

Unit 10.7- Independence Movements in India and Indochina

Base your answers to questions _ and _ 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.” . . .

Source: The Manchester Guardian, April 7, 1930

Question

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

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 _ and _ on the passage below and on your knowledge of social studies.

For a fortnight Gandhi’s march is intended to be only a demonstration. Then, when he expects to be at the sea, he will begin to produce salt from brine [salt water], and so infringe [violate] the Government salt monopoly, defying the Government to arrest and punish him. At the same time his supporters everywhere have been incited by him to refuse to pay local taxes.

Source: Gandhi’s March to the Sea, *The Guardian*, 1930

Question

The actions taken by Gandhi reflect his commitment to which policy?

- (1) collectivization
- (2) religious intolerance
- (3) civil disobedience
- (4) censorship

The actions of Gandhi and his supporters, as described in this passage, helped lead to the

- (1) banning of Western books and music
- (2) removal of British control from the subcontinent
- (3) development of an economic alliance for South Asian nations
- (4) peaceful partitioning of British India into India and Pakistan

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Stimulus and Question

In his book *Indian Home Rule*, Gandhi asked the question, “Why do you want to drive away the English?” He replied with the following statement:

. . . “Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . .”

Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted) from the NYS Global History and Geography Regents Exam, June 2004.

Based on this excerpt, which statement best describes the author’s point of view?

- (1) The benefits of British rule outweigh the costs for India.
- (2) British rule has hurt India and prevented its people from establishing their own economy and government.
- (3) The British military is too powerful.
- (4) India and Pakistan should remain one country after the British are driven out.

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Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted) from the NYS Global History and Geography Regents Exam, June 2004.

A historian would find this excerpt most useful for

- (1) Examining the effects of Belgian rule in the Congo
- (2) Exploring the points of view of Muslims concerning British rule in India
- (3) Understanding the views of Indian nationalists
- (4) Examining the economic benefits of imperialism for British citizens

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Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted) from the NYS Global History and Geography Regents Exam, June 2004.

Which event was an effect of the ideas expressed in this excerpt and the actions taken by Gandhi?

- (1) Independence for India and Pakistan
- (2) Amritsar Massacre
- (3) Sepoy Rebellion
- (4) Establishment of the British Raj in India

Base your answers to questions 13, 14, and 15 on the passage below and on your knowledge of social studies.

"I believe that the civilization India has evolved is not to be beaten in the world. Nothing can equal the seeds sown by our ancestors. Rome went, Greece shared the same fate; the might of the Pharaohs was broken; Japan has become Westernized; of China nothing can be said; but India is still, somehow or other, sound. . . . What we have tested and found true on the anvil of experience, we dare not change."

— Mohandas Gandhi from the book *Indian Home Rule*, first published in 1938

Source Type: Text-based, monograph

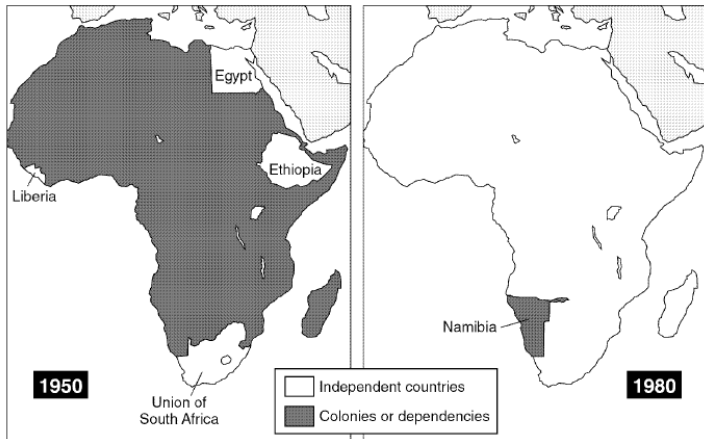
Question
13. Based on this quote which statement best describes the author's point of view? (1) India's civilization is strong and has endured while others have fallen. (2) Rome and Greece had the most advanced ancient civilizations. (3) Modern societies have little to learn from ancient societies. (4) All ancient civilizations have collapsed.
14. In this quote Gandhi expresses (1) militarism (2) nationalism (3) Hinduism (4) totalitarianism
15. Which event most likely led Gandhi to write the book this quote comes from? (1) World War II (2) Berlin Conference (3) Treaty of Nanjing (4) British rule of India

Unit 10.7- African Independence and Nationalist Movements

Stimulus and Question

94. Base your answer to the following question on the maps below and on your knowledge of social studies.

Independent Africa, 1950-1980



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman & Co., 1984 (adapted) from NYS Global History and Geography Regents Exam.

Which claim is best supported by the evidence included in these maps?

- (1) Egypt and Ethiopia are no longer part of Africa.
- (2) By 1980, most African countries had become independent.
- (3) By 1950, most of Africa was controlled by Russia or the United States.
- (4) The Union of South Africa was renamed Namibia.

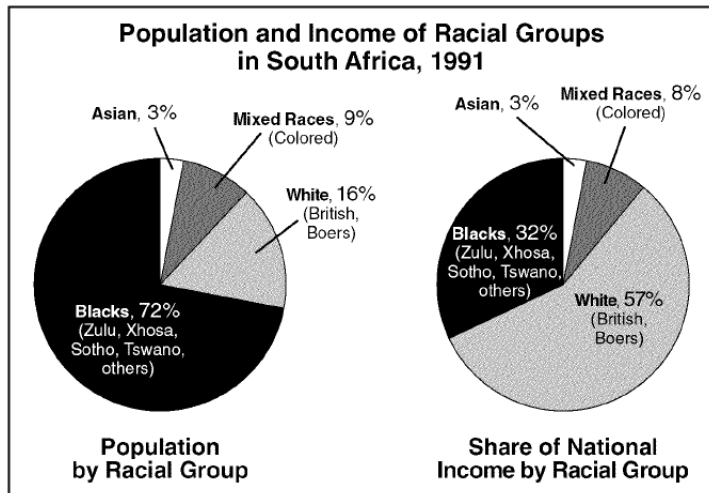
Which individuals took actions that contributed to the changes depicted in these maps from 1950 to 1980?

- (1) Mao Zedong and Deng Xiaoping
- (2) Mohandas Gandhi and Jawaharlal Nehru
- (3) Kwame Nkrumah and Jomo Kenyatta
- (4) Cecil Rhodes and King Leopold III

Unit 10.7- Apartheid South Africa

Stimulus and Question

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



Source: Killoran, Zimmer, and Jarrett, *The Key to Understanding Global History*, Jarrett Publishing Co.

Which claim about 1991 is best supported by the evidence in these charts?

- (1) the Boers outnumbered the British in South Africa
- (2) the black population has decreased due to emigration
- (3) Asians controlled a greater proportion of income in comparison to their population
- (4) whites controlled the largest amount of income

What policy most likely influenced the circumstances depicted by these charts?

- (1) Apartheid
- (2) Pan-Africanism
- (3) Communism
- (4) Zionism

Which of the following individuals took action to address the issues depicted in these charts?

- (1) Jomo Kenyatta
- (2) Nelson Mandela
- (3) Mao Zedong
- (4) Cecil Rhodes

Base your answers to questions _ through _ on the passage below and on your knowledge of social studies.

The genius of apartheid was convincing people who were the overwhelming majority to turn on each other. Apart hate, is what it was. You separate people into groups and make them hate one another so you can run them all. At the time, black South Africans outnumbered white South Africans nearly five to one, yet we were divided into different tribes with different languages: Zulu, Xhosa, Tswana, Sotho, Venda, Ndebele, Tsonga, Pedi, and more. Long before apartheid existed these tribal factions clashed and warred with one another. Then white rule used that animosity [hatred] to divide and conquer. All nonwhites were systematically classified into various groups and subgroups. Then these groups were given differing levels of rights and privileges in order to keep them at odds....

