

Global History and Geography II

Summer Packet

2023

Due Date: the first day of school, September 2023

Goal: the goal of the Global History and Geography Summer Packet is to gauge the content knowledge & skills of incoming 10th grade students.

<h3>Directions</h3>

Part One: Free Response

In the space provided, answer the question in one paragraph (5-10 sentences).

Part Two: Multiple Choice

For each statement or question, record your answer that, of those given, best completes the statement or answers the question.

Part Three: CRQ

Read the document as well as the background info above the document and answer the following question.

If you have any questions, contact Ms. Sweetser: dsweetser@ilchs.org

Name: _____

Global History II Pre/Post-Assessment

NAME _____

SCHOOL _____

PART 1: FREE RESPONSE QUESTION

→ **Directions:** In the space below answer the following questions in paragraph form.

Question: **Should we study history? Why or why not?**

Response:

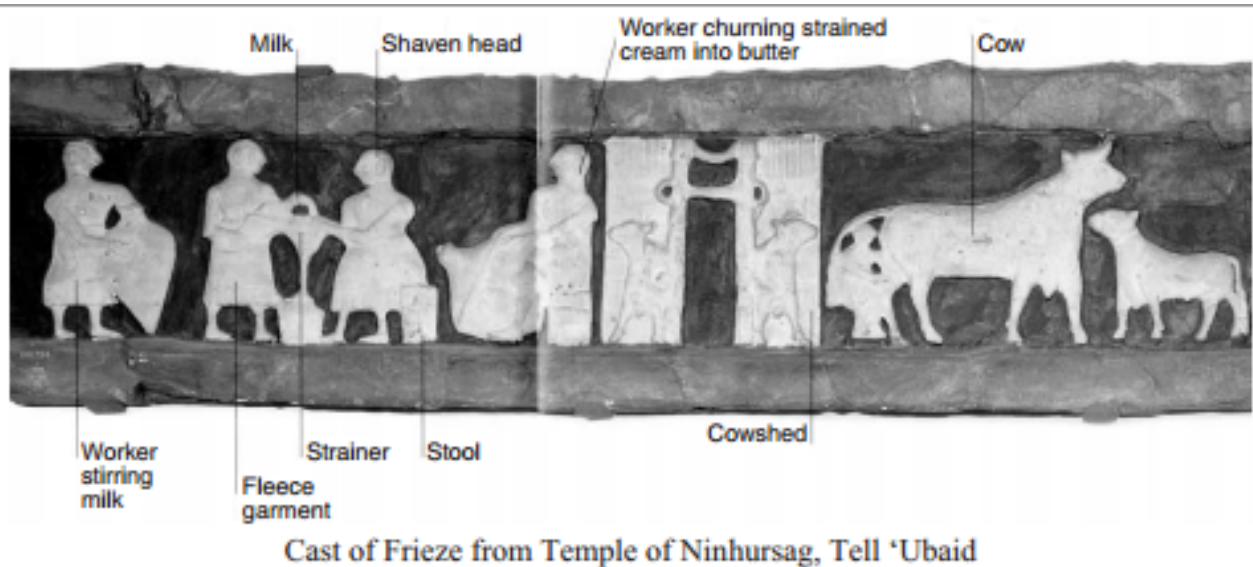
Part I

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 image below and on your knowledge of social studies.

A frieze is a decoration that hangs on a wall near the ceiling. This frieze was discovered in the region known as Mesopotamia and is believed to have been created between 6500 and 3800 BCE.



Source: The Visual Dictionary of Ancient Civilizations, Dorling Kindersley (adapted) from NYS Global History and Geography Regents, January, 2010.

1. What the best use of this source for a historian?
 - (1) To estimate the number of people who worshipped Ninhursag
 - (2) To depict warfare in ancient Mesopotamia
 - (3) To understand ancient Mesopotamians agriculture
 - (4) To make a timeline of Mesopotamian rulers
2. The images depicted in this frieze reflect the effects of which of the following turning points?
 - (1) Founding of Islam
 - (2) Neolithic Revolution
 - (3) Voyages of Christopher Columbus
 - (4) Scientific Revolution

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

Objects Discovered off the Java Coast, an island in Southeast Asia, in the 10th-Century Cirebon Shipwreck

- Emerald green Islamic glass
- Chinese porcelain decorated with dragons and birds
- Jeweled gold-plated Arabian ceremonial daggers
- Bronze religious objects with Hindu and Buddhist symbols

3. Which of the following may have contributed to the description of the “bronze religious objects” above?

- (1) Most Chinese merchants were Hindu
- (2) Buddhism and Hinduism were founded in the same region
- (3) Arab traders converted many people to Buddhism
- (4) Both Hinduism and Buddhism supported the caste system

4. What does this archaeological find indicate about Southeast Asia during the 10th century?

- (1) Religious objects from China were a major import.
- (2) Precious gems and metals were exported to Africa.
- (3) Europeans dominated East Asian and Middle Eastern trade networks.
- (4) The region served as a crossroads between Arab and Chinese traders.

Base your answers to questions 5 and 6 on the text below and on your knowledge of social studies.

The Grand Canal of China

...The Grand Canal got more attention than other waterways because it was the main route to the capital city. Officials used it to travel to the court. Above all, its purpose was to carry grain from the south to the north. Taxes were paid in rice that was used to feed the court and pay the wages of workers and the army. At times when the canal was neglected, the grain had to be taken north by sea. But sailing ships were exposed to storms and pirates. Even when steamships plied the coast, the grain continued to be carried on the Grand Canal until 1901, for this provided jobs for many people....

