

Global Regents Format & Tips

The new Global Regents is separated into three parts. Each of which we will address and provide practice for.

1. There will be a multiple-choice section where questions are based on a stimulus (document, primary source, secondary source, map, etc.).
2. Part II will ask you to analyze two sets of documents.
3. Part III will offer an Enduring Issues essay where you will need to analyze five documents, and supplement with outside information. Let's take a deeper look!

Part I - 25-30 Multiple Choice Questions Based on a Stimulus

You will be given a cartoon, primary source, secondary source, photograph, map, chart, or other source. There will be a series of questions that follow. You will be tested on content and skills represented by "Task Models." There are a few different types of questions on the exam: Data-based questions, Political Cartoon-based questions, and Map-based questions

The following are some of the skills you need to consider:

- Evaluation, classification, and identification
- Understanding continuity and change over time
- Identifying point of view, purpose, context, bias, format of source, location of source, and a source's audience
- Supporting or refuting a claim based on knowledge
- Understanding a plausible claim that logically flows from what is presented
- Understanding the significance of turning points
- Identifying significance of events, actions, ideas, or developments as part of continuity in history
- Identifying causes and effects
- Understanding the impact of time and place
- Identifying similarities and differences on one or two documents
- Extracting relevant information from a visual stimulus such as a cartoon, photograph, or chart.
- Identifying a course of action taken by historical figures, groups, or governments
- Identifying how historical events are related chronologically
- Identifying a problem, and also identifying a response to the problem
- Using evidence from sources to support or refute a claim or argument.
- Identifying disciplinary issues, and connecting issues to civic activism

Mr. Klaff's most common multiple-choice predictions and tips for Global Regents...

1. *If you see:* [Meiji Restoration](#) = [Modernization of Japan](#) (or the answer will be westernization, think M&Ms)
3. *If you see:* [Simon Bolivar](#), [Toussaint](#), [San Martin](#) = those names mean the answer is either "Latin American independence movements" or "nationalism."
4. *If you see:* Green Revolution = go with the Food choice ... salad is green, and it is food!
5. *If you see:* Boer War, [Sepoy Rebellion](#), [Opium War](#), [Boxers](#) ... odds are you forgot all of this ... so choose "imperialism led to bad stuff" or "protest/kick out foreign nations imperializing"
6. *If you see:* [Karl Marx](#) = answer will be classless society, or 'capitalism leads to bad stuff.'
7. WHEN IN DOUBT = CIRCLE "CULTURAL DIFFUSION" OR "[NATIONALISM](#)"
8. WHEN IN DOUBT AFTER THAT ... go with the "warm and fuzzy choice." This is a happy and optimistic choice that sounds like this ... "These cultures exchanged ideas, and had a flowering of creative thought. They gave us mathematics and science." Rule of thumb ... The Regents wants you to understand that places you never heard of have impacted your life positively!
9. *If you see:* Mao Zedong then the answer is the [Communist](#) choice. Be warned though: Mao also elevated the status of women.
10. Anything about the Enlightenment will usually lead you to the choice that says "natural rights." *Un-Locke* those rights!
11. [Ethnic Cleansing](#), the [Holocaust](#), Khmer Rouge, [Tiananmen Square](#), and Apartheid are unfortunate events of world history. Essays of this nature have come up. But for multiple choice purposes, the answer is usually, "human rights violations." Scroll down on this sheet for a list.
12. [EU = EUROPEAN UNION](#). Europe is mostly united, and it has strengthened their economy.
13. As in the past, Questions 1-3 on the Regents tend to have nothing to do with history ... usually it involves a "physical map," or a map that has mountains and rivers jutting out of it. Or, it is a question about economies/resources or what an anthropologist does. Also know that subsistence farming is when you farm just enough for your family (or your "sub-sister"). Slash-and-burn means to burn the forest and use the ashes for fertilizer. NOTE: These types of questions might have a Global 1 feel to it, but apparently are fair game.
14. *If you see:* The Sahel ... it's related to desertification, as the Sahara desert is expanding to this area. Just remember it's as "hot as Sa-hel" there.
15. I know this may sound weird, but I have never seen the same choice 4 times in a row. So if you see 4 C's in a row, double check it. Three in a row comes up often, but 4 -- not yet. But, they can change that, be on your toes.
16. [Aung San Suu Kyi](#) has been popping up lately. At first, as a champion of human rights ... but recently for not protecting them in Myanmar.
17. *If you see:* [Mustafa Kemal Atatürk](#) ... He modernized/westernized Turkey.
18. Japan is a small island! They needed resources, so they imperialized China!

Tips for answering Multiple Choice Questions

- Know the content!
- Read EVERYTHING! Caption, author, key, context, date. Those are clues!
- When you read an MC questions, try to answer it before reading the answers. If you know the content well, this will help you identify the answer quickly. It will also avoid the danger that you might get persuaded by an answer that sounds right but is not.
- If you are not sure which answer in a multiple-choice question is correct, try to identify and rule out the ones that you know are wrong.
- One way to answer a question comparing two excerpts is to focus on one at a time. For example, identify which of the four possible answers are supported by the first excerpt, then by the second excerpt, and then by both.
- Historical questions often have many reasonable answers: For example, one event usually has many causes, many effects, many ways it is like other events, and many generalizations that it supports. However, a question should have one “best” answer. As a result, reading all the possible choices before picking one is important.
- When reading primary sources, it is sometimes necessary to use context clues within the text to understand the meaning. Many primary sources were not written in the style of common speech today. Therefore, readers sometimes need to figure out the meaning of confusing text by using words and phrases around unfamiliar words. If a word is not identifiable, try to plus in words that you know that might fit within this main idea. Using context clues and synonyms will help you understand the author’s intent in the primary source.
- When viewing a photograph or a picture as a primary source, read the caption. It often provides important information about the subject of the photograph or the context in which it was taken.
- Political cartoons usually rely on satire or humor to make a political, economic, or social statement. Therefore, the use of puns, double meanings, symbols (example: uncle Sam), and juxtapositions are effective means to convey a bigger message.
- Reading charts and graphs as part of an assessment is similar to reading an excerpt from a written source. One difference is that charts and graphs tend to use numbers, statistics, and images to convey information about a topic. Start with the title of the chart or graph. Find out what topic the information addresses. Then try to determine what cause or effect is being demonstrated or how regions/areas/people addressed by the graph or chart compare. What you notice is likely to be addressed by one of the questions.
- Some questions have two or more plausible answers. The writer of the question is likely trying to make you think critically about these two possible answers. You must determine out of the two or more possibilities the ones that have errors, omissions, or less of a relation to the information contained in the stimulus or in your broader knowledge of history.

Boosters Guide

1. Find the title (this will guide your brain to the main topic)
2. Find the source (this is usually found on the bottom of the doc. These tiny letters can be a huge help! The source often states the year or key name or location)
3. Now let’s look at the question. What do they want to know? (this will guide us to what we are looking for)
4. Finally, we look at the actual document. Highlight, circle, sit with it and try to crack it- what’s it trying to show?
5. Look at the possible answers.
 - Some documents will be missing a title or a source. No Problem- just look for the clues in other places.
 - Don’t stress if you don’t “get” the document. It’s meant to be a challenge. Just try your best. Even if you don’t understand every detail of the document, that’s totally fine. As long as you’re able to extract the info you need to answer the question, you’re good to go.
 - Highlight or circle key words, dates, or numbers in the document.
 - Highlight key words in the question. Pay attention: what is the question asking?
 - When you’re ready to choose an answer, read every choice separately and ask yourself “does this choice answer the question?”
 - Process of elimination: Go one by one and either mark an “X” or a “?”
 - Do NOT leave out any questions! If you guess, you still have a 25% chance.
 - After you choose an answer, read the question and your choice again to make sure your choice answers the question being asked.

General Multiple-Choice Strategies

Each multiple-choice question is a mystery which contains the answer. It is your job to search for clues. Active reading and use of strategies are the keys to success.

- 1) Most of the test is in chronological order. Use your understanding of the timeline to help you match concepts to the correct time period. When you read a question, think about the context of the time period and major events that occurred. Eliminate choices that clearly belong to a much earlier or later time period.
- 2) For maps, charts and graphs, choose the response that you can PROVE with the information provided.
- 3) Look at the tone of the question, and ask yourself if they are looking for something positive or negative.
- 4) For quotations or reading passages, read the question first to focus your reading.
- 5) Work with what you know! If the question provides a list of things and asks what they all have in common, use the information that you can recall. You don't have to be familiar with everything on the list to get the question right.
- 6) Questions will often ask which of the following is a fact or an opinion. Remember, opinions are things you cannot prove (they are based on someone's feelings about something). You can prove a fact.
- 7) Use process of elimination.
- 8) If all else fails, guess. NEVER leave a blank.

Strategies for Data-Based Multiple-Choice Question

There are a variety of different data-based multiple-choice questions which require students to analyze information and choose the correct response from the choices available.

You may be asked to analyze data in a variety of different formats, including: reading passages, graphs, tables, outlines, quotation interpretation, and timelines.