Source: Trevor Noah, *Born a Crime: Stories from a South African Childhood*, Spiegel & Grau, 2016

According to this author, how did the minority white population maintain control over the majority black population in South Africa?

- (1) through military conscription of black South Africans
- (2) through divide and conquer techniques that kept tribes at odds
- (3) by enforcing the use of tribal languages so that tribes could not communicate
- (4) by allowing democracy within localized areas in the black South African community

Since the end of apartheid, which problem continues to exist in South Africa?

- (1) inability of nonwhites to vote in elections
- (2) restricting educational instruction to Afrikaans
- (3) monopolizing of political power by white South Africans
- (4) persistence of segregation as a result of economic inequalities

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



“Let me see your pass.”

Source: From the New York State Global History and Geography Regents Exam, June 2002.

Source Type: Visual-based, photograph

16. Where and when was this photograph most likely taken?

- (1) England, 1800
- (2) China, 1820
- (3) East Germany, 1991
- (4) South Africa, 1950

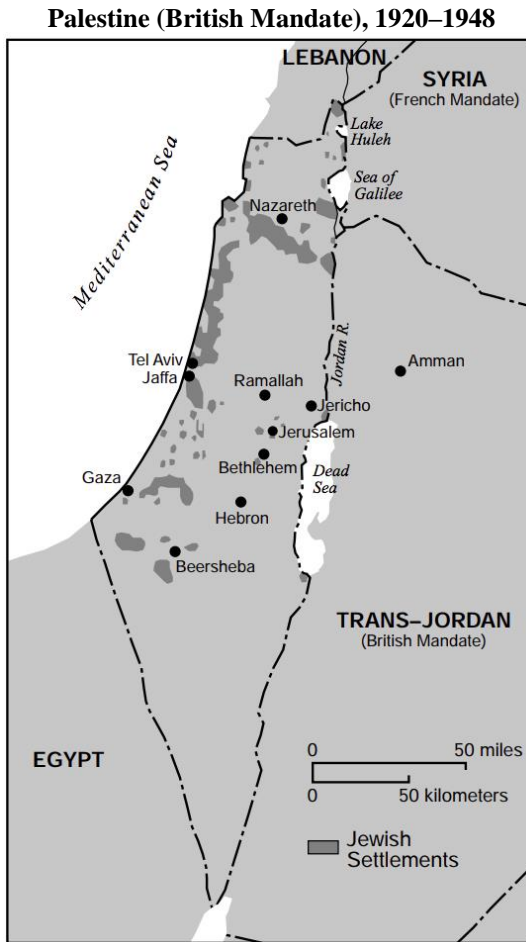
17. The situation in this photograph was a result of the effects of

- (1) Industrialization
- (2) Imperialism
- (3) Communism
- (4) Globalization

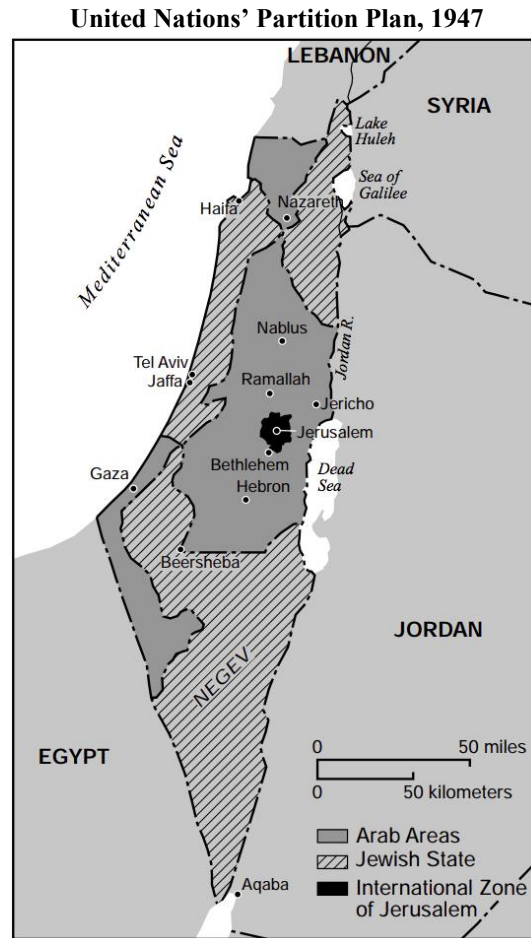
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Unit 10.7- Nationalism in the Middle East

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



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



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

Question

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

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

Stimulus and Question

Base your answers to questions _ and _ on the quotation below and on your knowledge of social studies.

". . .The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the reestablishment of the Jewish state, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations. . ."

- David Ben-Gurion, May 1948

This statement is referring to the establishment of which nation?

- (1) Jordan
- (2) Poland
- (3) Israel
- (4) Ethiopia

Base your answers to questions _ and _ on the quotation below and on your knowledge of social studies.

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- David Ben-Gurion, May 1948

Based on this quote, which statement best describes the author's point of view?

- (1) Jewish equality can be achieved without the establishment of Jewish country.
- (2) The establishment of a Jewish nation led to the Nazi Holocaust.
- (3) The German government should pay for the establishment of a Jewish state.
- (4) Jewish people will be more safe and secure if they establish their own nation.

Base your answers to questions _ and _ on the quotation below and on your knowledge of social studies.

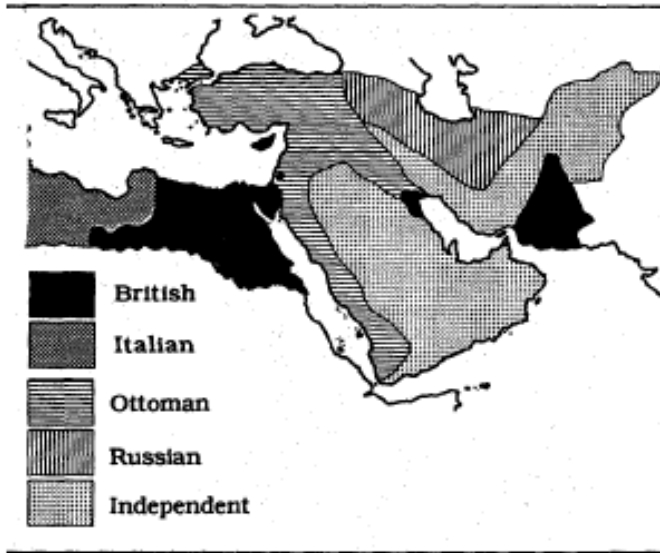
". . .The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the reestablishment of the Jewish state, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations. . ."

- David Ben-Gurion, May 1948

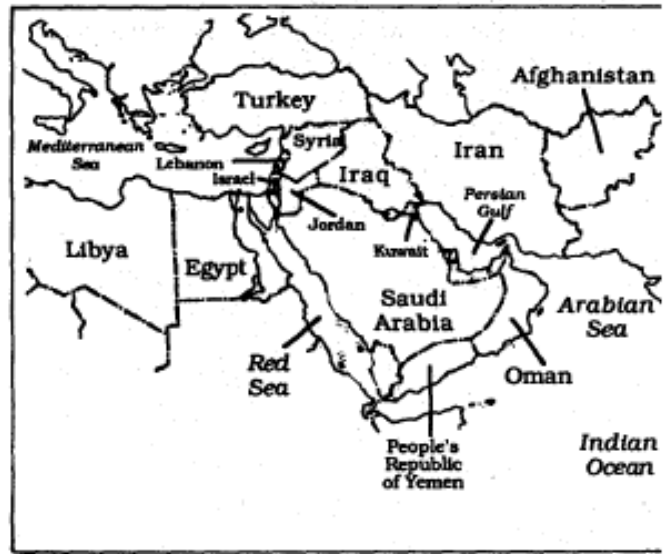
Which of the following was a result of the ideas expressed in this quote?