Source: Lyn Harrington, *The Grand Canal of China*, Rand McNally & Company from the NYS Global History and Geography Exam, January 2012.

5. Identify a claim supported by the excerpt above.

- (1) The Grand Canal made little impact on China’s history
- (2) The Grand Canal made trade between northern and southern China easier
- (3) The 19th century Chinese dynasties did not use the Grand Canal
- (4) Private activity increased off the coast of China as a result of the Grand Canal

6. Identify a generalization supported by evidence from the excerpt above.

- (1) Increased economic activity can be used to collect more taxes and improve other aspects of a society
- (2) Canals do not provide any benefit to the military
- (3) People can do little to change their environment to better meet their needs
- (4) Technology rarely changes

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

Purposes and Kinds of Roman Roads

Why did the Romans build roads? The Romans considered a well-organized and efficient transportation system a basic element of proper administration; i.e. an indispensable element in creating and maintaining the Roman state. The earliest highways or main roads were constructed for the use of the military, and their economic benefit for civilians was a later byproduct and not the main reason for their creation. The military nature of the roads continued to be essential as Romans expanded into territory outside Italy. In the province of Arabia Petraea (which included what is now Jordan), the movement of troops and ease of communication for the army and Roman administration were the primary reasons for construction of the Via Nova, one of the many *viae militares* or military roads built in conquered provinces. However, smaller, shorter, and less well-constructed local roads (*actus*) or tracks (*callis*) also increased in territory after it was brought under Roman control. Nevertheless, the main public highways (*viae publicae*) normally began as military roads and only gradually evolved into civilian conduits [passageways].

Source: Virtual Karak Resources Project, An Appalachian College Association (adapted) from the NYS Global History and Geography Regents Exam, January 2012

7. In which region would an archaeologist be most likely to find evidence of Roman Roads?

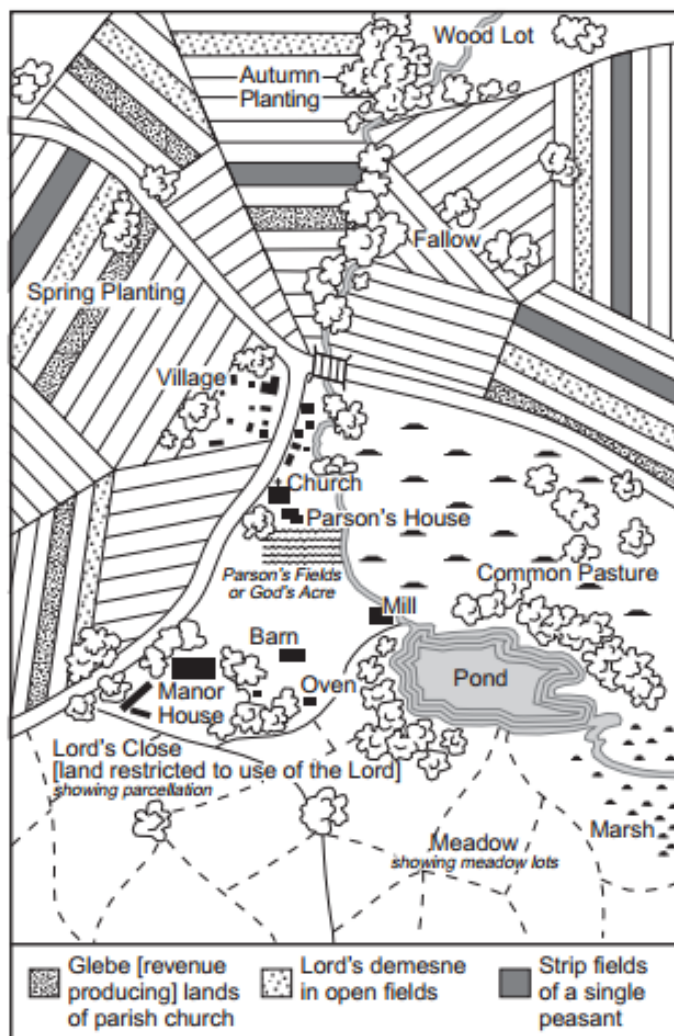
- (1) South Asia
- (2) Western Europe
- (3) Sub-Saharan Africa
- (4) Mongolia

8. What is the point of view of the author of this excerpt?

- (1) The Romans were the best road builders during the Classical period.
- (2) Neglect of the Roman road system led to the collapse of the empire.
- (3) The Roman economy would not have prospered if it were not for the roads in the empire.
- (4) Roman roads were built primarily to keep order in the empire.

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

A Typical Manor



Source: Philip Lee Ralph, World Civilizations at Norton online (adapted) from the NYS Global History and Geography Regents Exam, August 2010.

9. What does this illustration show about a typical manor?

- (1) All residents were treated equally.
- (2) Secular values in society were stressed.
- (3) There were a large number of factories.
- (4) People depended on agricultural production.

10. Which era is associated with the diagram above?

- (1) European Middle Ages
- (2) Han Dynasty
- (3) Age of Exploration
- (4) Abbasid Caliphate

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

In the name of Allah, Most Gracious, Most Merciful.

Praise be to Allah, The Cherisher and Sustainer of the Worlds;

Most Gracious, Most Merciful;

Master of the Day of Judgement.

Thee do we worship, And Thine aid we seek.