Regardless of format, the same strategy holds true for all data-based multiple-choice questions:

- Read or view all of the data presented. Don't forget to read the title and the key to fully understand the data being presented.
- Read the question asked.
- Read each possible answer choice.
- Review the data, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis.

Strategies for Map-Based Multiple-Choice Question

Map-based multiple-choice questions require that one carefully read each aspect of the map, including the title, labels, legend, and key.

Regardless of the map shown, the same strategy holds true for all map-based multiple-choice questions:

- View the map, paying particular attention to the title, labels, legend, and key.
- Read the question asked.
- Read each possible answer choice.
- Review the map, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis.

Strategies for Multiple Choice Questions Based on Visual Texts (Political Cartoons, Photographs and Illustrations)

There are a variety of different visual text-based multiple-choice questions which require students to analyze information and choose the correct response from the choices available.

You may be asked to analyze data in a variety of different formats, including: reading passages, graphs, tables, outlines, quotation interpretation, and timelines.

Regardless of format, the same strategy holds true for all data-based multiple-choice questions:

- Read or view all of the data presented. Don't forget to read the title and the key to fully understand the data being presented.
- Read the question asked.
- Read each possible answer choice.
- Review the data, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis.

Political cartoon multiple choice questions require that you carefully read each aspect of the cartoon, including labels and captions. It is also very important to note different types of symbolism. After looking for all of these clues, put them together and try to make sense of them. You should ask yourself, "What is the message of this cartoon?"

Strategies for Text-Based Multiple-Choice Question


There are a variety of different text-based multiple-choice questions which require you to read a text and choose the correct response from the choices available.

Regardless of format, the same strategy holds true for all text-based multiple-choice questions:

- If it is a longer passage, you may first want to read the questions to give you a sense of what to look for as you read.
- Read the text presented. Don't forget to read the title, speaker, and year if given.
- Contextualize the text in the period it is from. What do you know about the period or speaker? What events is this text connected to?
- Read the question asked.
- Read each possible answer choice.
- Select the best answer based on your analysis


Part II - Short Answer Constructed-Response (CRQ) Practice

Document 1
Question 1
Historical/Geographic Context
[May be a primary or secondary source]



The response to question 1 requires the student to include historical circumstances
OR
to include geographic context.

Document 2
Questions 2a, 2b, 2c
Sourcing
[Will most likely be a primary source]



The response to question 2a provides the opportunity for students to address

- Bias **OR**
- Point of View **OR**
- Audience **OR**
- Purpose

Documents 1 and 2
Question 3
Relationship between Document 1 & Document 2
[Synthesis]

The response to question 3 will be based on relationships between documents 1 and 2 allowing students to identify and explain these relationships:

- Identify and Explain a **Cause-and-Effect** relationship between events, ideas, or historical developments
- Identify a **Turning Point** associated with the events, ideas, or historical developments **AND** Explain why it is a turning point
- Identify a **Similarity** or a **Difference** between XXX and YYY **AND** Explain why it is a similarity or a difference

The response to question 3 **must** include evidence from **both** documents 1 and 2.

In this section, you will be given 2 sets of two documents. For each set of documents, you will be given three questions. One set will reflect cause and effect, the other will reflect *either* a turning point, or a similarity/difference. The Regents will always ask the same types of questions.

Question 1 – The first question will either target **historical context or geographic context**. Regarding historical context, you will need to show how a document fits into the larger backdrop of world history, as historical circumstances lead to events, ideas, and historical development. A document on socialist movements would coincide with rapid industrialization. That time period would also relate to the increasing gap between the rich and the poor and prolific child labor. Hitler was able to rise in the 1930s because the League of Nations, which stemmed from World War I, could not stop him. Similarly, you might be asked about **geographic context**, especially if the document is a map. In a similar way, you will have to refer to where a historical development has taking place, and why it has taken place there. So, if the map shows Napoleon controlling much of Europe, you would relate it to his rise after the coup d'état. If the map shows Japan in Manchuria, then you would link it to Japanese imperialism and the need for more raw materials before World War II.

Question 2 – The second question will address sourcing. The document will have an author to which you will need to address the **bias, point of view, audience, or purpose**. Regarding **bias**, the author might have a particular one-sided interest in the writing. For instance, a common citizen writing against King Louis XVI is probably going to want more power and rights based on their situation. **Point of view** refers more to the attitude/opinion of the writer based on their background or opinion. The **audience** refers to the people who are being targeted by the writing. This targeting is usually done with a purpose. The **purpose** is the reason behind the writing. Perhaps the purpose is to sway public opinion, or disrupt the status quo. For example, the writings of Mao Zedong had a nationalistic and communist **bias**, with the **purpose** of gaining support for during the Chinese Civil War and beyond. His **audience** might have been poor peasants who he was looking to persuade into support. His **point of view** would be one of a leader who believes in expanding power while weakening rich classes of landowners.

Question 3 – The third question aims to find a relationship between the documents. The first set of documents will reflect cause and effect, while the other one will contain a question on either a turning point or a similarity/difference. Regarding cause and effect, if the first document is on Japanese aggression, and the second one is on the post-World War II Tokyo Trials, you would need to connect the two. Regarding turning points, if the first document is on the Agricultural Revolution, and the second one is on the Industrial Revolution, you would need to explain how one turning point led to another. Furthermore on similarities and differences, if the first document is on the French Revolution, and the second one is on the Russian Revolution, you would need to identify and explain similarities or differences. You will need to BOTH identify and explain your answer for Question 3. Let's take a look at some practice examples on the following pages to further understand.

Understanding Causation, a few examples

The **long-term, and secondary**, causes of World War I were militarism, alliance formations, nationalism, and imperialism. The **short-term, and primary**, cause was the assassination of Archduke Franz Ferdinand. The **short-term** effects of the war were devastation to the political, economic, and social fabric of Europe. The **long-term** effects included the rise of Adolf Hitler and defiance of the Treaty of Versailles. Hence, many historians consider the weaknesses of the Treaty of Versailles (and inefficient League of Nations) to be causes for World War II.

The **short** and **long-term** causes of the Enlightenment included centuries of absolute despotism throughout Europe. The **short-term** effect was the establishment of a limited monarchy, and the American and French Revolutions. The **long-term** effects included revolutions that reached other places such as Latin America.

Two **short-term** causes of the Cold War were Yalta and superpowers emerging from World War II. However, a **long-term** cause was a disdain for communism in the United States that dated back to the Bolshevik Revolution. The **short-term** effects included an arms race, and worldwide strategic positioning. The **long-term** effects included the establishment of NATO, nuclear proliferation, and increased South Korean industry resulting from American aid.

Imperialism had many **short-term** causes, including a desire for resources and markets. However, there was still a **long-term** goal of bringing Christianity to other parts of the world. The **short-term** effects included the Berlin Conference, and carving of China into spheres of influence. The **long-term** effects included Apartheid, the Boxer Rebellion, and the Meiji Era which led to Japan becoming imperialists themselves.

The Russian Revolution was caused by **short-term** dissatisfaction regarding World War I struggles, and **long-term** events such as Bloody Sunday and the Russo-Japanese War. The **short-term** effects were the establishment of a Provisional Government, and rise of Lenin. The **long-term** effects were about 70 years of firm communist rule in the soon-to-be established Soviet Union.

The Chinese Civil War began in the **short-term** when Mao Zedong and the communists gained popularity. However, there had been **long-term** causes such as a desire to end foreign rule, and a hope to bring land reform to peasants. In the **short term**, the People's Republic of China was formed, and the Nationalists retreated to Taiwan. However, **long-term** effects included the spread of communism during the Cold War, and wars relating to communism in Asia.

Understanding Comparison, a few examples:

The Industrial Revolution and modern-day globalization are **similar** in that both periods saw corporations and finance emerge, as capitalism affected multiple continents. In addition, both utilized workers on different continents. However, they are **different**, as modern-day globalization has created homogenization throughout the world, and seen a greater degree of interdependence between nations.

Enlightenment thinkers such as Jean-Jacques Rousseau were **similar** to Gandhi in terms of believing one should not obey an unjust law. In addition, both inspired revolution whether in Europe or India. However, Gandhi was **different** in that he used hunger strikes, openly led activities such as the Salt March, and was assassinated by an extremist as he attempted to bring peace to a conflicted region.

Militarily speaking, Napoleon and Nazi Germany were **similar** in that both attempted to invade Russia, and both suffered great losses. In addition, Napoleon was once an ally with Russia, and Germany had a non-aggression pact. They were **different** in that Hitler didn't survive the war, while Napoleon was exiled. In addition, although France would lose power, Germany would be divided into two separate countries after World War II. Furthermore, the Nazis were held responsible for human rights violations at the Nuremberg Trials.

The massacres in Tiananmen Square and at Amritsar were **similar** in that both began as protests against the government. Both led to deaths and casualties. Both also received media attention, as sympathy spread around the world. However, they were **different**, as Amritsar was a protest against imperialism, while Tiananmen Square was against the Chinese government. Amritsar also led to more protests, such as the rise of Gandhi. The Tiananmen Square incident saw limited resistance in its aftermath.

The French, Russian, and Glorious Revolutions were **similar** in that all led to important changes in the political structure of Europe for decades to come. All three also looked to help out classes of people who had been denied success under previous leadership. The Glorious Revolution was **different** in that it was bloodless. The Russian Revolution was **different**, as its long-term effect strengthened dictatorship for over 70 years.

Tips for Answering Short Answer Questions

- When you read a table of data, you can get the main theme and organization of it by looking at: the Title, the subheads at the top of each column, and the subheads in the left column of each row.
- Exam questions often focus on the source of a document. Develop the habit of asking about the writer’s bias, point of view, intended audience, and purpose. In particular, study the first and last sentence of a document for indications of what shaped the writer’s thinking.
- One way to think about the context of a source is to position it in time. Picture the event as the middle entry on a timeline- What events occurred right before and right after it?'
- A second way to think about the context of a source is to position it in space. Picture the event on a map- What events occurred in nearby places? What events occurred in places around the world?
- To understand the geographic context of a document, consider 2 types of questions:
 - Why was the document created where it was? For example, in Churchill’s Iron Curtain speech, consider where it was significant that Churchill was speaking in the U.S., in the state of Missouri, on a college campus.
 - How did geography shape the content of the document? For example, consider the political geography of Europe at the time of Churchill’s speech.
- To help identify the historical context for an event, consider seeing it in both a global and a regional perspective:
 - To focus on the global context, imagine seeing the event from the moon. As the earth revolved, an observer would see what’s happening around the entire globe. For example, in the mid-20th century, one would see the rise of Ho Chi Minh in Vietnam and Kwame Nkrumah in Ghana. Both were responding to Western civilization.
 - To focus on the region, imagine seeing the event from a drone. From there, an observer can see the importance of the local geography and particular culture in shaping the event. For example, in Vietnam, the success of the Viet Minh was partially because the dense jungles made their guerilla tactics more effective. In addition, the long struggle of the Vietnamese against domination by China made the desire for self-determination strong.

TIPS FROM BOOSTERS

The first question in each set will always ask either one of these questions:

1. What was the **historical context** that led to development in this document? (just explain what was going on at this time period that led to this idea or event).
2. What was the **geographic context** of this document? (just explain where this event happened and why it happened there).
 - For both, analyze the title, the source, the key, and other clues.

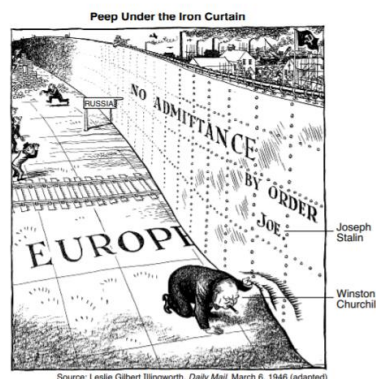
Document 1



29 Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*. [1]

What is this cartoon showing? Any hints/clues about that time period?

Document 1



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.

Where is this taking place? Why there?

- The second question in each set will always be based on the second document. The question will always ask you about sourcing- one of these 4 questions:
 1. **Bias:** Is this document a one-sided opinion? How?
 2. **Audience:** Who was this document made for? How does that affect what's in the document?
 3. **Point of View:** What's the author's/illustrator's opinion in this document?
 4. **Purpose:** Why was this document created? What point is it trying to make?
 - The Regents gives a little intro to the document, which is super helpful! There are serious clues in there, so read it carefully and pay attention. Then look at the source, the question, and other clues.

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.

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

... The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

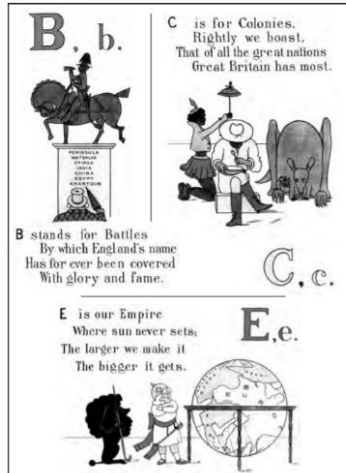
Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18-February 21, 1992, China Through A Lens online

33 Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China. [1]

- The third question in each CRQ will ask you about the relationship between the two documents in question 1 & question 2. There are 3 types of questions the Regents can ask you based on the connection between the documents:
 - Cause and Effect:** You must identify AND Explain the cause & effect relationship using evidence from both documents. one document shows the cause (something that contributed or brought about an event/idea/development) and the other document shows the effect (what happened as a result, impact, or outcome).
 - Turning Point:** You must identify a turning point (a major change that happened in history that brings about significant change) and explain why the historical developments with these documents are considered a turning point (how 1 event/idea led to another). You must include evidence from both documents.
 - Similarity or Difference:** Choose & show how either a similarity OR a difference between the 2 documents and explain (in detail) it. You must use evidence from both documents

Document 1



Source: Mrs. Ernest Ames, *An ABC for Baby Patriots*. Dean & Sons, 1898 (adapted)

Document 2

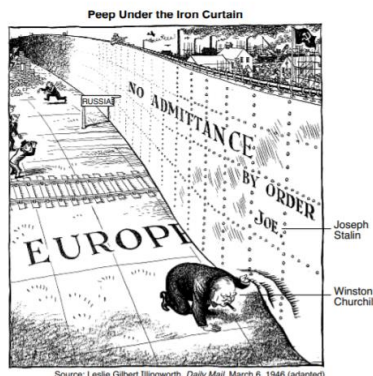
The Discovery of India was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Identify and explain a cause and effect relationship associated with the historical developments in documents 1 and 2. Be sure to use evidence from both documents 1 and 2 in your response.

Document 1



Source: Leslie Gilbert Illingworth, *Daily Mail*, March 6, 1946 (adapted)

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

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.

- 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.
- We will work to remove any remnants of cold war hostility, including taking steps to reduce our strategic arsenals.
- 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.
- We will actively promote free trade, investment and economic cooperation between our two countries.
- 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.
- 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

- Identify a turning point associated with the events, ideas, or historical developments related to both documents 1 and 2.
- Explain why the events, ideas, or 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.

Document 1

Economic development has played a role in China's efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China's relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

... Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People's Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao's life in 1976 China's economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: "China's Foreign Policy: The Historical Legacy and the Current Challenge," Asia for Educators online, Columbia University, 2009

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

... The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

3a. Identify a similarity or a difference between the events, ideas, or historical developments presented in documents 1 and 2. 3b. Explain a similarity or a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from both documents 1 and 2 in your response

Words & Phrases to use when answering CRQ

- **Point of View:** “The author’s point of view is…” or “the author believes/thinks that…”
- **Bias:** “The author’s bias is that he/she thinks…**BECAUSE**…” or “evidence (write the evidence) from the document shows that that author is biased **BECAUSE**…”
- **Purpose:** “The author’s purpose for writing this document is to…” or “by writing this document, the author hoped/wanted to…”
- **Audience:** “The author presented his ideas (write down the ideas) because/since his audience was _____ and wanted them to…”
- **Connecting Cause and Effect:** “as a result”, “for this reason”, “so”, “therefore”, “led to”, “Doc # 1… which **led to** Doc #2 in which…”
- **Explaining Cause and Effect:** “**BECAUSE**”, “if…then”, “in order to”, “since”, “so”
- **Identifying Turning Point:** “_____ was a turning point in history associated with both documents 1 and 2” or “a turning point associated with both documents 1 and 2 was _____”
- **Explaining Turning Point:** “_____ was a turning point in history because…) or “since _____, it was a major turning point” or “the effects of _____ had a major impact on the world **BECAUSE** _____ so, it was a turning point”
- **To show Similarities:** “are similar because…” or “one similarity between __ and __ is…”
- **To show Differences:** “one difference between __ and __ is…”
- **Referencing/Evidence from Documents:** “As mentioned/referenced/discussed/demonstrated, stated in document _____” or “In document _____, the author shows that…”

*Be sure to reference **BOTH** documents either by quoting from them, referring to them using their titles, or by stating “Document 1.2”.

