

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 22, 2026 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II and III.

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

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

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

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

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

Life at Versailles

. . . Not only did he [King Louis XIV] expect all persons of distinction to be in continual attendance at Court, but he was quick to notice the absence of those of inferior degree; at his *lever* [waking up in the morning], his *coucher* [going to bed], his meals, in the gardens of Versailles (the only place where the courtiers [advisers] in general were allowed to follow him), he used to cast his eyes to right and left; nothing escaped him, he saw everybody. If any one habitually living at Court absented himself he insisted on knowing the reason; those who came there only for flying [quick] visits had also to give a satisfactory explanation; any one who seldom or never appeared there was certain to incur [experience] his displeasure. If asked to bestow a favour on such persons he would reply haughtily [arrogantly]: “I do not know him”; of such as rarely presented themselves he would say, “He is a man I never see”; and from these judgements there was no appeal. . . .

Source: Louis de Rouvroy Saint-Simon, *Memoirs of the Duke de Saint-Simon*

- | | |
|---|--|
| 1 A historian would find this passage most useful for understanding the | 2 Which historical situation is most similar to the one described in this passage? |
| (1) rules of diplomacy followed by Louis XIV | (1) the rebellions in Cuba led by Fidel Castro |
| (2) effectiveness of Louis XIV’s reign | (2) the emancipation of serfs in Russia under Catherine the Great |
| (3) methods Louis XIV used to control the nobility | (3) the implementation of an alternative attendance system in Tokugawa Japan |
| (4) divine right beliefs of Louis XIV | (4) the mobilization of the Red Guard to remove corrupt officials under Mao Zedong |

Base your answer to question 3 on the passage below and on your knowledge of social studies.

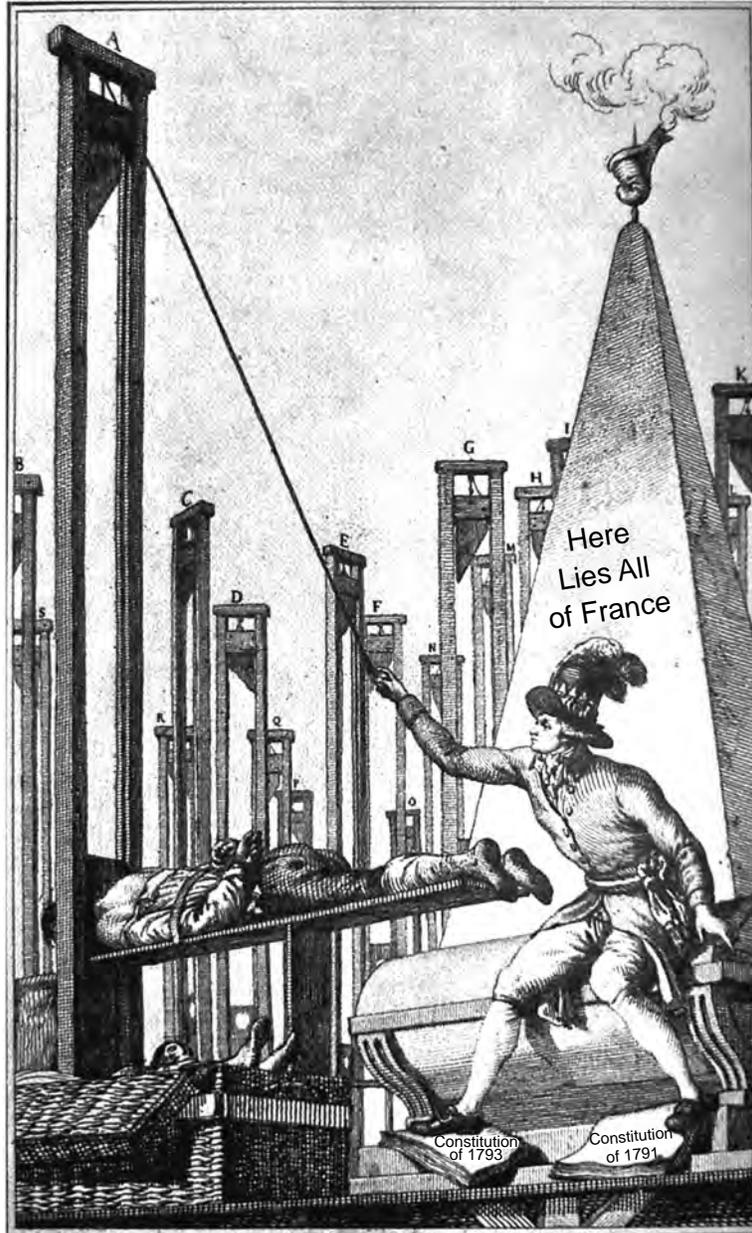
. . . Apart from this original contract, the votes of the greatest number always bind the rest; and this is a consequence of the contract itself. Yet it may be asked how a man can be at once free and forced to conform to wills which are not his own. How can the opposing minority be both free and subject to laws to which they have not consented? . . .

Source: Jean–Jacques Rousseau, *The Social Contract*, 1762

- 3 Which statement best describes this author’s point of view?
- (1) The king holds ultimate power.
 - (2) Citizens only vote on the laws with which they agree.
 - (3) There are no limits on the power of the state.
 - (4) Individual power is limited by the majority.

Base your answers to questions 4 and 5 on the cartoon below and on your knowledge of social studies.

The Executioner is Guillotined by Maximilien Robespierre



Source: *La Guillotine en 1793* (adapted)

- 4 Which claim is best supported by this cartoon?
- (1) The people of France were tolerant of different religions.
 - (2) France had entered a radical period of the revolution.
 - (3) The ideas and values of the Enlightenment were upheld in France.
 - (4) France had created a limited constitutional monarchy.

- 5 Which situation was the result of the situation depicted in this cartoon?
- (1) France's Estates system was reinstated.
 - (2) King Louis XVI was restored as absolute monarch.
 - (3) Napoleon rose to power and reduced chaos.
 - (4) The Catholic Church became more powerful.

Base your answer to question 6 on the passage below and on your knowledge of social studies.

. . .After their tramp through the wetlands in 1819, the snowy mountains were a welcome sight for the army's highland mestizos. Many plainsmen, though, had never set eyes on the cordillera [mountain range]; on seeing the next stage of the journey, some 300 deserted. The troops who remained had walked 400 miles in the energy-sapping heat and humidity of the plains, but nothing could have prepared many of them for the altitude and freezing temperatures of the high Andes. . . .

Source: Daniel Ray, "In the Footsteps of Simón Bolívar's Campaign to Liberate Colombia," *BBC World Histories*, August/September 2019

6 A historian would find this passage most useful for

- (1) analyzing the ethnic makeup of Simón Bolívar's forces
- (2) determining the economic variables that affected Simón Bolívar's troops
- (3) evaluating the weapons used in the struggle for independence in South America
- (4) understanding the impact of geographic factors on the fight for Colombia's independence

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

. . .In deciding their course of action during the Famine, British government officials and administrators rigidly adhered to the popular theory of the day, known as *laissez-faire* (meaning let it be), which advocated a hands-off policy in the belief that all problems would eventually be solved on their own through 'natural means.'

Great efforts were thus made to sidestep social problems and avoid any interference with private enterprise or the rights of property owners. Throughout the entire Famine period, the British government would never provide massive food aid to Ireland under the assumption that English landowners and private businesses would have been unfairly harmed by resulting food price fluctuations.

In adhering to *laissez-faire*, the British government also did not interfere with the English-controlled export business in Irish-grown grains. Throughout the Famine years, large quantities of native-grown wheat, barley, oats and oatmeal sailed out of places such as Limerick and Waterford for England, even though local Irish were dying of starvation. Irish farmers, desperate for cash, routinely sold the grain to the British in order to pay the rent on their farms and thus avoid eviction. . . .

Source: Philip Gavin, "The Irish Potato Famine," *History Place Online*, June 12, 2000

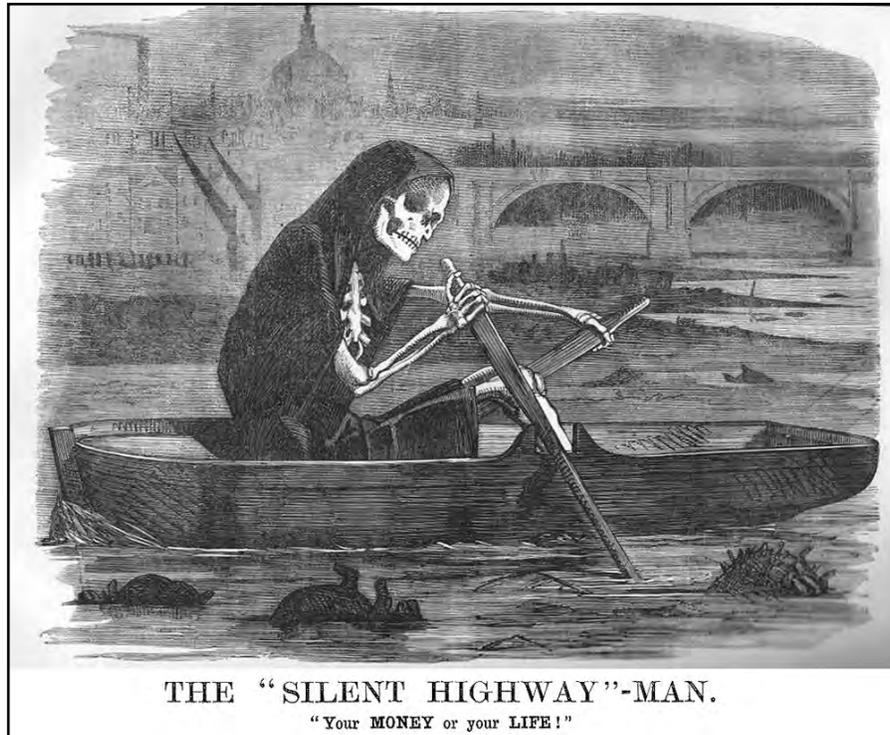
7 Which action was a result of the situation described in this passage?

- (1) Britain initiated new policies that supported food aid programs for the Irish.
- (2) Efforts to regulate food prices resulted in an improved standard of living in Ireland.
- (3) The Irish began to emigrate overseas in order to escape starvation.
- (4) British citizens emigrated to Ireland to regulate the export of Irish-grown grains.

8 The economic theory described in this passage is most related to the ideas found in

- (1) *The Wealth of Nations* by Adam Smith
- (2) *The Spirit of the Laws* by Baron de Montesquieu
- (3) *A Vindication of the Rights of Woman* by Mary Wollstonecraft
- (4) *Two Treatises of Government* by John Locke

Base your answers to questions 9 and 10 on the cartoon below and on your knowledge of social studies.



Source: John L. Leech, *Punch*, July 10, 1858

9 What led to the situation depicted in this cartoon?

- (1) the establishment of labor unions
- (2) the decrease of maritime trade
- (3) prolonged warfare and civil strife
- (4) industrialization and urbanization

10 How did the British government attempt to improve the situation depicted in this cartoon?

- (1) It began efforts to improve sanitation.
- (2) It recommended a return to agrarian society.
- (3) It evacuated the land around the river.
- (4) It built factories along the river bank.

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

Robert Clive was sent by the English East India Company to India in 1765 to settle quarrels and address abuses by company employees.

. . . Clive made a settlement with the Mogul [Mughal] emperor, the nominal ruler of India. The emperor was given Allahabad, the province of Oudh became a buffer state between him and the company, and, by far the most important point, the East India Company was appointed by the emperor as the diwan, or revenue administrator, for the provinces of Bengal and Bihar. It was this step, the appointment of the English East India Company as revenue collector, which marked the actual beginning of the British empire in India, since the company now became in fact a territorial ruler, rather than a mere trading organization. It controlled the revenue of the two richest provinces in India, estimated at three times the revenue of any other province, and its law was supreme in Bengal. . . .

Source: Woodbridge Bingham, et al., *A History of Asia, Volume II*, Allyn and Bacon, 1974

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|--|--|
| 11 Which claim is best supported by this passage?
(1) Great Britain and India became equal trading partners.
(2) Robert Clive was a central figure in expanding British influence in India.
(3) The Mughal emperor successfully controlled most profitable provinces.
(4) The East India Company became a trading organization run by the Mughals. | 12 The appointment of the English East India Company as revenue collector can be considered a turning point in Indian history because it
(1) created an Indian National Congress
(2) led to a long period of British dominance in this region
(3) guaranteed the independence of Indian provinces
(4) immediately transformed the provinces of Bihar and Bengal into wealthy urban centers |
|--|--|
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Base your answer to question 13 on the passage below and on your knowledge of social studies.

. . .The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer, eds., *Can It Happen Again?*, Black Dog & Leventhal

13 This passage can best be used to understand

- (1) how the Nazi party indoctrinated German children
 - (2) why Nazi Germany invaded neighboring countries
 - (3) the purpose of Nazi censorship laws in Germany
 - (4) the steps the Nazi party took to improve the German economy
-

Base your answer to question 14 on the cartoon below and your knowledge of social studies.



Source: *Punch*, 1936 (adapted)

14 Which claim is best supported by this cartoon?

- (1) Competition for natural resources led to a rejection of dictatorships.
- (2) Increasing nationalism fueled imperialism throughout the first half of the 20th century.
- (3) Nationalism led to an increase in independence movements throughout the world.
- (4) The removal of imperial control led to a rise in militarism in many nations.

Base your answers to questions 15 and 16 on the cartoon below and your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company, 1937

- 15 This cartoon can be used to demonstrate the
- (1) threat posed by Japan to other territories of Asia
 - (2) military technologies Japan possessed
 - (3) geographic barriers that protected China from foreign influence
 - (4) alliances that were formed in East Asia
- 16 What was a cause of the event shown in this cartoon?
- (1) the attempted invasion of Japan by Russia
 - (2) Japan's defeat in World War II
 - (3) the success of Japan's Meiji Restoration
 - (4) Japan's loss in the Sino-Japanese War

Base your answer to question 17 on the cartoon below and on your knowledge of social studies.



Source: David Low, *Evening Standard*, March 1948 (adapted)

17 Which issue is the focus of this cartoon?

- (1) the spread of communism to parts of Europe and the Middle East
- (2) Soviet support for anticolonial nations in Africa and Southeast Asia
- (3) proxy wars being fought in South America and the Caribbean
- (4) development of nuclear weapons by South Asian and East Asian countries

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

In June 1948, objecting to West Germany's decision to introduce a reformed Deutsche Mark currency to West Berlin, the Soviets cut off the corridor [route] at ground level. More broadly, it is believed, they hoped to make maintaining the connection with Germany's former capital such a headache that the West would think better of the whole thing and let the idea slide. On the contrary, though: the British and Americans inaugurated a massive airlift, flying supplies into the city – everything from food and vital technology to coal. An overblown response, maybe, but it made the Soviet blockade look petty, pointless – and, worst of all in the circumstances, unavailing [unsuccessful].

Source: Michael Kerrigan, *Stalin*, Amber Books, 2018

- 18 During which conflict did the events depicted in this passage occur?
- (1) Russo-Japanese War (3) World War II
(2) World War I (4) Cold War
- 19 According to this author, the purpose of the Berlin Airlift was to
- (1) instill fear amongst the people of Berlin
(2) provide necessary resources to West Berliners
(3) evacuate the citizens from West Berlin
(4) prove that the Berlin blockade was effective
-

Base your answers to questions 20 and 21 on the speech below and on your knowledge of social studies.

“All men are created equal. They are endowed by their Creator with certain inalienable rights, among them are Life, Liberty, and the pursuit of Happiness.” . . .

This immortal statement is extracted from the Declaration of Independence of the United States of America in 1776. In the broader sense, this means: “All peoples on the earth are equal from birth; every person has the right to live to be happy and free.” . . .

Those are undeniable truths.

Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice.

In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united.

They have built more prisons than schools. They have mercilessly slain our patriots; they have drowned our uprisings in rivers of blood. . . .

Source: Ho Chi Minh, “Declaration of Independence of the Democratic Republic of Vietnam,” September 2, 1945

20 Which statement best describes the author’s purpose for writing this speech?

- (1) He is using Enlightenment ideas to highlight unfair treatment by the French.
- (2) He is demonstrating his rejection of Marxist ideas.
- (3) He is celebrating his collaboration with the Japanese to rule Indochina.
- (4) He is announcing his intention to join the Warsaw Pact.

21 What was one result of this speech?

- (1) a period of isolation
- (2) attacks by North Korea
- (3) the annexation of Laos and Cambodia
- (4) decades of conflict with foreign powers

Base your answer to question 22 on the speech below and on your knowledge of social studies.

. . .I want you to know the purpose of K.A.U. [Kenya African Union]. It is the biggest purpose the African has. It involves every African in Kenya and it is their mouthpiece which asks for freedom. K.A.U. is you and you are the K.A.U. If we unite now, each and every one of us, and each tribe to another, we will cause the implementation in this country of that which the European calls democracy. True democracy has no colour distinction. It does not choose between black and white. We are here in this tremendous gathering under the K.A.U. flag to find which road leads us from darkness into democracy. In order to find it we Africans must first achieve the right to elect our own representatives. That is surely the first principle of democracy. We are the only race in Kenya which does not elect its own representatives in the Legislature and we are going to set about to rectify [fix] this situation. . . .

Source: Jomo Kenyatta, Speech at the Kenya African Union Meeting, July 26, 1952

22 Which statement best describes this author's point of view?

- (1) Democracy will lead to fewer rights.
 - (2) Tribal distinctions encourage democracy.
 - (3) Voting is an important process in European colonization.
 - (4) Achieving the right to vote is the first step in developing a democracy.
-

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

. . .In 1963, the Shah announced his White Revolution, a program that included land reform, the nationalization of forests, the sale of state-owned enterprises to the private sector, a profit-sharing plan for industrial workers, and the formation of a Literacy Corps to eradicate illiteracy in rural areas. The White Revolution also granted Iranian women the right to vote, increased women's minimum legal marriage age to 18, and improved women's legal rights in divorce and child custody matters. These reforms were opposed by some of Iran's clergy, in particular Ayatollah Khomeini. Khomeini led the June 5, 1963 uprising, opposing the Shah and the White Revolution. In the course of this uprising, the authorities quelled resistance among the religious students in a seminary in the city of Qum, and a number of students lost their lives. Khomeini's activities eventually led to his exile to Iraq in 1964.

Source: Shiva Balaghi, "A Brief History of 20th Century Iran," Grey Art Museum, New York University

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| 23 A historian would find this passage useful for understanding how the | 24 A long-term effect of the reforms described in this passage was |
| (1) exportation of oil strengthened Iran's economy | (1) the overthrow of the Shah's government |
| (2) role of women in Iranian society was reduced by the Shah | (2) a period of peace and economic prosperity for all Iranians |
| (3) gap between the wealthy and the poor in Iran decreased as a result of the reforms | (3) an alliance between the Shah's government and religious leaders |
| (4) traditional segments of Iran's population reacted to the Shah's reforms | (4) the creation of a lasting democracy in Iran |
-

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

. . . But of course, I knew it would be crazy for me to talk back like that. Contradicting the teacher would only lead me into more trouble. So I swallowed the words that were rolling on the tip of my tongue and lowered my head. Hot tears assaulted my eyes. Tears of anger. Tears of shame. I bit my lips to force them back. *Let's wait and see, Teacher Lin. Someday I will have my revenge. On you!*

Now the time had come for the underdogs to speak up, to seek justice! Immediately, I took up a brush pen, dipped it in black ink and wrote a long *dazibao* [criticism in big characters]. Using some of the rhetorical devices Teacher Lin had taught us, I accused her of lacking proletarian feelings towards her students, of treating them as her enemies, and suppressing different opinions. When I finished and showed it to my classmates, they supported me by signing their names to it. Next, we took the *dazibao* to Teacher Lin's home nearby and pasted it on the wall of her bedroom for her to read carefully day and night. This, of course, was not personal revenge. It was answering Chairman Mao's call to combat the revisionist educational line. If in the meantime it caused Teacher Lin a few sleepless nights, then so be it! This revolution was meant to "touch the soul" of people, an unpopular teacher in particular. . . .

Source: Rae Yang, *Spider Eaters*, University of California Press, 2013

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| 25 Which historical development in China is being described in this passage? | 26 Which situation is most responsible for the events described in this passage? |
| (1) the implementation of Cultural Revolution policies | (1) the creation of Western spheres of influence |
| (2) reactions to the signing of the Treaty of Nanjing | (2) the failure of the Great Leap Forward |
| (3) dislike for the Four Modernizations policy | (3) the death of Deng Xiaoping |
| (4) the creation of the People's Republic of China and Taiwan | (4) the end of Japanese occupation after World War II |

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

Malaria causes more than 400,000 deaths every year, most of them in sub-Saharan Africa. The best way to combat the mosquito-borne parasite is through rapid and accurate diagnosis, treatment and containment. But in Uganda, where malaria is one of the leading causes of death, a good diagnosis is hard to come by. Blood tests are time-consuming and require trained lab technicians that are not always available in the small medical clinics frequented by most of the population.

After being misdiagnosed for the third time, software engineer Brian Gitta decided to do something about it. “It was such a waste of time, going to the clinic, waiting in line. I knew there had to be a better way.” For the past six years, the 27-year-old has worked with doctors, scientists and fellow software engineers—all of whom have had their own brushes with the disease—to develop a simple method to test for malaria without a blood sample, a microscope or a trained technician.

All that’s needed is their new invention, a portable shoebox-sized device they call a matiscope (from the Swahili word for treatment) and a smartphone. Patients with malaria-like symptoms, including high fevers, chills or headaches, can place a finger in the device cradle, which uses magnets and a beam of red light to detect changes in blood cells caused by the malaria parasite. The readings are analyzed by the smartphone, diagnosed and, if positive, can be uploaded to a nation-wide grid so that national health authorities can monitor for outbreaks. It’s reusable and provides results in two minutes. . . .

Source: Aryn Baker, *Time*, October 2019

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|---|--|
| 27 Which problem is being described in this article? | 28 Which response is being taken to address the problem discussed in this article? |
| (1) a shortage of jobs for clinic technicians | (1) utilizing international cooperation |
| (2) insufficient funding for health care workers | (2) developing new technologies to meet local needs |
| (3) the need for effective testing for diseases | (3) relying on traditional methods of assessing the problem |
| (4) a lack of smartphone access in the developing world | (4) increasing access to medication |
-

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

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

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

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

Short-Answer CRQ Set 1 Structure

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

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

. . .By the end of the 1920s, Joseph Stalin had consolidated power as the unchallenged leader of the Soviet Union. In 1928 he introduced a program to collectivize farms and end private ownership of land. Farmers in Ukraine, known as the “bread basket” of the Soviet Union for its fertile soil, resisted giving up their land to the state and joining collective farms.

The Soviet state under Stalin responded with a program called “dekulakization,” which evicted farmers and their families. The word “kulak” means “fist” in Russian and was used to demonize private farmers who refused to open their “clenched fists” and participate in building socialism. More than a million Ukrainian farmers were exiled to the far reaches of the Soviet Union or left without homes or work in the process. . . .

Source: “Collectivization and the Holodomor,” The Henry M. Jackson School of International Studies, June 2017

29 Explain the historical circumstances that led to the creation of collective farms in the Soviet Union in the late 1920s. [1]

Score

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

Document 2

In 1986, the United States Congress established the Commission on the Ukrainian Famine. The Commission was made up of members from the House of Representatives, the Senate, the Department of State, and the Ukrainian-American community. The commission was established to study the 1932–1933 Ukrainian Famine and to provide the American public and the world with a better understanding of the Soviet role in that famine. The following excerpt is from the testimony of Ms. Tatiana Pawlichka, a survivor of the Ukrainian Famine.

. . . In 1932, I was ten years old, and I remember well what happened in my native village in the Kiev region. In the spring of that year, we had virtually no seed. The communists had taken all the grain, and although they saw that we were weak and hungry, they came and searched for more grain. My mother had stashed away some corn that had already sprouted, but they found that, too, and took it. What we did manage to sow [plant], the starving people pulled up out of the ground and ate.

In the villages and on the collective farms (our village had two collectives), a lot of land lay fallow [not planted], because people had nothing to sow, and there wasn't enough manpower to do the sowing. Most people couldn't walk, and those few who could had no strength. When, at harvest time, there weren't enough local people to harvest the grain, others were sent in to help on the collectives. These people spoke Russian, and they were given provisions.

After the harvest, the villagers tried to go out in the field to look for gleanings [leftover crops], and the communists would arrest them and shoot at them, and send them to Siberia. My aunt, Tatiana Rudenko, was taken away. They said she had stolen the property of the collective farm.

That summer, the vegetables couldn't even ripen—people pulled them out of the ground—still green—and ate them. People ate leaves, nettles, milkweed, sedges. By autumn, no one had any chickens or cattle. Here and there, someone had a few potatoes or beets. People coming in from other villages told the very same story. They would travel all over trying to get food. They would fall by the roadside, and none of us could do anything to help. Before the ground froze, they were just left lying there dead, in the snow; or, if they died in the house, they were dragged out to the cattle-shed, and they would lie there frozen until spring. There was no one to dig graves. . . .

Source: Commission on the Ukraine Famine, 1986

30 Based on this excerpt, explain how the intended audience affects what Ms. Tatiana Pawlichka includes in her testimony. [1]

Score

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

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

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

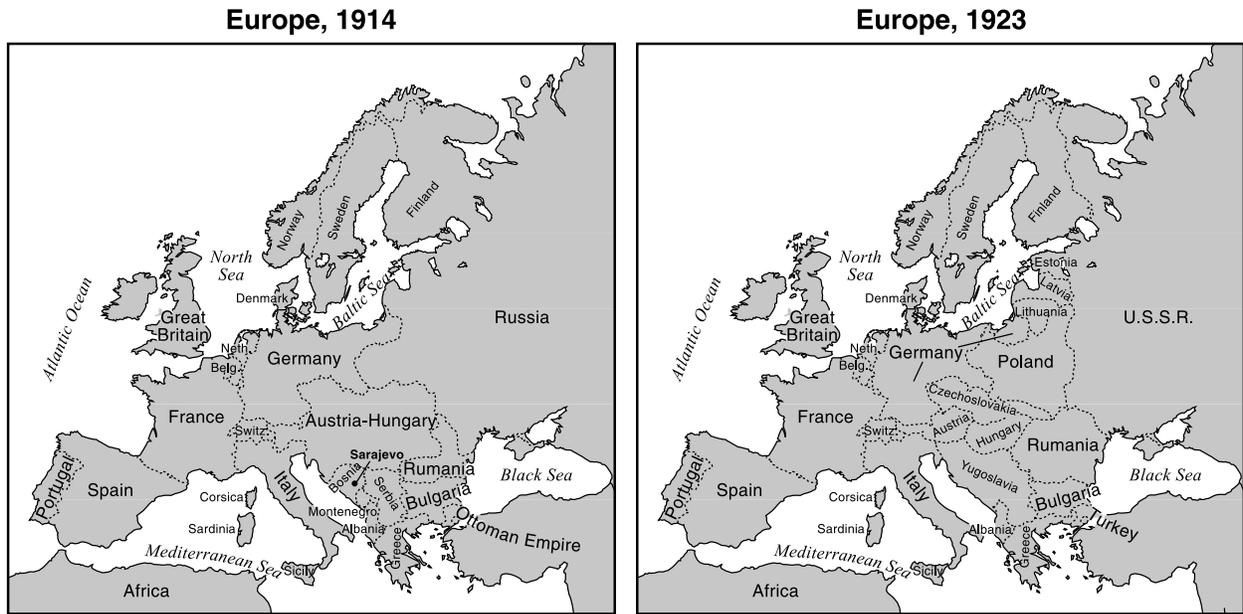
31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

Score

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

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

Document 1



Source: Abraham and Pfeffer, *Enjoying World History*, Amsco (adapted)

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

32 Explain the geographic context for the shift in borders between the 1914 map and the 1923 map. [1]

Score

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

Document 2

Gentlemen of the Congress:

. . . It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that program, the only possible programme, as we see it, is this: . . .

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous [independent] development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees. . . .

Source: United States President Woodrow Wilson, "Fourteen Points," January 8, 1918

33 Based on this excerpt, explain the point of view of United States President Wilson regarding what should happen in Europe. [1]

Score

Base your answers to questions 34a and 34b on **both** Documents 1 and 2 and on your knowledge of social studies.

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

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

- a) Identify a turning point directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change, using evidence from both Documents 1 **and** 2. [1]

34a Score

34b Score

Part III
(Question 35)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

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

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

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain 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.

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

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

Document 1

The Demographics of Saint Domingue [Haiti] (1789–1790)

Population Breakdowns	Free Whites	Free People of Color	Slaves
Total = 560,000	32,000	28,000	500,000
Percentage of Population	6	5	89
Growth rate (%/yr)	1.35	4.5	6
Doubling time* (yrs)	52	16	12

Source: James E. McClellan III, *Colonialism & Science*, University of Chicago Press, 1992

*Doubling time is the amount of time it takes for a population to double in size.

Document 2

Philip Reeves was in India and interviewed Shingara Singh. He filed this report.

For 87 years, Bapu Shingara Singh has been carrying around a terrible piece of history in his head. Singh is thought to be the last surviving witness of an atrocity committed by an occupying army in Amritsar in north India, the holy city of the Sikhs.

Singh was in his early 20s when British forces, attempting to quell an uprising, opened fire on a large crowd of unarmed Indian protestors.

The 1919 event was critical to India's history and the eventual end of England's imperial authority. Most of the world has forgotten about it, but it has shaped Singh's worldview. . . .

REEVES: Singh talks of blood running like water, of bullets flying. Singh says he's more than 100 years old. When you look at his wrinkled, watering eyes and his huge white beard, that's perfectly possible, that would make him old enough to have witnessed what the Indians called the Jallianwala [Amritsar] massacre. . . .

The soldiers came towards us, he [Shingara Singh] says, and just started firing. He pulls up the sleeve of his left arm and shows off a bullet wound. . . .

Source: Philip Reeves, "Amritsar Massacre a Fresh Memory for Last Witness," *All Things Considered*, NPR, December 27, 2006 (adapted)

Document 3

This is an excerpt from a memoir by Loung Ung. In it she describes her life and her family's life during the rule of the Khmer Rouge (1975–1979).

. . . Along with millions of other Cambodians, my family was forced to evacuate the city, leaving behind our home and all our belongings. For three years, eight months, and twenty-one days, we were made to live in villages more akin [similar] to labor camps, where every day was a Monday and every Monday was a workday, no matter if you were six or sixty. Inside our prison, our former life —religion, school, music, clocks, radio, movies, and TV— was banned. Rules and laws were enacted to control our travels, friendships, and relationships, familial or otherwise. The Khmer Rouge dictated how we could dress, speak, live, work, sleep, and eat.

From dawn until dusk, we dug trenches, built dams, and grew crops. As our stomachs ballooned from hunger, the Khmer Rouge soldiers with their guns guarded the fields to prevent us from stealing. No matter how hard we worked, we were never rationed enough food to eat. We were always hungry and on the verge of starvation. To survive we ate anything that was edible, and many things that should never have been eaten. We ate rotten leaves, and fruits fallen on the ground to the roots we dug up. Rats, turtles, and snakes caught in our traps were not wasted as we ate their brains, tails, hides, and blood. If we had free time, we spent it roaming the fields hunting for grasshoppers, beetles, and crickets. . . .

Source: Loung Ung, *Lucky Child*, HarperCollins, 2005

Document 4

This excerpt is from an article in *grassroots*, a non-profit community newspaper published in South Africa.

Influx [movement] control and the coloured labour preference policy played a pertinent [important] role in frustrating and dehumanising black people in South Africa, evidence before the Cape Town Supreme Court suggests.

In the trial of 13 men convicted of being African National Congress guerillas or assisting guerillas, at least six of the accused told how they were adversely affected by the government's racial influx control policies.

Sazi Veldtman, a 29-year-old post office clerk from Nyanga, told the court in mitigation [reduction] of sentence how the pass laws had hindered his life, even as a child.

He said he came to Cape Town when he was nine, shortly after the death of his grandfather. His mother had died when he was two. For two years, he was refused entry to schools in the Cape Town area because he was considered "illegal".

He had to hide whenever pass law inspectors came to his aunt's house.

Veldtman said he was arrested for not having a pass when he was 14 years old. He applied for a pass when he was 16 but was ordered out of the Western Cape by "a Mr Fourie who said he was not interested in my stories, he had heard enough lies from us bantus".

Veldtman described the humiliation and suffering of pass laws as "the fear of a loud rude bang on doors in the middle of the night, the bitter humiliation of an undignified search, the shame of husband and wife being huddled out of bed in front of their children by police and taken off to jail". . . .

Source: "Trialists Tell of Suffering Under Pass Law System," *Grassroots*, July 1987

Document 5

BEIJING It's still quietly referred to as "the anniversary" here. If you search for the words "Tiananmen Square" on the Internet in China, you likely won't find anything. Even on Weibo, China's Twitter equivalent, where Chinese are increasingly turning to speak their minds, there is little mention of Tiananmen. In fact, on social media, those words have been blocked by the country's censors.

It's not just "Tiananmen" that has been blocked on Weibo. The words: "today" and "June 4th" and even the Chinese characters for the date/number combination "6-4" have been blocked. If you search on Weibo for any of those terms you get the response: "according to relevant law, regulation and policy, search results are not displayed."

Today, June 4th [2013], is the 24th anniversary of the brutal massacre in the center of Beijing, where troops with tanks and assault rifles cracked down on student protesters who opposed the government and had set up camp in Tiananmen Square. So many details are still shrouded in mystery that even the death toll remains unclear, and unconfirmed. Several hundred are believed to have been killed.

In an age when the Chinese are finding their voices, there is enforced silence when it comes to Tiananmen Square. Of course, there's casual chatter in cafes, offices, and in taxicabs, but officially—and electronically—it's quiet. . . .

Source: Seth Doane, "Tiananmen Square: Great Firewall All but Hides the 24th Anniversary of China Massacre," CBS News Online, June 4, 2013

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OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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

My Enduring Issue is: _____

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

Refer back to page **24** to review the task.

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

January 2026 Regents Exam in Global History and Geography II

Scoring Key: Part I (Multiple-Choice Questions)

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	January '26	1	3	MC	1	1
GHG II	January '26	2	3	MC	1	1
GHG II	January '26	3	4	MC	1	1
GHG II	January '26	4	2	MC	1	1
GHG II	January '26	5	3	MC	1	1
GHG II	January '26	6	4	MC	1	1
GHG II	January '26	7	3	MC	1	1
GHG II	January '26	8	1	MC	1	1
GHG II	January '26	9	4	MC	1	1
GHG II	January '26	10	1	MC	1	1
GHG II	January '26	11	2	MC	1	1
GHG II	January '26	12	2	MC	1	1
GHG II	January '26	13	1	MC	1	1
GHG II	January '26	14	2	MC	1	1
GHG II	January '26	15	1	MC	1	1
GHG II	January '26	16	3	MC	1	1
GHG II	January '26	17	1	MC	1	1
GHG II	January '26	18	4	MC	1	1
GHG II	January '26	19	2	MC	1	1
GHG II	January '26	20	1	MC	1	1
GHG II	January '26	21	4	MC	1	1
GHG II	January '26	22	4	MC	1	1
GHG II	January '26	23	4	MC	1	1
GHG II	January '26	24	1	MC	1	1
GHG II	January '26	25	1	MC	1	1
GHG II	January '26	26	2	MC	1	1
GHG II	January '26	27	3	MC	1	1
GHG II	January '26	28	2	MC	1	1

MC = Multiple-choice question

January 2026 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	January '26	Part II - 29	-	CRQ	1	1
GHG II	January '26	Part II - 30	-	CRQ	1	1
GHG II	January '26	Part II - 31	-	CRQ	1	1
GHG II	January '26	Part II - 32	-	CRQ	1	1
GHG II	January '26	Part II - 33	-	CRQ	1	1
GHG II	January '26	Part II - 34a	-	CRQ	1	1
GHG II	January '26	Part II - 34b	-	CRQ	1	1
GHG II	January '26	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **January 2026 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 22, 2026 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (Short-Answer Constructed Response Questions) AND PART III (Enduring Issues Essay)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part II** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

- A content-specific rubric
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Mechanics of Rating

The procedures on pages 2 and 3 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Directions for Scoring Regents Examinations*.

Rating the CRQ (open-ended) Questions

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

(2) The CRQ questions are to be scored by one rater.

(3) The scores for each CRQ question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part II score if the space is provided on the student's Part I answer sheet.

Rating the Enduring Issues Essay Question

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Schools are not permitted to rescore any of the open-ended questions (CRQs, Enduring Issues essay) on this exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination is located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

Global History and Geography II
Part II Question-Specific Rubric
Constructed Response Questions
January 2026

CRQ Set 1:

Document 1

. . .By the end of the 1920s, Joseph Stalin had consolidated power as the unchallenged leader of the Soviet Union. In 1928 he introduced a program to collectivize farms and end private ownership of land. Farmers in Ukraine, known as the “bread basket” of the Soviet Union for its fertile soil, resisted giving up their land to the state and joining collective farms.

The Soviet state under Stalin responded with a program called “dekulakization,” which evicted farmers and their families. The word “kulak” means “fist” in Russian and was used to demonize private farmers who refused to open their “clenched fists” and participate in building socialism. More than a million Ukrainian farmers were exiled to the far reaches of the Soviet Union or left without homes or work in the process. . . .

Source: “Collectivization and the Holodomor,” The Henry M. Jackson School of International Studies, June 2017

29 Explain the historical circumstances that led to the creation of collective farms in the Soviet Union in the late 1920s.

Score of 1:

- Correct response

Examples:

- Stalin’s Five Year Plan was created to increase industrial/agricultural production;
- the Soviet Union was trying to industrialize and claimed they needed more food to feed their workers in the cities;
- the Russian Revolution led to the rise of Stalin/totalitarianism;
- the Russian Revolution led to the rise of Stalin, who created collectivization/collective farms;
- the Soviet Union followed communism and wanted to abolish private property;
- Stalin wanted to modernize/industrialize the Soviet Union;
- after Lenin’s death, Stalin consolidated power as the unchallenged leader of the Soviet Union and created his own economic policies;
- Stalin wanted to seize control of the Ukrainian bread basket;
- competition with other industrialized countries like the United States led Stalin to modernize agriculture;
- the devastation of World War I/ the Russian Civil War led to Stalin’s desire to modernize/industrialize;
- Stalin felt the New Economic Plan was too capitalistic

Score of 0:

- Incorrect response

Examples:

- Stalin sent people to Siberia/the gulags;
 - the Cold War;
 - Lenin died;
 - the Great Depression;
 - peace, land, and bread;
 - Stalin gave land to the peasants;
 - Ukraine was the bread basket;
 - a program called dekulakization
- No response

Document 2

In 1986, the United States Congress established the Commission on the Ukrainian Famine. The Commission was made up of members from the House of Representatives, the Senate, the Department of State, and the Ukrainian-American community. The commission was established to study the 1932–1933 Ukrainian Famine and to provide the American public and the world with a better understanding of the Soviet role in that famine. The following excerpt is from the testimony of Ms. Tatiana Pawlichka, a survivor of the Ukrainian Famine.

. . . In 1932, I was ten years old, and I remember well what happened in my native village in the Kiev region. In the spring of that year, we had virtually no seed. The communists had taken all the grain, and although they saw that we were weak and hungry, they came and searched for more grain. My mother had stashed away some corn that had already sprouted, but they found that, too, and took it. What we did manage to sow [plant], the starving people pulled up out of the ground and ate.

In the villages and on the collective farms (our village had two collectives), a lot of land lay fallow [not planted], because people had nothing to sow, and there wasn't enough manpower to do the sowing. Most people couldn't walk, and those few who could had no strength. When, at harvest time, there weren't enough local people to harvest the grain, others were sent in to help on the collectives. These people spoke Russian, and they were given provisions.

After the harvest, the villagers tried to go out in the field to look for gleanings [leftover crops], and the communists would arrest them and shoot at them, and send them to Siberia. My aunt, Tatiana Rudenko, was taken away. They said she had stolen the property of the collective farm.

That summer, the vegetables couldn't even ripen—people pulled them out of the ground—still green—and ate them. People ate leaves, nettles, milkweed, sedges. By autumn, no one had any chickens or cattle. Here and there, someone had a few potatoes or beets. People coming in from other villages told the very same story. They would travel all over trying to get food. They would fall by the roadside, and none of us could do anything to help. Before the ground froze, they were just left lying there dead, in the snow; or, if they died in the house, they were dragged out to the cattle-shed, and they would lie there frozen until spring. There was no one to dig graves. . . .

Source: Commission on the Ukraine Famine, 1986

30 Based on this excerpt, explain how the intended audience affects what Ms. Tatiana Pawlichka includes in her testimony.

