four** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

A *turning point* is defined as a period in history when significant change occurs. Three of these turning points were the ***Neolithic Revolution***, the ***Age of Exploration***, and the ***collapse of communism in the Soviet Union***.

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

Choose **two** of these turning points and for **each**:

- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

#### Guidelines:

**In your essay, be sure to:**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme