

Dear Teacher,

Here are some suggestions for using this booklet:

- 1) Students often have a difficult time with the thematic essay due to the open nature of the assessment. This booklet is designed to give students lots of practice in quickly formulating strong responses to Global History & Geography Regents thematic essay prompts. Underlying this approach is the notion that students will improve their full essay writing through multiple takes on thinking through how they will construct a response in broader terms.
- 2) Students should be given 1-2 sample tasks each day in the weeks leading up to the Regents and should be asked to complete an organizer such as the one included below for each sample task.
- 3) This activity can be used as a Do Now or Exit Ticket for a lesson. Alternatively, students may be given the entire packet and asked to complete an organizer for each sample task over a period of time.
- 4) Carefully review with students how the Global History & Geography thematic essay is scored. Explain that in order to receive the top score of 5 each student's essay must meet the following criteria:
 - Thoroughly develops *all* aspects of the task evenly and in depth
 - Is more analytical than descriptive (analyzes, evaluates, and/or creates (synthesizes) information)
 - Richly supports the theme with relevant facts, examples, and details
 - Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme
- 5) Provide students with exemplary essays on each task using the level 5 essays at the link provided underneath each task. Ask students to review the exemplary essays (during whole class or group or individual work) and note how the exemplary response compares with their responses on the organizer. If necessary students should revise their responses in the organizer.
- 6) Note this activity does not replace asking students to write full length essay throughout the school year and providing students with specific and actionable feedback on their essays.

Sincerely,

Avi Tropper

January 2013 Theme: Change—Collapse of Government

The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

Task: Select *two* situations where the collapse of a government has led to significant changes in a country or region and for *each*

- Describe the historical circumstances that led to the collapse of a government
- Discuss the political, social, *and/or* economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI's government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II's government, collapse of the Ottoman Empire, collapse of the Nationalist government in China [Guomindang], collapse of Batista's government in Cuba, fall of Reza Pahlavi's government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are *not* limited to these suggestions.

Do *not* use an example from United States history as one of your situations.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/113/glhg12013-rg1a.pdf>

August 2012 Theme: Technology

Throughout history, existing technology has been modified or replaced by new technological innovations. These new technological innovations have had various effects on societies and the world.

Task: Select *two* technological innovations and for *each*

- Describe the existing technology that was replaced by this new technological innovation *and* how this new innovation changed the existing technology
- Discuss the effects this new technological innovation has had on a society or the world

You may use any technological innovation from your study of global history and geography. Some suggestions you might wish to consider include aqueducts, gunpowder, printing press, caravel, steam engine, factory system, nuclear power, and internet communications.

You are *not* limited to these suggestions.

Exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/812/glhg82012-rg1a.pdf>

June 2012 Theme: Human and Physical Geography

Throughout history, geographic features have influenced the development of civilizations and regions. Geographic features have both promoted and limited interactions with other civilizations and regions.

Task: Select *two* different geographic features and for *each*

- Discuss how this geographic feature influenced the development of a specific civilization or region
- Discuss how this geographic feature promoted *and/or* limited the interaction of this civilization or region with *another* civilization or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include Nile River, Atlantic Ocean, Himalayas, Sahara Desert, Great Northern Plain, location of Japan, Mediterranean Sea, Russian steppes, Brazilian rain forest, and Indian Ocean monsoons.

You are *not* limited to these suggestions.

Do *not* use a specific geographic feature within the United States in your answer.

Exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/612/glhg62012-rg1.pdf>

January 2012 Theme: Change — Individuals

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

Task: Select *two* individuals from your study of global history and for *each*

- Describe the historical circumstances that led this individual to develop or modify an idea
- Explain an action taken by this individual as a result of this idea
- Discuss how this individual's idea affected a society

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Pericles, Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Karl Marx, Mohandas Gandhi, Jomo Kenyatta, Mao Zedong, Mikhail Gorbachev, and Mother Theresa.

You are *not* limited to these suggestions.

Do *not* use an individual from the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/112/glhg12012-rg1.pdf>

August 2011 Theme: Change—Global Issues

Since the end of World War II, the world has faced many issues that have affected countries, regions, and the global community. The solutions to these issues are often complex and have met with varying degrees of success.

Task: Select *two* global issues that have occurred since the end of World War II and for *each*

- Describe how this issue has affected a specific country or region or the global community
- Explain a solution that has been proposed to address the issue
- Discuss the extent to which this solution has been successful in solving the issue

You may use any global issue from your study of global history. Some suggestions you might wish to consider include deforestation, nuclear proliferation, AIDS, famine, terrorism, refugees, pollution, desertification, and child soldiers.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/811/gh-rg1-811.pdf>

June 2011 Theme: Technology

Throughout history, societies have developed significant technological innovations. These technological innovations have had both positive and negative effects on a society or on humankind.

Task: Select *two* technological innovations and for *each*

- Discuss why the technological innovation was important during a specific time period
- Discuss the positive *and/or* negative effects this technological innovation had on a society or on humankind

You may use any technological innovation from your study of global history. Some suggestions you might wish to consider include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/611/20110615-gh-rg1.pdf>

January 2011 Theme: Geography

Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world.

Task: Select *three* different geographic features and for *each*

- Discuss how this geographic feature influenced the historical *and/or* cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons.

You are *not* limited to these suggestions.

Do *not* write about the geographic features of the United States.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20110128-gh-rg1.pdf>

August 2010 Theme: Nationalism

Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.

Task: Select *one* country *or* region and

- Describe the historical circumstances that led the people of this country or region to begin a nationalist movement
- Describe a goal of the nationalist movement
- Discuss a method used to achieve this goal
- Discuss the results of this nationalist movement on this country or region

You may use any country or region from your study of global history. Some suggestions you might wish to consider include Germany, Kenya, India, China, Latin America, the Balkans, and the Middle East.

Do *not* use a nationalist movement in the British North American colonies or the United States in your response.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20100817-gh-rg1w.pdf>

June 2010 Theme: Change—Ideas

The ideas of individuals have had a significant influence on groups, nations and regions.

Task: Select *two* individuals and for *each*

- Explain a specific idea developed by the individual
- Describe the historical circumstances that surrounded the development of the idea
- Discuss how the idea influenced a group *or* a nation *or* a region

You may use any individual whose ideas had a significant influence from your study of global history.

Some suggestions you might wish to consider include Confucius, Niccolò Machiavelli, Galileo Galilei, John Locke, Simón Bolívar, Karl Marx, Kemal Atatürk, Nelson Mandela, Deng Xiaoping, and Mikhail Gorbachev.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20100615rg1.pdf>

January 2010 Theme: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task: Select *two* intellectuals, philosophers, *and/or* leaders and a writing associated with that person and for *each*

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history. Some suggestions you might wish to consider include:

Bartolomé de las Casas—*Brief Report on the Destruction of the Indians*

Martin Luther—*Ninety-five Theses*

John Locke—*Two Treatises on Government*

Olympe de Gouges—*The Declaration of the Rights of Woman*

Karl Marx—*Communist Manifesto*

Theodor Herzl—*On the Jewish State*

Adolf Hitler—*Mein Kampf*

Mao Zedong—*Little Red Book*

Nelson Mandela—*Long Walk to Freedom*

You are *not* limited to these suggestions.

Do *not* use any intellectual, philosopher, or leader from the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20100129rg1.pdf>

August 2009 Theme: Belief Systems

A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected politics, society, and the economy in the nations or regions in which they are practiced.

Task: Select *two* belief systems from your study of global history and for *each*

- Explain *one* major idea of the belief system
- Discuss the effects the belief system has had on the politics, society, *and/or* the economy of a specific nation or region

You may use any belief systems from your study of global history. Some suggestions you might wish to consider include Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism.

You are *not* limited to these suggestions.

Do *not* use the United States as the specific nation or region in your response.

exemplar essay here:

<http://www.nysedregents.org/GlobalHistoryGeography/20090812scoringkeyIandII.pdf>

June 2009 Theme: Human Rights

Throughout history, there have been many examples where groups of people have been denied their human rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

Task: Select *two* different examples from history where human rights have been denied to groups of people and for *each*

- Explain the historical circumstances that led to the denial of human rights
- Describe how the human rights of that group were denied
- Discuss an action taken by an individual, a group, or a government that attempted to end the human rights violations

You may use any example of human rights violations from your study of global history. Some suggestions you might wish to consider include the indigenous people in Latin America during the Encounter, Jews in Russia during the pogroms, the Armenians under the Ottomans, blacks under apartheid in South Africa, Chinese students in Tiananmen Square, Bosnian Muslims in the former Yugoslavia, and women under the Taliban in Afghanistan.

You are *not* limited to these suggestions.

exemplar essay here:

<http://www.nysedregents.org/GlobalHistoryGeography/20090619scoringkeyIandII.pdf>

January 2009 Theme: Geography

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion.

Task: Select *two* different geographic factors and for *each*

- Explain how the geographic factor affected the development of a specific nation/region
- Discuss how that geographic factor promoted *or* hindered cultural diffusion

You may use any geographic factor from your study of global history. Some suggestions you might wish to consider include deserts, rivers, mountains, plains, islands, irregular coastlines, straits, climate, and location.

You are *not* limited to these suggestions.

Do *not* write about geographic factors in the United States in your response

exemplar essay here:

<http://www.nysedregents.org/GlobalHistoryGeography/20090130scoringkeyIandII.pdf>

August 2008 Theme: Geography (How Humans Change Their Environment)

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

Task: Select *two* different nations/regions and for *each*

- Explain why they modified their environment
- Explain how the people of that specific nation/region modified their physical environment
- Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

You are *not* limited to these suggestions.

Do *not* select the United States or a region of the United States as an example in your answer.

exemplar essay here:

<http://www.nysedregents.org/GlobalHistoryGeography/20080813scoringkeylandII.pdf>

June 2008 Theme: Belief Systems

The world has many different belief systems. Each is distinctive, but all greatly influenced the lives of their followers and the society in which the belief system was practiced.

Task: Choose *two* major belief systems and for *each*

- Explain key beliefs *and/or* practices
- Discuss an influence the belief system had on the lives of its followers or the society in which it was practiced

You may use any example from your study of global history. Some suggestions you might wish to consider include animism, Buddhism, Christianity, Confucianism, Daoism, Islam, Judaism, legalism, and Shinto.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20080618scoringkey.pdf>

January 2008 Theme: Change

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

Task: Identify *two* nonpolitical revolutions that brought important intellectual, economic, and/or social changes to societies and for *each*

- Describe *one* change brought about by this nonpolitical revolution
- Discuss an impact this nonpolitical revolution had on a specific society or societies

You may use any nonpolitical revolution that brought important intellectual, economic, and/or social changes from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution (10,000-6,000 B.C.), the Scientific Revolution (16th-18th centuries), the Commercial Revolution (11th-18th centuries), the Enlightenment (17th-18th centuries), the Agricultural Revolution (18th-19th centuries), the Industrial Revolution in Europe (18th-19th centuries), and the Green Revolution (late 20th century).

You are not limited to these suggestions.

Do not choose a *political* revolution as one of your two revolutions.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20080122scoringkey.pdf>

August 2007 Theme: Political Systems

Political systems have affected the history and culture of nations and societies.

Task: Choose *two* different political systems and for *each*

- Describe the characteristics of the political system
- Discuss how the political system has affected the history *or* culture of a specific nation or society

You may use any political systems from your study of global history. Some suggestions you might wish to consider include absolute monarchy, constitutional monarchy, parliamentary democracy, direct democracy, theocracy, communism, and fascism.

Do not use the United States as an example of a nation or society.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20070816scoringkey.pdf>

June 2007 Theme: Political Change

Often, governments implement policies in an attempt to change society

Task: Choose *one* example from global history where a government attempted to change society and

- Describe the change the government wanted to bring about
- Explain why the government wanted to make this change
- Describe *one* specific policy the government used to try to bring about this change
- Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. **Although you are *not* limited to these suggestions, you may *not* use communism under Mao Zedong or Deng Xiaoping as your example of governmental change.**

Do not use an example of governmental change in the United States as your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20070613scoringkey.pdf>

January 2007 Theme: Human Rights Violations

The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Task: Select *two* groups who have experienced human rights violations in a specific nation or region and for *each*

- Describe *one* historical circumstance that led to a human rights violation in the nation or region
- Describe *one* example of a human rights violation in that nation or region
- Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East.

Do not use any human rights violations from the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20070123scoringkey.pdf>

August 2006 Theme: Movement of People and Goods: Trade

Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative.

Task: Identify *two* trade routes *and/or* trade organizations and for *each*

- Explain *one* reason for the establishment of the trade route or trade organization
- Discuss *one* positive effect *or one* negative effect of the trade route or trade organization on a specific nation or region

You may use any example from your study of global history. Some suggestions you might wish to consider include the Silk Roads, the trans-Saharan trade routes of the African kingdoms, Mediterranean trade routes, the Hanseatic League, the British East India Company, the Organization of Petroleum Exporting Countries (OPEC), and the European Union (EU).

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20060816scoringkey.pdf>

June 2006 Theme: Conflict

Conflicts between groups of people have threatened peace in many nations and regions.

Task: Identify *one* conflict that has threatened peace in a nation or region and

- Discuss *one* major cause of that conflict
- Identify *two* opposing groups involved in the conflict and discuss *one* viewpoint of *each* group
- Discuss the extent to which the conflict was *or* was *not* resolved

You may use any major conflict from your study of global history. Some suggestions you might wish to consider include the Crusades, the French Revolution, World War I, the Russian Revolution, the Chinese civil war, the partition of India, the policy of apartheid in South Africa, the Rwandan civil war, and the Bosnian War.

Do not use conflicts that occurred in the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20060614scoringkey.pdf>

January 2006 Theme: Change

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task: Choose *two* philosophers *and/or* leaders and for *each*

- Explain a major idea or belief of that philosopher or leader
- Discuss how that idea or belief changed *one* nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

Do not use a philosopher or leader from the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20060124scoringkey.pdf>

August 2005 Theme: Change

Throughout history, the actions of leaders have changed the society in which they lived.

Task: Identify *two* leaders who changed the society in which they lived and for *each*

- Describe *one* situation the leader attempted to change
- Describe *one* action the leader took to change this situation
- Discuss the impact of that action on the society in which the leader lived

You may use any leader from your study of global history and geography *except Johann Gutenberg* and

James Watt. Some suggestions you might wish to consider include Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Napoleon Bonaparte, Simón Bolívar, Otto von Bismarck, Mohandas Gandhi, Mao Zedong, Ho Chi Minh, Fidel Castro, and Nelson Mandela.

Do not use a leader from the United States in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20050816scoringkey.pdf>

June 2005 Theme: Global Problems

Throughout history, global problems have posed major challenges for nations and regions.

Task: Select *two* different global problems and for *each*

- Describe *one* major cause of the global problem
- Discuss *one* effect of the global problem on a specific nation or region

You may use any global problem from your study of global history. Some suggestions you might wish to consider include environmental pollution, desertification, deforestation, overpopulation, refugees, spread of disease, international drug trafficking, and ethnic conflicts.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20050621scoringkey.pdf>

January 2005 Theme: Change [Political Events]

Twentieth-century political events have had positive and negative effects on global history.

Task: Identify *two* 20th-century political events and for *each*

- Discuss the historical circumstances surrounding the event
- Evaluate the extent to which this event has had a positive *or* a negative effect on global history
-

You may use any major political event from your study of global history. Some suggestions you might wish to consider include Lenin's establishment of a Communist government in Russia, rise of totalitarian governments in Europe, Ho Chi Minh's unification of Vietnam against imperialism, increasing support for Islamic fundamentalism in the Middle East, Mao Zedong's Cultural Revolution in China, the dismantling of the Berlin Wall, development of nuclear weapons in India and Pakistan, and Nelson Mandela's opposition to apartheid in South Africa.

You are *not* limited to these suggestions.

Do not use United States events in your answer, although the discussion of positive or negative effects may involve the role of the United States.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20050127scoringkey.pdf>

August 2004 Theme: Economic Systems

Societies have developed different economic systems for many reasons. Some of these economic systems include manorialism, capitalism, and communism.