Show us the straight way,

The way of those on whom

Thou hast bestowed Thy Grace,

Those whose (portion)

Is not wrath,

And who go not astray.

– ‘Abdullah Yusuf ‘Ali, ed., *The Meaning of The Holy Qur’an*, Amana Publications, 1999

11. Which concept is best reflected in this passage?

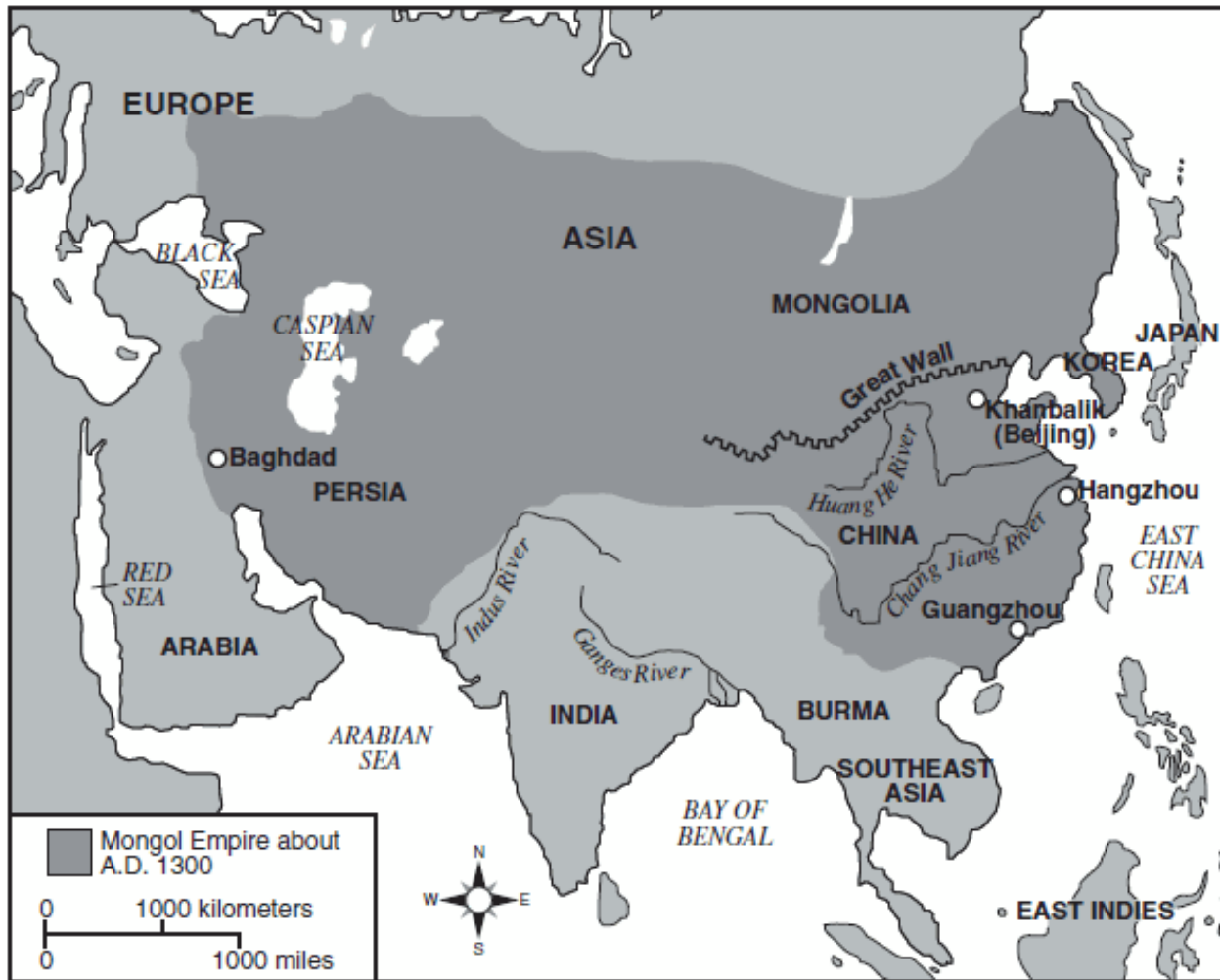
- (1) baptism
- (2) karma
- (3) monotheism
- (4) animism

12. Which civilization is most closely associated with the belief system referenced in this quote?

- (1) Roman Empire
- (2) Abbasid Caliphate
- (3) Tang Dynasty
- (4) Byzantine Empire