Mr. Engel

NAME: _____

Grading Rubric for CRQs

Needs Work (Details; Room for Improvement)	Criteria for Judgment (Meets Established Goals & Successfully Completes Task)	Exceeds Expectations (Evidence)
	Student correctly articulates the historical context/circumstances for the FIRST document -OR- Student correctly articulates the geographic context for the FIRST document	
	Student correctly explains the p.o.v., purpose, bias, OR intended audience of the author/creator of the SECOND document	
	Student clearly demonstrates a cause-and-effect relationship between the TWO documents, using evidence from BOTH documents -OR- Student clearly explains a similarity and/or difference between the TWO documents, using evidence from BOTH documents -OR- Student clearly demonstrates how the two documents act as a turning point in history, using evidence from BOTH documents	

Mr. Engel

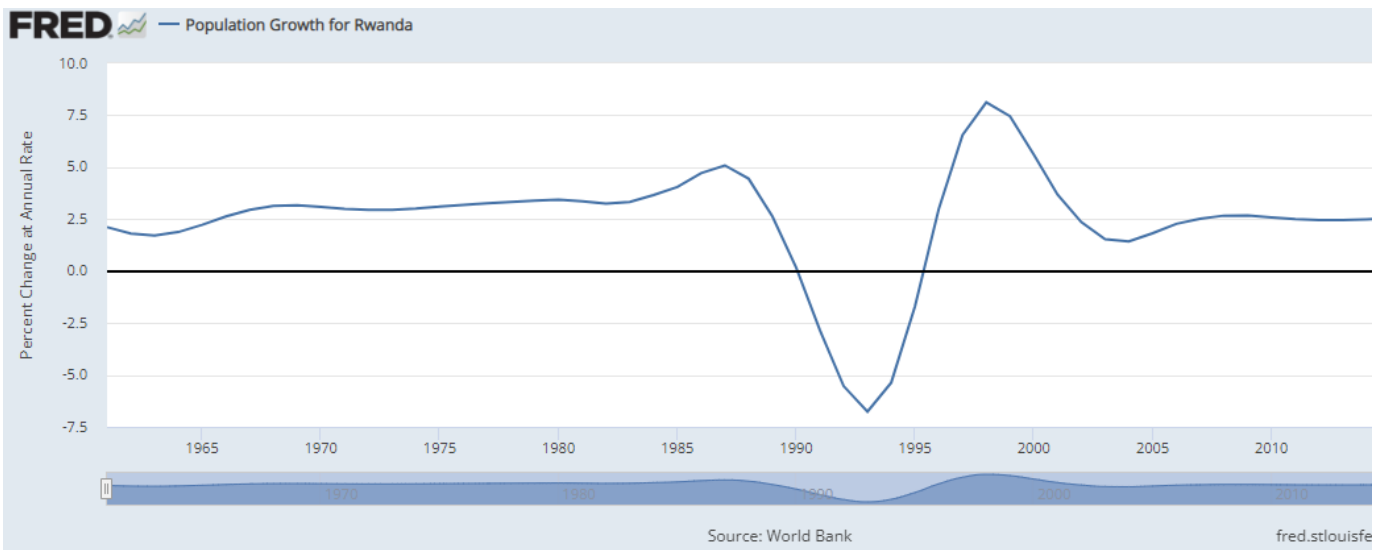
NAME: _____

10th Grade Social Studies: Global History and Geography

CRQ Practice Activity – RWANDA

DOCUMENT 1

SOURCE: Population growth in Rwanda, 1965 - Present.



1. Explain the geographic context of the historical events or ideas depicted in the document.

DOCUMENT 2

SOURCE: Taken and Adapted from Rwanda, published on the University of Minnesota's Holocaust and Genocide Studies page in 2022. Retrieved on May 19, 2022.

On April 6, 1994, an airplane carrying both Juvénal Habyarimana, the President of Rwanda, and Cyprien Ntaryamira, the President of [neighboring] Burundi was shot down. Both presidents were Hutu and were killed. The assassination was blamed on the Tutsi minority and immediately resulted in the use of roadblocks throughout the country and sparked the genocide. To this day, there is no conclusive evidence regarding who shot down the plane, but theories range from moderate Hutus to the Tutsi-led RPF [Rwandan Patriotic Front]

Although the genocide's timeline is considered to be April 7–July 15, the majority of the killings occurred within the first six weeks. An estimated 800,000 people were killed by mid-May, and the accelerated pace of the killings outpaced the Holocaust. The rate of death in the Rwandan Genocide is also noteworthy because of the lack of centrality accompanying it. Unlike the efficiency seen in the Holocaust or Cambodian Genocide, the killings in Rwanda were more reliant on individuals acting out orders from a central command and the use of rudimentary weapons. This often meant victims knew their attackers personally.

After mid-May, the killings began to slow. The RPF gradually took back significant parts of the country, and by July, the RPF pushed the sitting government out of the country and the genocide finally came to an end. Today, the 4th of July is a holiday that commemorates the end of the Rwandan Genocide against Tutsi.

- 2. Identify the author's purpose in writing this document.

- 3. Explain the cause-and-effect relationship between the historical events or ideas depicted in these documents. Be sure to use evidence from BOTH documents in your answer.

Part III - Tips for Writing an Excellent Enduring Issues Essay

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.

In your essay

- Identify and define an enduring issue raised by this set of documents.
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

Be Sure to

- Identify the issue based on a historically accurate interpretation of *three* documents.
- Define the issue using 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 been affected by people
 - How the issue has continued to be an issue or changed over time
- Include outside information from your knowledge of social studies and include evidence from the documents.

***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.

Criteria for an Enduring Issues

- ✓ It is a challenge or a problem.
- ✓ It existed in the past and exists today.
- ✓ It has affected a lot of people.
- ✓ If you have been given five documents, there is evidence of the challenge or problem in at least **THREE** of the documents.

Four Tips for Identifying an Enduring Issue

1

Base your issue on evidence.

You will need to support your choice of enduring issue with evidence from documents or topics you have learned in class, so instead of choosing an issue that you like to write about and trying to find evidence for it, look for evidence of challenges or problems, then identify an issue based on what you find.

3

Be as specific as possible.

Instead of choosing “conflict,” try identifying an enduring issue like “conflict between ethnic groups” or “civil wars.”

2

Do not stick to the list.

If you see evidence of an enduring issue in a set of documents or topics you have learned in class that is not on the list, then choose that one. Do not limit yourself to the list. For example, “hatred,” and “pollution” are not on the list, but are enduring issues.

4

Identify causes and/or effects

Instead of choosing an issue like “conflict,” identify what causes conflict like “conflict caused by competition over resources” or try identifying the effects of an enduring issue. For example, you could write, “conflict has led to human rights violations.”

Checklist

To get the full credit, student includes all of the following:

1. an introduction, body paragraphs, and a conclusion
2. Identifies an enduring issue
3. Explains/define the enduring issue
4. Includes at least 3 documents and each showing
 - a. Evidence of the enduring issue in each document
 - b. Shows significance or impacts of the issue (how it affected people or been affected by people)
 - c. Explain How the issue has continued to be an issue or changed over time
 - d. Includes outside information related to the issue
 - e. Includes analysis (not a summary)

Steps for Constructing an Enduring Issues Essay:

1. Read each document, annotate it, and identify the main idea and possible enduring issues for each document.
2. Compare each document and the ideas in them to identify similarities and differences.
3. Identify possible enduring issues that are present in more than one document.
4. Sort documents into categories based on possible enduring issues.
5. Choose an enduring issue that relates to at least three documents and that you can show has endured over time.
6. Reread documents related to the enduring issue.
7. Refine the enduring issue and define it by
 - describing what it is
 - clarifying what the words in the enduring issue and the description mean
 - by providing at least three examples from history or modern day that demonstrate it is an enduring issue.
8. Explain why the enduring issue is significant by describing
 - How people were and/or have been affected by it.
 - How many people's lives were and/or have been affected by it.
 - How long lasting the changes were and/or have been.
9. Include outside information
10. Include analysis (not a summary)

When composing your essay, here are a few tips on structure.

Tip #1: Defining the Issue and Formulating a Thesis

- The first thing you obviously need to do is figure out which enduring issue is best to use. It is advised that you choose an issue that you can expand on. Go through each document and jot down possible enduring issues in the margins. Once you find three documents that match up nicely, you can move towards the thesis.
- It is highly recommended that you have a thesis, as the question is asking you to **ARGUE why the issue selected is significant**, and **how it has endured across time**. A good thesis should be at the end of the introductory paragraph. For our example, here are a few ways to word a thesis while using different enduring issues:
 - a) The enduring issue of **human rights violations** has proved significant throughout centuries, as freedoms were denied during the Age of Imperialism in Africa, the Final Solution of the Holocaust, and the Cambodian genocide under Pol Pot.
 - b) **Nationalism** has been an impactful enduring issue across centuries, as the unifying force has led to changes in government during the French Revolution, expansion during the Age of Imperialism, and genocide in the twentieth century.
 - c) People have suffered a **lack of freedom** throughout world history, as members of the Third Estate were socially subordinate, Africans were imperialized by Europeans, and Cambodians were targeted with violence by the Khmer Rouge.

Notice how there are many choices when it comes to Enduring Issues. When considering **significance**, you must detail how people were affected and why the issue is of great importance. When considering **how it endured across time**, the issue has likely occurred over many years. Perhaps though, the issue has **changed** a bit. For instance, pollution has occurred for centuries, but recently there have been global movements to control it.

Tip #2: Outside Information

You need to have a lot of outside information. As you go through each document, jot down notes in the margins. Your documents should be drowning in ink by the end of the hour! Give anything...ANYTHING...relevant that is not in the documents. For example, consider a document that deals with John Locke. In the margin write down "Enlightenment," "*Rousseau, Montesquieu, Voltaire*." Any note about thinkers of that era would be a great addition of outside information. Your teacher might suggest that you cite your Outside Information as (O.I.) as well as your documents (Doc 1) (Doc 2).