Task: Identify *one* society and *one* economic system that has been used or is being used in that society and

- Discuss the historical circumstances surrounding the development of that economic system
- Describe two features of the economic system
- Evaluate the impact the economic system had on this society during a specific historical period

You may use any society from your study of global history. Some suggestions you might wish to consider include western Europe during the Middle Ages, western Europe during the Industrial Revolution, the Soviet Union between 1917 and 1990, Japan after World War II, China since 1949, and Cuba since 1959.

You are *not* limited to these suggestions.

Do not use the United States as the example of a society in your answer.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20040817scoringkey.pdf>

June 2004 Theme: Turning Points

Turning points are major events in history that have led to lasting change.

Task: Identify *two* major turning points in global history and for *each*:

- Describe the historical circumstances surrounding the turning point
- Explain how *each* turning point changed the course of history

You may use any example from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution, the Crusades, the Renaissance, the Encounter, the French Revolution, the Russian Revolution of 1917, World War I, creation of the modern state of Israel, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20040617scoringkey.pdf>

January 2004 Theme: Change [Individuals Who Have Changed History]

The beliefs and achievements of individuals have changed global history. These beliefs and achievements have had positive and negative effects on society.

Task: Identify *two* individuals who have changed global history and for *each*:

- Explain *one* belief or achievement of that individual
- Discuss the positive *and/or* negative effects of the individual's belief or achievement

You may use any individual from your study of global history *except* **Nicholas Copernicus, Sir Isaac Newton, and Norman Borlaug**.^{*} The individuals you identify must have had a major role in shaping global history and must *not be from the United States*. Some individuals that you might consider include Hammurabi, Confucius, Aristotle, Alexander the Great, Muhammad, Johannes Gutenberg, Queen Isabella, Leonardo da Vinci, John Locke, Catherine the Great, Simón Bolívar, or Nelson Mandela.

You are *not* limited to these suggestions.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20040128scoringkey.pdf>

August 2003 Theme: Human and Physical Geography (Geographic Impact on Societies)

Geographic factors such as land features, resources, location, and climate of nations and regions affect how people live.

Task:

- Select *one* geographic factor that influenced life in a nation or region *before* A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region
- Select a *different* geographic factor that influenced life in a nation or region *after* A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region

You may use any examples from your study of global history and geography. You must select a *different* geographic factor for each time period discussed. For example, you may not write about

two rivers in different parts of the world. **Do not use geographic factors from the United States in**

your answer. Some suggestions you might wish to consider include the Nile River in Egypt, the mineral wealth of Africa, the monsoons in South Asia, oil in the Middle East, Japan's location near

China, the plains of Northern Europe, rain forests in Latin America, and mountains in eastern Europe.

You are *not* limited to these suggestions.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20030813scoringkey.pdf>

June 2003 Theme: Conflict

Differences among groups have often led to conflict.

Task: Identify *two* ethnic, religious, political, and/or cultural conflicts and for *each*:

- Discuss the historical circumstances that led to the conflict
- Analyze the effect of this conflict on *two* groups involved

You may use any examples from your study of global history and geography. Some suggestions you might wish to consider include the persecution of Christians during the Roman Empire, the Reign of Terror, the Armenian massacres, the forced famine in Ukraine, the Holocaust, Apartheid in South Africa, the Killing Fields of Cambodia, the conflict in Northern Ireland, the Sandinistas in Nicaragua, and the Tiananmen Square rebellion.

You are *not* limited to these suggestions.

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20030618scoringkey.pdf>

January 2003 Theme: Change

Throughout history, political revolutions had many causes. These revolutions affected society and led to many changes. The changes may or may not have resolved the problems that caused the revolutions.

Task: Choose *one* political revolution from your study of global history and geography and:

- Explain the *causes* of the revolution
- Describe the *effects* this political revolution had on society
- Evaluate whether the *changes* that resulted from the political revolution resolved the problems that caused it

You may use any example from your study of global history, but **do not use the American Revolution**. Some suggestions you might wish to consider include the French Revolution (1789), Mexican Revolution (1910), Russian Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), or Iranian Revolution (1979).

exemplar essay here: <http://www.nysedregents.org/GlobalHistoryGeography/20030129scoringkey.pdf>