Score of 1:

- Correct response

Examples:

- because the commission is made up of United States lawmakers and members of the Ukrainian-American community, she discusses the human rights abuses under Stalin/collectivization/the Soviet system to gain their sympathy/attention for the Ukrainian cause;
- Tatiana Pawlichka is testifying before a U.S. commission whose job was to investigate the Ukrainian famine, so she includes specific details to show the effects of collectivization on her people;
- she highlights how Ukrainian people suffered/starved under Soviet rule to the American audience/politicians to make the Americans understand the tragedy/horror Ukrainians faced;
- she wants to show the American people the brutality of the Soviet system and therefore uses language like “starving” and “weak,” and tells of how villagers were shot by the communists;
- Pawlichka wants to help the United States government and others understand the Soviets’ role in the famine, so she includes details that show how Stalin created the famine;
- because this testimony is during the Cold War, she uses details to discredit the Soviet system to the American public/politicians/the world

Score of 0:

- Incorrect response

Examples:

- the audience is made up of members of the House of Representatives, the Senate, the Department of State, and the Ukrainian-American community;
- she is speaking to the Commission on the Ukrainian Famine;
- Pawlichka is a survivor of the famine;
- the purpose of the commission was to study the Ukrainian famine

- No response

Documents 1 and 2

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

Score of 1:

- Correct response

Examples:

- many people in Ukraine starved because of the Soviet Union’s/Stalin’s forced collectivization policy;
- Document 1 discusses the implementation of collective farming, which led to famine in Ukraine, shown in Document 2;
- Soviet collectivization policies in the 1920s led to starvation and death for Ukrainians, which led eventually to the establishment of the 1980s commission to investigate the impact of Stalin’s policies during the Ukrainian famine;
- in Document 1, Stalin wanted to punish the people in Ukraine who resisted collectivization, which led to the famine in Ukraine described in Document 2;
- the starvation/suffering described by Pawlichka in Document 2 was caused by Stalin’s policy of collectivization in Document 1;
- a program to collectivize farms and end private ownership of land led to the communists taking all the grain, making Ukrainian people weak, hungry, and die/causing great suffering to the Ukrainian people;
- Joseph Stalin’s leadership and collectivization policies led to the Ukrainian Famine;
- the Russian Revolution resulted in the rise to power of communist dictators like Stalin, whose collectivization policy led to death and starvation in the Ukrainian bread basket;
- Stalin’s communist/socialist policies led to a deadly famine

Score of 0:

- Incorrect response

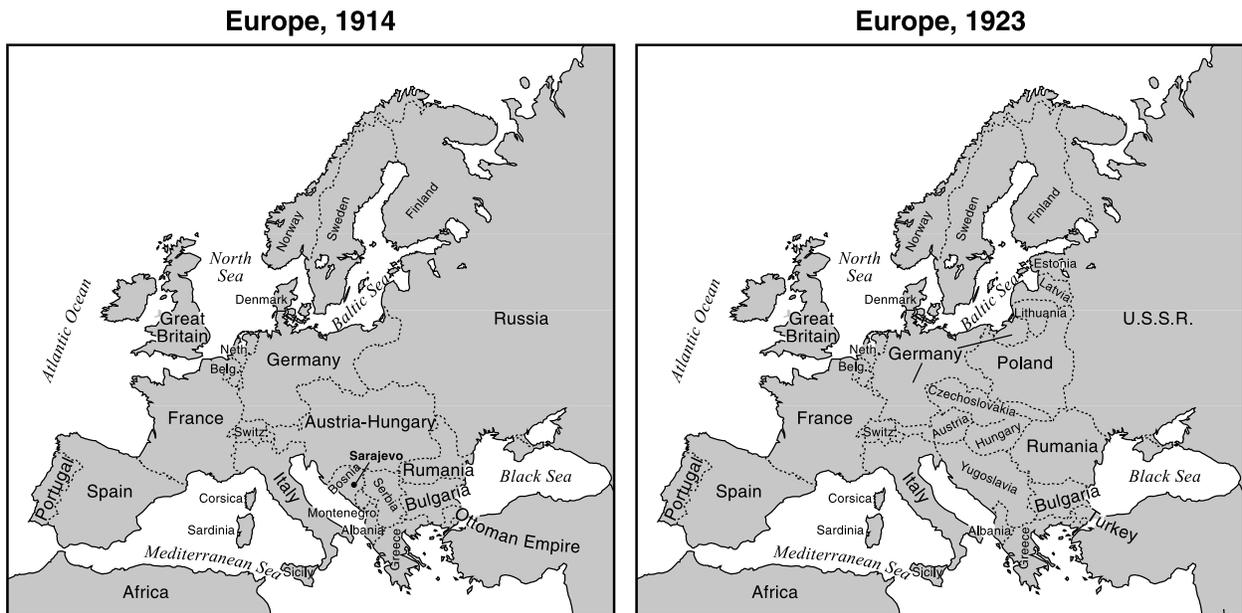
Examples:

- in Document 1, Ukraine was the “bread basket,” but in Document 2, they have no seeds;
- the cause of Document 1 was collective farming and the cause of Document 2 was the famine;
- the cause of Document 1 was Stalin coming to power, and the effect was collectivization;
- the cause of Document 2 was the United States commission on the Ukrainian Famine, and the effect was Pawlichka’s testimony;
- Stalin consolidated his power and Tatiana Pawlichka gave testimony;
- the Ukrainian-American community was outraged

- No response

CRQ Set 2:

Document 1



Source: Abraham and Pfeffer, *Enjoying World History*, Amsco (adapted)

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

32 Explain the geographic context for the shift in borders between the 1914 map and the 1923 map.

Score of 1:

- Correct response

Examples:

- World War I caused many borders in Europe to change;
- World War I caused new countries to be created;
- Central Powers/Germany/Austria-Hungary lost territory because they lost the war to the Allies;
- new countries were created out of Russia's lost territory after World War I;
- Yugoslavia was created out of the Austro-Hungarian Empire after World War I;
- Turkey was created because of the collapse of the Ottoman Empire/the Ottomans' loss in World War I;
- large empires lost territory when they lost World War I;
- the Treaty of Versailles called for new borders to be drawn;
- after WWI, Yugoslavia was created by combining Slavic lands;
- the Russian Revolution/WWI led to the creation of the Soviet Union, which was formed out of lands that were previously Russia

Score of 0:

- Incorrect response

Examples:

- Germany/Austria-Hungary/Ottoman Empire gained territory;
- political borders were unchanged in Europe;
- some European countries formed alliances during this time;
- countries were taken over and their names were changed;
- cultural diffusion took place

- No response

Document 2

Gentlemen of the Congress:

. . . It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that program, the only possible programme, as we see it, is this: . . .

- X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous [independent] development.
- XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.
- XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees. . . .

Source: United States President Woodrow Wilson, "Fourteen Points," January 8, 1918

33 Based on this excerpt, explain the point of view of United States President Wilson regarding what should happen in Europe.

Score of 1:

Examples:

- political boundaries should be based on self-determination;
- nationalities/ethnic groups should be granted autonomy;
- he supported the creation of independent countries;
- all nations should have access to the Dardanelles/freedom of the seas;
- he wanted to avoid future wars;
- he wanted to assure justice and fair dealing against force and selfish aggression;
- the world should be made safe to live in;
- occupied territories should be evacuated/restored;
- he believes countries in Europe should gain independence from foreign rule to maintain peace;
- European nations should be safe and peaceful;
- he believed no one should be punished and cohesion should be promoted;
- he believed there should be a program of world peace;
- he believed the Turkish portions of the present Ottoman Empire should be assured a secure sovereignty

Score of 0:

- Incorrect response

Examples:

- he was the leader of a peace-loving nation;
 - force and aggression should be used;
 - he believed Europe should go back to the way it was;
 - he is speaking to a Joint Session of Congress
- No response

Documents 1 and 2

34a Identify a turning point directly associated with the historical developments found in both Documents 1 and 2.

Score of 1:

- Correct response

Examples:

- World War I/end of World War I/armistice agreement;
- Treaty of Versailles/Paris Peace Conference;
- formation of new states;
- downfall of European empires;
- the Fourteen Points/self-determination;
- nationalist/independence movements

Score of 0:

- Incorrect response

Examples:

- World War II;
- the creation of the United Nations;
- appeasement;
- Russian Revolution

- No response

34b Explain how the turning point you identified created significant change, using evidence from both Documents 1 and 2.

Score of 1:

- as a result of the war, the political boundaries of many countries changed and more nations were created along ethnic lines;
- Wilson's address/the Fourteen Points called for nations to be based on self-determination, and the map from 1923 shows these new nations;
- before the war, Europe was controlled by large empires, and after the war, new sovereign nations were created;
- territory was taken away from Austria-Hungary/the Ottoman Empire/Germany, and new nations were created, incorporating some of Wilson's Fourteen Points;
- attempts were made to restore the balance of power in Europe to bring about peace;
- World War I was a turning point because it changed the map of Europe and led to leaders like Wilson promoting the idea that the world be made fit and safe to live in;
- World War I led to the collapse of empires in eastern Europe, and this led to the creation of new countries/Balkan states/Baltic states;
- as a result of the Treaty of Versailles, the map of Europe changed and the Fourteen Points were used to establish guidelines for the creation of new nations;
- tensions in multi-ethnic empires led to WWI, and as a result, Wilson proposed that new countries be created based on nationality

Score of 0:

- Incorrect response
 - some countries used to be allies, but now they are enemies;
 - they explain President Wilson's point of view;
 - countries lost territories and it is what Wilson believed;
 - countries suffered in World War II just like they did in World War I;
 - the treaty solved all of the problems in Europe and led to lasting peace;
 - people are going to have peace

- No response

Global History and Geography II
Part III Content-Specific Rubric
Enduring Issues Essay

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain 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

Scoring Notes:

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, **and** be supported by accurate facts and examples.
3. The identification and explanation of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people **or** has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss either how the selected enduring issue has affected people **or** how the issue has been affected by people **or** both.
8. A response may discuss either continuity **or** change regarding the selected enduring issue **or** both.
9. While not required, a student may include relevant information from the 9th grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as the information used relates to the enduring issue selected from the documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of the discussion. However, if two or more enduring issues are addressed in separate discussions, only the first one should be scored.
12. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, (e.g., if the response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point).

Score of 5:

- Identifies and clearly and accurately explains **one** enduring issue raised in *at least three* documents (see Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people **or** how the issue has been affected by them, **and** how the issue continues to be an issue **or** has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately explains **one** enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people **or** how the issue has been affected by people **and** how it 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 aspect
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

- Identifies and explains **one** enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth **or** develops only one aspect of the argument in some depth; may include some minor inaccuracies
- Is more descriptive than analytical
- Includes some relevant evidence that includes facts, examples, and details from some of the documents; may include some minor inaccuracies
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Score of 2:

- Identifies, but does not clearly explain, **one** enduring issue raised in the set of documents
- Minimally develops both aspects of the argument **or** develops one aspect of the argument in little depth; may contain inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents **or** consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Identifies, but does not explain, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents *or* includes minimal relevant facts, examples, and details copied from the documents
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *or* includes no relevant facts, examples, or details; *or* includes only evidence copied from the documents; *or* includes only entire documents copied from the test booklet; *or* is illegible; *or* is a blank paper

Issues found in documents

Document 1: Discrimination; human rights violations; abuse of power; inequities; oppression; rule through terror/fear; lack of voice; lack of freedom of movement; enslavement; lack of rights; exploitation; impact of colonialism/imperialism; use of violence against people

Document 2: Discrimination; human rights violations; use of violence against people; abuse of power; inequities; conflict; oppression; rule through terror/fear; lack of security; lack of rights; impact of nationalism; impact of colonialism/imperialism; lack of voice; protests

Document 3: Human rights violations; abuse of power; inequities; conflict; oppression; rule through terror/fear; lack of voice; lack of freedom of movement; lack of security; lack of access to resources; unfair distribution of power; censorship; genocide; use of terror; impact of migration; enslavement; starvation; lack of rights; use of violence against people

Document 4: Discrimination; human rights violations; abuse of power; inequities; conflict; oppression; rule through terror/fear; lack of voice; lack of freedom of movement; lack of security; lack of access to resources; protests; lack of freedom; lack of rights; unjust laws; impact of nationalism; impact of colonialism/imperialism; use of violence against people

Document 5: Human rights violations; use of violence against people; abuse of power; conflict; oppression; rule through terror/fear; lack of voice; lack of security; lack of access to resources; lack of access to information; protests; censorship; resistance; power struggle; lack of rights

This chart suggests enduring issues that can be found in *at least three* documents. It is not meant to be a comprehensive list, and students may identify enduring issues not included in this chart.

Possible Enduring Issues in the Documents	Documents associated with Enduring Issue
Discrimination	1, 2, 4
Human rights violations	1, 2, 3, 4, 5
Abuse of power	1, 2, 3, 4, 5
Inequities	1, 2, 3, 4
Conflict	2, 3, 4, 5
Oppression	1, 2, 3, 4, 5
Rule through terror/fear	1, 2, 3, 4, 5
Lack of voice	1, 2, 3, 4, 5
Lack of freedom of movement	1, 3, 4
Lack of security	2, 3, 4, 5
Lack of access to resources	3, 4, 5
Impact of colonialism/imperialism	1, 2, 4
Lack of rights	1, 2, 3, 4, 5
Use of violence against people	1, 2, 3, 4, 5
Protests	2, 4, 5

Example Issue: Human Rights Violations

Identify and Explain:

Human rights violations have caused people to be killed, silenced, or denied fundamental rights, such as freedom of speech, press, information, movement, and the right to protest. Governments or ruling powers sometimes commit these human rights violations against their people.

Evidence from the documents to support the explanation:

Document 1: In 1789 and 1790, 500,000 enslaved people were forced to work in Haiti.

Document 2: When British forces opened fire on unarmed Indian protestors in Amritsar, many were killed.

Document 3: Millions of Cambodians were victims of starvation and forced labor by the Khmer Rouge.

Document 4: Under the pass law system, Black South Africans were denied freedom of movement and were subjected to humiliation and wrongful imprisonment.

Document 5: In 1989, student protestors who opposed the Chinese government were brutally massacred in Tiananmen Square. In the years since, people have been denied freedom of speech and press and have not been able to search or tweet about the massacre.

