

REVISED
PROTOTYPES FOR
GLOBAL HISTORY AND GEOGRAPHY II
REGENTS EXAM
DRAFT

DRAFT PROTOTYPES FOR
GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM

PART 1—STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

Updated with Revised Task Models

MCQ SET #1

“...Nor is there liberty if the power of judging is not separate from legislative power and from executive power. If it were jointed to legislative power, the power over the life and liberty of the citizens would be arbitrary, for the judge would be the legislator. If it were joined to executive power, the judge could have the force of an oppressor...”

Source: Montesquieu, *The Spirit of the Laws*

1. Which principle is best supported by this excerpt?

1. Separation of Powers
2. Divine Right
3. Universal Suffrage
4. Self Determination

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Task Model	1: Students are given stimuli and asked to evaluate and classify (identify) best use.
Framework Reference	10.2a: Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. ➤ Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

2. Which group's ideas are best represented by this excerpt?

1. Enlightenment philosophers
2. Absolute Monarchs
3. Communists
4. Missionaries

Task Model	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
Framework Reference	10.2a: Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. ➤ Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

DRAFT: Updated 2018

MCQ SET #2

China—the Cake of Kings and ... of Emperors



China

Source: *The Little Journal*, published in France, January 16, 1898 (Bibliothèque Nationale de France)

3. In this cartoon, the Chinese are reacting to the process of

1. imperialism
2. industrialization
3. collectivization
4. unification

DRAFT: Updated 2018

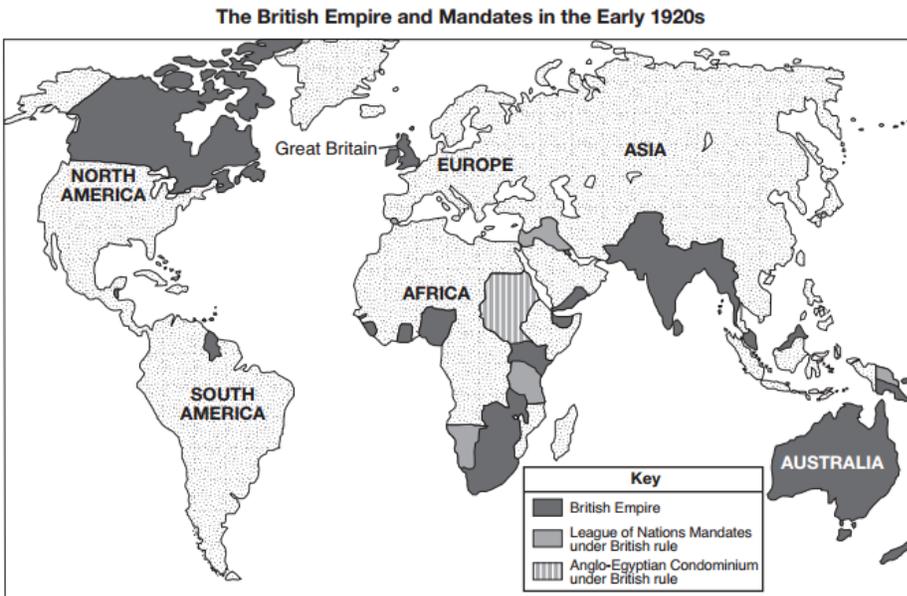
Task Model	7: Students are given a stimulus and identify a central cause of the described phenomenon.
Framework Reference	<p>10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <p>➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.</p>

4. Which statement best represents a reason Japan is seated at the table in this cartoon?
1. The Meiji Restoration industrialized Japan.
 2. The Tokugawa Shogunate centralized Japan's government.
 3. Japan was invited as an ally of China.
 4. Japan had become militarily stronger than most European powers

Task Model	7: Students are given a stimulus and identify a central cause of the described phenomenon.
Framework Reference	<p>10.3c: Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.</p> <ul style="list-style-type: none"> ➤ Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them. <p>10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <ul style="list-style-type: none"> ➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China. <p>10.4b: Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.</p> <ul style="list-style-type: none"> ➤ Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

DRAFT: Updated 2018

MCQ SET #3



Source: Encyclopedia Britannica Kids (adapted)

5. A historian could best use this map to study which topic?
1. imperialism
 2. détente
 3. the transatlantic Slave Trade
 4. United Nations membership

DRAFT: Updated 2018

Task Model	1: Students are given stimuli and asked to evaluate and classify (identify) best use.
Framework Reference	<p>10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <p>➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.</p>

6. What later development would change a political situation shown on this map?

1. Augusto Pinochet's human rights abuses
2. Gandhi's non-violent resistance
3. Mao Zedong's communist revolution
4. Ho Chi Minh's nationalist movement

Task Model	7: Students are given a stimulus and identify a central cause of the described phenomenon.
Framework Reference	10.7a: Independence movements in India and Indochina developed in response to European control. ➤ Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.

