

The Enlightenment

Base your answers to questions 1, 2, and 3 on the passage below and on your knowledge of social studies.

“If man in the state of nature is free, if he is absolute lord of his own person and possessions, why will he give up his freedom? Why will he put himself under the control of any person or institution? The obvious answer is that rights in the state of nature are constantly exposed to the attack of others. Since every man is equal and since most men do not concern themselves with equity and justice, the enjoyment of rights in the state of nature is unsafe and insecure. Hence each man joins in society with others to preserve his life, liberty, and property.”

— John Locke, *Two Treatises of Government*, 1690

1. This statement provides support for the
 - (1) elimination of laissez-faire capitalism
 - (2) formation of government based on a social contract
 - (3) continuation of absolute monarchy
 - (4) rejection of the natural rights philosophy
2. What problem does John Locke identify in this passage?
 - (1) In a state of nature, man is unsafe and insecure
 - (2) Lack of liberty in a direct democracy
 - (3) Lack of employment
 - (4) Concentration of power by an absolute monarch
3. Which of these events was most heavily influenced by the ideas in this passage?
 - (1) Industrial Revolution
 - (2) Napoleon's conquest of Rome
 - (3) Russian Revolution
 - (4) Latin American Revolutions

The French Revolution

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



Source: The Way We Saw It: ..., Highsmith, Inc., 1998 from the NYS Global History and Geography Regents Exam, August 2002.

1. This drawing illustrates conditions that contributed primarily to the beginning of the

- (1) Protestant Reformation
- (2) French Revolution
- (3) Napoleonic Wars
- (4) European Renaissance

2. What the point of view of the author of this drawing?

- (1) One group paid heavy taxes that supported the other two groups.
- (2) Hard work, prayer, and a good example allowed for a stable government in France.
- (3) Peasants and professionals in this society were gaining political and economic power.
- (4) French society emphasized the importance of natural law and social equality.

Base your answers to questions 3, 4, and 5 on the passage below and on your knowledge of social studies.

Declaration of the Rights of Man and the Citizen—1789

Approved by the National Assembly of France, August 26, 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .

Source: The Avalon Project at Yale Law School (adapted) from the NYS Global History and Geography Regents Exam, January 2011.

3. Which of the following individuals most strongly influenced the ideas in the excerpt of the Declaration of the Rights of Man and the Citizen above?

- (1) Louis XIV
- (2) Montesquieu
- (3) John Locke
- (4) Thomas Hobbes

4. Which of the following states the point of view of the authors of the Declaration of the Rights of Man and the Citizen?

- (1) A government should make laws to protect the natural rights of its citizen.
- (2) Absolute monarchy is a form of government that guarantees the rights of citizens.
- (3) Property is a more valuable natural right than security.
- (4) A government should oppress its people to ensure that they are safe.

5. Identify the best use of this document for a historian.

- (1) To determine the actions taken by Louis XVI during his rule of France.
- (2) To study how Louis XVI granted natural rights to French citizens
- (3) To evaluate how free and equal the people of France were after the French Revolution
- (4) To understand the hopes of representatives in the National Assembly of France

Base your answers to questions 6 and 7 on the passage below and on your knowledge of social studies.

. . . Even in places such as Holland, Germany, Switzerland, Italy, and Illyria, where the Code [Napoléon] did not outlive the Empire, it made a strong imprint on the civil laws of the region. Abolition of the Code brought such confusion and chaos in certain countries that they returned to it. In the Italian peninsula, for example, the Two Sicilies in 1812 and Parma, Modena, and Sardinia later adopted codes derived from the Code Napoléon. The code of the Kingdom of Italy, adopted in 1864, likewise had its source in the Napoleonic Code. The Belgians, who were incorporated in the Kingdom of the Netherlands from 1815 to 1830, fought so strongly for the Napoleonic Code that, even after they had broken away, Holland in 1838 adopted a code based on Napoleon's.

The Code Napoléon so impressed governments, even those which did not adopt it, that the 19th century became the great century of legal codification. In addition to the countries mentioned above, Austria, Portugal, Spain, Germany, and Turkey all adopted civil codes. But that of Napoleon easily predominates in the civil-law, as opposed to common-law, world. . . .

The Code contributed greatly to Napoleon's achievement of helping France turn away from the past. It cemented the ideas of freedom of person and of contract (including the right to enter any occupation), equality of all Frenchmen, and freedom of civil society from ecclesiastical [religious] control. As the first truly modern code of laws, the Code Napoléon for the first time in modern history gave a nation a unified system of law applicable to all citizens without distinction. By providing uniformity of laws it further promoted the national unity fostered by the Revolution. Its entire outlook gave a further impulse to the rise of the bourgeoisie. A threatened disintegration of the family under the Convention and Directory was sharply halted, and the family once again became the most important social institution. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott from the NYS Global History and Geography Regents Exam, January 2005.