- (1) Conflicts over land in the Middle East
- (2) End of World War II
- (3) The Cold War
- (4) Fall of the Berlin Wall

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



**Middle East
1910's**



**Middle East
1980's**

Source Type: Map

Question

14. The political boundaries shown on the map of the Middle East in the 1910s were the result of

- (1) imperialism
- (2) World War II
- (3) self determination
- (4) Bolshevism

15. The changes in political boundaries shown on the maps occurred mainly because of

- (1) population growth
- (2) nationalism
- (3) economic development
- (4) communism

Unit 10.7- Nationalism in China, Communist Revolution, and Deng Xiaoping

Base your answers to questions _ and _ on the cartoon 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

Question

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

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

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

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 _ and _ on the passage below and on your knowledge of social studies.

...History shows that wars are divided into two kinds, just and unjust. All wars that are progressive [reformist] are just, and all wars that impede [obstruct] progress are unjust. We Communists oppose all unjust wars that impede progress, but we do not oppose progressive just wars. Not only do we Communists not oppose just wars, we actively participate in them. As for unjust wars, World War I is an instance in which both sides fought for imperialist interests; therefore the Communists of the whole world firmly opposed that war. The way to oppose a war of this kind is to do everything possible to prevent it before it breaks out and, once it breaks out, to oppose war with war, to oppose unjust war with just war, whenever possible....

Source: Mao Zedong, *Quotations from Chairman Mao Tse-Tung*, Foreign Languages Press, Peking, 1966

Based on this passage, what does Mao believe about war from the communist perspective?

- (1) Wars are inevitable regardless of the society.
- (2) Wars can be just or unjust depending on their purpose.
- (3) Wars have a purpose in all societies because of a constant need for change.
- (4) Wars should be permitted when a government needs to obstruct progress.

Based on this passage, what does Mao believe about World War I?

- (1) The philosophical beliefs of the competing countries challenged traditional ideals.
- (2) The potential political gains of European nations benefited China.
- (3) The countries in the war were involved for their individual economic benefits.
- (4) The possible military losses made it too risky for the Communist Party to intervene.

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Base your answers to questions ____, ____, and __ on the passage below and on your knowledge of social studies.

When I was young, the Chairman promised us all food. He promised that we would never go hungry again or be without work; my family was led to a village where we became members of a production team. We worked hard, long hours but we were fed every day. The commune prospered at first, but soon people did not meet their quotas and we did not increase our production. We all received the same amount of rice; it didn't matter how much work we did. With the new Chairman, things are different in our village. The government has given us plots of land to work as our own, though I still put in time as a commune worker. We can now keep the amount we produce above the quota set by the government. This has made most of us work harder and the government quotas are being met for the first time.

—Conversations with a Farmworker (1986)

313. Under the Chairman mentioned in the first paragraph, which economic idea was introduced to increase production?

- (1) scarcity
- (2) tax reform
- (3) capitalism
- (4) collectivism

According to the first paragraph, which is most likely the reason agricultural production quotas were not met?

- (1) The workers felt threatened by the government.
- (2) The workers had little to gain by working hard.
- (3) The workers were hungry and could not work.
- (4) The workers were young and inexperienced.

315. The Chairman mentioned in the first paragraph was most likely

- (1) Fidel Castro
- (2) Gamal Abdel Nasser
- (3) Mohandas Gandhi
- (4) Mao Zedong

4.2.4

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

The following cartoon was drawn by Dan Wasserman, an American political cartoonist and was published in the Boston Globe in 1992.



Which statement best describes the author's point of view in this 1992 cartoon?

- (1) China's government opposes free-trade agreements with Western nations.
- (2) Deng Xiaoping personally opposed the introduction of capitalism to China.
- (3) The Chinese Government is more interested in improving trade than in respecting human rights.
- (4) China's economic system is meeting the needs of its people.

A historian would find this document most useful for

- (1) Examining the effects of Deng Xiaoping's economic policies.
- (2) Understanding how some Americans viewed Chinese policies in the 1990s.
- (3) Evaluating the effects of Mao Zedong's Cultural Revolution.
- (4) Understanding the points of view of young Chinese citizens in the 1990s.

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



Source Type: Political Cartoon

Question
16. Which global issue is addressed in this cartoon? (1) human rights (2) environmental pollution (3) ethnic strife (4) Cold War tensions
17. The point of view of the author of this cartoon is that Deng Xiaoping will be remembered most for the (1) destruction of Western art (2) bloodshed in Tiananmen Square (3) preservation of Chinese historical sites (4) adoption of a capitalist economy

Unit 10.8- Turkey and Atatürk

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 Westernstyle 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. . . .

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

Question

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

Unit 10.8- Iranian Revolution

Base your answers to questions _ and _ on the cartoon below and on your knowledge of social studies.



*Image to be replaced with higher quality version when digital version of exam is released.

Source: Kevin Kallauger, *The Economist*, February 14, 2004 (adapted)

Question

Which leader's political legacy most directly influenced the situation shown in this 2004 cartoon?

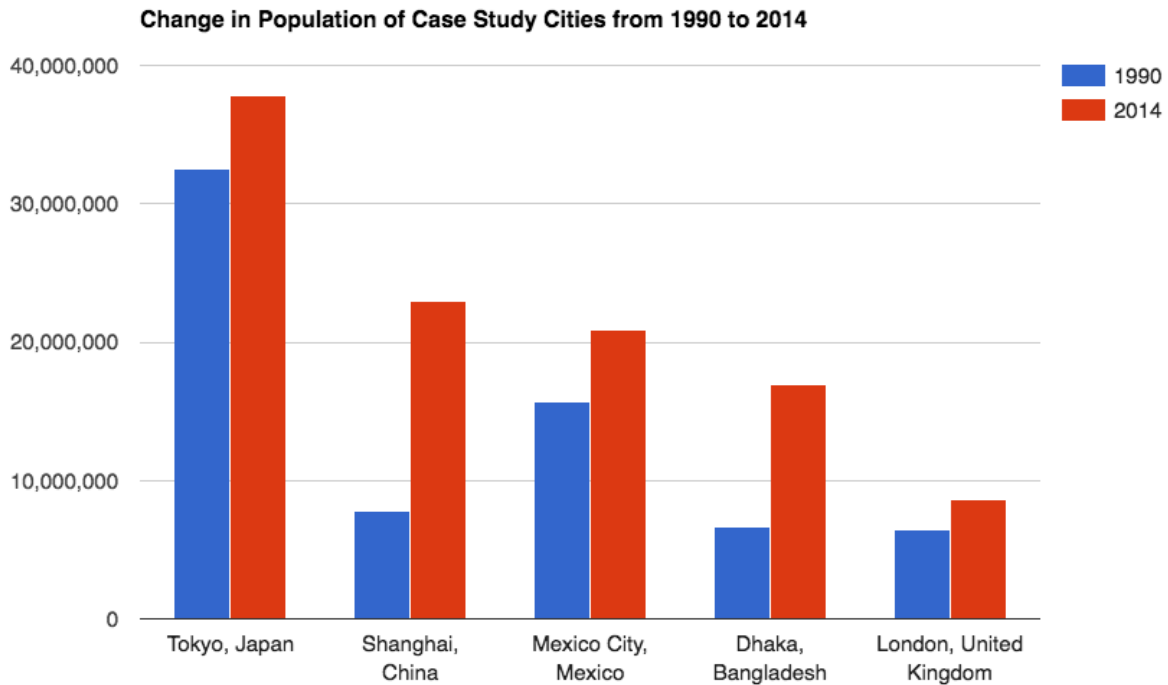
- (1) Ayatollah Khomeini
- (2) Slobodan Milošević
- (3) Augusto Pinochet
- (4) Kemal Atatürk

What is the main idea of this 2004 cartoon?