DRAFT: Updated 2018

MCQ SET #4

Excerpt from a speech by Winston S. Churchill, March 5, 1946 at Westminster College in Fulton, Missouri

...From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone—Greece with its immortal glories—is free to decide its future at an election under British, American, and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy....

Source: Winston Churchill, *The Sinews of Peace*,” March 5, 1946, The Churchill Centre

7. Which important issue does Winston Churchill discuss in this excerpt?
1. increasing tension between non-communist and communist nations
 2. buildup of conventional armaments leading up to World War I
 3. rising concerns over the unification of Germany
 4. expanding role of the British Empire in world politics

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Task Model	7: Students are given a stimulus and identify a central cause of the described phenomenon.
Framework Reference	10.6a: The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. ➤ Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

8. Which organization formed in response to the situation Churchill described in this speech?

1. North Atlantic Treaty Organization (NATO)
2. League of Nations
3. Alliance of Central Powers
4. European Union (EU)

Task Model	8: Students are given a stimulus and identifies a central effect of the described phenomena.
Framework Reference	10.6a: The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. ➤ Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

DRAFT: Updated 2018

MCQ SET #5

Four Newspaper Headlines from the Twentieth Century:

- A. THE BERLIN WALL TORN DOWN
- B. TRUMAN DOCTRINE AIDS GREECE AND TURKEY
- C. THE U.S.S.R. PLACES NUCLEAR MISSILES IN CUBA
- D. NEHRU CALLS FOR INDIA TO BE NON-ALIGNED

9. Which claim is supported by this set of headlines?

- 1. The Cold War impacted countries other than the Soviet Union and the United States
- 2. Independence movements developed as a result of Cold War Tensions
- 3. Globalization is the result of the proliferation of technological and economic networks
- 4. The Organization of Petroleum Exporting Countries (OPEC) developed as a result of Cold War tensions

Task Model	4: Students are asked to select a plausible claim that logically flows from evidence presented in stimuli.
Framework Reference	10.6b: The Cold War was a period of confrontations and attempts at peaceful coexistence.

10. Which of these headlines represents the event that occurred *last*?

- 1. A
- 2. B
- 3. C
- 4. D

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Task Model	16: Students are given a stimulus and asked to identify how historical events are related chronologically.
Framework Reference	10.6b: The Cold War was a period of confrontations and attempts at peaceful coexistence.

DRAFT PROTOTYPES FOR
GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM

PART 2—SHORT ANSWER CONSTRUCTED-RESPONSE QUESTIONS

PART 2—SHORT ANSWER QUESTIONS (CRQ)

Short Answer Question Set Structure	
<p>Question 1</p> <p>Historical or Geographic Context (using document 1)</p>	<p>Historical Context—refers to the historical circumstances that led to this event/idea/historical development.</p> <p>1. Explain the historical circumstances that led to the historical development in the document.</p> <p style="text-align: center;">OR</p> <p>Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.</p> <p>1. Explain the geographic context for the historical developments shown on the map.</p>
<p>Question 2</p> <p>Sourcing (using document 2)</p>	<p>2a. Identify/Explain bias, point of view, audience, or purpose.</p> <p>2b. Explain the extent to which the document is a reliable source of evidence for understanding a specific use. In your response, be sure to include your evaluation of the source’s reliability and your reasoning for that evaluation.</p>
<p>Question 3</p> <p>Relationship between documents:</p> <p style="padding-left: 40px;"><u>Types</u></p> <ul style="list-style-type: none"> • Causation <li style="text-align: center;">AND • Turning Point <li style="text-align: center;">OR • Comparison <p>(using both documents 1 and 2)</p>	<p>Causation</p> <p>3. Identify <i>and</i> explain a cause-and-effect relationship associated with the events, ideas, or historical developments in documents 1 and 2. Be sure to use evidence from both documents 1 and 2 in your response.</p> <p style="text-align: center;">_____ AND _____</p> <p>Turning Point</p> <p>3a. Identify a turning point associated with the events, ideas, or historical developments related to both documents 1 and 2.</p> <p>3b. 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.</p> <p style="text-align: center;">_____ OR _____</p> <p>Comparison</p> <p>3a. Identify a similarity or a difference between the events, ideas, or historical developments presented in documents 1 and 2.</p> <p>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.</p>

Each examination will include two CRQs: one Cause-and-Effect and EITHER a Turning Point OR a Similarity/Difference CRQ.