6. According to this passage, why was the Napoleonic code a major turning point in history?

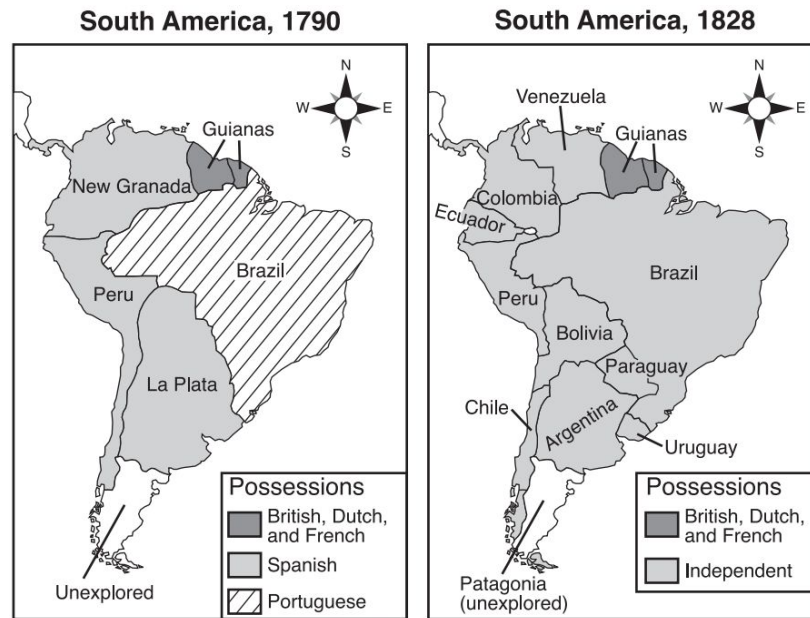
- (1) Many countries began to adopt civil codes
- (2) Many nation states transitioned from an absolute monarchy to a democracy
- (3) Many nations began to guarantee freedom of speech
- (4) European nation states became modernized

7. Which historical development most influenced the widespread adoption of the Napoleonic Code?

- (1) Age of Enlightenment
- (2) Industrial Revolution
- (3) Haitian Revolution
- (4) Scientific Revolution

Latin American Independence Movements

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



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

1. Based on a comparison of these maps of South America, which conclusion is accurate?
 - (1) Many regions of South America gained their independence between 1790 and 1828.
 - (2) All of South America was independent by 1828.
 - (3) Spain continued to gain South American colonies in the 19th century.
 - (4) Between 1790 and 1828, South American political boundaries remained unchanged except for Brazil
2. Which individual is most closely associated with the changes indicated on these maps?
 - (1) Emiliano Zapata
 - (2) Simón Bolívar
 - (3) Porfirio Díaz
 - (4) Pancho Villa

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

August 29, 1793

Brothers and friends.

I am Toussaint L'Ouverture, my name is perhaps known to you. I have undertaken vengeance. I want Liberty and Equality to reign in San Domingo. I work to bring them into existence. Unite yourselves to us, brothers, and fight with us for the same cause, etc. . . .

Source: C. L. R. James, *Lettres de Toussaint L'Ouverture, The Black Jacobins*, The Dial Press (adapted) from the NYS Global History and Geography Regents Exam, January 2009.

3. Which statement describes the author's purpose for writing this letter?
 - (1) To propose peace terms to the French
 - (2) To inspire a rebellion
 - (3) To document his thoughts for personal reflection
 - (4) To gather support for the French
4. Identify one effect of Toussaint L'Ouverture's letter.
 - (1) The establishment of the independent nation of Haiti
 - (2) Independence from Spain
 - (3) Simon Bolivar was made president of the country
 - (4) San Domino became the most profitable French colony

Industrial Revolution

Base your answers to question 1, 2, and 3 on the map below and on your knowledge of social studies.



Source: Beers, World History: Patterns of Civilization, 1983 (adapted) from the NYS Global History and Geography Regents Exam, June 2005.

1. Which conclusion is best supported by the information on the map?
 - (1) England's natural resources led to the growth of industrial cities.
 - (2) In 1830, England had an unfavorable balance of trade.
 - (3) Great Britain's prosperity unified the people.
 - (4) People emigrated from Great Britain because of pollution.
2. Identify one cause of the historical development depicted in the map.
 - (1) Socialist organizations promised land and a good wage to those who moved to industrial cities.
 - (2) The British government paid people to move to cities.
 - (3) Agricultural innovations made it easier for farmers to hire more people.
 - (4) Coal powered steam engines powered factories that employed many people in England.
3. Identify one effect of the historical development depicted in the map.
 - (1) The Glorious Revolution
 - (2) Overcrowded and polluted cities
 - (3) Higher employment for farmers
 - (4) England invaded France

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

The Wealth of Nations carries the important message of laissez faire, which means that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people . . .

Source: Introduction to a re-publication of Adam Smith's The Wealth of Nations likely written by Martin Perry in 2013 from the NYS Global History and Geography Regents Exam, January 2013.

