

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**REGENTS EXAM IN GLOBAL HISTORY  
AND GEOGRAPHY II (GRADE 10)**

**Tuesday**, August 13, 2019 — 12:30 to 3:30 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 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 and III.

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**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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.

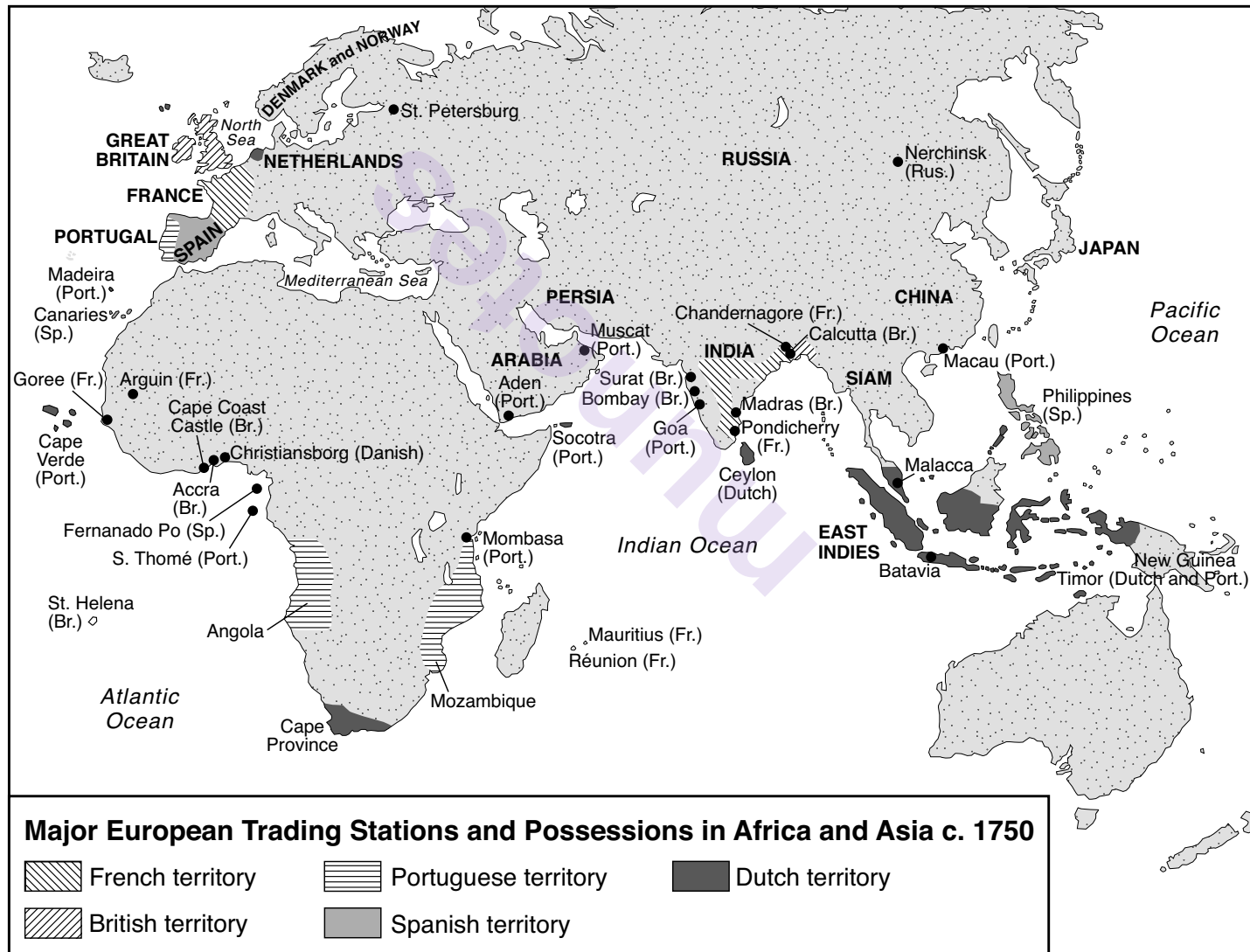
**DO NOT START THIS EXAMINATION UNTIL THE SIGNAL IS GIVEN.**

## Part I

### Answer all questions in this part.

*Directions (1–28):* 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.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

1 What is a valid conclusion based on the information shown on this map?

- (1) Russia had the largest number of trading stations in Asia.
- (2) Most European trading stations and empires were located along the coast.
- (3) France controlled more ports in India than Britain did.
- (4) Each European power represented had possessions in the East Indies.

2 Which Europeans controlled the waterways connecting the Indian Ocean to the Pacific Ocean?

- (1) Spanish
- (2) Portuguese
- (3) Dutch
- (4) French

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**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . . I shall tell you with what we must provide ourselves in order to expel the Spaniards and to found a free government. It is *union*, obviously; but such union will come about through sensible planning and well-directed actions rather than by divine magic. America stands together because it is abandoned by all other nations. It is isolated in the center of the world. It has no diplomatic relations, nor does it receive any military assistance; instead, America is attacked by Spain, which has more military supplies than any we can possibly acquire through furtive [stealthy] means.

When success is not assured, when the state is weak, and when results are distantly seen, all men hesitate; opinion is divided, passions rage, and the enemy fans these passions in order to win an easy victory because of them. As soon as we are strong and under the guidance of a liberal nation which will lend us her protection, we will achieve accord [unity] in cultivating the virtues and talents that lead to glory. Then will we march majestically toward that great prosperity for which South America is destined. Then will those sciences and arts which, born in the East, have enlightened Europe, wing their way to a free Colombia, which will cordially bid them welcome. . . .

— Simón Bolívar, “Reply of a South American to a Gentleman of This Island [Jamaica],”  
September 6, 1815 (adapted)

- 3 In this letter, Simón Bolívar's goal is to
- (1) become monarch of the strongest country in South America
  - (2) break off diplomatic relations with Europe
  - (3) form one nation that unifies all of South America
  - (4) convince Mexico to join in his fight against Spain

- 4 Simón Bolívar's actions were most likely influenced by the ideas of
- (1) church officials
  - (2) Enlightenment thinkers
  - (3) laissez-faire economists
  - (4) Marxist followers

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**GO RIGHT ON TO THE NEXT PAGE ⇒**

Base your answers to questions 5 through 7 on the illustration and excerpt below and on your knowledge of social studies.

**FUN.**—August 18, 1866.



**DEATH'S DISPENSARY.**

OPEN TO THE POOR, GRATIS [free of charge],  
BY PERMISSION OF THE PARISH.