Example Issue: Human Rights Violations

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Large numbers of people enslaved, exploited for their labor</p> <p>Doc 2—Unarmed Indians massacred by British forces in Amritsar Massacre</p> <p>British forces fired on unarmed Indian citizens</p> <p>Bapu Shingara Singh was shot in his left arm by a British soldier during Amritsar Massacre</p> <p>Doc 3—Cambodians forced to evacuate homes by the Khmer Rouge</p> <p>Cambodians forced to perform hard labor without access to sufficient food</p> <p>Cambodians faced restrictions by Khmer Rouge (religion; education; music; clocks; radios; television)</p> <p>Doc 4—In South Africa, the Black population frustrated and dehumanized by government policy</p> <p>Black population forced to carry pass books or face imprisonment and humiliation</p> <p>Thirteen men convicted of being ANC guerillas or assisting guerillas</p> <p>Sazi Veldtman told Cape Town Supreme Court how pass laws hindered his life (fear of police banging on doors in the middle of night; humiliating undignified searches; fear of being taken to jail)</p> <p>Doc 5—During protests in Tiananmen Square, government killed hundreds of people</p> <p>People in China today denied freedom of expression regarding Tiananmen Square massacre</p> <p>Chinese government prohibits researching information about Tiananmen Square Massacre</p>	<p>Third Estate lacked political voice during French Revolution</p> <p>Women lacked political voice during suffrage movement</p> <p>Slaves treated poorly on plantations in the Americas</p> <p>Middle Passage inhumane for slaves (force fed; confined to restricted space; sold for a profit)</p> <p>Toussaint L’Ouverture and others motivated by poor treatment to lead a revolution in Haiti</p> <p>Child laborers faced long hours and unsafe conditions in factories and mines due to government laissez-faire policies</p> <p>King Leopold’s policies led to abuse of Congolese laborers</p> <p>Details of genocides around the world (Armenian; Holocaust; Darfur; Rwanda; Sudan; Bosnia)</p> <p>Details about Stalin’s policies during Holodomor (purges; coercive labor camps; show trials, control of state media)</p> <p>Details about conditions under apartheid</p> <p>Details about Mao’s Cultural Revolution</p> <p>Details about human trafficking</p>

Example Issue: Human Rights Violations

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 3—Between 1975 and 1979 under Khmer Rouge, Cambodians faced harsh labor, starvation, loss of previous lifestyle Doc 4—Oppressive South African government policies (colored labor preference; racial influx control policies; pass laws) Blacks subject to pass laws, fear, humiliation, dehumanization Doc 5—Despite new technology, governments still able to censor and/or control flow of information Chinese government has prevented access to accurate information about Tiananmen Square massacre, leaving event shrouded in mystery</p> <p>Changes: Doc 2—Eventual end of British Imperial authority in India Doc 3—Rise of Khmer Rouge led to mistreatment of Cambodian people Doc 4—Sazi Veldtman convicted in sentencing court, criticized government policies in South African newspaper</p>	<p>Continuity: Repressive policies used by government in Iran to maintain power (Ayatollah; Pahlavi) Continuation of authoritarian leaders in the 20th and 21st centuries abusing power, threatening people in order to remain in power (Putin; Hitler; Stalin; Mao; Hussein; Kim; Pinochet; Castro) Challenges by people who believe their rights threatened by government (National Assembly in France during French Revolution; Toussaint’s leadership of Maroons in Haiti; Lenin’s overthrow of czar and White Army; Gandhi’s efforts in India; Mandela’s efforts to end apartheid; Malala’s efforts to gain education for young women) Prosecutions of Nazis during Nuremberg trials</p> <p>Changes: Enlightenment ideas applied and incorporated into constitutions to guarantee people’s rights International organizations and NGOs help people who face human rights violations Universal Declaration of Human Rights written to protect the rights of all people Movements and laws to end slavery in most countries Decolonization efforts influenced by colonial-era abuses International courts formed to prosecute human rights violations Prosecution of Nazis during Nuremberg trials</p>

During the era of imperialism a strong sense of nationalism developed throughout the globe as various Western countries consolidated and increased their power and started conquering places around the world. Ethnic disparity or bias became a defining attitude used to justify unfair treatment. For instance, social Darwinism became increasingly popular, providing Europeans with a “socially acceptable” excuse for imperializing foreign regions. Inhabitants of such regions as Africa and Asia were considered “inferior” and it became a “white man’s burden” to educate and convert these poor “creatures” into socially acceptable civilians. However, this was really just an excuse for wealthier nations, such as Great Britain, to imperialize weaker nations to exploit their labor, wealth and resources. Such imperialism was fueled by a desire for power, which culminated in abuse and mistreatment as well as several ethnic cleansings, massacres, and even genocides. While it may seem as though inequity was the underlying cause for such issues, it should be noted that a desire for power was the true factor in many poor decisions by these wealthy imperializing countries.

Ever since Christopher Columbus’ discovery of the Americas in 1492, many other European powers have followed suit in exploring and conquering Latin American territory. It didn’t take long for countries such as Spain and Portugal to exploit nations such as Mexico and Brazil respectively for all their riches. For example, Spain developed the encomienda system in many of their conquered territories in Latin America which forced the indigenous peoples to be free labor for the Spanish encomienderos. They lost their freedom and culture and were deemed “inferior”. While the peninsulares would run the encomienda,

the mestizos and slaves would be forced into intensive labor to increase their power. Similarly, France exploited other regions such as Haiti, most notably the colony of Saint Domingue. The disparity of power and wealth between slaves and the freed citizens defined societies for hundreds of years. In San Domingue, 89% of people were enslaved versus 11% who were either free whites or free people of color. This disparity is overwhelming, and slaves are what the French used in Haiti for all its wealth as it was one of the most profitable French colonies due to its production of sugar. However, we should bear in mind that the reason for the enslavement of Latinos and Africans throughout the age of colonization was backed and “justified” by a desire for power and wealth. Colonial competition between European powers was particularly fierce at the time, and European nations sought to expand their power through what they claimed as God, gold, and glory. Religion was spread in order to expand the influence of their nationalist culture, while labor systems, such as the one enforced in St. Domingue, were used to develop plantations and search mines for resources. Plantations became particularly useful as industrialization unfolded increasing a need for raw materials such as cotton, iron, coal, and rubber. However, Latin American colonialism was a bit different than past industrial imperialism. Throughout the region people such as José de san Martín and Simón Bolívar underwent their own age of “nationalism” and, consequently underwent rebellions and revolutions against their European conquerors. However, even when they achieved independence, the unfair power and social class systems persisted causing the former enslaved people to continue to be abused. Contrary to this the Haitians are actually notable for being the first

successful slave rebellion, led by Toussaint L'Ouverture. Haitians were inspired by France's own revolution and took advantage of a weak French army, eventually declaring victory after the French had been plagued by yellow fever. Latin American colonialism was definitely backed by a strong desire for glory and wealth: The main criteria for recognized power.

One important aspect of imperialism or enforced political power is maintaining control. While those in power often have access to more or superior weapons, they're also susceptible to rebellion or protest based on simple rule: The oppressed population is often the majority of the population. Such was the case in the British colony of India in the 19th and early 20th century, as the British sought to retain power during the Amritsar Massacre. They treated the Indian people cruelly and ordered the forces to open fire on a large crowd of unarmed Indians. The British were driven by fear of losing their most important "jewel of the crown" which gave them tremendous wealth. British generals saw the uprising and feared it would bring an end to British rule in India. The British were attempting to retain power through their inhumane and cruel actions as they fired on women, children—anyone who they believed was involved in challenging their power. During 1919, a period directly following the Great War, Britain had also suffered demographic losses on a major scale. It needed to maintain imperial influence by any means possible and such desperation can be seen in their actions during the Amritsar Massacre. However, it should be noted that over time, British imperialism faded. While prevalent prior to the Great War, the pressure of a second world war and an economic recession during the Great Depression took a toll on British influence. By the 1940's, India had finally grasped control upon their own nation and had

achieved independence. This means of maintaining control wasn't exclusive to Britain, or even imperialism for that matter.

Just about 35 years ago, back in 1989, China had undergone the catastrophe known today as the Massacre of Tiananmen Square. Following centuries of dynastic control that created a bureaucratic social structure, China had embraced communism by the 1940s and took absolute control, led by dictator Mao Zedong. Zedong was relentless as supreme leader, banning religion, traditional literature, or any cultural reference that could undermine his control. While Mao was able to bring China some success and establish help for the people his reign is often characterized as a failure because of things like the Great Leap Forward (or backward), and his philosophy of power during the Cultural revolution. After his death, Deng Xiaoping took over while he modernized China through the Four Modernizations which gave more economic freedom, but he was unwilling to give political freedom. So by 1989, when many other rulers around the globe had embraced democracy, China was still enforcing a dictatorship. This led to street protests and rebellions calling for democracy and basic freedoms. However, during the protests troops with tanks and assault rifles cracked down on student protestors who opposed the government and had set up camps in Tiananmen Square. This desperate and barbaric attempt by the Chinese government to maintain absolute control was seen by news outlets around the world. However, after Deng ended the protests and jailed the ones responsible, he silenced the stories. Even today the topic of the massacre in Tiananmen Square is taboo throughout China. China has failed to embrace its mistakes and continues to impose its will on its citizens causing people to forget an important piece of history. That being said, some citizens of China are

still recognizing the problem and looking to make a change. Despite the censorship enforced by the Chinese, citizens have taken to social media to express their displeasure. Perhaps this will lead to a more accessible and less restricted eastern Asian society. But with their strict control over the internet, Chinese citizens are struggling to find their voice.

A desire to control, exploit, and conquer people has been a significant issue throughout world history. While basic imperialism and slavery have been extricated from society, censorship and autocratic leadership still lie in plain sight. Our nationalist desires have driven us to perform massacres and dehumanize inhabitants of weaker states. Both the British and French fought to use the labor of the Indians and Haitians, respectively to their advantage, like the Chinese consolidated their power through an imposing dictatorship that eliminated cultural diversity and thought and similarly exploited Chinese citizens for labor. While power fuels terrible misdeeds, it also helps us learn from our mistakes. Rather than taking advantage of the weak and powerless, we should support equal rights around the world. Perhaps our expanding interconnectedness and global influence can eliminate such desire for power and exponentially improve society.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *desire for power* as an enduring issue raised in the documents (nationalism developed throughout globe as various western countries consolidated and increased their power and started conquering places around the world; culminated in abuse and mistreatment as well as several ethnic cleansings, massacres, and even genocides)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (while those in power often have access to more or superior weapons they are also susceptible to rebellion or protest since the oppressed population is often the majority of the population; British attempting to retain control through inhumane and cruel actions as they fired on women, children—anyone who they believed was involved in challenging their power; use of tanks and assault rifles to stop protesters a desperate and barbaric attempt by Chinese government to maintain absolute control; China has failed to embrace its mistakes and continues to impose its will on its citizens, causing people to forget an important piece of history; perhaps our expanding interconnectedness and global influence can eliminate desire for power and exponentially improve society)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 5
- Richly supports the task by incorporating substantial relevant outside information (Social Darwinism an excuse for wealthier nations such as Great Britain to imperialize weaker nations; Spain developed encomienda system in many of their conquered territories in Latin America and forced indigenous peoples to be free labor; peninsulares would run encomienda while mestizos and slaves would be forced into intensive labor to increase Spain’s power; disparity of power and wealth between slaves and freed citizens defined societies for hundreds of years; colonial competition between European powers particularly fierce at the time and European nations sought to expand power through what they claimed was God, gold, and glory; people such as Martín and Bolívar underwent their own age of “nationalism” and consequently underwent rebellions and revolutions against European conquerors; Haitians, led by L’Ouverture, notable for being first successful slave rebellion; British in India driven by fear of losing most important “jewel of the crown” which gave them tremendous wealth; following centuries of dynastic control that created a bureaucratic social structure, China had embraced communism by 1940s, led by dictator Mao Zedong, who took absolute control; Zedong banned religion, traditional literature, or any cultural reference that could undermine his control; after Mao’s death Deng Xiaoping took over and modernized China through the Four Modernizations, which gave more economic freedoms, but he was unwilling to give political freedoms; massacre in China seen by news outlets around the world but Deng silenced the stories)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation, critical analysis, and relevant outside information are effectively integrated throughout the response. The depth of supporting facts and details demonstrate a sophisticated understanding of how a desire for power was a significant factor in many poor decisions made by imperializing countries.

The enduring issue of suppressing the basic freedoms of people has been prevalent throughout history, and in today's world. It continues to be a problem despite countless international laws as well as a growing number of movements attempting to bring it to an end. Suppressing others has been key to creating empires and running governments that simply want to maintain power despite what is best for those living under the heads of state. Whether it's censoring those with opposing views or forcing those one considers "inferior" into labor camps, it constitutes the suppression of individuals' basic freedoms. These methods of suppression can be seen in India during the British Raj, Cambodia under the Khmer Rouge, and China during the Tiananmen Square Massacre.

The British rule over India was not a powerful or kind occupation. From 1858-1947 the British took advantage of and manipulated the sub continent for their own political or economic gain. New markets were needed to sell British manufactured goods, a product of the Industrial Revolution in the mother country. The export of goods from India such as spices, cotton and tea leaves aided in the prosperity of the colonial rulers in addition to undermining traditional Indian industries. Ultimately, with growing resentment for their occupiers, Indians began coming together and passively resisting the law as they lacked basic rights, including the right to assembly. Led by Gandhi, the non-violent movement included a number of methods of protest. Among them were the Home spun movement and the Salt March. One peaceful gathering of Indians took place in Amritsar. This ended with the Amritsar massacre where hundreds of unarmed and innocent citizens were killed by British forces in an attempt to

quell a possible rebellion and bring order to the country. This event is significant because it represented how little the British thought of or cared about those they ruled over and the extent to which the British were willing to go to maintain power and control over their “crown jewel” of India. An unintended consequence was how this brutality only fueled Indian nationalism and resentment for the English. Thus the want for rebellion and the expulsion of the British increased and eventually meant the end of the control over India. This event would remain in the thoughts and minds of those who were there for decades as in 2006, 87 years later, Bapu Shingara Singh still carries the memory with a scar from a bullet that was fired that day. India did eventually gain independence in 1947.