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

The Mongol Empire 1300

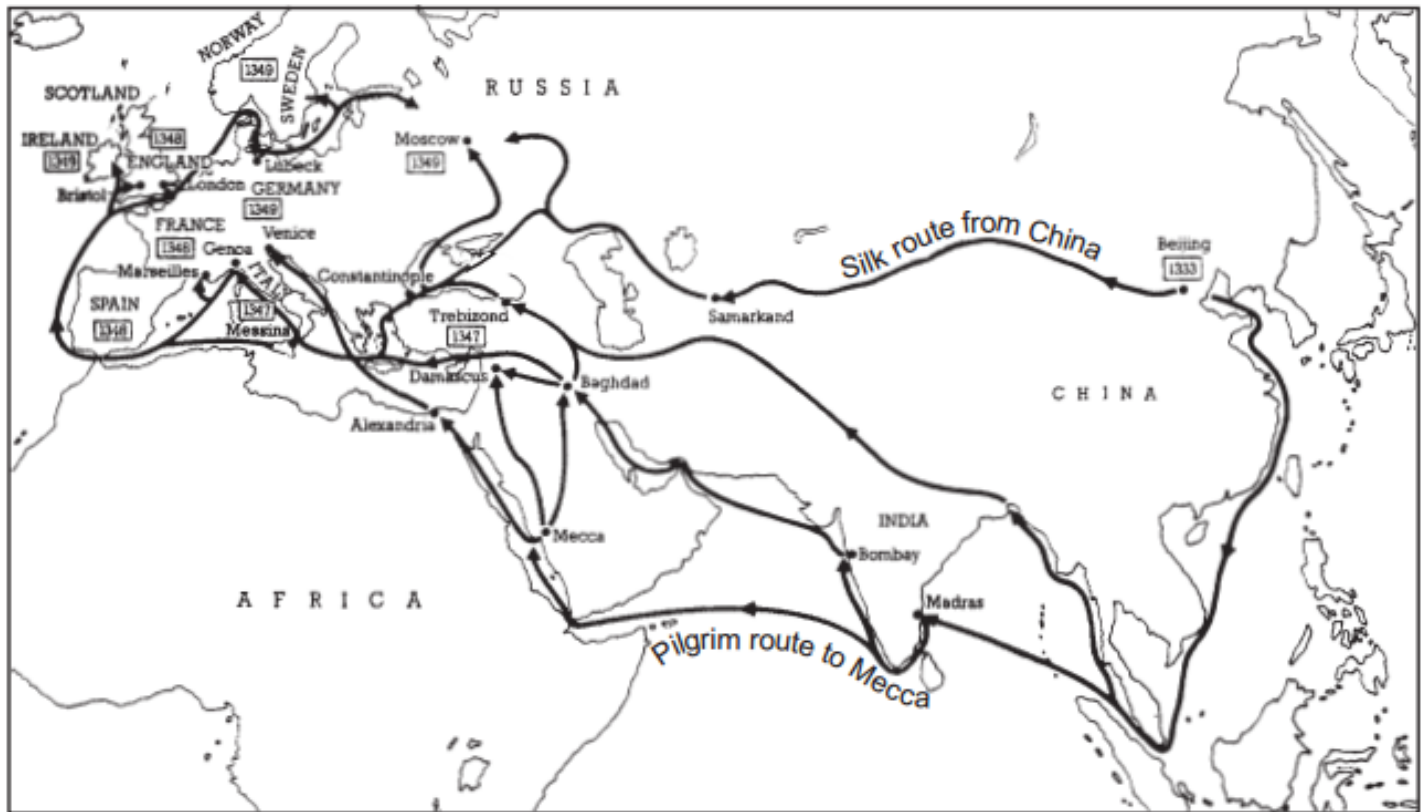


Source: H. Braun, Le. Forman, H. Brodsky, *Reviewing Global History and Geography*, AMSCO (adapted) from the NYS Global History and Geography Regents Exam.

13. Which statement is best supported by the information on this map?
- (1) By 1300, the Mongol Empire had reached the Red Sea.
 - (2) The Mongol Empire controlled India and Japan by 1300.
 - (3) By 1300, most of Europe had been conquered by the Mongols.
 - (4) The Mongol Empire controlled a large portion of Asia by 1300.
14. Identify one factor that led to the historical development depicted in the map above.
- (1) The Persians were the strongest empire in Asia in the 1300s
 - (2) Mongol trade relationships led to peaceful treaties with neighboring empires
 - (3) The Mongol capital in Baghdad was heavily fortified
 - (4) Mongol military techniques were difficult to defend against
15. Identify an effect of the historical development depicted in the map above.
- (1) Trade between the Middle East and China increased.
 - (2) Mongol culture heavily influenced the Middle East.
 - (3) Mongol rule over most of Asia continued into the 1600s.
 - (4) The Great Wall was torn down after failing to prevent Mongol invasions into China

Base your answers to questions 16, 17, and 18 on the map and chart below and on your knowledge of social studies.

Document 1: Origins and Spread of the Black Death



16. Where did the Black Death originate?

- (1) Eastern Europe
- (2) Middle East
- (3) East Asia
- (4) Western Europe

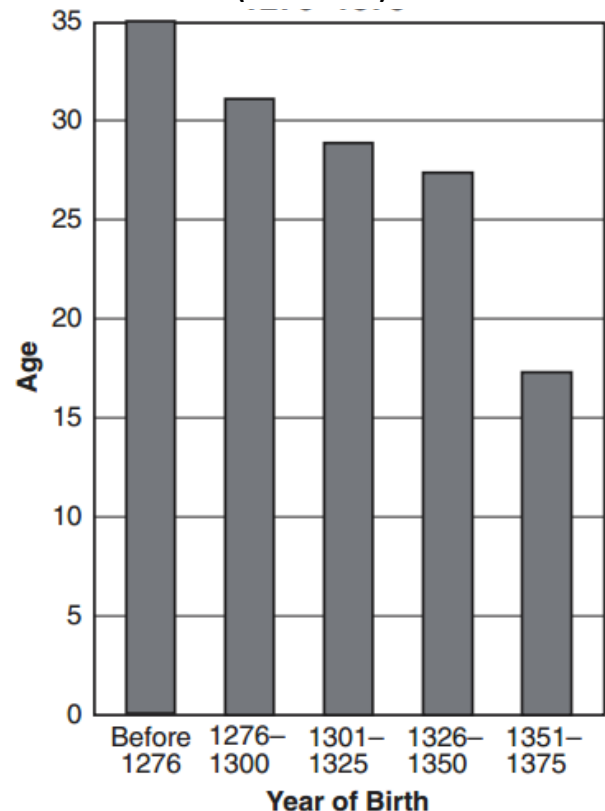
17. Which groups of people were most closely associated with the spread of the Black Death?