Source: George Pinwell, "Death's Dispensary,"  
*Fun Magazine*, August 18, 1866 (adapted)

In cities and towns, drinking water was drawn from the same rivers into which raw sewage flowed. This sewage contaminated the water with the bacteria that cause cholera and typhoid fever. However, a direct link between germs and diseases had yet to be made. In England, London's Thames river was so polluted that in the summer of 1858, the "Great Stink" drove Members of Parliament out of the House of Commons, situated close to the river.

— Richard Walker, *Epidemics & Plagues*,  
Kingfisher, 2006



5 This illustration and excerpt depict events from which time and place in history?

- (1) Revolutionary France
- (2) Victorian England
- (3) Meiji Japan
- (4) Soviet Russia

6 Which characteristic of the Industrial Revolution most directly contributed to the health concern highlighted in this illustration and excerpt?

- (1) urban population growth
- (2) improved communication
- (3) new power sources
- (4) trade union movement

7 Which action effectively addressed the specific public health concern raised in this illustration and excerpt?

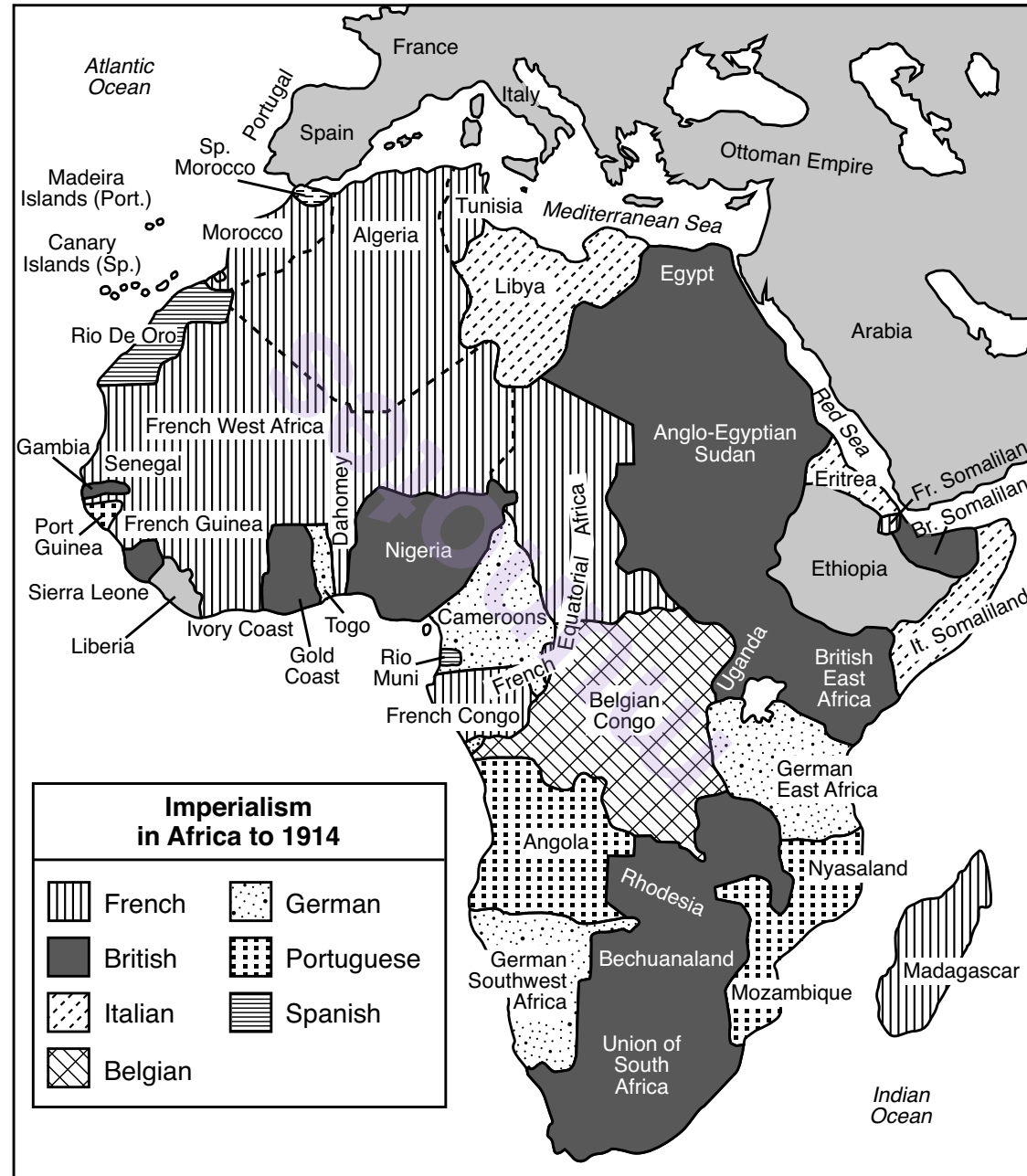
- (1) installation of electric lighting in poor neighborhoods
- (2) burning herbs to purify the air
- (3) improvements in water treatment
- (4) relocation of government offices

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**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.

## The Partition of Africa



Source: Costello et al., *World History: Book 3, 1815–1919*, The Center for Learning, 1992 (adapted)

8 What was a result of the political situation shown on this map?

- (1) Most local rulers had power equal to that of European leaders.
  - (2) The economic prosperity of the African nationalist leaders increased their power.
  - (3) African leaders willingly adopted European forms of governance including constitutions.
  - (4) The boundaries that were established led to the division of traditional cultures and commerce.
- 

9 Which African state organized the most successful resistance movement to the European actions shown on this map?

- |             |              |
|-------------|--------------|
| (1) Nigeria | (3) Ethiopia |
| (2) Algeria | (4) Libya    |

**GO RIGHT ON TO THE NEXT PAGE ⇒**

Base your answers to questions 10 and 11 on the poem below and on your knowledge of social studies.

### Attack

At dawn the ridge emerges massed and dun [brownish dark grey]  
In the wild purple of the glowering [glaring] sun,  
Smouldering through spouts of drifting smoke that shroud  
The menacing scarred slope; and, one by one,  
Tanks creep and topple forward to the wire.  
The barrage roars and lifts. Then, clumsily bowed  
With bombs and guns and shovels and battle-gear,  
Men jostle and climb to meet the bristling fire.  
Lines of grey, muttering faces, masked with fear,  
They leave their trenches, going over the top,  
While time ticks blank and busy on their wrists,  
And hope, with furtive eyes and grappling fists,  
Flounders in mud. O Jesu, make it stop!

— Siegfried Sassoon, 1918

10 This poem describes events related to which international conflict?

- |                  |                 |
|------------------|-----------------|
| (1) World War I  | (3) Korean War  |
| (2) World War II | (4) Vietnam War |

11 Which claim about modern warfare is best supported by this poem?

- (1) Soldiers were not as brave as in the past.
- (2) Technology made combat more deadly.
- (3) Religion became more central to long-standing conflicts.
- (4) Scientific research did not supply battle-ready innovations.