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 and 2b
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

The response to question 2b provides the opportunity for students to address reliability for a specific 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.

SHORT ANSWER QUESTIONS—SET #1 (Causation)

Document 1

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 232

. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

Source: *The Versailles Treaty*, June 28, 1919

Historical Context—refers to the historical circumstances that led to this event/idea/historical development.

1. Explain the historical circumstances that led to the development of the Treaty of Versailles.
[1]

Framework Reference	<p>10.5c: The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.</p> <p>➤ Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.</p>
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Document 2

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.



Source: Daniel Fitzpatrick,
St. Louis Post-Dispatch, October 19, 1930

2a. Based on the cartoon, explain how audience affects the way Daniel Fitzpatrick presents his ideas. [1]

Reliability—determined based on how useful the information found in a source is for a specific purpose.

2b. Explain the extent to which Daniel Fitzpatrick’s cartoon is a reliable source of evidence for understanding Hitler’s influence on Germany in 1930. In your response, be sure to include your evaluation of the source’s reliability **and** your reasoning for that evaluation. [1]

Framework Reference	10.5d: Nationalism and ideology played a significant role in shaping the period between the world wars. ➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
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Document 1

Select Articles from the Treaty of Versailles

Article 159

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Article 231

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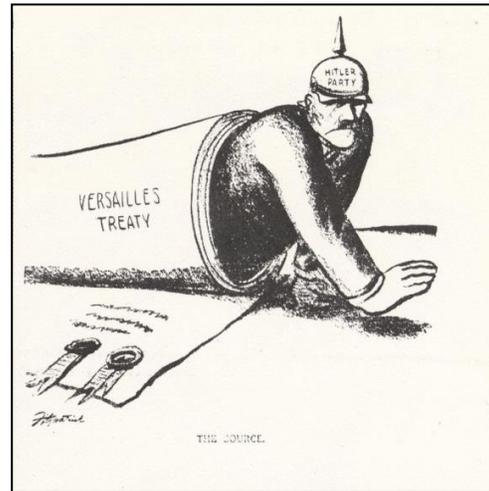
Article 232

. . . The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

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Document 2

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Source: Daniel Fitzpatrick,
St. Louis Post-Dispatch,
October 19, 1930

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

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

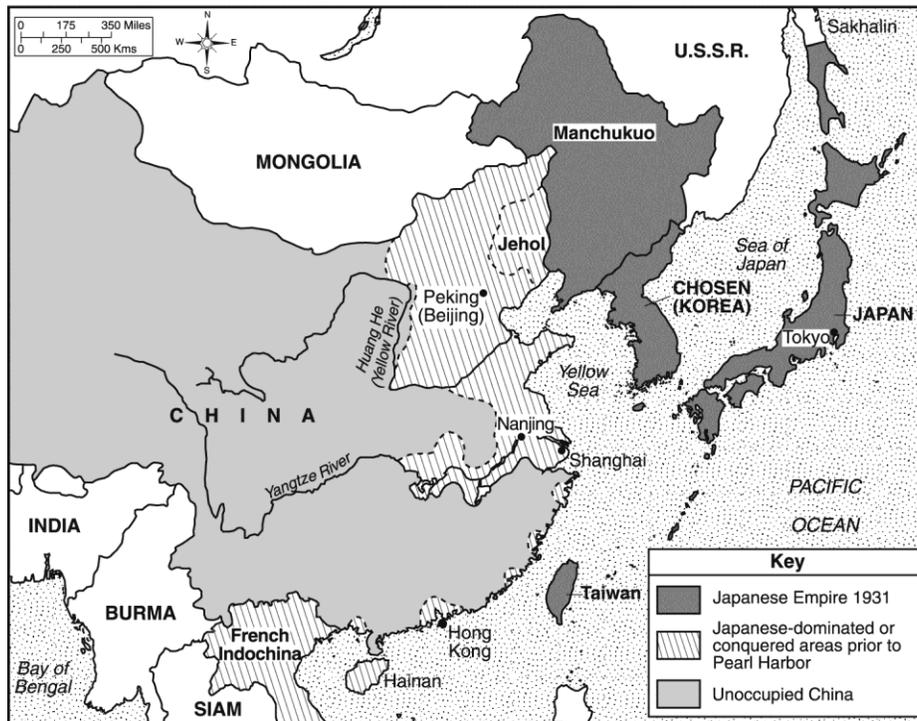
3. Identify **and** explain a cause-and-effect relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response.