- (1) Iran continues to build its modern infrastructure.
- (2) Iran is experiencing tensions between tradition and modernity.
- (3) Extensive ballot choices have weakened democracy in Iran.
- (4) Theocracy is the best form of government for Iran to adopt.

Unit 10.8- Urbanization

Base your answers to questions __, __, and __ on the chart below and on your knowledge of social studies.



*Population data for London is from 1991 and 2015.

Source Type: Primary Text

Question
<p>Identify a central cause for the historical development depicted in the chart.</p> <ol style="list-style-type: none"> (1) Employment opportunities (2) Disease (3) Natural disaster (4) Government programs
<p>Which was most likely an effect of the changes depicted in the chart?</p> <ol style="list-style-type: none"> (1) Increase in rural workers (2) Increased pollution in urban centers (3) Decrease in the influence of Eastern European countries (4) Migration from Japan to Bangladesh
<p>Which of the following issues is most clearly depicted in the chart?</p> <ol style="list-style-type: none"> (1) Militarism (2) Urbanization (3) Nationalism (4) Socialism

Unit 10.9- Innovation in Communications Technology

Base your answers to questions 18 and 19 on the chart below and on your knowledge of social studies.

Internet Usage		
Heavy Use		
Canada	United States	Iceland
Norway	Sweden	Finland
Medium Use		
Chile	Argentina	Costa Rica
Britain	France	Ireland
Denmark	Netherlands	Belgium
Little Use		
Mexico	Nicaragua	Panama
Colombia	Ecuador	Venezuela
Peru	Brazil	Puerto Rico
Jamaica	Senegal	Guinea
Algeria	Egypt	Turkey
Cyprus	Saudi Arabia	Kuwait

Source: NYS Global History and Geography Regents Exam, June 2000.

Source Type: Chart

Question
18. Which conclusion about Internet usage can be drawn from this chart? (1) Developing nations have easier access to the Internet than developed nations do. (2) A high standard of living in a nation is linked to high Internet usage. (3) Internet usage limits international cooperation. (4) Eastern Hemisphere nations use Internet connections more than Western Hemisphere nations do.
19. Which of the following is most likely true since this chart was published? (1) Accessibility to the internet has been limited by governments who were listed under "heavy use." (2) The number of websites on the internet has remained the same. (3) Internet usage and availability has increased in most of the nations listed on the chart. (4) Internet usage in developing countries has surpassed developed nations.

Unit 10.9- Globalization

Base your answers to questions _ and _ 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." . .

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

Question

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

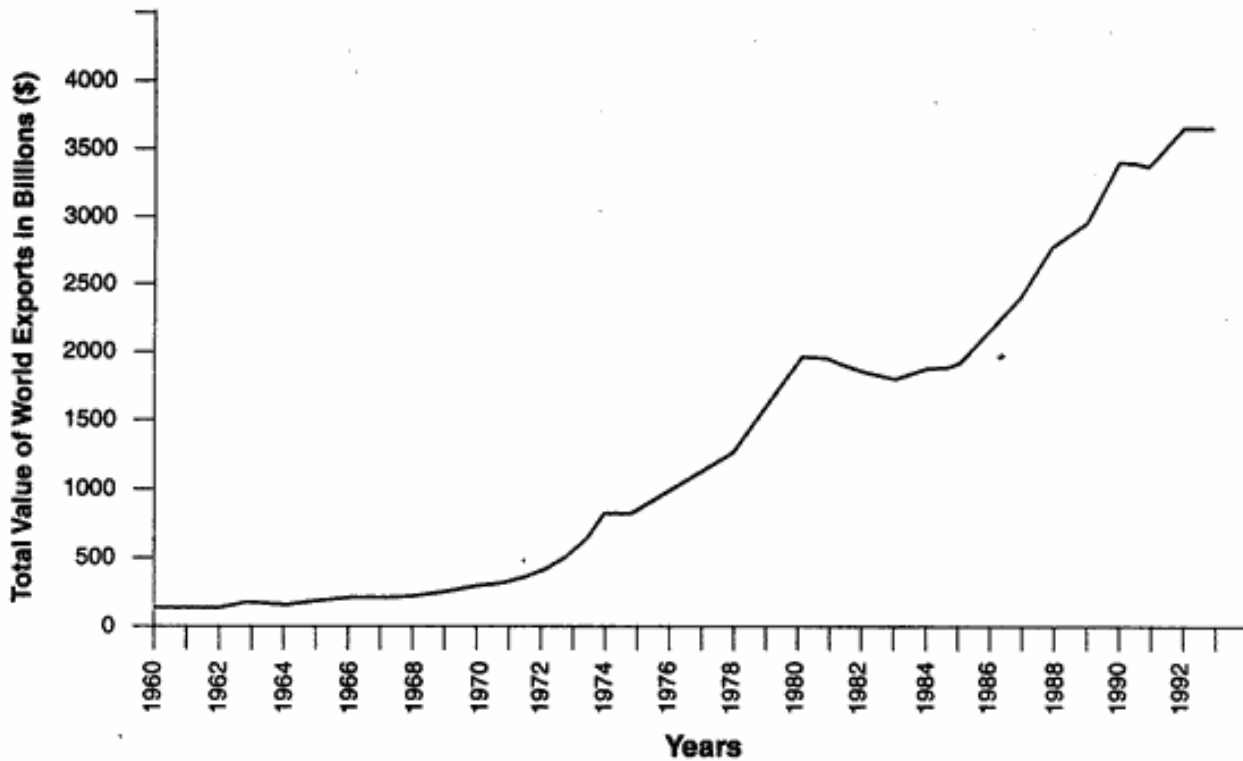
- (1) Mexico is geographically close to the United States.
- (2) China's relationship with the United States has been damaged.
- (3) Mexico has the world's strongest economy.
- (4) China's industry lacks low-cost manufacturing ability.

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 20 and 21 on the graph below and on your knowledge of social studies.