- (1) merchants and pilgrims
- (2) bankers and explorers
- (3) missionaries and slave traders
- (4) soldiers and diplomats

18. Identify a cause and effect relationship between the historical developments depicted in Documents 1 and 2.

- (1) England isolated itself during the late 1200s
- (2) The Crusades led to the spread of disease.
- (3) Wars over trade killed a generation of soldiers in England.
- (4) Greater interconnectedness led to the transmission of an epidemic through trade networks loss of life in Western Europe.

Document 2: Life Expectancy in Medieval England (1276–1375)



Source: World History Strategies, Glencoe (adapted) from the NYS Global History and Geography Regents Exam, January 2003.

Base your answer to question 19 on the text below and on your knowledge of social studies.

. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

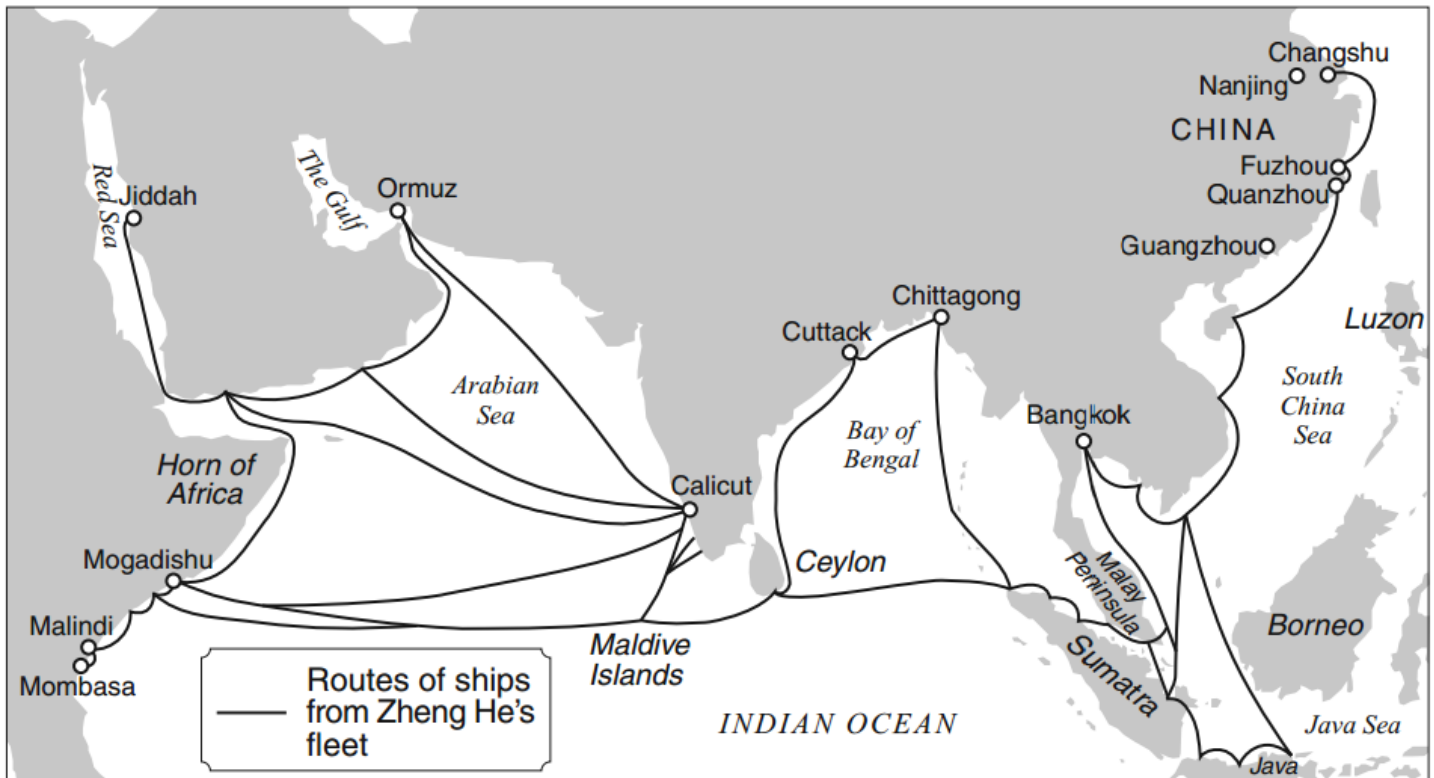
Source: "Legacy of the Crusades," Aramco World from NYS Global History and Geography Regents Exam, June, 2009.

19. What is the point of view of the author of the excerpt above?

- (1) The Crusades had mostly negative effects for Europe
- (2) Trade between the Middle East and North Africa increased as a result of the Crusades
- (3) The Crusades indirectly brought Europeans in contact with other societies in the world
- (4) Western Europeans were the first to benefit from the Crusades

Base your answer to question 20 on the map below and on your knowledge of social studies.

Voyages of Zheng He, 1405–33



Source: Patrick K. O'Brien, ed., Oxford Atlas of World History, Oxford University Press (adapted) from the NYS Global History and Geography Regents Examination, June 2009.