The rule of the Khmer Rouge over Cambodia brought death, suffering, and destruction to the point where the country is still very dangerous and unstable compared to many Western countries. The Khmer Rouge was a communist force that took power during the Vietnam conflict. Loung Ung and her family were forcefully moved from their homes without bringing any belongings and pressured by gun point to live and work in labour camps. Many Cambodians faced a similar experience of being forced from their urban homes. These individuals were denied their basic freedoms and rights. Modern necessities such as clocks, radios TV, and music were stripped away by the Khmer Rouge in order to maintain power and control. The Khmer Rouge was nothing but a brutal authoritarian regime dedicated to denying basic freedoms to its subjects. Years later, the Khmer Rouge would fall, but the damage had already been done to many Cambodians, some being denied rights while others became victims of

genocide.

The suppression of basic rights also existed in China with the Tiananmen Square Massacre. China has been notorious for being one of the most censored nations in the world and continues to prove this with the atrocities they commit and the methods they use to cover it up or embellish the story. Under Deng Xiaoping the Communist country had many restrictions and laws that did not favour the people or grant them rights as individuals. In June of 1989, thousands of Chinese citizens, many students had decided to do what few dared to and stood against the government after decades of oppression and unfair treatment. These men and women were fighting for democratic reforms in China which would allow the people to have a voice in the system which controlled them. Deng Xiaoping would not entertain the protest however and ordered the military to take action against the protesters. Soldiers and tanks opened fire on the massive crowd of people and killed an estimated several hundred for simply peacefully advocating their position which contradicted government policy. Today the internet in China has restricted anything to do with the Tiananmen Square Massacre from the name itself to the date it occurred despite almost everyone in the country knowing and speaking of it. Not only did the Chinese suppress those who protested but the government has also knowingly attempted to scrub it from the history books as best they can.

The suppression of the freedoms of people has occurred throughout all of history and to the present. Hitler's treatment of Jewish people and others during the Holocaust and the slavery of millions of Africans in the American colonies are two such examples. What is important is that

Anchor Paper – Enduring Issues Essay—Level 4

as a society we learn and continue to expose and address situations where basic freedoms are being denied. The UNHCR should serve as a foundation for all as to what rights should be upheld for every individual.

Anchor Level 4

The response:

- Identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (continues to be a problem despite countless international laws as well as growing number of movements attempting to bring it to an end; key to creating empires and running governments that simply want to maintain power despite what is best for those living under their rule)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (in Amritsar Massacre hundreds of unarmed and innocent citizens killed by British forces in attempt to quell possible rebellion and bring order to country; rule of Khmer Rouge brought death, suffering, and destruction to point where Cambodia still very dangerous and unstable compared to many western countries; Khmer Rouge a brutal authoritarian regime denying basic freedoms to its subjects; China notorious for being one of most censored nations in the world and continues to prove this with atrocities they commit and methods used to cover it up or embellish the story; in June 1989 thousands of Chinese citizens, many students, decided to do what few dared and stood against the government; men and women fighting for democratic reforms in China which would allow people to have a voice in system which controlled them; people killed for peacefully advocating position that contested government policy; not only did Chinese suppress those who protested but government knowingly attempted to scrub it from history books as best they can)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Supports the task by incorporating relevant outside information (new markets needed to sell British manufactured goods, a product of Industrial Revolution in the mother country; export of goods from India such as spices, cotton, and tea leaves aided in prosperity of colonial rulers in addition to undermining traditional Indian industries; Amritsar Massacre significant because it represented how little British thought of or cared about those they ruled over and extent to which British willing to go to maintain power and control over “crown jewel” of India; unintended consequence of Amritsar was how brutality only fueled Indian nationalism and resentment for English; Khmer Rouge a communist force that took power during Vietnam conflict; under Deng Xiaoping communist country had many restrictions and laws that did not favor people or grant them rights as individuals; Hitler’s treatment of Jewish people and others during the Holocaust and slavery of millions of Africans in American colonies are other examples; UN Declaration of Human Rights should serve as a foundation for all as to what rights should be upheld for every individual)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is the analytical conclusions that reflect a thoughtful approach to document interpretation. The link of past actions to more current actions is sophisticated; however, additional explanation to support outside information would have provided more depth in the discussion.

An enduring issue is a problem that has existed over time and place. Often these problems have been attempted to be solved yet they have persisted. A major enduring issue throughout human history is oppression which often takes place because of the governments in power. Dictatorships in particular are historically known for the mistreatment, abuse, and oppression that their people receive. This can be seen in the cases of the British control of India, South Africa during the age of apartheid, and China under the rule of Deng Xiaoping.

Oppression can often lead to violence against civilians as it did with British imperialism in India. During the Age of New Imperialism, the British quickly began to colonize, creating a global empire in which its subjects faced unfair treatment. In 1857, Indian sepoys revolted against the British in response to what they perceived as neglect of their religious practices. As the sepoys realized the bullets were cased in animal fats, they believed this violated their Hindu and Muslim customs. In response, they rebelled. By the next year, Britain officially colonized India. Indians were forced to export raw materials to Great Britain and buy manufactured products back at an extremely high price. In response, Mohandas Gandhi began a nationalist movement calling for home rule. Prior to this movement Gandhi travelled to South Africa, where he saw how unjustly whites treated Black South Africans. Under the pass laws they were forced to carry pass books wherever they went and could be arrested if they didn't have one. For years, the Pass Laws contributed to the inequity of blacks and whites in South Africa. One such person, Sazi veldman from Nyanga, accounted that he was arrested during this period for not having a pass when he was 14 years old. He applied for a pass book when he was 16

but was ordered to leave instead of being issued one.

When Gandhi returned home to India he saw the oppression of natives there too. He began to lead protests encouraging Indians to boycott British products, and to make their own clothes. In the Salt March, Gandhi also encouraged Indians to walk in solidarity to the ocean and challenge the British by making and selling their own salt. The British did not want to lose a profitable colony, so they turned to violence and continued oppression in an effort to maintain control over India. At Amritsar, British forces opened fire on a group of unarmed civilians, killing men, women, and children. Though many Indians died at Amritsar, it became a turning point in the nationalist movement. Gandhi would eventually lead India successfully to independence.

Unfortunately Indians are not the only people who faced violent government oppression. In China, government soldiers opened fire on a group of protesting college students. Tiananmen Square was a brutal massacre under the rule of Deng Xiaoping. Chinese troops with tanks killed student protesters who gathered at Tiananamen Square in an effort to call for democracy and increased political freedoms. The death toll is still unknown, because the Chinese government continues to censor information about the event today. In China, words like Tiananamen Square, and the date that it happened, are blocked on the internet. This is an example of how oppression has stood the test of time. Governments have oppressed people in many other times and places throughout history.

The Roman empire was known for it's oppression of Christians as they were viewed as a threat with a growing following which led to the

persecution of Jesus and other followers. As time went on governments continued to violently control their people. Communist governments had strict laws and punishment to maintain power. Stalin would censor the media and send dissidents to the gulags. Hitler killed millions of Jews in Nazi Germany. This all supports that government oppression is an enduring issue.

Governments forcefully controlling their people has been a problem since government began to form. Millions of people have died at the hands of their government, from very early in history to even today. Usually, an oppressive government is overthrown because the people living in that country become so frustrated with the unfair treatment that they have to deal with. Government oppression has always been, and will continue to be, an enduring issue

Anchor Level 3

The response:

- Identifies and explains *oppression* as an enduring issue raised in the documents (often takes place because of governments in power; dictatorships in particular historically known for mistreatment, abuse, and oppression their people receive; often leads to violence against civilians; a problem since governments began to form; usually oppressive governments overthrown because people become frustrated with unfair treatment)
- Develops both aspects of the argument with some depth
- Is both descriptive and analytical (for years pass laws contributed to inequity of Blacks and Whites in South Africa; British did not want to lose a profitable colony so it turned to violence and continued oppression in an effort to maintain control over India; British opened fire on a group of unarmed civilians at Amritsar, killing men, women, and children; Amritsar became a turning point in nationalist movement; Tiananmen Square a brutal massacre under rule of Deng Xiaoping where students protesting in effort to call for democracy and increased political freedoms; death toll still unknown because Chinese government continues to censor information about event; many examples of how oppression has stood test of time)
- Includes relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Includes relevant outside information (during Age of New Imperialism British quickly began to colonize creating a global empire in which subjects faced unfair treatment; in 1857, Indian sepoys revolted against British in response to what they perceived as neglect of their religious practices; sepoys realized bullets cased in animal fats, believed it violated Hindu and Muslim customs and rebelled leading Britain to officially colonize India; Indians forced to export raw materials to Britain and buy manufactured products back at an extremely high price; Gandhi began nationalist movement calling for home rule; Gandhi had traveled to South Africa where saw how unjustly whites treated South Africans under pass laws; when Gandhi returned to India, encouraged Indians to boycott British products and make own clothes in Homespun Movement; in Salt March Gandhi encouraged Indians to walk in solidarity to ocean and challenge British to make and sell salt; Gandhi eventually successfully led India to independence; Roman empire known for oppression of Christians who viewed as threat because of growing following, leading to persecution of Jesus and other followers; Stalin would censor media and send dissidents to gulags; Hitler killed millions of Jews in Nazi Germany)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Gandhi is employed as the focal point for the discussion of both South Africa and India, and the interpretation and integration of that information leads to some thoughtful statements. Good points of comparison are included; however, additional supporting facts and details would have strengthened their effectiveness.

An enduring issue, an everlasting problem in society, has appeared in several of the documents. Desire for power, the need to have more control over something has been extremely apparent in documents 1, 2, and 5 by effecting the lives of people for the worst.

Displayed in document 1, the amount of free people combined in Haiti don't even exceed the amount of people combined in slavery. This is because of desire for power. The data depicted in document 1 is from the eighteenth century. The inequality of the status of people has a drastic difference. Between the years 1789 and 1790, there were 32,000 whites who were free 28,000 free of color and 500,000 enslaved (doc. 1). The white minority in this county controlled the enslaved majority. It only took 12 more years for this number of slaves to double (doc. 1). The want for control and power of society, like in Haiti, is so severe that it left many slaves to be treated with inhumane and aggressive acts of their owners. This impacted the lives of hundreds of thousands of people and this ongoing problem continues across time in other parts of the world.

Half way across the world in India, the people witnessed and suffered from the British's desire for power. The British had ideas of imperializing many nations to gain control of the world. This event in 1919, mentioned in document 2, occurred due to this enduring issue. The event was located in a holy area of the sikhs and a group of British soldiers shot a mass of unarmed civilians (doc. 2). The result of this was death to many innocent people and it also affected the lives of the scarred survivors and families who lost their loved ones. The British showed their superiority in a violent way to take down the sikhs who were standing up for what they believed in. Whether the British was driven by jealousy of other people being in control spreading ideas or

the fact they weren't obeying the British, it still left an atrocity that is still discussed a century later.

The events depicted in document 5 also demonstrate the desire for power over a large group of people. This document occurred more recently in 2013 where it was the 24th anniversary of the Tiananmen Square. The Chinese government has restricted any results popping up on the internet whatsoever regarding Tiananmen square at all. The Chinese government have this strong desire to prevent the people of China learning about their past that they might not be proud of. The event of Tiananmen Square was a massacre that left many people of Beijing in despair and misery (doc. 5). It was even noted in the document that specific details such as the death toll is unclear and even in modern times is sort of a forbidden topic to discuss in China. The Chinese government hides their past, as well as rewrites it, in the text books that are supplied to schools. This is all due to China's desire for power over the knowledge of Chinese citizens.

Dating back to the eighteenth century all the way to present day, the desire for power has affected the lives of many people across the globe. In Haiti, it led to the mistreatment of most of the population in 1789-1790, in India it led to British killing innocent people in 1919, and in 2013 the Chinese government still restricts the discussion of Tiananmen square especially on the internet. This problem has occurred in many places for centuries and continues to worsen the lives of society.

Anchor Level 2

The response:

- Identifies and explains *desire for power* as an enduring issue raised in the documents (everlasting problem in society; need to have more control over something; affects lives of people all over the world; problem has occurred in many places for centuries and continues to worsen the lives of society)
- Minimally develops both aspects of the argument
- Is primarily descriptive (drastic difference between free people and people in slavery in Haiti between the years 1789 and 1790; white minority in Haiti controlled enslaved majority in Haiti; Amritsar Massacre brought death to many innocent people and affected lives of scarred survivors and families who lost loved ones; British showed superiority in a violent way whether driven by jealousy or other people being in control; Chinese government desire to prevent people of China learning about a past they might not be proud of; event of Tiananmen Square left many people of Beijing in despair and misery; specific details such as death toll unclear and even in modern times sort of a forbidden topic to discuss in China)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 5
- Presents little relevant outside information (desire for power in Haiti left many slaves to be treated with inhumane and aggressive acts by their owners; British had ideas of imperializing many nations to gain control of the world; Chinese government hides their past as well as rewrites it in the books that are supplied to schools)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Some document interpretation and a few statements of outside information demonstrate an understanding of the task. A few good conclusions, some of which are analytical, are included but lack supporting facts and details.

Anchor Paper – Enduring Issues Essay—Level 1

One reoccurring issue throughout history is governmental powers not treating their people fairly. This is shown in the memoir by Loung Ung during the Khmer Rouge. He tells of his hardships such as being move into villages similar to labor camps where he'd work everyday on the brink of starvation and had to resort to eating things like dead leaves and roots. Another instance of unfair rule was in India 1919. After WWI India was promised more say in the government by Britain but were basically lied to causing a unarmed protest in Amritsar. Britain then sent in troops to shoot into the large crowd killing many unarmed Indians. Lastly this is shown in the demographics of Saint Domingue where 94% of the population are people of color and 89% of these people are enslaved. This issue has some what gotten better overtime with more government treating their people better.