Moving Goods: Expansion of Global Trade, 1960–1993

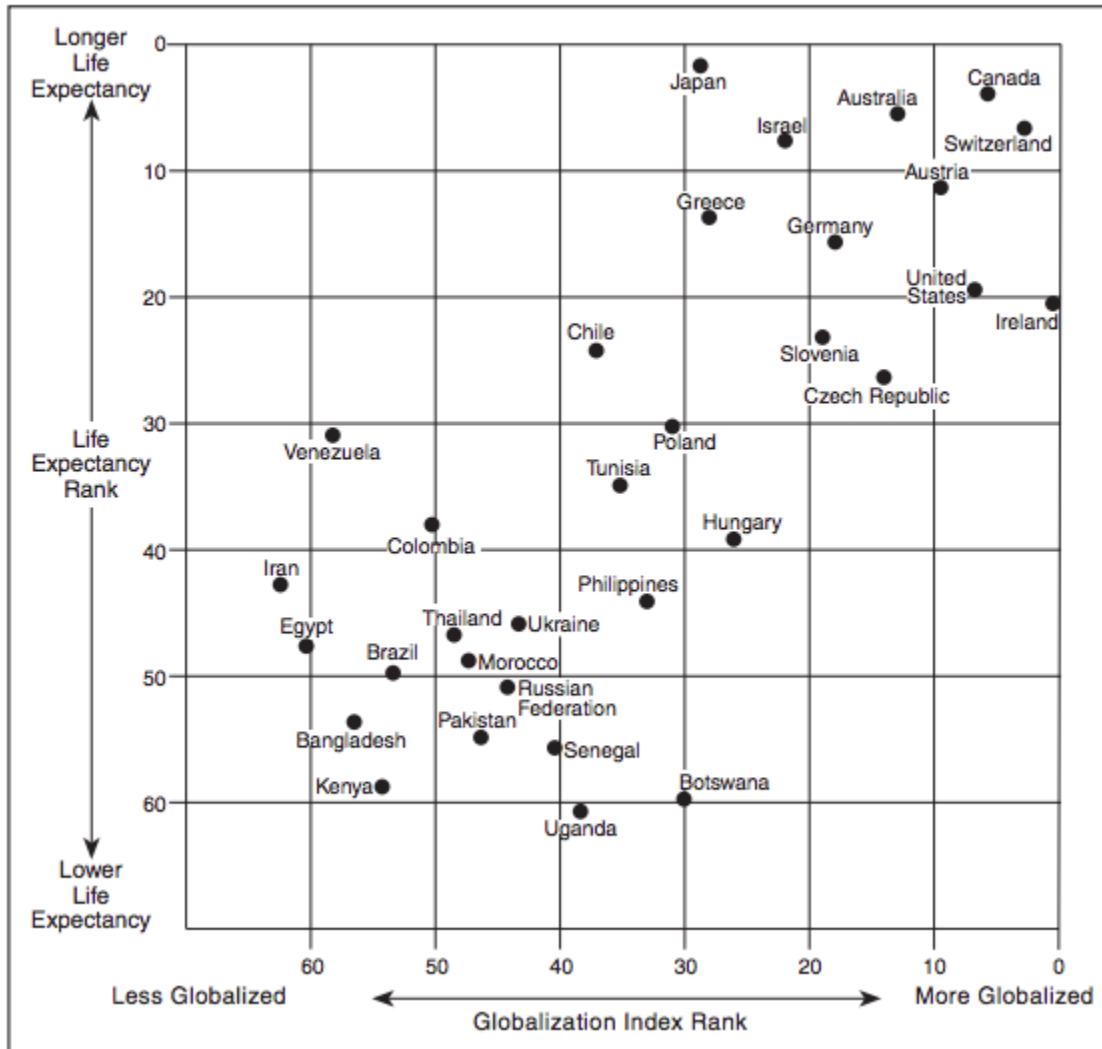


Source Type: Graph

Question
20. What is a major reason for the trend illustrated by the graph? (1) the fall of communist governments in Eastern Europe (2) the formation of oil cartels, such as the Organization of Petroleum Exporting Countries (OPEC) (3) an increase in global interdependence resulting from modern technology and expanded trade agreements (4) a general decline in the standard of living for people in developing countries
21. What was one effect of the trend illustrated by the graph? (1) Manufacturing expanded to employ more people around the world. (2) The availability of goods decreased around the world. (3) The supply of natural resources around the world increased. (4) People in Asia became more isolated from the rest of the world.

Base your answers to questions 22 and 23 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) from the NYS Global History and Geography Regents, January 2017.

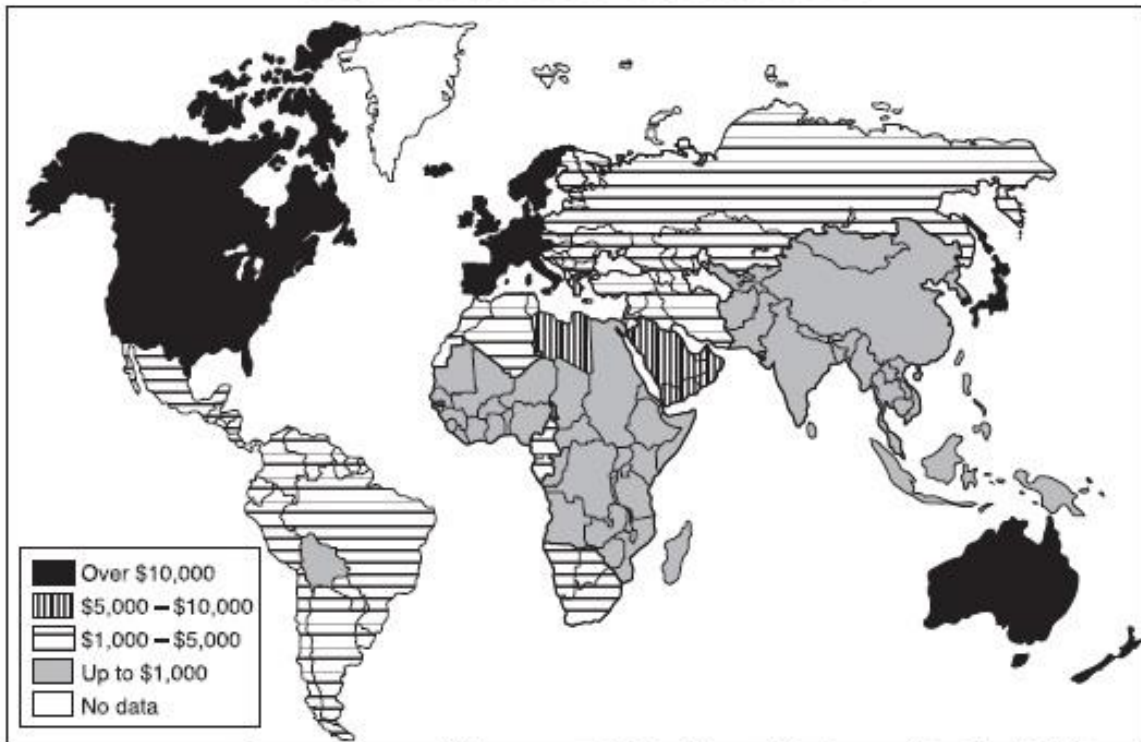
Source Type: Chart

Question
<p>22. Based on the information in this chart, which country has the highest life expectancy?</p> <p>(1) Ireland (2) Japan (3) Venezuela (4) Greece</p>
<p>23. Which generalization can best be supported using the data in this chart?</p> <p>(1) The more globalized a country is, the more literate its inhabitants are. (2) The more interconnected a country is with other countries, the higher its life expectancy is. (3) The higher population a country has, the more globalized it is. (4) Countries in Europe and Asia have higher life expectancy that countries in South America.</p>

Unit 10.9- Global Inequity

Base your answers to questions 24, 25, and 26 on the map below and on your knowledge of social studies.

World Levels of Per Capita Income



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co., 1998 (adapted)

Source Type: Map

Question

24. Based on this map, which level of per capita income did most countries that were colonized in the 1800s and early 1900s have in 1998?

- (1) Over \$10,000
- (2) \$5,000-\$10,000
- (3) \$1,000-\$5,000
- (4) Up to \$1,000

25. Based on this late 20th-century map, which conclusion is accurate?

- (1) The worldwide distribution of wealth is unequal.
- (2) Social mobility between social classes is increasing.
- (3) The communist movement is growing.
- (4) Economic self-sufficiency in less developed countries is increasing.