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**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 12 and 13 on the excerpt below and on your knowledge of social studies.

### BOMBAY, SUNDAY

The great test has come for “Mahatma” Gandhi, the Indian Nationalist leader, in his efforts to obtain the complete independence of India from British rule. Wading into the sea this morning at Dandi, the lonely village on the Arabian Sea shore, Gandhi and his followers broke the salt monopoly laws and so inaugurated the campaign of mass civil disobedience. There was no interference by the authorities, although a detachment of 150 police officers had been drafted into Dandi and a further force of 400 police was at Jalalpur.

The actual breaking of the salt monopoly law was witnessed by a large crowd who gathered at the seashore. Surrounded by about 100 volunteers—including those who had made the 200-mile march from Ahmedabad,—Gandhi waded into the sea and bathed. Pots were then filled with seawater and boiled or left in the sunshine and the salt residue sprinkled on the ground. Gandhi was hailed by Mrs. Sarojini Naidu, the Indian poetess, as “the lawbreaker.” . . .

— *The Manchester Guardian*, April 7, 1930

12 The actions taken by Gandhi and his followers, as described in this excerpt, are examples of

- (1) political espionage
- (2) economic terrorism
- (3) collective bargaining
- (4) nonviolent resistance

13 Which statement best summarizes the effects actions like those expressed in this excerpt had on India?

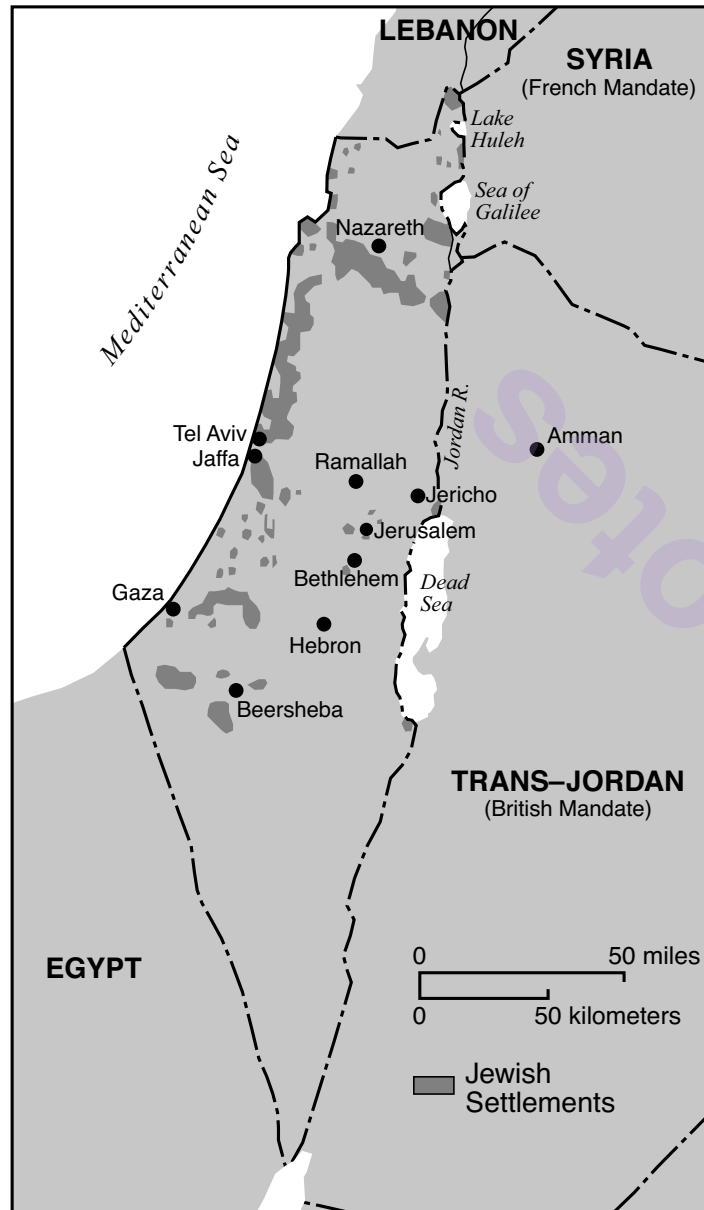
- (1) International support for British colonial rule in India grew.
- (2) The call for Indian self-government was abandoned.
- (3) Separatist movements in India ended the fear of oppression.
- (4) British control of India gradually weakened and ended.

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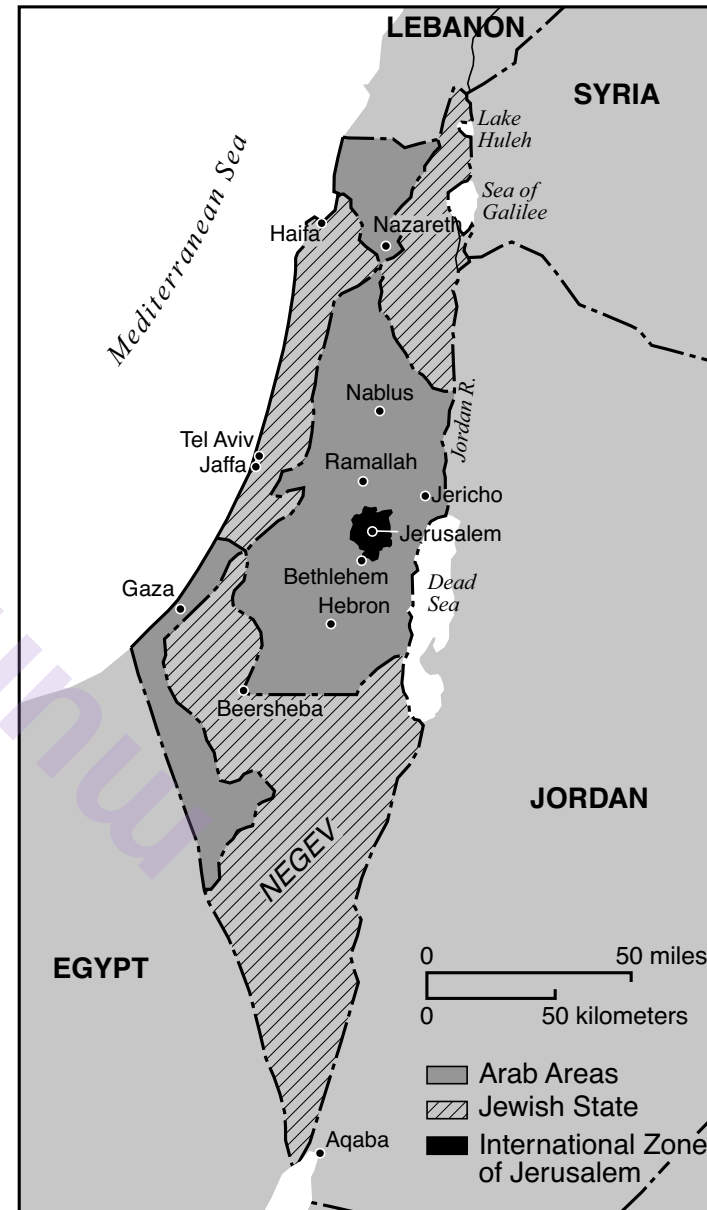
Base your answers to questions 14 and 15 on the maps below and on your knowledge of social studies.