Tip #3: Putting it together: Depth, Analysis, Continuity/Change

Do you remember when someone in your past told you that "*it's not quantity, it's quality*"? They were kidding. **It's both which you need.** You could answer an essay in two sentences and be "sort of correct" ... but that doesn't mean you will get a good grade! You need to offer details ... DETAILS!!! Let's assume you have the Enduring Issues Essay about human rights violations. You could answer it in one of two ways:

a) *There were human rights violations during the Holocaust, Syrian War, and Cambodian Genocide. In all three places, there were people who were denied freedom.*

Yikes, two sentences. That's not ANALYSIS. You need to **analyze**, or in simpler terms ... you need to **make a detailed examination using plenty of relevant facts**. Show how the issue has continued over time. Maybe you are better off saying:

b) *An unfortunate and significant enduring issue has been Human Rights Violations. As one can see, the Nazi Party violated the human rights of Jews during the Holocaust of World War II with, "mass murders, imprisonments, expulsions and deportations of populations." (Doc. 3) Hitler's Final Solution called for genocide, and mass killings in extermination camps such as Auschwitz. (O.I.) The UN **looked to change** such actions by adopting the Universal Declaration of Human Rights. (O.I.) Sadly, the enduring issue of Human Rights Violations **continued into the later part of the century** in Cambodia. Here, the Khmer Rouge led by Pol Pot targeted millions of people ...*

Notice how this answer incorporates the issue, outside information, and addresses continuity/change over time.

Tip #4: Carrying out the Argument with Analysis, NOT Summary

As seen in Tip #3, you need to show how the issue has continued or changed over time. You also need to show ***how the issue has affected people or has been affected by people*** depending on the issue chosen. To carry out an argument, you need to make sure that each paragraph doesn't stray from these important concepts. Strong topic and concluding sentences that reflect enduring issues continuing or changing over time is a good idea. It's important to distinguish between ***summary*** and ***analysis***.

If you just copy over or summarize the documents, you'll have a really long and TERRIBLE essay. The documents are there to guide your argument. For example, if you are writing about ideas brought on by Charles Darwin, ***and you just summarize*** his ideas without focusing on the question, you are NOT doing it correctly! You need to show why his ideas relate to an enduring issue, such as, "Tensions Between Traditional Culture and Modernization." Thus:

Darwin preached "survival of the fittest," and that species who don't adapt, die. He stated that species evolve and adapt through a survival process called natural selection. Darwin made many of his observations at the Galapagos Islands off the west coast of South America. His theory of evolution was very controversial because it went against the creation teachings of the Bible. This complex issue brought many to question religious teachings, and brought tension between those supporting traditional culture and those promoting modernization.

The biggest piece of advice is to answer their questions with analysis (or detailed examination). If you just summarize documents without focusing on the question's prompts, the essay will not reach its full potential!

Enduring Issues List

The enduring issues listed below identify nine issues that commonly come up in the New Visions Global History Curriculum. It is derived from a list from the New York State Department of Education. This is not an exhaustive list of possible enduring issues for essays, but can act as a starting point. When faced with an enduring issues prompt, students need to choose issues based on the documents presented and should not limit themselves to the list below.

- **Conflict:** Conflict is a serious disagreement or argument. There can be conflict between individuals, groups of people, and even nations.
 - Examples: Voltaire challenged religious discrimination in the Enlightenment; Vietnam fought for independence against France; The U.S. confronted the U.S.S.R in the Cold War... or French Revolution/Latin American Revolutions/Imperialism/WWI/WWII/Terrorism
- **Desire for Power:** Power is the influence or control over the behavior of people and it is a part of every human interaction. You can see the effects of power in your relationships with your family and friends, and in schools, sports, business, and government.
 - Examples: Enslaved Haitians abolished slavery successfully; Nazis seized control of Germany; Terrorists attacked the U.S. on September 11... or French Revolution/Imperialism
- **Inequity/Inequality & Human Rights Violation:** Inequity is a lack of fairness or justice. When there is inequity, one person or group of people do not have as much power or opportunity as others. Human rights are rights & freedoms that every person is entitled to. Human rights violations are violations of those basic rights.
 - Examples: Women argued for equality at the time of the French Revolution; Whites had more rights than did blacks during apartheid in S. Africa; Western Europe was wealthier than East Asia during the 20th century... or Imperialism- British in India, China, Africa/Armenian Genocide/The Holocaust/Cambodian Genocide/Rwandan Genocide.
- **Need for and Impact of Innovation:** An innovation is a new method of addressing a problem. Innovations have positive and negative impacts.
 - Examples: Manufactures developed new machines during the Industrial Revolution; Militaries used tanks and planes in WWI; Farmers planted new varieties of grain in the Green Revolution... or Agrarian Revolution/Meiji Restoration/Modern Technology.
- **Impact of Interconnectedness:** Interconnectedness is the state of having connections or relationships with other people. For example, the more people you know from a neighborhood, the more interconnected you are with it.
 - Examples: The European Enlightenment influenced revolutions in the Americas; Many ethnic groups lived together in the Ottoman Empire; The internet linked people globally as never before... or interconnectedness of the modern economy outsourcing/global trade/imperialism.
- **Impact of Ideas and Beliefs:** Our ideas and beliefs shape the way we look at the world. Ideas and beliefs can come from one's conclusions from observation, religion, parents, books, or friends.
 - Examples: Adam Smith developed the concept of the invisible hand; The U.N. supported universal human rights; Hindus & Muslims fought during the partition of India... or The Enlightenment/Nationalism/Communism vs. Capitalism/Westernization vs. tradition.
- **Environmental Impact:** Our environment is the area around us in which we live. We are affected by our environment and we have an effect on it. This is true of your local environment (your home, your classroom, and your neighborhood) and the larger environment (your state, your country, and the world).
 - Examples: Enclosure reduced the amount of land available for common use; factory emissions caused air & water pollution; deforestation & economic development led to desertification... or Post-Industrial Revolution/Urbanization/Monsoons.
- **Scarcity & Population Growth:** Scarcity is the state of not having enough of something. Everything we use in our daily life comes from the Earth and there is a limited supply of resources on this planet. Some places have access to more water than others, some have access to oil. Since resources are scarce, we trade for them. Population growth occurs when more people are born than die and for most of global history, the number of people on Earth has increased.
 - Examples: Industrialized countries desired resources from their colonies; Great Britain rationed goods during WWII; The OPEC oil embargo led to a gasoline shortage in the U.S... or Irish Potato Famine/Oil/water.
- **Cooperation:** Cooperation means working together to reach a common goal. Nations often work together to solve mutual problems.
 - Examples: European states negotiated to divide Africa for colonization; countries agreed to create the U.N.; Public health agencies worked together to fight polio... or Warsaw Pact/NATO/ League of Nations/OPEC.

ENDURING ISSUES PART 1

Conflict (there have been many wars, struggles, and disputes over the course of history). "Nested" issues in this category can include: war, disputes over resources, religious and territorial disputes, power struggles, and competition.

Specific History: Enlightenment ideas would inspire revolution and conflict with absolute monarchs; storming of the Bastille; Reign of Terror; rise and fall of Napoleon; unifications, Revolutions in 1848, Crimean War; Opium Wars; Boxer Rebellion; Boer Wars; assassination of Archduke Franz Ferdinand sparks World War I; Mexican Revolution; March Revolution; November Revolution; Russian Civil War; invasion of Poland; Pearl Harbor; Battle of Stalingrad; D-Day; Berlin Airlift; U-2 Incident; Cuban Missile Crisis; Soviet-Afghanistan War; Chinese Civil War; religious conflicts leading to partition of India; movement for Indian independence; Suez Crisis, Six-Day War, Yom Kippur War; Iranian Revolution; Syrian Civil War

Human Rights Violations (there have been horrible denials of human rights leading to many deaths in world history). "Nested" issues in this category can include: injustice, discrimination, inequality, lack of freedoms, genocide, enslavement, and human trafficking).

Specific History: Armenian Massacres; Pogroms; Bloody Sunday; Ukrainian famine; Nuremberg Laws; Ghettos; Final Solution; Khmer Rouge in Cambodia; Dirty War in Argentina; Tiananmen Square Massacre; Amritsar Massacre; Taliban; Apartheid; Rwandan Genocide

ENDURING ISSUES PART 2

Power (having political, economic, or social power). "Nested" issues in this category can include: unfair distribution of power, ability to have a voice in government, free and fair elections, power struggles, and relationship between ruler and those being ruled over.

Specific History: Some monarchs pushed back on Enlightenment; Enlightened despots were more accepting of Enlightenment; tensions between the three estates in France; rise and fall of Robespierre; Napoleon's reign throughout Europe; Industrial Revolution spreads across Europe and the world; Bismarck attains power and promotes "blood and iron"; Britain gives self-rule to Canada and Australia, but Ireland waits until twentieth century; Chartist Movement gives more voting rights; William Wilberforce helps bring an end to slavery in Britain; women gain rights around the world; Czar absolutism; rise of Lenin and communism; totalitarianism under Stalin; command economy; centralized dictatorships of Mussolini and Hitler; containment strategies such as Truman Doctrine and Marshall Plan; the breaking apart of the Communist bloc, Reunification of Germany, August Coup; Jiang Jieshi acts as a dictator; Cultural Revolution of Mao Zedong; Gandhi uses power of peace and civil disobedience to bring change in India

Security (the safety of people and their country). "Nested" issues in this category can include: Threats to privacy, nuclear proliferation, cyber theft, hacking, collective security, formation of alliances, and use of chemical weapons.