[1]

SHORT ANSWER QUESTIONS—SET #2 (Turning Point)

Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

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

1. Explain the geographic context for the historical development shown on this map.

Framework Reference	<p>10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <ul style="list-style-type: none"> ➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.
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Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back. . . .

All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour — black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

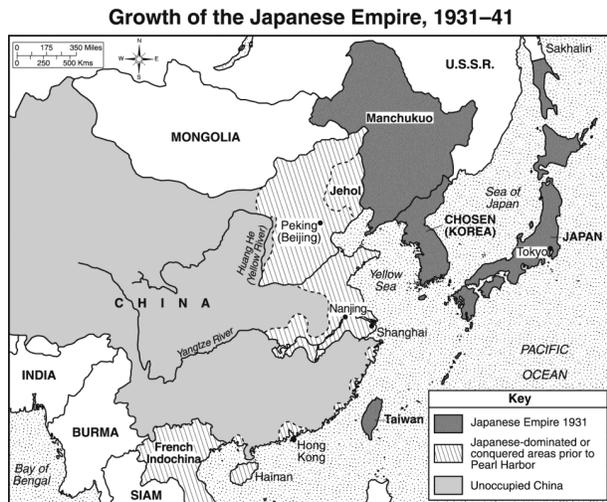
2a. Based on this excerpt, explain Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945. [1]

Reliability—determined based on how useful the information found in a source is for a specific purpose.

2b. Explain the extent to which Dr. Tatsuichiro Akizuki's account is a reliable source of evidence for understanding what occurred in Nagasaki on August 9, 1945. In your response, be sure to include your evaluation of the source's reliability **and** your reasoning for that evaluation. [1]

Framework Reference	10.5b: Technological developments increased the extent of damage and casualties in both World War I and World War II. ➤ Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.
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Document 1



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

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Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

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

- 3a. Identify a turning point associated with the historical development and events related to **both** documents 1 and 2. [1]
- 3b. Explain why the historical developments and events associated with these documents are considered a turning point. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

SHORT ANSWER QUESTIONS—SET #3 (Comparison)

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of “peace and good will towards men” into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly “the highway of nations,” and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834*, Volume II, London, Richard Bentley, 1837

Historical Context—refers to the historical circumstances that led to this event/idea/historical development.

1. Explain the historical circumstances that led to British exploration in West Africa in the 1830s. [1]

Framework Reference	10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. ➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.
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Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

2a. Based on this excerpt from Nnamdi Azikiwe’s speech, identify his point of view concerning British colonialism. [1]

Reliability—determined based on how useful the information found in a source is for a specific purpose.

2b. Explain the extent to which this excerpt from Nnamdi Azikiwe’s speech is a reliable source of evidence for understanding British colonialism. In your response, be sure to include your evaluation of the source’s reliability **and** your reasoning for that evaluation. [1]

Framework Reference	<p>10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <ul style="list-style-type: none">➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China. <p>10.7b: African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.</p> <ul style="list-style-type: none">➤ Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.
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Document 1

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We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

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Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

- 3a. Identify a similarity **or** a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. [1]
- 3b. Explain a similarity **or** a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

DRAFT PROTOTYPES FOR
GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM

PART 3—ENDURING ISSUES EXTENDED ESSAY

PART 3—EXTENDED ESSAY

An enduring issue is a challenge or problem that a society has faced and debated or discussed across time. It 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 *at least 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 evidence from the documents.

DRAFT: Updated 2017

Guidelines for Part 3 Construction

- Total of five documents
- At least **one** document connected to Framework key ideas 10.1 through 10.6
- At least **two** documents connected to Framework key ideas 10.7 through 10.10
- At least **one** document is a visual (cartoon, map, photograph, chart, timeline, graph)
- More than one enduring issue to be found within each document
- Inclusion of common enduring issues to be found across document set
- Availability of potential outside information considered

DRAFT 2016

PART 3—EXTENDED ESSAY

DOCUMENT SET #1**DOCUMENT 1****Julius Streicher, member of the Nazi Party, March 31, 1933**