20. Which conclusion about Zheng He's voyages is valid based on the information on this map?

- (1) His fleet traveled only as far as the Bay of Bengal.
- (2) His expeditions sailed to ports in Asia and Africa.
- (3) His fleet conquered and controlled Luzon.
- (4) His expeditions traded directly with the interior of Africa.

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

... I conclude, then, returning to being feared and loved, that since men love at their convenience and fear at the convenience of the prince, a wise prince should found himself on what is his, not on what is someone else's; he should only contrive to avoid hatred, as was said.

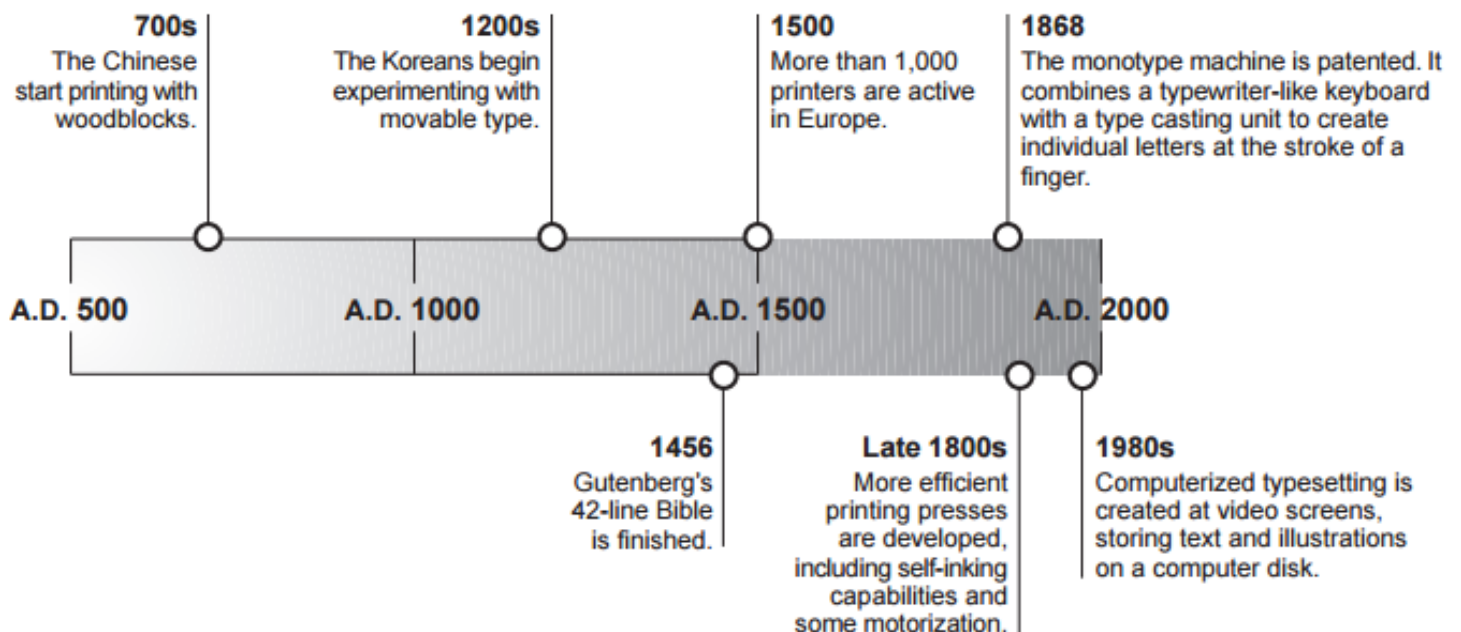
21. This statement is taken from the written work of

- (1) John Locke
- (2) Niccolò Machiavelli
- (3) Adam Smith
- (4) Ignatius Loyola

22. Who is the intended audience of the written work from which this statement comes?

- (1) Rulers
- (2) Monks
- (3) Merchants
- (4) Scientists

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



Source: Stephen Krensky, *Breaking Into Print, Before and After the Invention of the Printing Press*, Little, Brown and Company, 1996 (adapted) from NYS Global History and Geography Regents Exam, August, 2005.

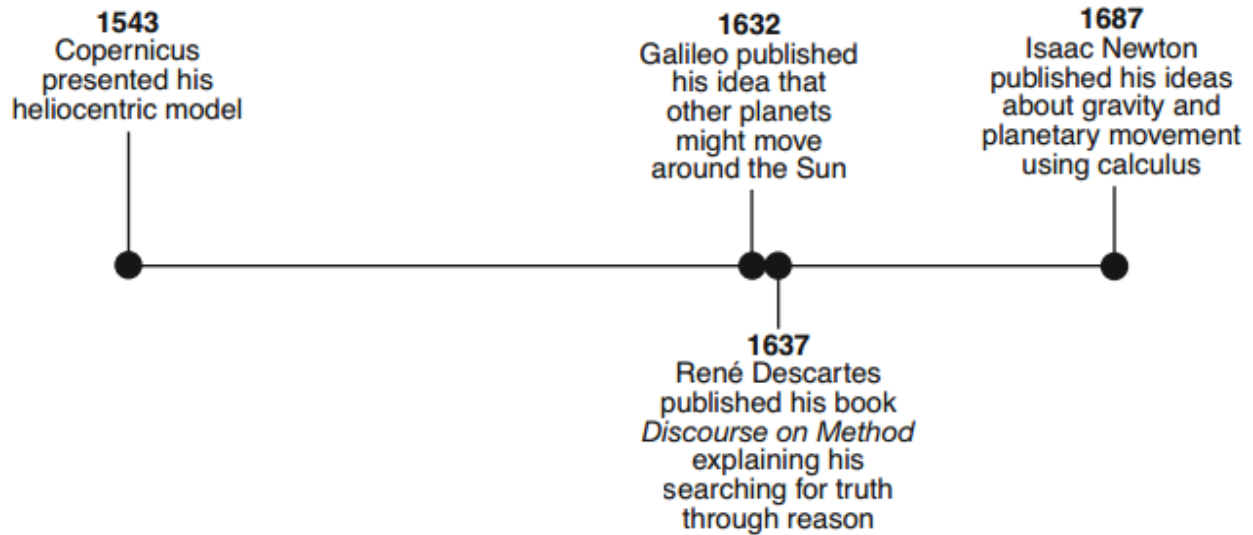
23. What invention in the 1400s most directly contributed to the increase in the number of active printers in Europe in 1500?