Specific History: Congress of Vienna; Concert of Europe; Holy Alliance; World War I Alliances, Treaty of Versailles; League of Nations; formation of the USSR; Kellogg-Briand Pact; Axis Powers and Allied Powers; Yalta Conference; formation of United Nations, NATO, and Warsaw Pact; Cyber warfare responses; G7

ENDURING ISSUES PART 3

Population Growth (a battle between population fluctuation and resources/strength). "Nested" issues in this category can include: Strain on resources, need to educate growing populations, waste disposal/sanitation, and debates regarding overpopulation policies.

Specific History: The Agricultural Revolution leads Thomas Malthus to doubt food reserves for growing populations; One-Child Policy instituted to cope with a high population and limited resources; increases in population can lead to a lack of resources and sanitation (as with urbanization in the Industrial Revolution); Decreases in population can hurt expansion and weaken economy

Human Impact on Environment (the ways that humans have affected the physical world around them). "Nested" issues in this category can include: Establishing physical boundaries, extraction of resources, use of chemical fertilizers, increasing acres of production, spread of disease, and destruction of the ozone layer.

Specific History: Agricultural Revolution ideas such as crop rotation and farming inventions; Pollution during Industrial Revolution; Negative effects of nuclear bombs dropped during World War II; Negative effects of nuclear bombs and testing during Cold War; Rapid building in both China and India have led to issues such as pollution and overcrowding in cities; Three Gorges Dam brings power, but displaces people from their homes; ozone depletion; desertification in Africa; deforestation in South America

Impact of Environment on Humans (how geography has affected people and history). "Nested" issues in this category can include: Impact of fertile soil access, proximity to water, effects of natural disasters, access to fresh water and rivers, and impact of physical geography.

Specific History: Effect of climate on Agricultural Revolution; Industrial Revolution starts in England because of access to rivers, harbors, and natural resources; Napoleon and Hitler can't take over Russia/USSR because of its harsh climate; places become a target for imperialism because of their natural resources; Britain had access to the Indian Ocean for trade during Age of Imperialism; Natural disasters have led to more Global Interdependence between nations

ENDURING ISSUES PART 4

Tensions between Traditional Culture and Modernization (as the world has modernized, traditional culture has not always embraced it). "Nested" issues in this category can include: **Loss of cultural identity/language/beliefs, changing gender roles, ethnic tensions, and debates over westernization as modernization.**

Specific History: The Church didn't embrace certain discoveries of the Scientific Revolution; gender roles were questioned; new ideas of equality for the average citizen; new ideas on changing gender norms; French Revolution's liberty expansion, as opposed to the King and first two estates; Darwin's Theory of Evolution; Meiji Restoration and samurai riots; Japan switches from isolation to imperialism; Turkey modernizes under Mustafa Kemal Atatürk; Eastern European political, economic, and social changes as communism fell; democracy in India has conflicted with the tradition of the caste system; women have gained rights in Asia since World War II; Iranian Revolution and anti-Western sentiment; Arab Spring

Impact of Trade (trade has brought new products, yet its impact has gone far beyond the items traded). "Nested" issues in this category can include: **integration/rejection of new ideas, economic sanctions, gap between rich and poor, balance of trade, loss of cultural identity, and global trade.**

Specific History: Napoleon struggled to enforce Continental System; Industrial Revolution spreads across Europe and the world; Open Door Policy opens China to trade; British East India Company trades the Indian market; OPEC impacts oil price fluctuations; spread of religion; spread of ideas on the internet; spread of disease in an interconnected world

Cultural Diffusion (Many products and ideas have been exchanged across hemispheres). "Nested" issues in this category can include: **Loss of/threats to cultural identity, debates over accepting ideas, benefits of new ideas, and consequences of adopting new philosophies, products, or ideas.**

Specific History: Spread of Enlightenment ideas; spread of scientific ideas; Enlightenment goes to Latin America for independence movements; westernization has accompanied industrialization in China and India; globalization; spread of inventions and ideas such as railroads, factories, and germ theory

ENDURING ISSUES PART 5

Impact of Technology (people have adjusted their lives to technology which has caused great change in every aspect of life). "Nested" issues in this category can include: **Consequences of technology for people and the environment, adopting and rejecting technology, impact of technology on conflict/warfare, impact of technology on urbanization and privacy.**

Specific History: Telescopes and other scientific inventions brought to light new ideas during Scientific Revolution; the new inventions of the Industrial Revolution brought great change; impact from telegraph, telephone, and early film and television; trench warfare; U-Boats; airplanes; poison gas; improvement on tanks; use of nuclear bombs; arms race with weapons such as the H-Bomb; Sputnik, Space Race, and moon landing; Star Wars; Green Revolution increases food output; internet, smartphones, and social media

Impact of Industrialization (as industry has increased, there have been many positive and negative results that have impacted the world). "Nested" issues in this category can include: **Poor working conditions, low wages, consequence of industrialization, standard of living increases and decreases, changes to the status of women, and rise of socialist ideas.**

Specific History: Pollution; child labor; bad working conditions; mass production; unionization; urbanization of big cities; rise of Bolsheviks and a turn to socialism; Five-Year Plan; spheres of influence; imperialism; rapid building in both China and India have led to issues such as pollution and overcrowding in cities; Three Gorges Dam brings power, but displaces people from their homes

Impact of Urbanization (people have been moving to cities for reasons such as employment opportunities and culture). "Nested" issues in this category can include: **Overcrowding, sanitation issues, need for clean drinking water and infrastructure, access to education, impact on women and family structure.**

Specific History: People move to cities such as London to labor in factories during Industrial Revolution; sanitation challenges and a need to provide clean drinking water; women's traditional roles change in big cities; need to provide energy; new transportation opportunities such as railroads, automobiles, and airplanes

ENDURING ISSUES PART 6

Impact of Nationalism (people have had pride in their nation which has been based on a common culture, history, or language. This has had many effects.) “Nested” issues in this category can include: A shifting of territorial boundaries, forced divisions, creation of conflict, and impact of new boundaries on citizens.

Specific History: French pride during revolution; Latin American independence movements; Unification of Italy and Germany; pre-World War I nationalism helps to spark the war; Bolshevik Revolution’s “Peace, Land, and Bread”; propaganda under Stalin; rise of fascism in both Italy and Germany; Hitler takes Sudetenland claiming it is of German heritage; Three Principles of Sun Yixian; May Fourth Movement; Indian independence movement; Zionism; Iranian Revolution; African independence movements

Impact of Imperialism/Colonization/Empire Building/Decolonization (strong nations have taken over weaker ones for political, economic, and social gain. After building great empires, many have since decolonized). “Nested” issues in this category can include: Importance of securing resources, challenges in controlling faraway lands, cultural changes, loss of tradition, discrimination, importance of global markets, and loss of political control.

Specific History: Berlin Conference; Spheres of Influence; Sepoy Mutiny; Nazis militarize the Rhineland and gain places such as Sudetenland and Austria; Italy gains Ethiopia; Haiti gains independence from France; Spain and Portugal lose colonies in South America; Places in Asia such as the Philippines gain independence after a legacy of western control; Mau Mau Uprising in Kenya; Algerian independence; Nigerian independence

Impact of Migration (people have moved around the globe due to many factors, and have adjusted in different ways to their new homes). “Nested” issues in this category can include: Reactions to migration and immigration, cultural changes, assimilation, debates over economic benefits, and impact on those who migrate.

Specific History: Syrian refugee crisis; immigration restriction; international immigration’s political, economic, and social effects; hardships for those who migrate such as job availability and integration into society; economic costs of migration on national governments

ENDURING ISSUES PART 7

Globalization (the world has recently become connected in trade, ideas, and culture). “Nested” issues in this category can include: Interdependence, cultural change, impact of cooperation, reduction of barriers, debates over globalization, effects of global debt crisis, political differences, and power of transnational corporations.

Specific History: Homogenization of culture; financial crisis and economic interactions; views for and against globalization; global celebrations such as the Olympic Games and World Cup; effects of global interdependence; use of common languages

Equity Issues/Lack of Access (the world’s resources and liberties have been unbalanced within both developed and developing countries). “Nested” issues in this category can include: Lack of jobs, education, power, healthcare, water, and shelter.

Specific History: Less rights and property enjoyed by the Third Estate before the French Revolution; beliefs in Liberty, Equality, and Fraternity; poverty during Russian Revolution and resentment of kulak landowners; creation of communes; low wages of jobs that are outsourced; gap between rich and poor in money, healthcare, and housing;

Cooperation (nations have banded together on a number of issues ranging from economics to the environment). “Nested” issues in this category can include: Impact of cooperation on famine, disease, environmental issues, and maintaining peace.