4. According to Martin Perry, what role did Adam Smith believe the government should play in the economy?

- (1) The government should regulate businesses to make sure they use safe practices.
- (2) The government should restrict which businesses are allowed to open.
- (3) The government should make very few laws that affect businesses.
- (4) The government should play a role in helping businesses make as much money as possible.

5. Which of the following effects did Adam Smith's ideas have in England in the 18th and 19th centuries?

- (1) Workers unionized for better pay.
- (2) Governments passed laws to prevent child labor.
- (3) Theorists predicted that the population would outgrow the nation's food supply.
- (4) Industrial leaders gained in wealth and power.

Base your answers to questions 6 and 7 on the passage below and on your knowledge of social studies.

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessities and comforts of life, produced in foreign lands. . .

Source: Andrew Ure, The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain, published in 1835. From A. M. Kelley from the NYS Global History and Geography Regents Exam, June 2006.

6. According to Andrew Ure, what was one effect of the use of steam engines in the 19th century?

- (1) Greater employment
- (2) Slowed industrial growth
- (3) An increase in the price of goods
- (4) Food scarcity

7. What is Andrew Ure's point of view regarding steam engines?

- (1) Steam engines do more harm than good because of pollution.
- (2) Steam engines could lead to conflict with other countries.
- (3) Steam engines benefit society because they lead to industrial growth and improvements in the quality of life.
- (4) Steam engines lead to poorly made goods.

Base your answers to questions 8, 9, and 10 on the passage below and on your knowledge of social studies.

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with illsmelling dye. . . .”

— Charles Dickens, *Hard Times*

8. The author of this passage is describing conditions caused by the

- (1) Commercial Revolution
- (2) French Revolution
- (3) Industrial Revolution
- (4) Scientific Revolution

9. Which innovation most directly contributed to the conditions described in the passage?

- (1) Printing press
- (2) Crop rotation
- (3) Seed drill
- (4) Steam engine

10. Which problem is the subject of this passage?

- (1) economic inequality
- (2) urban pollution
- (3) lack of child labor laws
- (4) poor transportation systems

Base your answers to questions 11, 12, 13, and 14 on the passages below and on your knowledge of social studies.

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school?

Cooper: We had no time to go to day school.

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

11. These documents were most likely written during which historical period?

- (1) The Enlightenment
- (2) Industrial Revolution
- (3) Green Revolution
- (4) World War II

12. A historian would find these documents most useful for

- (1) understanding the lives of the upper middle class in the 19th century
- (2) depicting struggles that faced 19th century farmers
- (3) examining the effects of pollution in 19th century cities
- (4) depicting 19th century factory life

13. What action was taken as a result of testimonies like those in these documents?

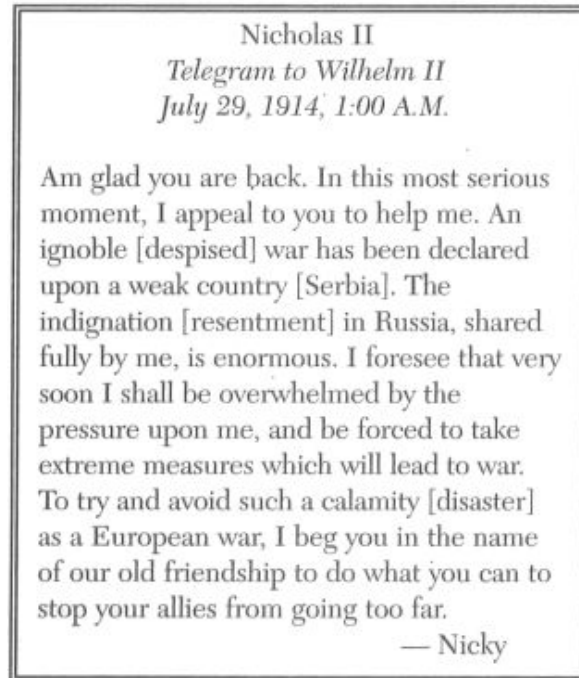
- (1) Child labor laws were passed
- (2) Slavery was abolished
- (3) Invention of the steam engine
- (4) World War I

14. Which statement best describes the Sadler Committee's purpose in collecting testimonies like the ones written above?

- (1) To figure out how to get factory workers to be more efficient.
- (2) To test the education levels of factory workers.
- (3) To estimate how much cloth British factories produced in 1832.
- (4) To inform the government and public of the conditions that children experience in factories.

Causes of WWI

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



1. What of these following events led to the writing of this telegram?

- (1) the French Revolution
- (2) the Russo-Japanese War
- (3) the Treaty of Versailles
- (4) the Assassination of Archduke Franz Ferdinand

2. Which conclusion is best supported by this telegram?

- (1) Russia started to mobilize for war against Serbia.
- (2) Nicholas II condemned the efforts of Wilhelm II.
- (3) Russia supported the use of extreme measures.
- (4) Nicholas II hoped diplomacy would prevent war.