**Palestine (British Mandate), 1920–1948**



Source: Perry-Castañeda Library Map Collection,  
University of Texas at Austin (adapted)

**United Nations' Partition Plan, 1947**



Source: Peter N. Stearns, et al.,  
*World Civilizations: The Global Experience*,  
Pearson Longman, 2005 (adapted)



- 14 What would be the best use for this pair of maps?
- (1) to explain why European powers used the mandate system
  - (2) to examine the relationship between fresh water and Arab settlement patterns
  - (3) to understand a reason used to establish boundaries for partition
  - (4) to illustrate the advantages Palestinian Arabs have over Arabs living in Egypt
- 

- 15 Which situation was a contributing factor in the decision to partition British Palestine as shown on the 1947 map?
- (1) mass migrations following the Holocaust
  - (2) decolonization from French rule
  - (3) capture of the Suez Canal
  - (4) formation of the Warsaw Pact

**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

**Excerpt of a Speech Given by Nehru at the Bandung Conference in 1955**

. . . If all the world were to be divided up between these two big blocs what would be the result? The inevitable result would be war. Therefore every step that takes place in reducing that area in the world which may be called the unaligned area is a dangerous step and leads to war. It reduces that objective, that balance, that outlook which other countries without military might can perhaps exercise. . . .

— George Kahin, ed., *The Asian-African Conference*, Bandung, Indonesia, April 1955  
Cornell University Press, 1956

16 Which historical development led Nehru to promote the policy of unaligned areas?

- (1) expansion of Cold War blocs
- (2) political pressure from his Parliament to pursue isolationism
- (3) partitioning of India and Pakistan at independence
- (4) internal friction between various Indian ethnic groups

17 Which countries would be most likely to agree to adopt the policy Nehru is discussing?

- (1) democracies in Western Europe
- (2) communist nations in Asia
- (3) newly independent Asian and African nations
- (4) satellite countries in Central and Eastern Europe

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Base your answers to questions 18 through 20 on the poster below and on your knowledge of social studies.

Mao's cult of personality also went beyond the badges and the Little Red Book. There were propaganda posters inside homes, classrooms, meeting halls, office buildings, and factories. The line beneath Mao's image says: Wishing Chairman Mao a long life.



Source: International Institute of Social History

18 Which political leader other than Mao Zedong utilized this type of poster?

- (1) Otto Von Bismarck      (3) Joseph Stalin
- (2) Emperor Meiji        (4) Nelson Mandela

19 The design and use of this poster suggests its purpose was to

- (1) advertise advancements in Chinese healthcare
  - (2) build support for China's leader among the people
  - (3) warn the Chinese people about the dangers of capitalism
  - (4) improve the literacy rates of children and adults throughout China
- 

20 Which historical development is most closely associated with this poster?

- (1) establishment of special economic zones
- (2) efforts to confront the opium crisis
- (3) nationalist rebellions against Qing rule
- (4) the Cultural Revolution

Base your answers to questions 21 and 22 on the article below and on your knowledge of social studies.

### **Atatürk's Fashion Police**

Turkey's restrictions on wearing overtly religious-oriented attire are rooted in the founding of the modern, secular Turkish state, when the republic's founding father, Mustafa Kemal Atatürk, introduced a series of clothing regulations designed to keep religious symbolism out of the civil service. The regulations were part of a sweeping series of reforms that altered virtually every aspect of Turkish life—from the civil code to the alphabet to education to social integration of the sexes.

The Western dress code at that time, though, was aimed at men. The fez—the short, conical, red-felt cap that had been in vogue [fashion] in Turkey since the Ottoman Sultan Mahmud II made it part of the official national attire in 1826—was banished. Atatürk himself famously adopted a Panama hat to accent his Western-style gray linen suit, shirt, and tie when he toured the country in the summer of 1925 to sell his new ideas to a deeply conservative population. That autumn, the Hat Law of 1925 was passed, making European-style men's headwear *de rigueur* [fashionable] and punishing fez-wearers with lengthy sentences of imprisonment at hard labor, and even a few hangings. . . .

— Roff Smith, "Why Turkey Lifted Its Ban on the Islamic Headscarf,"  
*National Geographic*, October 12, 2013

21 According to this article by Roff Smith, the goal of Atatürk's reforms was to

- (1) prevent the elimination of the civil service system
- (2) implement a legal system based on religious teachings
- (3) revive Turkey's interest in Ottoman-era customs
- (4) modernize Turkey in the image of European nations

22 The phrases “deeply conservative population,” “lengthy sentences of imprisonment,” and “a few hangings” suggest that

- (1) Atatürk's reforms were eagerly embraced throughout Turkey
- (2) tensions existed between reformers and traditionalists in Turkey
- (3) the policy of westernization was abandoned by the Turkish government
- (4) most Turks preferred punishment to rapid change

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**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

### **The Costs of Soviet Involvement in Afghanistan**

Soviet leaders continue to express frustration over the protracted [drawn out] war in Afghanistan. This was evident at the party congress in February 1986 when General Secretary Gorbachev referred to the war as a “bleeding wound.” Soviet involvement in Afghanistan has led to periodic censure within the United Nations, become a stumbling block to improved Sino-Soviet relations, and complicated Soviet policy toward nations in the nonaligned movement. At home, pockets of social unrest related to Afghanistan, the diversion of energies from pressing economic problems, and dissatisfaction in the political hierarchy over the failure to end the war also probably worry the leadership.

The war has not been a substantial drain on the Soviet economy so far, although the costs of the war have been rising faster than total defense spending. We estimate that from their initial invasion in December 1979 through 1986 the Soviets have spent about 15 billion rubles on the conduct of the war. Of this total, about 3 billion rubles would have been spent over the seven-year period even if the USSR had not occupied Afghanistan. . . .