26. An economist would find this document most useful for determining

- (1) Why Western European countries are wealthier than Eastern European countries
- (2) Which countries would benefit most from aid programs
- (3) Which countries trade with one another
- (4) Who owns the largest companies in each country

Unit 10.9- Population Increase, Industrialization, Urbanization and Strains on the Environment

Base your answers to questions __ and __ 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 rainforests, which are full of carbon-absorbing trees, further exacerbates [worsens] climate change by reducing the planet's ability to soak up carbon. . . .

Source: Elisabeth Rosenthal, New York Times Upfront, January 18, 2010

Question

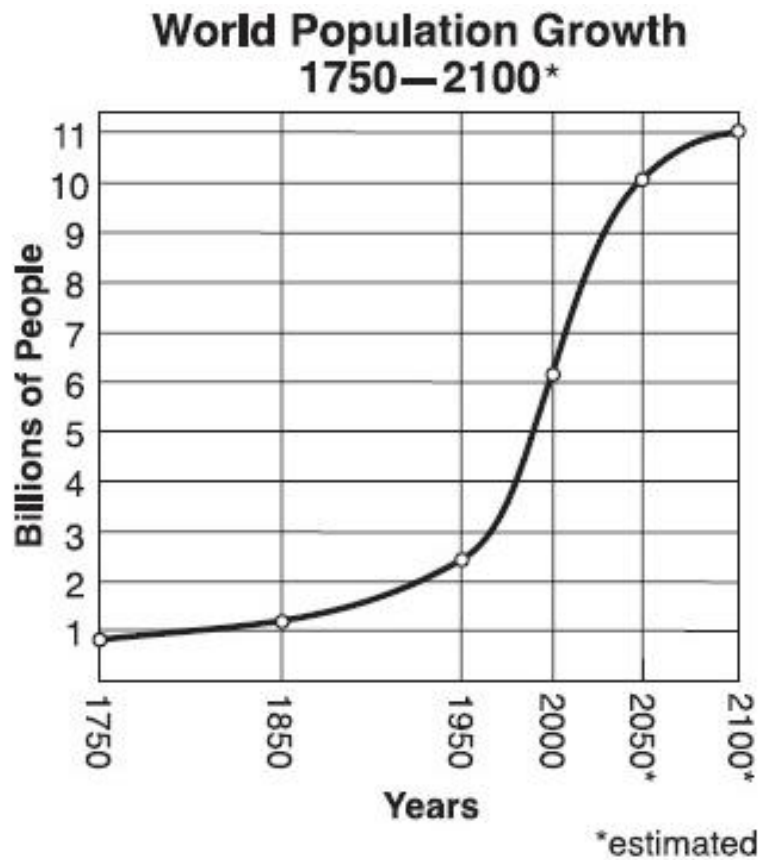
Which issue is most closely associated with the concerns raised in this passage?

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

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

- (1) signing international environmental 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

Base your answers to questions 18, 19, and 20 on the graph below and on your knowledge of social studies.

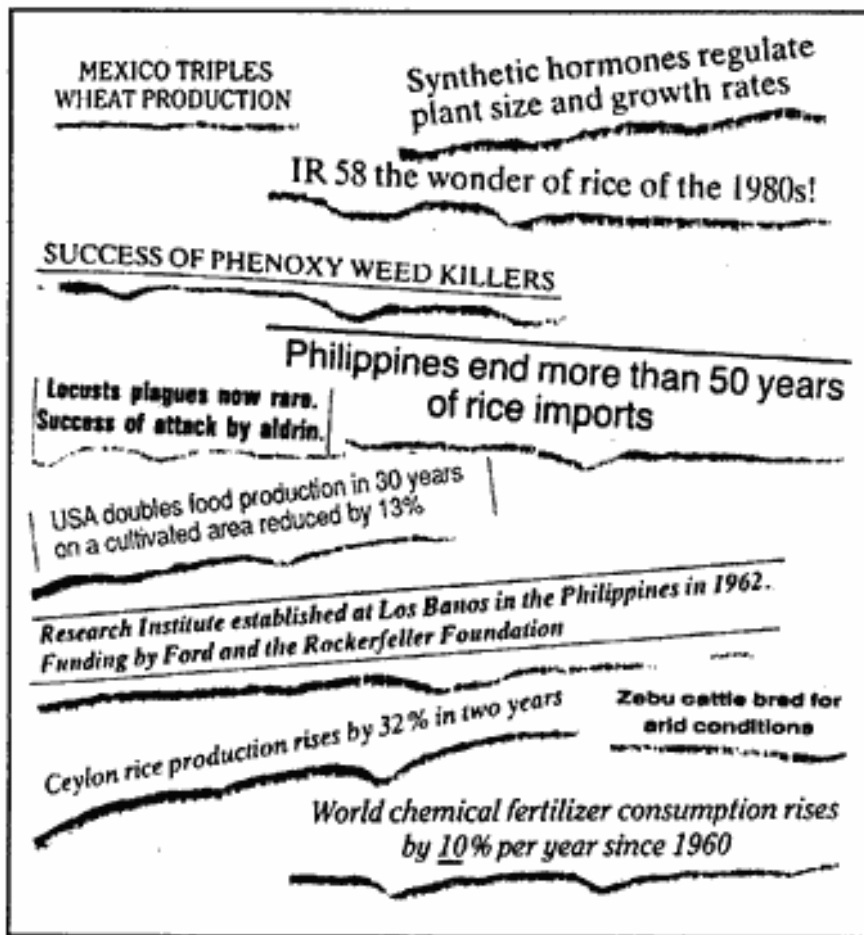


Source: United Nations (adapted)

Source Type: Data-based, graph

Question
18. The graph shows that between 1950 and 2000 the world's population increased by approximately (1) 1 billion (2) 4 billion (3) 6 billion (4) 8 billion
19. What is one explanation for the great change in the world population between 1950 and 2000? (1) Family planning was successful. (2) There was an absence of war and conflict. (3) New medicines and technology were discovered and applied. (4) Famine and other natural disasters increased.
20. What is one problem that has resulted from the change in world population after 1950 depicted in the graph? (1) Increased deforestation from the creation of farmland (2) More world wars (3) Slowed economic growth in developing countries (4) Increase in communist systems of government