Specific History: Nuremberg Trials; Tokyo Trials; Universal Declaration of Human Rights; European Union; G7; NGOs; Kyoto Protocol; War on Terror

Planning for the Global History & Geography Regents Enduring Issues Essay

Step 1—Examine the Documents: What enduring issues exist in these documents?		Step 2—Choose an Issue: Decide on an issue to write about that is supported by <u>at least three</u> documents.											
Doc. 1		The enduring issue I will write about is:											
Doc. 2		This issue is supported by the following documents: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 2px;">Document 1</td> <td style="text-align: center; padding: 2px;">Document 2</td> <td style="text-align: center; padding: 2px;">Document 3</td> <td style="text-align: center; padding: 2px;">Document 4</td> <td style="text-align: center; padding: 2px;">Document 5</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		Document 1	Document 2	Document 3	Document 4	Document 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document 1	Document 2			Document 3	Document 4	Document 5							
<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Doc. 3													
Doc. 4													
Doc. 5													

Step 3—Brainstorm Information for Your Essay										
Use info from at least three documents to <u>define the issue</u> .	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; padding: 5px;"><u>Argue Significance</u>: How has this issue affected people or been affected by people?</th> <th style="width: 50%; padding: 5px;"><u>Argue Significance</u>: How has this issue continued to be an issue or changed over time?</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Supporting information from the documents (note document #):</td> <td style="padding: 5px; vertical-align: top;">Supporting information from my knowledge of social studies:</td> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </tbody> </table>		<u>Argue Significance</u> : How has this issue affected people or been affected by people?	<u>Argue Significance</u> : How has this issue continued to be an issue or changed over time?	Supporting information from the documents (note document #):	Supporting information from my knowledge of social studies:			Supporting information from the documents (note document #):	Supporting information from my knowledge of social studies:
<u>Argue Significance</u> : How has this issue affected people or been affected by people?	<u>Argue Significance</u> : How has this issue continued to be an issue or changed over time?									
Supporting information from the documents (note document #):	Supporting information from my knowledge of social studies:									

NYS Enduring Issues Essay Rubric Separated By Category

curriculum.newvisions.org/social-studies

	5	4	3	2	1
Identify and Define Enduring Issue	Clearly identifies and accurately defines one enduring issue raised in at least three documents	Identifies and accurately defines one enduring issue raised in at least three documents	Identifies and defines <i>one</i> enduring issue raised in at least 3 documents. May include minor inaccuracies	Identifies, but does not clearly define, <i>one</i> enduring issue raised in the set of documents; may include errors	Identifies, but does not define, <i>one</i> enduring issue raised by the documents
Argument: Significance of Enduring Issue and Continuity or Change Over Time	Develops an even, thoughtful and in depth argument about how an enduring issue has affected people or has been affected by them and how the issue continues to be an issue or has changed over time	Develops a thoughtful argument in some depth about how an enduring issue has affected people or has been affected by them and how the issue continues to be an issue or has changed over time OR develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other	Develops both aspects of the argument in little depth or develops only one aspect of the argument in some depth	Minimally develops both aspects of the argument or develops one aspect of the argument in little depth	Minimally develops one aspect of the argument
Analysis	Is more analytical than descriptive (analyzes, evaluates and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates and/or creates information)	Is more descriptive than analytical (applies, may analyze and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated application or analysis.	Is descriptive; may lack understanding, application, or analysis
Evidence: Documents	Richly supports the task by incorporating substantial relevant evidence that includes facts, examples, and details from at least three of the documents	Supports the task by incorporating relevant evidence that includes facts, examples, and details from at least three documents	Incorporates some relevant evidence that includes facts, examples, and details from the docs; may include minor inaccuracies	Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents; may include inaccuracies.	Makes some vague, unclear references to the documents and includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies.
Evidence: Outside Information	Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details	Supports the task by incorporating relevant outside information that includes facts, examples and details	Incorporates limited relevant outside information that includes facts, examples, and details; may include minor inaccuracies	Presents little or no relevant outside information; may include some inaccuracies	Presents no relevant outside information
Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion	Demonstrates a logical and clear path of organization; includes an introduction and a conclusion	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction and a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion.

OPTIONAL

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

Enduring Issue Pre-Planning Page

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside info
Is this an issue supported by <i>at least three</i> documents? Which documents support this issue?		1 2 3 4 5	
Which <i>three</i> 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	

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:

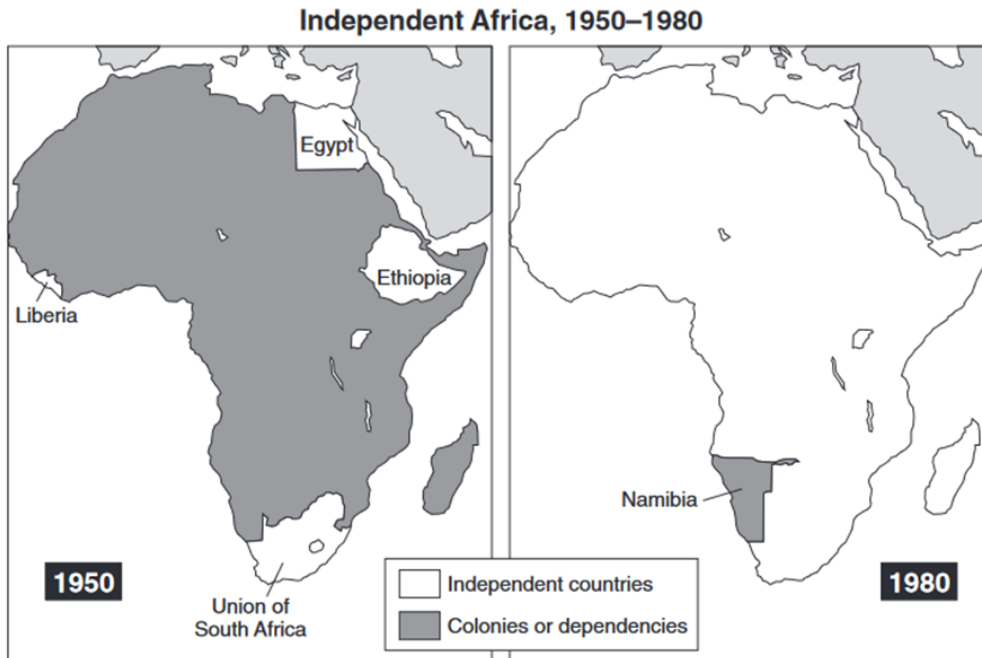
Identify—means to put a name to or to name.

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.

DOC 1

This document illustrates the different stages of African development.



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman & Co., 1984 (adapted)

DOC 2a



Source: Paresh Nath, *The National Herald*, India, 7/5/2007

DOC 2b

Mention Africa in polite company, and those around you may grimace, shake their heads sadly, and profess sympathy. Oh, all those wars! Those diseases! Those dictators!

Naturally, that attitude infuriates Africans themselves, since the conventional view of Africa as a genocide inside a failed state inside a dictatorship is, in fact, wrong. . . .

The bane [misfortune] of Africa is war, but the number of conflicts has dwindled. Most of the murderous dictators like Idi Amin of Uganda are gone, and we're seeing the rise of skilled technocrats who accept checks on their power and don't regard the treasury as their private piggy bank. The Rwandan cabinet room is far more high-tech than the White House cabinet room, and when you talk to leaders like Ellen Johnson Sirleaf of Liberia, you can't help wondering about investing in Liberian stocks. . . .

— Nicholas D. Kristof, *New York Times*, *Upfront Magazine*, April 19, 2010 (adapted)

DOC 3

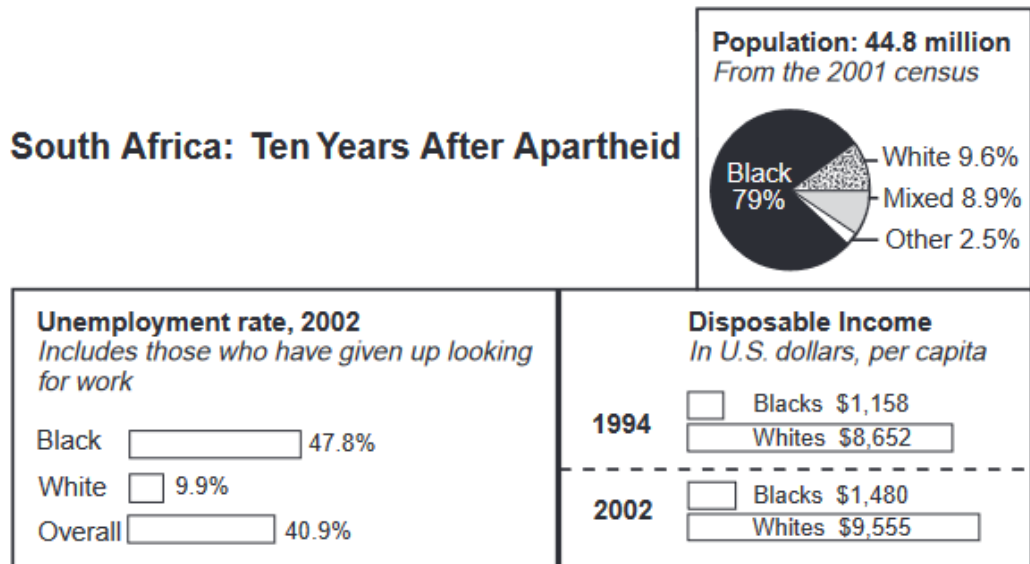
... Once thought of as a model for other young African democracies, Nigeria has buckled under the weight of persistent enmities [hostilities] among four major tribes—the Moslem Hausas and Fulanis in the North, the Yorubas in the West and the clever Ibos in the East. In January 1966, five years after independence, a group led by Eastern army officers toppled the Northern-dominated regime of Sir Abubakar Tafawa Balewa and exposed the raw nerves of those ancient rivalries. Northerners countered with a coup that installed [General Yakubu] Gowon, and their pent-up fury exploded in the massacre of thousands of Ibos living in the North....