— “The Costs of Soviet Involvement in Afghanistan,”  
Central Intelligence Agency, February 1987



23 The situation described in this passage was part of which historical development?

- (1) decolonization in Africa
- (2) growth of nationalism in Southeast Asia
- (3) regional conflicts during the Cold War
- (4) rise of the Organization of Petroleum Exporting Countries (OPEC) in the Middle East

24 Which major political event was partially caused by the Soviet war in Afghanistan?

- (1) Soviet occupation of Hungary
- (2) building of the Berlin Wall
- (3) placement of nuclear missiles in Cuba
- (4) collapse of the Soviet Union

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**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . . China is such a powerhouse of low-cost manufacturing that even though the NAFTA accord has given Mexico a leg up with the United States, and even though Mexico is right next door to us, China in 2003 replaced Mexico as the number two exporter to the United States. (Canada remains number one.) Though Mexico still has a strong position in big-ticket exports that are costly to ship, such as cars, auto parts, and refrigerators, China is coming on strong and has already displaced Mexico in areas such as computer parts, electrical components, toys, textiles, sporting goods, and tennis shoes. But what's even worse for Mexico is that China is displacing some Mexican companies in Mexico, where Chinese-made clothing and toys are now showing up on store shelves everywhere. No wonder a Mexican journalist told me about the day he interviewed a Chinese central bank official, who told him something about China's relationship with America that really rattled him: "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf." . . .

— Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-first Century*, Farrar, Straus and Giroux, 2005

25 According to Thomas Friedman, why is it surprising that Mexico is being replaced by China as the number two exporter to the United States?

- (1) Mexico is geographically close to the United States.
- (2) China's relationship with the United States has been damaged.
- (3) Mexico has the world's strongest economy.
- (4) China's industry lacks low-cost manufacturing ability.

26 In the quotation "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf," what does the "wolf" symbolize?

- (1) an economic powerhouse
- (2) an exporting country
- (3) a valuable trade item
- (4) a low-cost manufacturer

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

. . . One of the most important effects on the environment is indirect, and therefore less obvious: Industrial meat production is a key factor behind deforestation of the Amazon and other tropical rain forests. They're being cleared to create fields to grow the feed needed for all those cows, especially corn and soy, which the cows eat instead of the grass they'd munch on if they were grazing in fields as they used to do.

In fact, most of the corn and soy grown today goes to feed cattle, pigs, and chickens, not people. And all that grain requires vast quantities of chemical fertilizer, which in turn takes vast quantities of oil—1.2 gallons to create the fertilizer for every bushel. Finally, cutting down rain forests, which are full of carbon-absorbing trees, further exacerbates [worsens] climate change by reducing the planet's ability to soak up carbon. . . .

— Elisabeth Rosenthal, *New York Times Upfront*, January 18, 2010

27 Which issue is most closely associated with the concerns raised in this passage?

- |                    |                       |
|--------------------|-----------------------|
| (1) drought        | (3) migration         |
| (2) climate change | (4) widespread famine |

28 In which way have many countries joined together to address the problems described in this passage?

- |  |
|--|
| (1) signing international agreements                   |
| (2) supporting the exportation of surplus corn and soy |
| (3) genetically modifying crops to increase production |
| (4) increasing the amount of land under cultivation    |

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Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

## Part II

### SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

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### **Short-Answer CRQ Set 1 Structure**

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

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### **Short-Answer CRQ Set 2 Structure**

- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
- 

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**CRQ Set 1 Directions (29–31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on the following page, and on your knowledge of social studies.

### Document 1

Robert Owen was a businessman and a social activist, who was originally from Wales. He had visionary ideas for improving workers' conditions and local communities.

DEDICATED MOST RESPECTFULLY TO THE BRITISH LEGISLATURE.

THOSE who were engaged in the trade, manufactures, and commerce of this country thirty or forty years ago, formed but a very insignificant portion of the knowledge, wealth, influence, or population of the Empire.

Prior to that period, Britain was essentially agricultural. But, from that time to the present, the home and foreign trade have increased in a manner so rapid and extraordinary as to have raised commerce to an importance, which it never previously attained in any country possessing so much political power and influence. This change has been owing chiefly to the mechanical inventions which introduced the cotton trade into this country, and to the cultivation of the cotton-tree in America. The wants, which this trade created for the various materials requisite [necessary] to forward its multiplied operations, caused an extraordinary demand for almost all the manufactures previously established, and, of course, for human labour. The numerous fanciful and useful fabrics manufactured from cotton soon became objects of desire in Europe and America: and the consequent extension of the British foreign trade was such as to astonish and confound [confuse] the most enlightened statesmen both at home and abroad.

**Passage continued on the next page**

## Passage continued

The immediate effects of this manufacturing phenomenon were a rapid increase of the wealth, industry, population and political influence of the British empire; and by the aid of which it has been enabled to contend for five-and-twenty years against the most formidable military and *immoral* power that the world perhaps ever contained.

These important results, however, great as they really are, have not been obtained without accompanying evils of such a magnitude as to raise a doubt whether the latter do not preponderate [dominate] over the former. . . .

Source: Robert Owen, *Observations on the Effect of the Manufacturing System: With Hints for the Improvement of Those Parts of it Which are Most Injurious to Health and Morals*, (Second Edition), R. and A. Taylor, 1817 (adapted)

- 29 Explain the historical circumstances that led to the developments occurring in Great Britain as described in this excerpt. [1]

Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

## Document 2

This excerpt is taken from John Fielden's, *The Curse of the Factory System*. This work was originally published in London in 1836. John Fielden was a Lancashire textile owner who was deeply committed to the cause of social reform. He discusses the problems faced by businessmen like himself, who were trying to make a profit and protect their workers at the same time.

... Here, then, is the "curse" of our factory-system: as improvements in machinery have gone on, the "avarice [self-interest] of masters" has prompted many to exact more labour from their hands than they were fitted by nature to perform, and those who have wished for the hours of labour to be less for all ages than the legislature would even yet sanction [approve], have had no alternative but to conform more or less to the prevailing practice, or abandon the trade altogether. This has been the case with regard to myself and my partners. We had never worked more than *seventy-one* hours a week before Sir JOHN HOBHOUSE'S Act was passed. We then came down to *sixty-nine*; and, since Lord ALTHORP'S Act was passed, in 1833, we have reduced the time of adults to *sixty-seven and a half hours* a week, and that of children under thirteen years of age to *forty-eight* hours in the week, though to do this latter, has, I must admit, subjected us to much inconvenience, but the elder hands to more, inasmuch as the relief given to the child is in some measure imposed on the adult. But the overworking does not apply to children only; the adults are also overworked. The increased speed given to machinery within the last thirty years, has, in very many instances, doubled the labour of both. Mr. Longston's evidence before Mr. SADLER'S Committee establishes this fact beyond dispute, and my own knowledge of the subject requires that I should confirm, as I do, the truth of his statement. . . .