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



Source: *People and Environment: A World Perspective*

Source Type: Text-based, newspaper headlines

Question

21. In many Asian and Latin American nations, a major effect of the developments described by the headlines has been

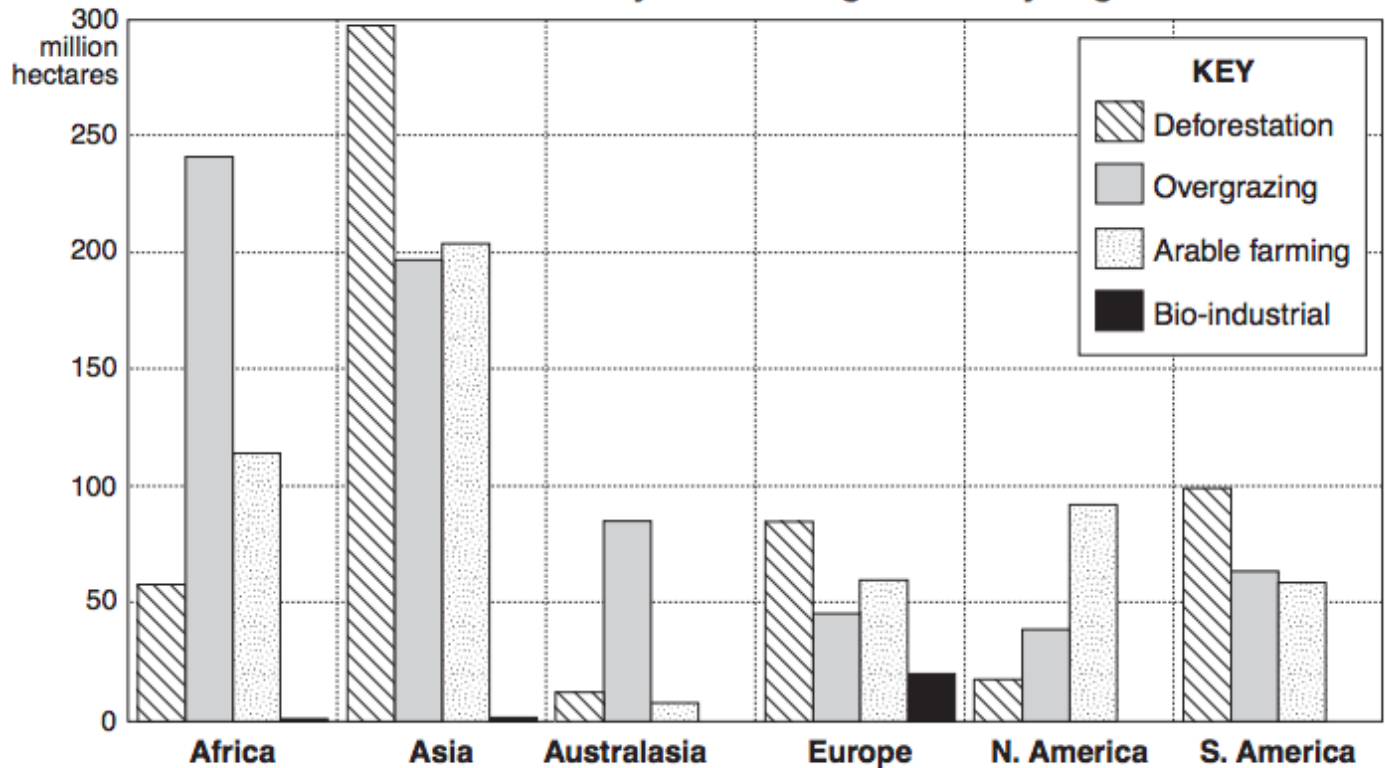
- (1) an improvement in living standards
- (2) improved job opportunities for workers in urban areas
- (3) a decrease in production of food crops
- (4) a decrease in trade agreements

22. The developments referred to in the headlines were most directly the result of the

- (1) Commercial Revolution
- (2) Green Revolution
- (3) Cultural Revolution
- (4) Industrial Revolution

Base your answer to question 23 on the graph below and on your knowledge of social studies

Main Causes of Dryland Soil Degradation by Region



Desertification does not refer to the moving forward of existing deserts but to the formation, expansion or intensification of degraded patches of soil and vegetation cover.

Source: Food and Agricultural Organization of the United Nations (adapted) from the NYS Global History and Geography Regents Exam, August 2012

Source Type: Data-based, graph

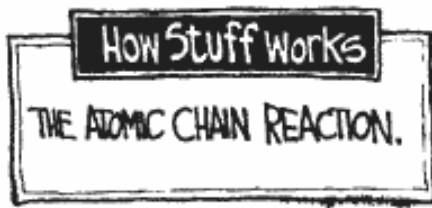
Question

23. What is a valid conclusion based on the information shown in this chart?

- (1) The primary cause of soil degradation throughout the world is bio-industrial.
- (2) Deforestation causes soil degradation to more hectares of land in South America than in Asia.
- (3) The largest number of hectares affected by soil degradation due to overgrazing is located in Africa.
- (4) The fewest number of hectares affected by soil degradation due to arable farming is located in North America.

Unit 10.9- International Security

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



GANNETT SUBURBAN NEWSPAPERS UPS
©2008 MATT DAVIES



Source: Matt Davies, Gannett Suburban Newspapers, United Press Syndicate

Source Type: Political Cartoon

Question

27. This political cartoon was most likely created during which historical period?

- (1) Post-World War II Era
- (2) Age of Imperialism
- (3) Between World War I and World War II
- (4) During World War II

28. Which statement best describes the author's point of view?

- (1) Nuclear proliferation occurs in all societies.
- (2) Actions of one nation often affect other nations.
- (3) Nuclear technology should be limited to the global superpowers.
- (4) Most governments are critical of India's nuclear tests.

Base your answers to questions 20 through 22 on the cartoon below and on your knowledge of social studies.

...Yet in recent months something has changed. Kim Jong Il, whose regime was responsible for the first test and who died in 2011, had only a rudimentary [basic] nuclear device, useful mainly for blackmail. Under his son, Kim Jung Un, the programme has rapidly gathered pace, with two nuclear tests this year alone. The North has also conducted 21 missile tests this year, including one from a submarine — a first. The ability to miniaturise a tactical nuclear weapon on a working missile could be just two or three years away, with an intercontinental ballistic missile capable of hitting California possible in five years' time. Chung Yung-woo, a South Korean former national security adviser, talks of "growing outrage...after five tests, a change of mood, a sense of urgency."

Once, it was possible to hope that the North's isolated regime would implode [fail] under its own contradictions before it gained a proper nuclear capability. But the spread of informal markets and, for some North Koreans, a measure of prosperity may have strengthened the regime's chances of survival. A consensus in Seoul is forming that Mr Kim now aims to dictate events on the peninsula— including the ability to demand that the Americans leave. One senior foreign diplomat in Seoul says that for the first time he hears people wondering openly whether there will be a major conflict on the peninsula in their lifetime....

Source: "A Shrimp Among Whales," *The Economist*, October 27, 2016

Question

20. The tensions between North Korea and South Korea described in this passage began over

- (1) boundaries drawn during the Cold War
- (2) ethnic conflict on the Korean peninsula
- (3) trade disputes centered on fishing rights in the Yellow Sea
- (4) China's purchase of submarine technology from North Korea


21. Based on this passage, in which way is the situation in the Korean peninsula comparable to the history of South Asia since World War II?

- (1) Peaceful protests led colonial powers to surrender their control of the region.
- (2) Increased prosperity has accompanied a shift from totalitarian to democratic rule.
- (3) Regional conflicts have contributed to the proliferation of nuclear weapons.
- (4) Technological progress reduced tension and led to improved trade relationships.

22. Which claim is best supported in this passage?

- (1) An arms race will help defuse tensions on the Korean peninsula.
- (2) Economic cooperation between the two Koreas would spread democracy to the North.
- (3) An invasion by the United States could remove Kim Jong Un from power with few casualties.
- (4) North Korea's successful military tests have increased the likelihood of war.

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

	<p>...”Putin sincerely believes that the end of the Cold War was a source of humiliation and misery for Russia and the duty of any Russian leader is the erase that humiliation and restore Russia to some of the superpower glory of the Soviet Union,” says Leon Aron, Director of Russian Studies at the American Enterprise Institute in Washington, D.C....</p>
<p>*Image to be replaced with higher quality version when digital version of exam is released.</p>	

Source: Adam Zyglis, *New York Times Upfront*, October 10, 2016

Source: Carl Stoffers, “Are We Heading Toward a New Cold War?,” *New York Times Upfront*, October 10, 2016

Question

25. This cartoonist is comparing Vladimir Putin to

- (1) Czar Nicholas II
- (2) Joseph Stalin
- (3) Mikhail Gorbachev
- (4) Boris Yeltsin

26. Which earlier historical development best reflects Putin’s strategy for rebuilding Russia’s prestige in the world?

- (1) granting of independence to former Soviet republics
- (2) removal of Soviet troops from Afghanistan
- (3) lifting of the Berlin Blockade
- (4) Installation of communist regimes throughout Europe

Unit 10.10- Universal Declaration of Human Rights, Nuremberg Trials, Tokyo Trials

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

The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay [stop] the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason...