Anchor Level 1

The response:

- Identifies and minimally explains *unfair government rule* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (Cambodians in labor camps worked every day on brink of starvation; issue somewhat better over time with more governments treating their people better)
- Includes minimal facts, examples, and details from Documents 1, 2, and 3
- Presents limited relevant outside information (after World War I, India promised a say in the government by Britain but was basically lied to)
- Demonstrates a general plan of organization; includes introductory and concluding sentences

Conclusion: Overall, the response fits the criteria for Level 1. Some relevant information from the documents and a general statement of outside information is summarized to address the task. Limited explanation and lack of supporting facts and details detract from the effort.

An enduring issue shown throughout the documents is human rights. Years ago humans had little say and power in how they lived. Many lived unfairly and under a powerful control. Most citizens of countries had to follow beliefs of their government and some were forced to take actions that they did not wish to do. Over time though this issue has improved and people have gained their true rights.

In document 3, Loung Ung describes how her life was changed under the rule of Khmer Rouge. Millions of Cambodians, including her family, were forced to leave their homes and travel to villages where they were put to unhealthily labor work. Loung explains how their previous beliefs of religion, education, and other everyday items were not accepted by Khmer Rouge. Any actions taken were monitored, such as their travels, relationships, friendships, etc. Her and her family barely survived the strenuous work and the lack of nourishment. Loung Ung states that “we were always hungry and on the verge of starvation” and they would survive off of bugs and small animals. Her and her family had to do everything they could in order to live under the rule of this unfair ruler.

Document 5 shows a violent take towards the people of Beijing. Opposition to the government caused a violent massacre that has still affected China today. This massacre took place on June 4th in Tiananmen Square by the government’s troops. Student protesters were attacked by rifles and tanks while staying at their camp in the square. Several hundred were killed while standing up to their government. In present Beijing, it is not mentioned or able to be researched since then. Sazi veldtman in document 4 tells how his life was affected under a certain government rule. He was treated unfairly because of influx

Enduring Issues Essay—Practice Paper – A

control and colored labor preference policy. Even as a young child, he wasn't able to enter schools because his race was different from the rest. He would be known as "illegal" to some people in town. Sazi had to spend a lot of his years hiding from pass law inspectors until he was arrested at 14. Even when he applied for a pass, they would not allow him to receive one and ordered him out of town. Sazi explains that he felt humiliated most of his life and felt a good amount of suffering under these laws.

Laws of human rights have increased and become more just over the years. Equality has improved and the respect for all citizens has too. Such actions like, forced labor and slavery have almost come to an end across the world. People are able to live freely and fairly today.

An enduring issue shown throughout the document is human rights. Years ago, humans had little say and power in how they lived. Many lived unfairly and under a powerful control. Most citizens of countries had to follow beliefs of their government and some were forced to take actions that they did not want to do. Over time though, this issue has improved and people have gained their true rights.

Throughout history the enduring issue of the effects of imperialism has influenced many countries around the world. The expansion of countries into empires due to their desire for resources and power has greatly impacted history. Imperialism has caused human rights violations such as the denial for self rule and independence as well as the abuse of colonies and their resources. There are many effects of imperialism that have been endured by colonists and the environment.

The discovery of the New World by Christopher Columbus changed the lives of many Europeans often for the better and the lives of indigenous peoples for the worse. As new technologies were invented to encourage travel over seas wealthy European countries payed ship captains to go on expeditions to bring back resources from the Americas. France was one of these countries. The French eventually colonized what is now known as Haiti. Haiti has a tropical climate which makes it suitable for sugar cane plantations. The French brought enslaved peoples to work on these plantations (Doc 1). The enslaved people suffered greatly at the hands of the French. Life on sugar plantations was particularly brutal. Enslaved peoples were worked to death in horrible conditions without any safety precautions. The average life span on sugar plantations was less than 10 years. Eventually they grew tired of the abuse and started to revolt against French control. Toussiant L'Overture became the leader of this revolution and eventually Haiti became independent. Because of imperialism, the Haitians were enslaved and their human rights were continuously violated.

France was not the only country to violate human rights as a result of imperialistic driven leaders. Great Britain had many colonies, the

most notable being India. Cotton was grown in India and transported to factories in Great Britain in order to be used for the production of clothes. The British destroyed India's domestic cotton industry and forced Indians to buy British made goods. They forced Indians to grow and harvest the cotton for low prices for British factory owners who then made a profit. India became a colony of Britain after the Sepoy Mutiny. The British hired Indian men to join their army. These soldiers who worked for the British were known as sepoys. The sepoys were forced to use cartridges that were rumored to be greased with beef and pork fat which is against Islamic and Hindu practices. When confronted by the Sepoys, the British made no changes. This sparked the Sepoy Rebellion. From the very start of India being a colony Indians fought against the abuses they felt from imperialist actions.

The Sepoy Rebellion was not the last conflict between the Indian natives and the British. As Mohandas Gandhi, a nonviolent revolution leader for India's independence gained popularity, more conflicts broke out. One of which being the Amritsar Massacre. During the Massacre peaceful Indian protestors were shot and killed by British officers (Doc 2). Great Britain was so dependent on India as its colony that they used excessive force to maintain control. The Amritsar Massacre was a huge violation of human rights. Imperialism was the reason for the death of thousands.

Imperialism was not only an issue in the Western Hemisphere. Africa dealt with not only the slave trade, but colonial control. The scramble for Africa in the late 1800's and early 1900's was the rush for European nations to colonize Africa. The Berlin Conference was the meeting of the leaders of European countries in order to split Africa

among them. The Berlin Conference did not include Africans to influence where borders were placed or even argue that Europe didn't have the right to simply take land that belonged to and was occupied by Africans. Imperial rule in Africa made the lives of Africans much more difficult. Not only were their tribal borders not taken into consideration, European powers violated their human rights by discrimination such as in the Congo where the Belgian government violently forced the Congolese to work on rubber plantations where they were often maimed or killed.

Another impact of imperialism can be seen in South Africa. The Dutch and then the British had colonized South Africa and when South Africa was granted independence, native Black South Africans were not allowed to be citizens, own land, or travel freely. Black South Africans were required to carry a pass book with them at all times in order to travel if they went to a place they were not supposed to be, they were often beaten, imprisoned, or killed (Doc 4). This is an impact of imperialism because white Afrikaners who were in power came during the Age of Imperialism. Imperialism had a negative effect on the lives of almost all Africans.

The enduring issue of imperialism has existed over time. For the most part, Europeans were positively impacted while native peoples, whether it's the Haitians, Indians, Congolese, or Black South Africans, were very negatively impacted. Imperialism has changed the course of history. Whether through world conflicts or centralized revolutions. It was also been an enduring issue that has led to the violation of human rights.

An enduring issue of these documents is that many atrocities have been done over different times and different countries and have just been censored or forgotten. In documents 2 and 5 atrocities such as the massacre of Tiananmen Square from document 5 have been censored from the people attempted to be censored from history.

This is a real issue because governments in other countries commit these atrocities and try to cover them up like nothing happened. In the case of Tiananmen Square, a group of students were protesting the government by setting up camp in the center of Tiananmen Square and the government responded back by sending troops and war tanks. Details about Tiananmen square are block but China continues to claim only several hundred students were killed. This issue has happened on separate occasions with different countries such as India and the Amritsar Massacre.

Governments should not think its okay to censor the atrocities they have committed because it still affects people years after and it should be remembered.

Human rights violations have been an unfortunate aspect of life for people for many years. This violation of basic rights has been used by many leaders as way to maintain total control and power over their citizens. This has shaped the lives of many people and influenced many voices in the world, including those in power. Many times citizens in these nations or even people around the world have exposed these abuses and protested for change. Sometimes this has resulted in changes in power, better treatment of people, or increased rights, while other times it has led to continued oppression.

Examples of human rights violations can be seen in many places throughout history. For instance in South Africa the white South Africans abused their power to maintain control of the black South Africans. Although the white South Africans were the minority under the system of apartheid they managed to gain and hold complete control over the majority black South Africans. Apartheid made racial segregation legal allowing white South Africans to limit the rights and freedoms of the black South Africans. They enacted the pass laws, in which Black South Africans were essentially considered "illegal" if they traveled without a pass. Pass books were required to attend schools and live or travel to certain homelands to get to and from work. The white South Africans denied basic rights of equality and freedom to the Black South Africans. The restriction of Black South Africans to live in certain homelands, use lesser facilities, and deny them access to equal resources perpetuated the system of inequity. Though apartheid violated the human rights of Black South Africans, it ensured white South Africans would maintain power and control. Not until the end of apartheid in 1990 through the work of people like Nelson Mandela

and the ANC did things change.

Another example of Human Rights violations was the 1989 Tiananmen Square Massacre in China. Under the rule of Deng Xiaoping, Chinese students and citizens protested for political reforms, particularly calling for a democratic voice in government after transitioning China economically with his Four Modernizations. Thousands of students joined in the protest at Tiananmen Square. When the group refused to break up and disband, Deng brought in the military with tanks who ended up killing and injuring thousands. The event greatly damaged China's prestige and relations with countries around the world. Furthermore, it destroyed the relationship between Deng and the Chinese citizens, forcing him to eventually resign from power although he unofficially ruled behind the scenes until his death. In order to maintain total control of China, Deng violated the rights of many of his citizens and his actions had a massively detrimental impact on China. The event changed life in China and China as a whole forever. Still, the Chinese government today does not acknowledge or take responsibility for the atrocities that were committed at Tiananmen Square. The nation still seeks to heavily censor its subjects by blocking all information related to this event.

Yet another example of human rights violations was the Amritsar Massacre in India during the British Raj. In the response to the oppressive rule of the British Empire, a nationalist spirit swept India. Led by Gandhi, Nehru, and Jinnah, a variety of peaceful demonstrations, rallies, and gatherings took place in an effort to obtain home rule. One such gathering took place at Amritsar, violating the British mandate that banned the assembly of Indians. In an

attempt to prevent an Indian uprising, as they wanted freedom from British control and imperialism, the British fired into the unarmed crowd of Indian protesters killing and wounding thousands. The event violated the human rights of many Indians and destroyed any source of safety they might have felt in their own country. It also shaped the world viewpoints of the many people who witnessed it in Amritsar along with other abuses committed by the British against Indians that gained international attention. Beating Indian protesters, arresting those participating in the Salt March, and implementing harsh laws all make global headlines. Ultimately, this would lead to the independence of India in 1947. Many other nations colonized by Europeans during the Age of New Imperialism would follow suit and gain independence in later decades.

Human rights violations is an issue that has spanned history for centuries. It has impacted human life in countless ways. Many of these atrocities have taken place under the rule of authoritarian dictators. The Holocaust during WWII is one of the most well known examples of human rights violations. In Nazi Germany, the mass murder of Jews, gypsies, the disabled and anyone who didn't fit Hitler's image of a master or Aryan race is an event and image that is forever burned into the memories of the world. Today, some people still live each day facing the ripple effects of the Holocaust. Although, The Nuremberg Trials following WWII were the first example of holding people accountable for their actions during war time they didn't erase the massive damage that had already been done. Further examples of human rights violations include Stalin's elimination of his opposition and his placement of those who defied him in the gulags and the placement of

Japanese Americans into internment camps following the bombing of Pearl Harbor during WWII.

In addition, many individual groups have had to fight for human rights. Across the world, women have had to fight for equality, freedoms and rights including suffrage, the right to hold office, and the right to own land. Africans also have had to fight for their rights.

Although they've made many gains since the abolition of slavery, they still face many struggles and discrimination today. Most minority groups continue to struggle with human rights violations as they lack the numbers to be able to defend themselves and seem like an easy target for many. This trend of minority populations being targeted has existed over time and place. Many nations and international organizations have implemented policies and laws to prevent abuses from taking place or to hold those who commit crimes accountable. Still, this issue persists.

Human rights violations have been an aspect of life for centuries and without continued interference will only continue. They shape the lives and viewpoints of those impacted and ultimately dictate the future lives those people will lead. There are certain rights all humans should be guaranteed as laid out in the UN Declaration of Human Rights. Unfortunately many are still being denied those rights while much headway has been made over the years towards guaranteeing rights to humans there is still much progress to be made. As this is an issue which has prevailed through all of history, society should be asking itself why this is and what can be done to remedy it.

Throughout history human rights have been violated time and time again. This usually occurs when a group of individuals identifies itself as better than another. Although steps to address this have taken place, the issue still persists. Rights can be violated in different ways and for different reasons. Over the course of history, some people were victims of genocide, persecuted by their government, exploited due to imperial conquests, enslaved, or denied equal rights. In many cases, a person, group, or organization stepped in, attempting to address the situation.

Human Rights violations have effected many societies worldwide including during World War II. During the Holocaust, Adolf Hitler believed the Jewish people were inferior and to blame for the problems facing Germany. They were not part of his ideal master Aryan race. As a result, Jewish people were put into concentration camps and ghettos isolating them from the rest of society. In some labor camps, Jewish people were forced to work while receiving little food and inadequate shelter and clothing. Towards the end of WWII, the genocide began to speed up and Jewish people were tortured and killed everyday. Over 6 million Jewish people perished during the Holocaust. As the world found out about the scope of the genocide, the Nazis had to be punished. The Nuremberg trials were held to hold accountable the Nazis for their war crimes. The United Nations also helped Jewish people relocate and they published the United Nations Declaration of Human Rights. In this document it laid out the basic freedoms and rights established for all people. Another human rights violation occurred in 1989 in Beijing, China. The Tiananmen Square Massacre began with students protesting for government reforms. The students assembled in

Tiananmen Square peacefully protesting with signs and banners as they called for democracy. Deng ordered the military to crush the protest resulting in the death and injury of many students. The Chinese government still denies that the event even took place. The Chinese citizens are still restricted from accessing the event and related details on the Internet. Censorship in China remains high as the government controls what the public is allowed to know.