Source: John Fielden, *The Curse of the Factory System*, Second Edition, Augustus M. Kelley Publishers, 1969



- 30 Based on this excerpt, identify John Fielden's point of view concerning the factory system's impact on laborers. [1]

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Score

**GO RIGHT ON TO THE NEXT PAGE ➡**

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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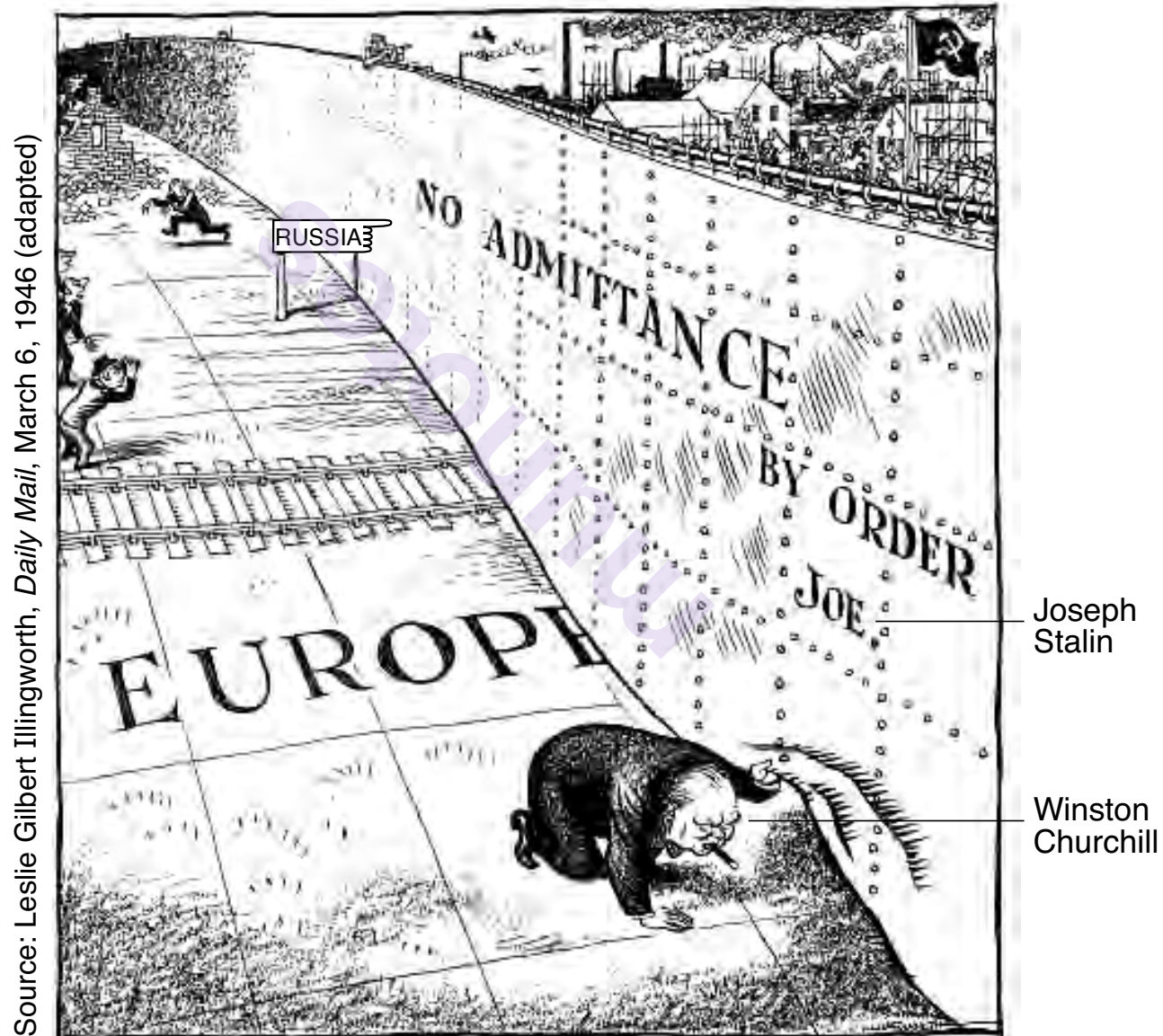
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**CRQ Set 2 Directions (32–34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

**Peep Under the Iron Curtain**



**Geographic Context**—refers to where this historical development/event is taking place and why it is taking place there.

32 Explain the geographic context for the historical development/event shown in this 1946 cartoon. [1]

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Score

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Base your answer to question 33 on Document 2 below and on the following page, and on your knowledge of social studies.

## Document 2

United States President George H. W. Bush and Russian President Boris Yeltsin met at Camp David at a United States–Russian Summit. They issued a Joint Declaration on February 1, 1992.

At the conclusion of this meeting between an American President and the President of a new and democratic Russia, we, the leaders of two great peoples and nations, are agreed that a number of principles should guide relations between Russia and America.

1. Russia and the United States do not regard each other as potential adversaries. From now on the relationship will be characterized by friendship and partnership founded on mutual trust and respect and a common commitment to democracy and economic freedom.
2. We will work to remove any remnants of cold war hostility, including taking steps to reduce our strategic arsenals.
3. We will do all we can to promote a mutual well-being of our peoples and to expand as widely as possible the ties that now bind our peoples. Openness and tolerance should be the hallmark of relations between our peoples and governments.
4. We will actively promote free trade, investment and economic cooperation between our two countries.
5. We will make every effort to support the promotion of our shared values for democracy, the rule of law, respect for human rights, including minority rights, respect for borders and peaceful change around the globe.

**Passage continued on the next page**

## Passage continued

6. We will work actively together to:

- Prevent the proliferation of weapons of mass destruction and associated technology, and curb the spread of advanced conventional arms on the basis of principles to be agreed upon.
- Settle regional conflicts peacefully.
- Counter terrorism, halt drug trafficking and forestall [prevent] environmental degradation.

In adopting these principles, the United States and Russia today launch a new era in our relationship. In this new era, we seek a peace, an enduring peace that rests on lasting common values. This can be an era of peace and friendship that offers hope not only to our peoples, but to the peoples of the world. . . .

Source: “Joint Declaration,” U.S.–Russian Summit, Camp David, February 1, 1992  
Berlin Information Center for Transatlantic Security online

33 Based on this document, explain the purpose of this joint declaration by United States President George H. W. Bush and Russian President Boris Yeltsin. [1]

Score

**Turning point**—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

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34a Score

34b Score



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**GO RIGHT ON TO THE NEXT PAGE ➡**

### Part III

#### (Question 35)

#### ENDURING ISSUES ESSAY

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. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

## Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

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

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Define**—means to explain features of a thing or concept so that it can be understood.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.