- (1) Paper
- (2) Printing Press
- (3) Ink
- (4) Computer

24. Which generalization is supported by the diagram above?

- (1) Modern day technology is based on innovations from the past
- (2) Western Europeans were the first to develop printing technology
- (3) Most innovation in the past took place in the Middle East
- (4) Innovation in communication technology ended in the 1980s

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



25. Which historical period is most closely associated with these achievements?

- (1) Pax Romana
- (2) Age of Alexander the Great
- (3) European Middle Ages
- (4) Scientific Revolution

26. What historical event most directly contributed to the developments in this timeline?

- (1) Mansa Musa's Hajj
- (2) Fall of the Roman Empire
- (3) Renaissance
- (4) Building of the Great Wall of China

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

A DEO REX, A REGE LEX — “the king is from God, and law is from the king.”

27. This quotation best reflects the concept of

- (1) constitutional monarchy
- (2) separation of powers
- (3) equal representation
- (4) divine right rule

28. Who is the intended audience of the written work from which this statement comes?

- (1) Rulers
- (2) Monks
- (3) Merchants
- (4) Scientists

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

Part II
SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 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)
 - Question 34 use Documents 1 and 2 (Relationship between documents)
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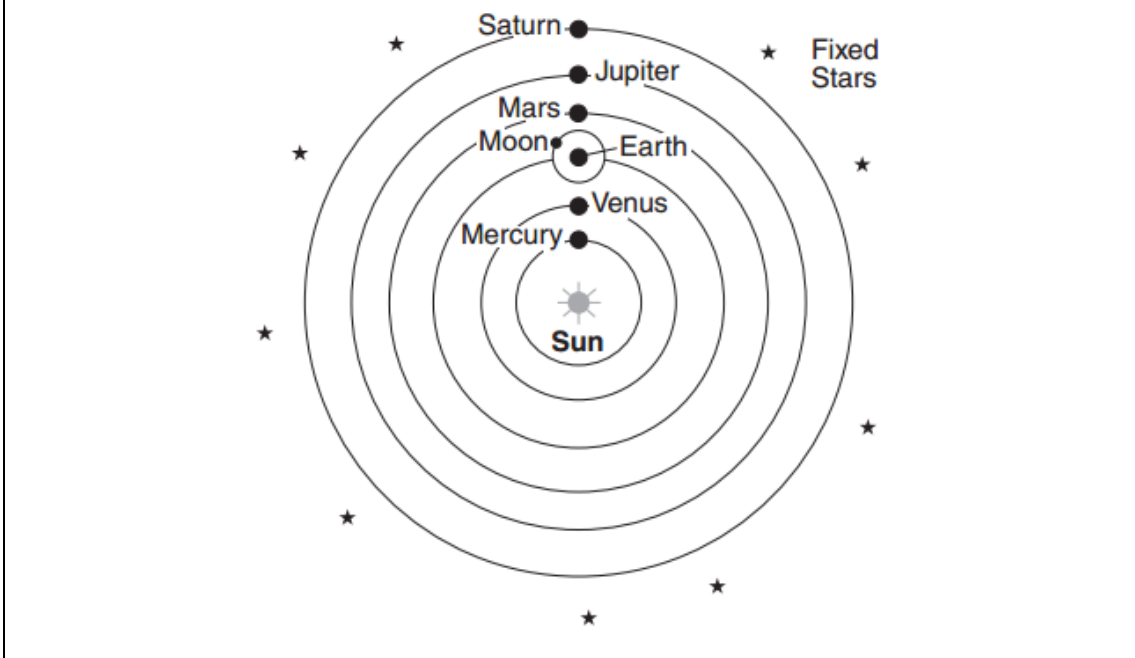
CRQ Set 1 Directions (29-31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

Description and illustration of Nicolaus Copernicus’s heliocentric model of the solar system

In a book called *On the Revolutions of the Heavenly Bodies* (that was published as Copernicus lay on his deathbed), Copernicus proposed that the Sun, not the Earth, was the center of the Solar System. Such a model is called a heliocentric system. The ordering of the planets known to Copernicus in this new system is illustrated in the following figure, which we recognize as the modern ordering of those planets. . . .



Source: The Copernican Model: A Sun-Centered Solar System, Department of Physics & Astronomy, University of Tennessee from NYS Global History and Geography Regents Exam, January 2011.