German national comrades! The ones who are guilty of this insane crime, this malicious atrocity propaganda and incitement to boycott, are the Jews in Germany. They have called on their racial comrades abroad to fight against the German people. They have transmitted the lies and calumnies abroad. Therefore the Reich leadership of the German movement for freedom have decided, in defense against criminal incitement, to impose a boycott of all Jewish shops, department stores, offices, etc., beginning on Saturday, 1 April 1933, at 10 a.m. We are calling on you, German women and men, to comply with this boycott. Do not buy in Jewish shops and department stores, do not go to Jewish lawyers, avoid Jewish physicians. Show the Jews that they cannot besmirch Germany and disparage its honor without punishment. Whoever acts against this appeal proves thereby that he stands on the side of Germany's enemies. Long live the honorable Field Marshal from the Great War, Reich President Paul v. Hindenburg! Long live the Führer and Reich Chancellor Adolf Hitler! Long live the German people and the holy German fatherland!

Source: *Schulthess' europäischer Geschichtskalender. Neue Folge*, ed. by Ulrich Thürauf, Vol. 49 (Munich: Beck, 1933), p. 81

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<p>Framework Reference</p>	<p>10.5 d: Nationalism and ideology played a significant role in shaping the period between the world wars.</p> <ul style="list-style-type: none"> ➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
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DOCUMENT 2

Miron Dolot, eyewitness account of growing up in Ukraine under Stalin’s Soviet policy

But thanks to those meetings, those of us able to attend learned that sometime in January the Communist Party of the Soviet Union, after accusing Ukraine of deliberately sabotaging the fulfillment of grain quotas, had sent [Pavel] Postyshev, a sadistically cruel Russian chauvinist, as its viceroy to Ukraine. His appointment played a crucial role in the lives of all Ukrainians. It was Postyshev who brought along and implemented a new Soviet Russian policy in Ukraine. It was an openly proclaimed policy of deliberate and unrestricted destruction of everything that was Ukrainian. From now on, we were continually reminded that there were “bourgeois-nationalists” among us whom we must destroy. They were the ones causing our “food difficulties.” Those hideous “bourgeois-nationalists” were starving us to death, and on and on went the accusations. At every meeting, we were told that the fight against the Ukrainian national movement was as important for the “construction of socialist society” as the struggle for bread. This new campaign against the Ukrainian national movement had resulted in the annihilation of the Ukrainian central government as well as all Ukrainian cultural, educational, and social institutions. There were also arrests in our village as a result of this new policy.

With the arrival of Postyshev, the grain collection campaign was changed into a Seed Collection Campaign. The fact that the farmers were starving did not bother the authorities at all. What they worried about was the lack of seed for the spring sowing. I remember one of Postyshev’s speeches in which he instructed all Party organizations to collect seed with the same methods used in collecting grain. He also ordered the expropriation of grain seed which had supposedly been stolen or illegally distributed as food for the members of collective farms. It was made clear that the needed seed must be collected and delivered immediately and at all costs. But it was beyond our comprehension that the Communist authorities could so ruthlessly demand grain at a time when the bodies of starved farmers were littering the roads, fields, and backyards. As we listened to these harangues, we often thought that perhaps there was hidden sabotage at work to discredit the Communist Party. But we were naive. Devoid of all human emotions, the Party wanted grain from us; starvation was no excuse. The Party officials treated us with contempt and impatience. All this was heightened by the traditional Russian distrust and dislike of Ukrainian farmers. Thus we were forced to listen to the endless lies of these Russian officials that there was no famine; that no one was starving. Those who died were the lazy ones who refused to work at the collective farm. They deserved to die.

DRAFT 2016

Source: Miron Dolot, *Execution by Hunger: The Hidden Holocaust*, 1985

Framework Reference	10.5 e: Human atrocities and mass murders occurred in this time period. <ul style="list-style-type: none"> ➤ Students will examine the atrocities against the Armenians, examine the Ukrainian Holodomor, and examine the Holocaust.
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DOCUMENT 3

Excerpt from unanimously adopted Resolution by the United Nations General Assembly, December 9, 1948

Article 1

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article 2

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

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Source: United Nations General Assembly, December 9, 1948, Resolution 260 (III) A.

Framework Reference	<p>10.10 a: Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.</p> <ul style="list-style-type: none"> ➤ Students will examine the articles contained in the UN Universal Declaration of Human Rights.
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DOCUMENT 4

Debbie Wolfe writes about growing up as a white child under apartheid

I was born in South Africa, under apartheid -- a white child with every privilege. It was the year 1969, five years after Nelson Mandela was sentenced to life in prison.