## Document 1

This excerpt is from the United Nations Press Release of UN Secretary-General Ban Ki-moon's message on the International Day for Preventing Exploitation of the Environment in War and Armed Conflict commemorated on November 6, 2012.

...We must also acknowledge that durable peace and post-conflict development depend on environmental protection and good governance of natural resources. There can be no peace if the resource base that people depend on for sustenance and income is damaged or destroyed—or if illegal exploitation finances or causes conflict.

Since 1990, at least 18 violent conflicts have been fuelled by the exploitation of natural resources such as timber, minerals, oil and gas. Sometimes this is caused by environmental damage and the marginalization [making powerless] of local populations who fail to benefit economically from natural resource exploitation. More often it is caused by greed. . . .

To date, six United Nations peacekeeping missions have been mandated to support the host country's ability to re-establish control over its resource base and stop illicit [unlawful] extraction by armed groups. However, we need a greater international focus on the role of natural resource management in conflict prevention, peacekeeping and peacebuilding. . . .

Source: UN Press Release, SG/SM/14615-OBV/1156, November 1, 2012  
United Nations online

## Document 2

Muslin was a type of handwoven cotton fabric fit for emperors produced in Dacca (Dhaka), a part of India before the arrival of Europeans. Muslin today is a lightweight inexpensive machine-made cotton fabric.

...Dhaka's Muslin was felled [demolished] by colonialism's potent mix of the Industrial Revolution and the Maxim gun. Before that fall, though, there was another rise. Europeans came to India at the beginning of the 16th century and were astonished not only at the quality and volume of its cotton textiles, but also by its extensive, far-flung trade. Soon Indian cotton textiles were exported more than ever to Europe, in exponentially increasing volumes, with Bengal taking the lion's share. Fortunes were made. As the economist K. N. Chaudhuri noted, from the earliest times "exports from eastern India . . . were a perennial [endless] source of prosperity to merchants of every nation." . . .

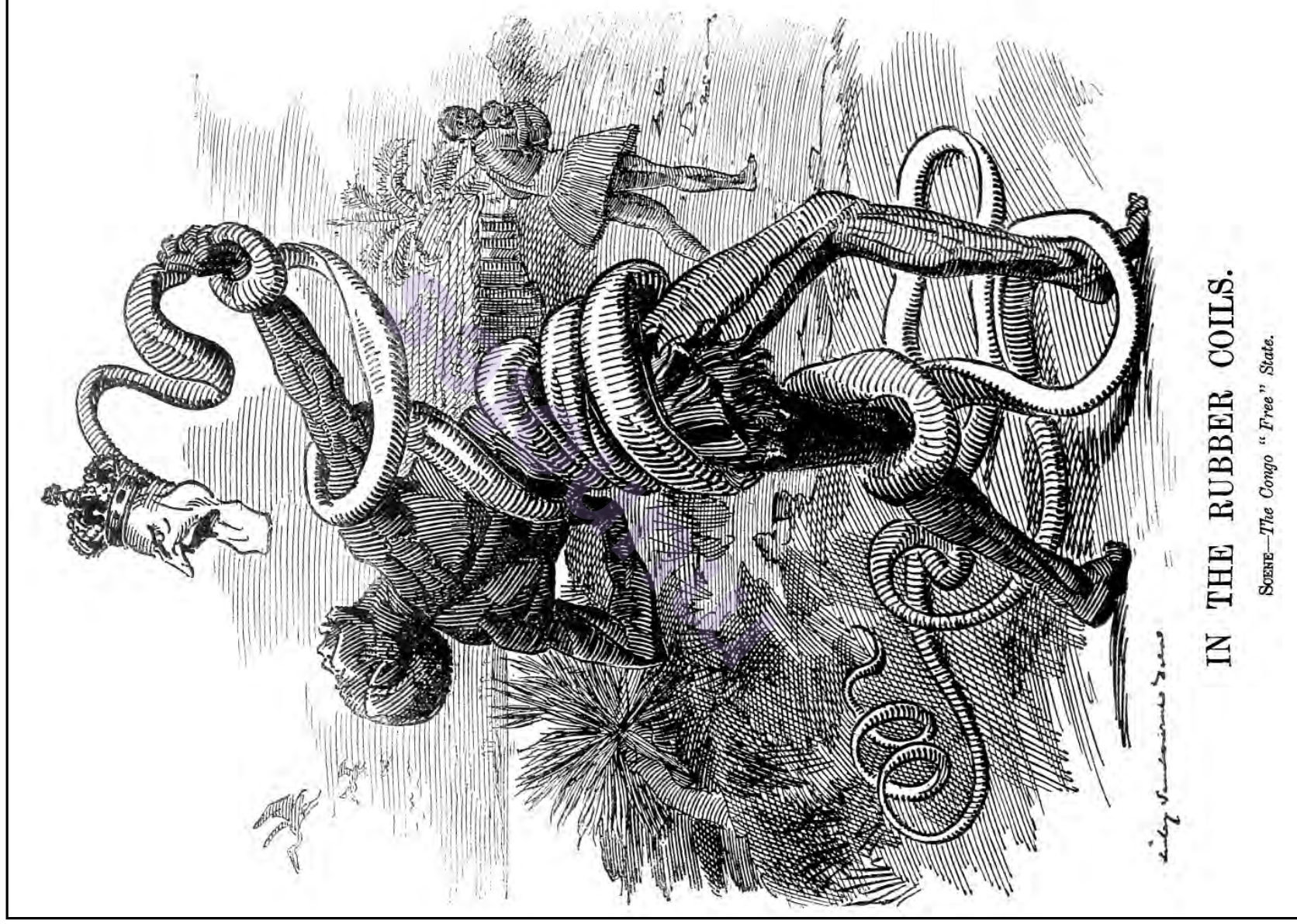
But muslin's days were numbered. The British colonial apparatus, whether in the form of the East India Company or as direct rule by the Crown, was a vast extractive machine. So too had been the Mughal state, which had herded the weavers into designated workshops called *kothis* to labor in harsh, even punitive, conditions. But compared to the pitiless operations of the British, the Mughals were models of mercy. On one side, both Company and Crown squeezed the farmers and the weavers until nothing was left, then squeezed some more. On the other, a factory-produced, mass-product "muslin" rolled off the newly invented power looms in Lancashire cotton mills. Aided by a raft [large number] of tariffs, duties and taxes, British cotton textiles flooded not only the European markets, but the Indian ones as well, bringing Bengal's handloom cotton industry, and muslin, to its knees. . . .