During the Age of Imperialism and its aftermath Europeans exploited land, resources and people from newly controlled territories. As Europeans believed they were the 'superior' powers and by taking over and "fixing" other nations they were fulfilling their duty. This idea of Social Darwinism was explained in a poem called "White Man's Burden". Natives to the new territories were forced to work for Europeans and became slaves. Although Europeans were only a small percentage of the population in the new lands, they were more powerful. Europeans had gun powder and weapons that the Indians, Africans and Asians did not. In South Africa, Europeans caused segregation and dehumanized the natives. Under the system of apartheid, the pass laws were implemented. These laws required Africans to carry passbooks when traveling in or between homelands. If caught without a passbook, Africans were often arrested. Additionally, the segregation of blacks and whites into different homelands, use of facilities, and access to education helped continue the inequity for years to come. Previously, during the Age of Imperialism, a similar situation happened in the Americas. Europeans made up a small population in Haiti yet controlled every aspect of life. The people of Haiti became slaves, largely working on sugar plantations. About 89% of the people in Haiti were

Enduring Issues Essay—Practice Paper – E

slaves and everyone else was free. The conditions of enslavement were brutal and often slaves were mistreated, injured, or killed. Many Africans were forced into labor in Haiti as the death rate among slaves was high. Not until 1804 under Touissant L'Ouverture was independence achieved. Human Rights violations clearly took place in both regions where Europeans controlled non-European peoples.

In conclusion, Human Rights violations have taken place all over the world and continue to occur. Steps have been taken to stop these abuses but not enough has been done. More people need to step up to address these injustices.

Practice Paper A—Score Level 2

The response:

- Identifies and partially explains *human rights violations* as an enduring issue raised in the documents (years ago humans had limited say and power in how they lived; many lived unfairly and under powerful control; many citizens of countries had to follow beliefs of their government, and some forced to take actions that they did not wish to do)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Loung and family barely survived strenuous work and lack of nourishment; opposition to Beijing government caused a violent massacre that still affects China today; massacre still not mentioned in Beijing or able to be researched; Sazi Veldtman not able to enter schools because his race different and felt humiliated for most of his life; human rights laws have increased and become more just over the years; equality has improved as has respect for all citizens)
- Includes few relevant facts, examples, and details from Documents 3, 4, and 5
- Presents little relevant outside information (forced labor and slavery have almost come to an end across the world)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While the discussion focuses on general summaries of document information, the selection of information and brief explanations demonstrate an understanding of the task. Some good statements are included but are not effectively supported with facts and details.

Practice Paper B—Score Level 4

The response:

- Identifies and accurately explains *impact of imperialism* as an enduring issue raised in the documents (influenced many countries around world; expansion of countries into empires due to desire for resources and power; caused human rights violations such as denial for self-rule and independence as well as abuse of colonies and their resources)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (French brought enslaved peoples to the Americas to work on plantations; Great Britain so dependent on India as a colony excessive force used to maintain control; imperial rule made lives of Africans more difficult; Black South Africans required to carry a passbook with them at all times to travel; for most part Europeans positively impacted while native peoples negatively impacted by imperialism)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 4
- Supports the task by incorporating relevant outside information (as new technologies invented to encourage travel overseas wealthy European countries paid ship captains to go on expeditions to bring resources from the Americas; tropical climate of Haiti made it suitable for sugar cane plantations; life on sugar plantations particularly brutal as horrible working conditions without any safety precautions; average life span on sugar plantations less than 10 years; Toussaint L'Ouverture led revolt of slaves and eventually Haiti became independent; cotton grown in India and transported to British factories to be used for production of clothes; British destroyed India's domestic cotton industry and forced Indians to buy British made goods; forced Indians to grow and harvest cotton for low prices to British factory owners who then made a profit; India became colony of Britain after Sepoy Mutiny; sepoys forced to use cartridges rumored to be greased with beef and pork fat which against Islamic and Hindu practices; Gandhi nonviolent revolution leader for Indian independence; Africans dealt not only with slave trade but colonial control; scramble for Africa in late 1800s and early 1900s led to rush for European nations to colonize Africa; Berlin Conference meeting of leaders of European countries to split Africa and did not include Africans; tribal borders not taken into consideration and human rights of Africans violated by discrimination; Dutch and then British colonized South Africa and when South Africa granted independence native Black South Africans not allowed to be citizens, own land, or travel freely; Black South Africans who traveled where not supposed to often beaten, imprisoned, or killed)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Although the linkage of document information to relevant historical references is good, further development of document information would have enhanced the discussion. Some analytical conclusions present a thoughtful appraisal; however, the inclusion of additional supporting facts and details would have strengthened the effort.

Practice Paper C—Score Level 1

The response:

- Identifies, but does not explain, *human rights violations* as an enduring issue raised in the documents (many atrocities over different times and in different countries; many atrocities censored or forgotten)
- Minimally addresses both aspects of the argument
- Is descriptive (attempted to censor massacre of Tiananmen Square from history; governments in other countries committed atrocities and try to cover them up like nothing happened; details about Tiananmen Square bleak but China continues to claim only several hundred students killed; governments should not think it is ok to censor atrocities they have committed because it still affects the people years after and should be remembered)
- Includes minimal facts, examples, and details from Documents 2 and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of the task is demonstrated with some details from Document 5 that generally address the massacre in Tiananmen Square and one sentence that mentions the Amritsar Massacre in India. A few summary statements are included but lack supporting facts and details.

Practice Paper D—Score Level 5

The response:

- Clearly identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (many atrocities have taken place under rule of authoritarian dictators; many minority groups continue to struggle with human rights violations as they lack the numbers to be able to defend themselves and seem like an easy target for many; many nations and international organizations implemented policies and laws to prevent abuses from taking place or to hold those who commit crimes accountable)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (sometimes protests resulted in changes in power, better treatment of people, or increased rights, while other times led to continued oppression; White South Africans denied basic rights of equality and freedom to Black South Africans; to maintain control in China, Deng violated rights of many of his citizens which had massively detrimental effect on China; still today Chinese government does not acknowledge or take responsibility for atrocities committed at Tiananmen Square; in response to oppressive rule of British Empire, a nationalist spirit swept India; British actions at Amritsar destroyed any sense of safety Indians might have had in their own country)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (although White South Africans minority under system of apartheid, managed to gain and hold complete control over majority Black South Africans; passbooks required for Black South Africans to attend school, and live or travel in certain homelands to get to and from work; not until end of apartheid in 1990 through work of people like Mandela and work of ANC did things change; under rule of Deng Xiaoping, Chinese students and citizens protested for political reforms, particularly calling for a democratic voice in government after China transitioned economically with Four Modernizations; Deng continued to rule unofficially behind the scenes until his death; beating of Indian protesters, arresting those participating in Salt March, and implementing harsh laws all made global headlines ultimately leading to Indian independence in 1947; Nuremberg first example of holding people accountable for actions during wartime; Stalin's elimination of his opponents and his placement of those who defied him in the gulags; placement of Japanese Americans into internment camps following bombing of Pearl Harbor; women have had to fight for equality, freedoms, and rights; certain rights all humans should be guaranteed as laid out in United Nations Declaration of Human Rights)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Analytical statements and relevant outside information are woven into the narrative to expand on document interpretation. Thoughtful conclusions reflect a good historical understanding of the continuing threat of human rights violations and the necessity of preserving memories of the horrors and successes achieved in the struggle.

Practice Paper E—Score Level 3

The response:

- Identifies and explains *human rights violations* as an enduring issue raised in the documents (usually occurs when one group identifies itself as better than another; rights can be violated in different ways and for different reasons; some people victims of genocide, persecuted by their government, exploited due to imperial conquests, enslaved, or denied equal rights; have affected many societies worldwide)
- Develops both aspects of the argument with some depth
- Is both descriptive and analytical (students in China protested for government reforms; censorship in China remains high as government controls what public allowed to know; in South Africa, Europeans caused segregation and dehumanized natives; Europeans made up a small population in Haiti yet controlled every aspect of life; steps taken to stop abuses but not enough has been done; more people need to step up to address injustices)
- Includes relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Includes relevant outside information (during Holocaust, Hitler believed Jewish people inferior and to blame for the problems facing Germany and not part of his ideal Aryan race; Jewish people put into concentration camps and ghettos that isolated them from rest of society; in some camps, Jewish people forced to work while receiving little food; towards end of war genocide sped up and Jewish people tortured and killed every day; over 6 million Jews killed during Holocaust; Nuremberg trials held to hold Nazis accountable for war crimes; United Nations helped Jewish people relocate and published Declaration of Human Rights where basic rights and freedoms established for all people; students assembled in Tiananmen Square peacefully protesting with signs and banners as they called for democracy; Deng ordered military to crush protest; during Age of Imperialism, Europeans exploited land, resources, and people from newly controlled territories; as Europeans believed they were “superior” powers, they believed taking over and “fixing” other nations their duty; idea of Social Darwinism explained in poem, “White Man’s Burden”; natives in new territories forced to work for Europeans and become slaves; although Europeans only small percentage of population in new lands, more powerful and had gunpowder and weapons natives did not have; segregation of Blacks and Whites into different homelands, use of facilities, and access to education helped continue inequity for years; people of Haiti became slaves largely working on sugar plantations where conditions brutal and often slaves mistreated, injured, or killed; many Africans forced into labor in Haiti as death rate among slaves high; under L’Ouverture independence for Haiti achieved)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information about the Holocaust establishes a good segue for the discussion of human rights abuses in other areas of the world. Some good conclusions are included, but much of the remainder of the response is focused on interpretation of document information.

January 2026 Regents Examination in Global History & Geography II
Test Questions by Key Idea

Question Number	Key Idea
1	10.1
2	10.1
3	10.2
4	10.2
5	10.2
6	10.2
7	10.3
8	10.3
9	10.3
10	10.3
11	10.4
12	10.4
13	10.5
14	10.5
15	10.5
16	10.5
17	10.6
18	10.6
19	10.6
20	10.7
21	10.7
22	10.7
23	10.8
24	10.8
25	10.7
26	10.7
27	10.9
28	10.9
29	10.5
30	10.10
31	CT
32	10.5
33	10.5
34a	CT
34b	CT
35	CT

CT = Cross Topical: test items that cover more than one Key Idea

The Chart for Determining the Final Examination Score for the January 2026 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.

January 2026 Regents Exam in Global History and Geography II

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 5 credits on Part II would have a total score for Part I and Part II of 27: $22 + 5 = 27$.

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	5	11	16	20	25	29	34	38	42	45
	1	4	9	14	19	23	28	32	36	40	44	48
	2	7	12	17	22	27	31	35	39	43	46	50
	3	11	16	20	25	29	34	38	42	45	49	52
	4	14	19	23	28	32	36	40	44	48	51	54
	5	17	22	27	31	35	39	43	46	50	53	56
	6	20	25	29	34	38	42	45	49	52	55	58
	7	23	28	32	36	40	44	48	51	54	57	60
	8	27	31	35	39	43	46	50	53	56	59	62
	9	29	34	38	42	45	49	52	55	58	61	63
	10	32	36	40	44	48	51	54	57	60	62	65
	11	35	39	43	46	50	53	56	59	62	64	67
	12	38	42	45	49	52	55	58	61	63	66	68
	13	40	44	48	51	54	57	60	62	65	67	70
	14	43	46	50	53	56	59	62	64	67	69	71
	15	45	49	52	55	58	61	63	66	68	70	72
	16	48	51	54	57	60	62	65	67	70	72	74
	17	50	53	56	59	62	64	67	69	71	73	75
	18	52	55	58	61	63	66	68	70	72	74	76
	19	54	57	60	62	65	67	70	72	74	76	78
	20	56	59	62	64	67	69	71	73	75	77	79
	21	58	61	63	66	68	70	72	74	76	78	80
	22	60	62	65	67	70	72	74	76	78	79	81
	23	62	64	67	69	71	73	75	77	79	81	83
	24	63	66	68	70	72	74	76	78	80	82	84
	25	65	67	70	72	74	76	78	79	81	83	85
	26	67	69	71	73	75	77	79	81	83	84	86
	27	68	70	72	74	76	78	80	82	84	86	88
	28	70	72	74	76	78	79	81	83	85	87	89
	29	71	73	75	77	79	81	83	84	86	88	90
	30	72	74	76	78	80	82	84	86	88	90	92
	31	74	76	78	79	81	83	85	87	89	91	93
	32	75	77	79	81	83	84	86	88	90	92	95
	33	76	78	80	82	84	86	88	90	92	94	96
	34	78	79	81	83	85	87	89	91	93	95	98
35	79	81	83	84	86	88	90	92	95	97	100	

Scale Scores to Performance Levels				
Level 1: 0 - 54	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100

Regents Examination in Global History and Geography II

Policy-level Performance Level Definitions

Students perform along a proficiency continuum with regard to the knowledge and skills necessary to meet the demands of the NYS K-12 Social Studies Framework. There are students who meet the expectations of the Framework with distinction, students who fully meet the expectations, students who partially meet the expectations and students who do not demonstrate sufficient knowledge or skills required for any performance level. The Regents Examination in Global History and Geography II is designed to classify students into one of five proficiency categories (i.e., performance levels). These categories are defined as:

Level 5

Students performing at this level meet the expectations of the Framework with distinction for Global History and Geography II.

Level 4

Students performing at this level fully meet the expectations of the Framework for Global History and Geography II. They are likely prepared to succeed in the next level of coursework.

Level 3

Students performing at this level minimally meet the expectations of the Framework for Global History and Geography II. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework.

Level 2

Students performing at this level partially meet the expectations of the Framework for Global History and Geography II. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework.

Level 1

Students performing at this level demonstrate knowledge, skills, and practices embodied by the Framework for Global History and Geography below that of Level 2.

The specific knowledge and skills that students in each performance level are expected to demonstrate are described in the [Performance Level Descriptions \(PLDs\) for Global History and Geography II](#).