29. Explain the historical circumstances that led to the development of Copernicus’s heliocentric model of the solar system. [1]

Score

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

Document 2

This is an excerpt from a letter written by Galileo Galilei in 1615 to the Grand Duchess Christina defending his approach to science.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction. Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, “Letter to the Grand Duchess Christina (1615)” from NYS Global History and Geography Regents Exam, January 2011.

30. Using document 2, explain Galileo's point of view concerning the reactions to his discoveries in 1615. [1]

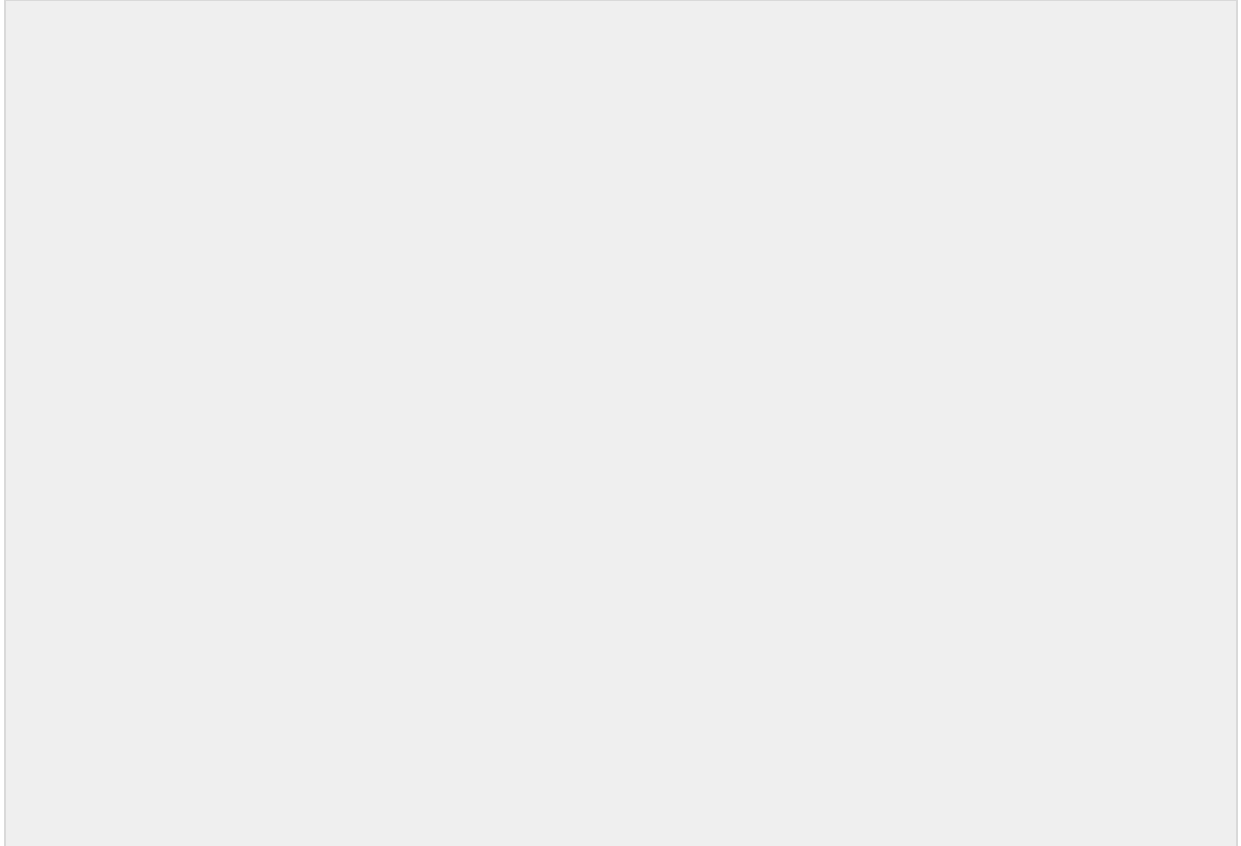
Score

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 associated with the historical developments in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]



Score

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

Document 2

Jacques-Bénigne Bossuet was the tutor of French king Louis XIV's only son, Louis. Bossuet was responsible for the youth's religious, philosophical, and political upbringing from age 9 to 20. In this role, Bossuet wrote works designed to instruct Louis, who was meant to be the future King of France. One of these works was *Politics Drawn from the Very Words of Holy Scripture*. *Politics Drawn from the Very Words of Holy Scripture* explained the source and proper exercise of political power young King Louis XIV's son, Louis.

Rulers then act as the ministers of God and as his lieutenants on earth. It is through them that God exercises his empire [...]

Kings should tremble then as they use the power God has granted them; and let them think how horrible is the sacrilege if they use for evil a power which comes from God.

The **royal power** is absolute [...]

The **prince** need render account of his acts to no one [...]

It is necessary that his power be such that no one can hope to escape him [...]

The power of God makes itself felt in a moment from one extremity of the earth to another. Royal power works at the same time throughout all the realm. It holds all the realm in position, as God holds the earth. Should God withdraw his hand, the earth would fall to pieces; should the king's authority cease in the realm, all would be in confusion. [...]

Source: J.H. Robinson, ed., *Readings in European History* 2 vols. (Boston: Ginn, 1906), 2:273-277.

<http://history.hanover.edu/courses/excerpts/111boss.html>

33. Based on this excerpt, explain Bossuet's purpose for writing *Politics Drawn from the Very Words of Holy Scripture*. [1]

Score