Source: Khademul Islam, "Our Story of Dhaka Muslin," *AramcoWorld*, May/June 2016



## Document 3

This 1906 cartoon depicting King Leopold II of Belgium as a snake appeared in the British magazine, *Punch*.



Source: Linley Sambourne, *Punch*, November 28, 1906

## Document 4

This is an excerpt from a case study lesson on the timber conflict in Cambodia.

The civil war from 1970 to 1975, the Khmer Rouge regime from 1975 to 1979, and the Cambodia-Vietnam War from 1978 to 1979 virtually destroyed Cambodia's economy. Although rice is Cambodia's most important crop and a staple of the Khmer diet, by 1974, under wartime conditions, rice had to be imported, and production of Cambodia's most profitable export crop, rubber, fell off sharply. Between 1976 and 1978, hundreds of thousands of people died from malnutrition, overwork, and mistreated or misdiagnosed diseases. . . .

Both sides in the Cambodian civil war, the Government and the Khmer Rouge, used timber to fund their war efforts. Global Witness estimated the value of the Thai-Cambodian cross-border timber trade to the Khmer Rouge was approximately \$10-\$20 million per month in 1995. Conflict over timber resources has led to mass torture, exploitation, and forced displacement in Cambodia. In addition, timber exploitation has wreaked havoc on the environment and local economies. Extensive deforestation has had severe repercussions for indigenous populations, exacerbating [aggravating] the grievances which lead to rebellion and conflict. . . .

Source: Timber Conflict Case Study: Cambodia, Global Witness: "Summary of the Cambodia Campaign: The Forestry Reform Process"

## **Document 5**

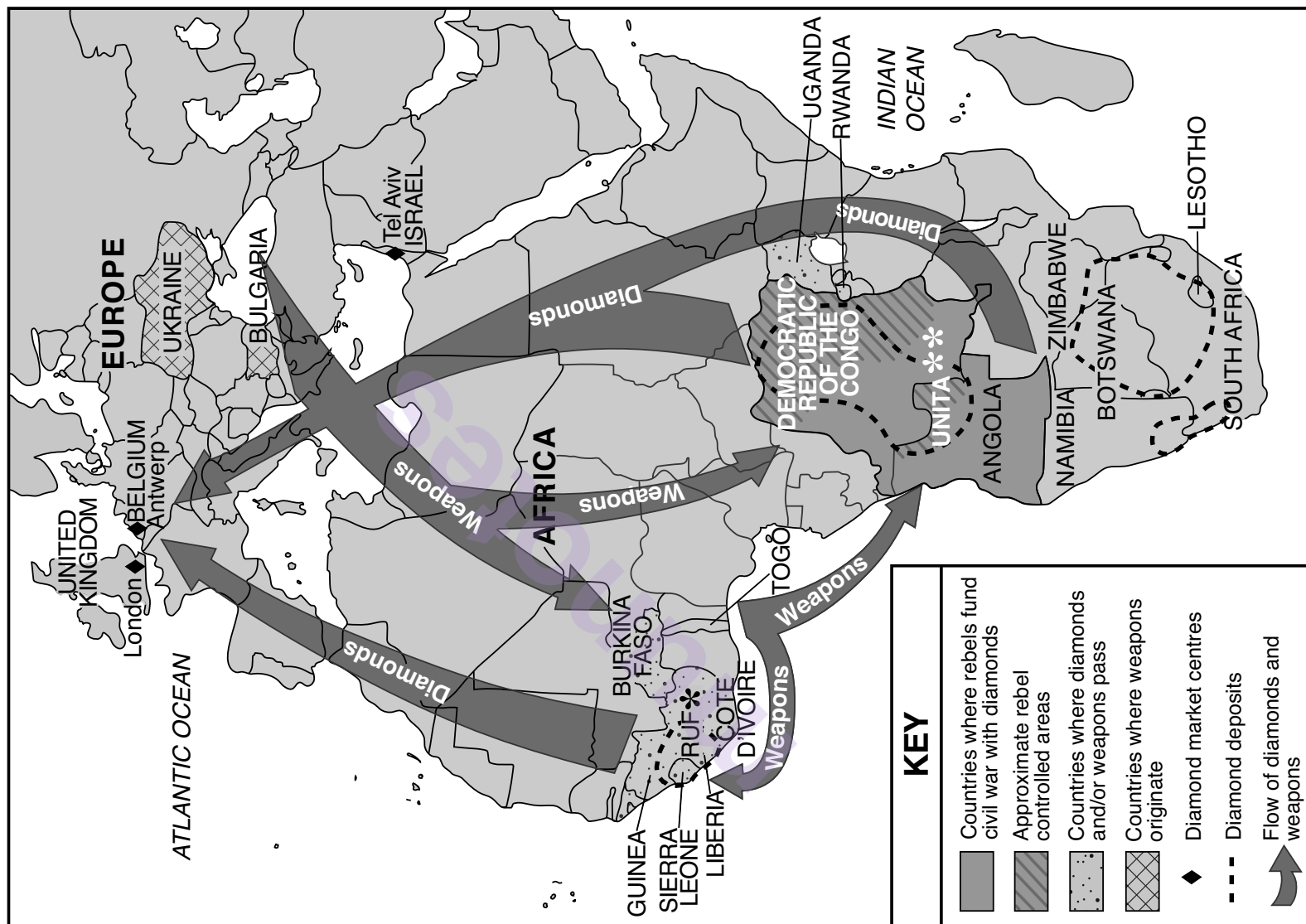
Blood diamond, also called conflict diamond as defined by the United Nations (UN), is any diamond that is mined in areas controlled by forces opposed to the legitimate, internationally recognized government of a country and that is sold to fund military action against that government.

**Document 5 continued on the next page**

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## Diamonds for Weapons Trade – near the end of the 20<sup>th</sup> century



\*RUF, Revolutionary United Front is a guerilla unit whose actions led to civil war in Sierra Leone.

\*\*UNITA, National Union for Total Independence of Angola was a political party that saw itself as part of a guerilla movement fighting for independence from Portugal. It fought in the Angola civil war once independence was achieved.

Source: "Blood Diamond," Encyclopaedia Britannica, November 28, 2016 (adapted)

## OPTIONAL PLANNING PAGE

### Enduring Issues Essay

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: \_\_\_\_\_

**Planning Page continued on the next page**

## Planning Page continued

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least <b>three</b></i> documents?			
Which documents support this issue?		1   2   3   4   5	
Which documents can be used to develop the definition for this issue?		1   2   3   4   5	
Has this issue significantly affected people or been affected by people?			
In which document or documents do you see this?		1   2   3   4   5	
Has this issue endured across time or changed over time?			
In which document or documents do you see this?		1   2   3   4   5	

Refer back to page 43 to review the task.

Write your essay on the lined pages in the essay booklet.

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