– Chief Prosecutor Robert H. Jackson,
November 21, 1945, Nuremberg

Source Type: Text-based, court transcript

Question
11. The wrongs referred to in this passage include the (1) occupation of Ethiopia by Italy (2) invasion of Afghanistan by the Soviet Union (3) mass murder of Jews and others in concentration camps (4) deaths of American soldiers during the Bataan Death March
12. The speaker maintains that the guiding principle of the trial will be the (1) payment of reparations (2) denial of responsibility (3) celebration of victory (4) judgment of the law

Unt 10.10- Human Rights Violations and Attempts to Address Them

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

A Stadium With a Bloody Past



*Image to be replaced with higher quality version when digital version of exam is released.

Chile: For weeks after the coup, the military rounded up political and social activists and suspected supporters of the former president, Salvador Allende, and brought them to the concrete edifice [structure], which opened in 1938 and hosted matches at the 1962 World Cup....

Source: David Waldstein, "In Chile's National Stadium, Dark Past Shadows Copa América Matches," *New York Times*, June 17, 2015 (adapted)

The "Dirty War"



*Image to be replaced with higher quality version when digital version of exam is released.

Argentina: The Mothers of the Plaza de Mayo. According to a report published in 1986, almost 9,000 Argentines disappeared during the "dirty war."

Source: Gofen and Jermyn, *Argentina*, Marshall Cavendish, 2002 (adapted)

Question

23. Based on these photographs, which action taken by the governments of Chile and Argentina violated the principles of the Universal Declaration of Human Rights?

- (1) conducting trials by juries
- (2) blowing up factories
- (3) arresting known criminals
- (4) kidnapping political opponents

24. In which way are the situations shown in these photographs similar?

- (1) Military regimes overthrew democratically elected leaders in both countries.
- (2) The United Nations sent peacekeeping forces that provided aid in both countries.
- (3) Marxist parties removed the military leader holding power in both countries.
- (4) Foreign armies led invasions in both countries.

Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.



Source: Chris Britt, *The State Journal-Register*, Copley News Service

Source Type: Visual-based, political cartoon

Question

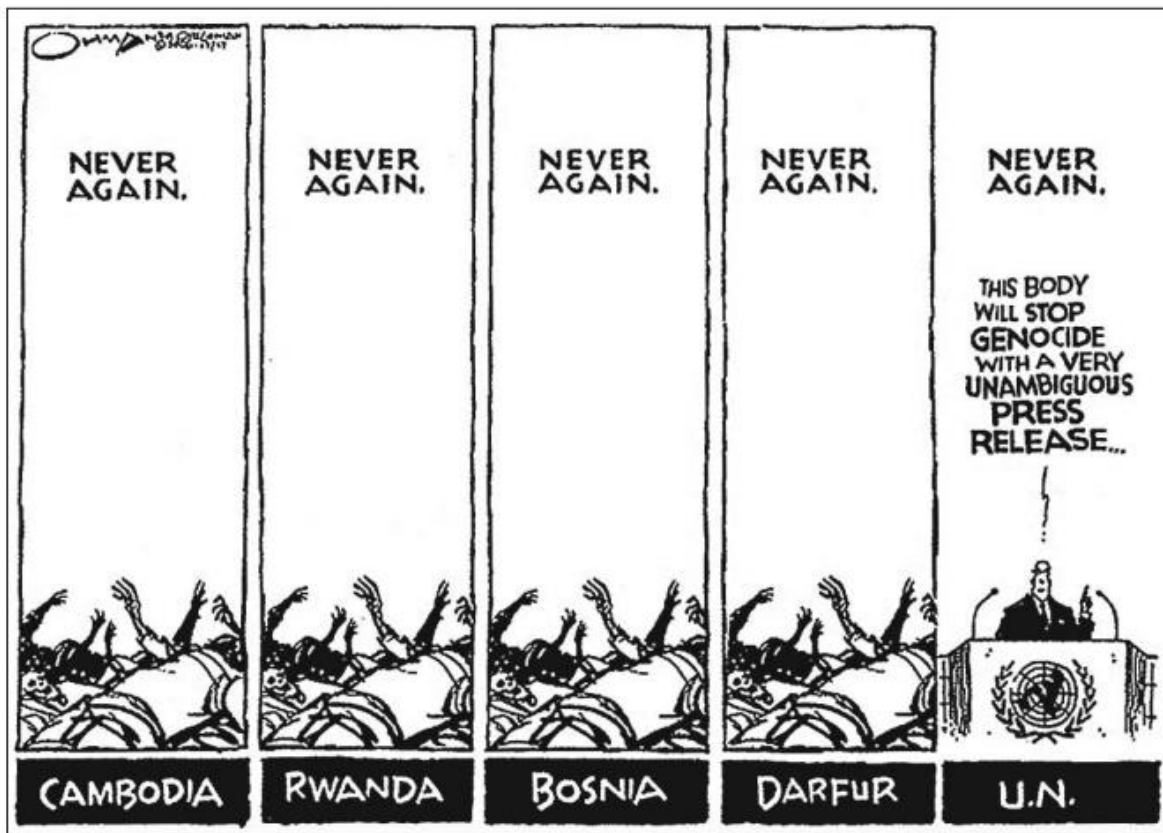
24. Which statement best reflects this cartoonist point of view?

- (1) The development of computer technology is prohibited in China.
- (2) Chinese prisoners are denied access to computers.
- (3) Foreign software developers have flooded the Chinese market.
- (4) Some American firms have assisted the Chinese government in monitoring citizen computer usage

25. The Chinese government's policies referred to in this cartoon most directly reflect the views of

- (1) Deng Xiaoping
- (2) Nelson Mandela
- (3) Sun Yat Sen
- (4) Jomo Kenyatta

Base your answers to questions 26 and 27 on the cartoon below and on your knowledge of social studies.



Source: Jack Ohman, *The Portland Oregonian*, December 2006 from the NYS Global History and Geography Regents Exam, August 2012.

Source Type: Visual-based, political cartoon

Question

26. Based on this political cartoon which statement best describes the author's point of view?

- (1) Genocide in Cambodia, Rwanda, Bosnia, and Darfur has been stopped.
- (2) Human rights issues are best dealt with by the United Nations.
- (3) The United Nations has not been effective in ending genocide.
- (4) Fear of war crimes trials has brought peace to troubled regions.

27. Which of the following historical events was similar to those listed in the political cartoon?

- (1) Haitian Revolution
- (2) Cuban Missile Crisis
- (3) Iranian Revolution
- (4) Holocaust

Base your answer to question 28 on the poem below and on your knowledge of social studies.

In The Quiet Land (by Aung San Suu Kyi)

In the Quiet Land, no one can tell
if there's someone who's listening
for secrets they can sell.
The informers are paid in the blood of the land
and no one dares speak what the tyrants won't stand.

In the quiet land of Burma,
no one laughs and no one thinks out loud.
In the quiet land of Burma,
you can hear it in the silence of the crowd....

From the NYS Global History and Geography Regents Exam, June 2012.

Source Type: Text-based, poem

Question
28. The author is using this poem to condemn (1) oppression (2) nonviolence (3) illiteracy (4) containment