While my parents weren't wealthy, my dad was an engineer, and a graduate of the University of Cape Town. We had a pretty little townhouse in the suburbs of Cape Town. I had good food to eat. There were dolls to play with, and presents under the tree at Christmas. I went to ballet lessons, and my lovely preschool down the road.

I had never heard the name 'Nelson Mandela'. I was too little to understand what was happening in my country, or what apartheid meant. I got the faintest glimpse every couple of weeks, when we rode the train into Cape Town to meet my father for lunch.

Those were the only days that I actually saw black children. But it was always from far away, or through the window of a train. In the first six years of my life, I never got to speak or play with a child whose skin was a different colour than mine.

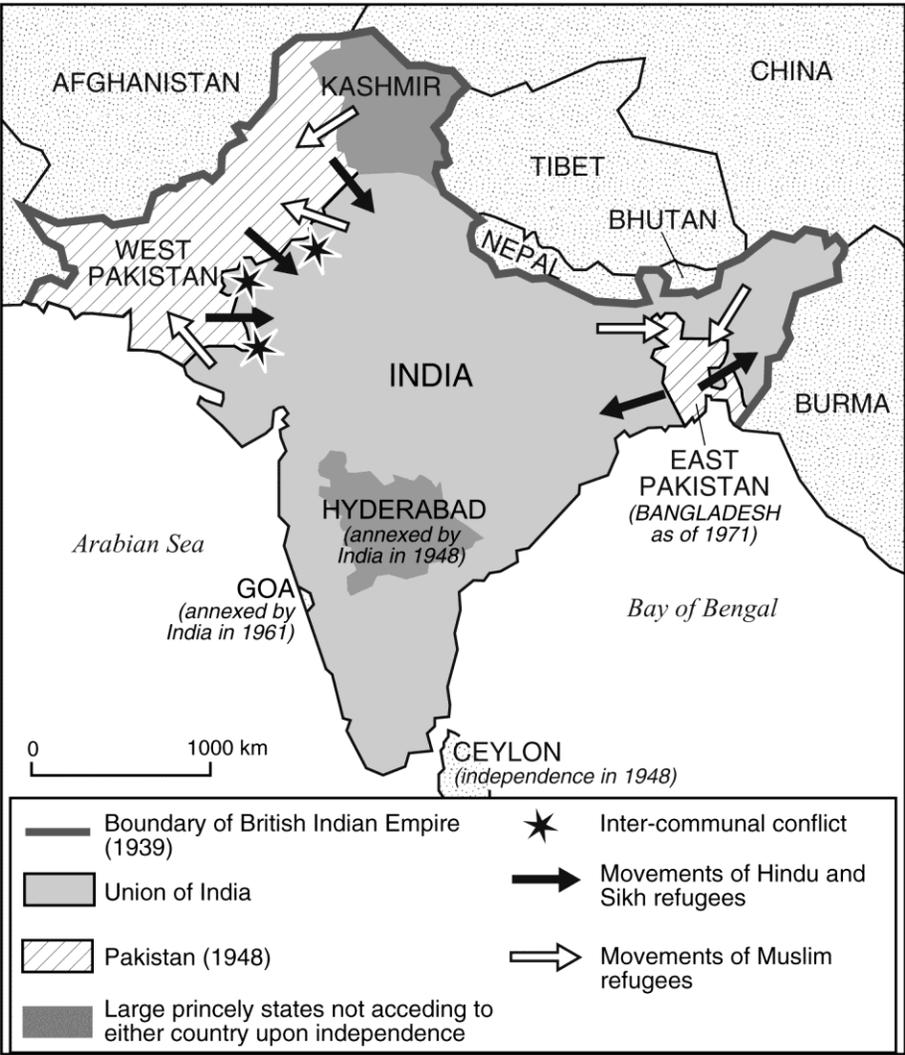
On those train rides, my mother and I waited on a platform designated for 'whites' waiting to board the train cars for 'whites'. There was a separate platform for 'blacks'. Once on the train, we'd pass parks and beaches clearly marked 'white' and 'black'. In Cape Town, if we needed to go to the bank, we'd approach a different counter than families with black children.

DRAFT 2016

Source: Debbie Wolf, *I Grew Up In South Africa During Apartheid*, Huffington Post, December 6, 2013

Framework Reference	<p>10.10c: Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> ➤ Students will examine the policy of apartheid in South Africa and the growth of the anti-apartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period.
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DOCUMENT 5



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Source: https://en.wikipedia.org/wiki/File:Partition_of_India-en.svg (adapted)

Framework Reference	10.7a: Independence movements in India and Indochina developed in response to European control.
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