— *Time*, June 9, 1967

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. . . .

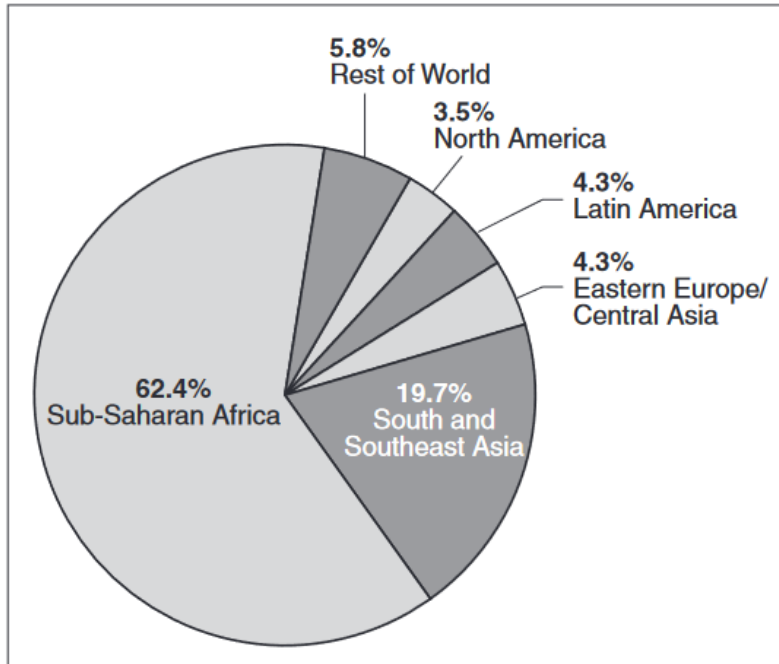
— Trevor Noah, *Born a Crime: Stories from a South African Childhood*, Spiegel & Grau, 2016



Source: *New York Times*, April 26, 2004 (adapted)

DOC 5a

Global Breakdown of People Living With HIV in 2006

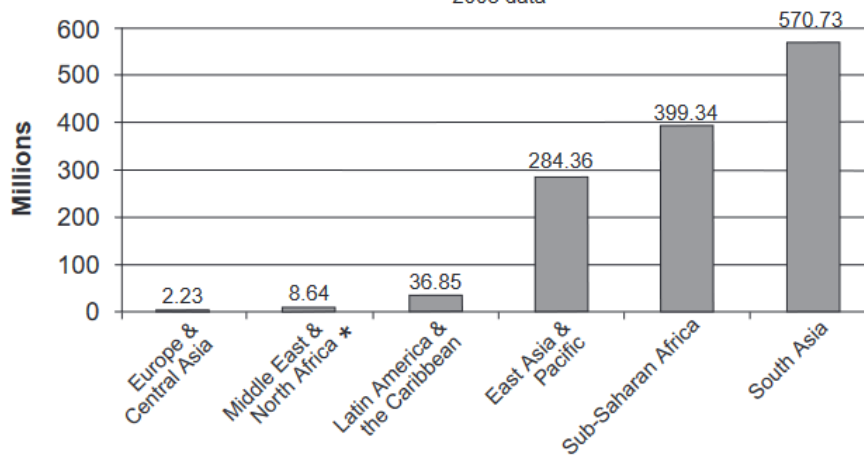


Source: Statistics from UNAIDS/WHO 2006 AIDS Epidemic Update (adapted)

DOC 5b

Number of Poor Earning Less than \$1.25 U.S. per Day Poverty Line

2008 data



* Survey coverage is less than 50%

Source: World Bank (adapted)

DBQ/Enduring Issues Essays Scoring Rubric

Needs Work (comments)	Meets Criteria	Exceeds Expectations (Evidence)
	Student clearly identifies Enduring Issue based on a HISTORICALLY ACCURATE interpretation of at least THREE documents	
	Student writes an ARGUMENT in which he/she articulates WHY/HOW the issue is an enduring issue; clearly articulates HOW/WHY the issue spans through time: <ul style="list-style-type: none"> ● 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 	
	Student clearly defines the issue: <ul style="list-style-type: none"> ● student explains why the issue is an issue; ● Student accomplishes this using evidence from at least THREE documents 	
	Student includes RELEVANT outside information <ul style="list-style-type: none"> ● Information connected to the topic/issue but is NOT referenced in the documents ● Information that is more than a passing comment in the body of the essay. 	
	Student writes an organized, structured response: <ul style="list-style-type: none"> ● Introduction that identifies the issues and presents the argument ● Body paragraphs that use historical information AND the documents to prove the argument ● A concluding paragraph that ties everything together 	

Key Questions, Click Links Below:

1. [How did the Enlightenment affect the arts?](#)
2. [What were the three Estates of France's Old Regime?](#)
3. [What were Napoleon's three mistakes that led to his downfall?](#)
4. [Why did the Industrial Revolution begin in England? ... What were the textile inventions of the Industrial Revolution?](#)
5. [How has nationalism been a unifying force?](#)
6. [Why did countries want to imperialize?](#)
7. What were the [causes](#), [results](#), and [technological innovations](#) of World War I?
8. [What were the foreign policy results of World War II?](#)
9. [What were the major examples of containment during the Cold War?](#)
10. [How did Communism ultimately fall in the Soviet Union? How about in other European nations?](#)
11. [What happened to India during the Partition?](#)
12. [What wars were fought between Israel and members of the Middle East from 1956-1973?](#)
13. [What led to the end of apartheid?](#)
14. [What are some of the environmental problems plaguing the Earth today?](#)
15. [What has Brazil developed into an industrial power?](#)
16. [What should I know about globalization and the modern world economy?](#)

Wars, Click Links Below:

1. [French Revolution Causes; Bastille; Reign of Terror](#), 2. [Napoleon's Invasion of Russia](#), 3. [Unification of Italy](#), 4. [Unification of Germany](#),
5. [Boer War](#), 6. [Crimean War](#), 7. [Opium War](#), 8. [Sepoy Rebellion](#), 9. [Boxer Rebellion](#), 10. [Russo-Japanese War](#), 11. [Mexican Revolution](#),
12. [World War I events](#), 13. [Bolshevik Revolution](#), 14. [Armenian Massacres](#), 15. [Russian Civil War](#), 16. [World War II](#), 17. [Cold War](#),
18. [Chinese Civil War](#), 19. [Korean War](#), 20. [Vietnam War](#), 21. [Soviet-Afghanistan War](#), 22. [Iranian Revolution](#), 23. [Rwandan Genocide](#),
24. [War in Darfur](#)

Human Rights Violations Post 1900, Click Below:

1. [Pogroms](#), 2. [Russia's Bloody Sunday](#), 3. [Armenian Massacres](#), 4. [Amritsar Massacre](#), 5. [Nanjing Massacre](#), 6. [Ukrainian Famine \(Holodomor\)](#),
7. [Great Purge](#), 8. [Final Solution \(Holocaust\)](#), 9. [Cultural Revolution](#), 10. [Apartheid](#), 11. [Khmer Rouge](#) 12. [Tiananmen Square Massacre](#),
13. [Ethnic Cleansing in Bosnia](#), 14. [Rwandan Genocide](#), 15. [War in Darfur](#)

Geography, Click Links Below:

1. [What is a physical map?](#)
2. [Why did civilizations develop near water?](#)
3. [Why did the Industrial Revolution begin in England?](#)
4. [Why couldn't Napoleon defeat Britain? What happened to him in Russia? \(NOTE: Hitler losing in Russia's harsh winter is a similar theme\)](#)
5. [What does the Suez Canal connect?](#)
6. [What are some of the environmental problems plaguing the Earth today?](#)

Getting Started on your Body Paragraph... Think of your essay as a cheeseburger! The top of the bun is your introductory paragraph and the bottom bun is your concluding paragraph. All the "stuff" between represents your body paragraph(s).

