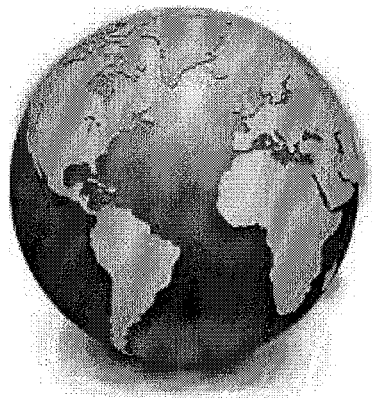


GLOBAL STUDIES REGENTS REVIEW



MULTIPLE CHOICE QUESTIONS & STRATEGIES

NAME _____

PERIOD _____

Strategies for Text-Based Multiple Choice Question

There are a variety of different text-based multiple-choice questions which require you to read a text and choose the correct response from the choices available.

Regardless of format, the same strategy holds true for all text-based multiple-choice questions:

1. If it is a longer passage, you may first want to read the questions to give you a sense of what to look for as you read.
2. Read the text presented. Don't forget to read the title, speaker, and year if given.
3. Contextualize the text in the period it is from. What do you know about the period or speaker? What events is this text connected to?
4. Read the question asked.
5. Read each possible answer choice.
6. Select the best answer based on your analysis

On the following pages, we have featured multiple choice questions from NY State Regents exams. Like the Regents, the questions are in a rough chronological order.

"If a seignior (noble) has knocked out the tooth of a seignior of his own rank, they shall knock out his tooth. But if he has knocked out a commoner's tooth, he shall pay one-third mina of silver."

– Code of Hammurabi

Which idea of Babylonian society does this portion of the Hammurabi code of law reflect?

- (1) All men were equal under the law.
- (2) Fines were preferable to corporal punishment.
- (3) Divisions existed between social classes.
- (4) Violence was always punished with violence.

Base your answers to questions on the speakers' statements below and on your knowledge of social studies.

Speaker A: "The Eightfold Noble Path and Four Noble Truths as expressed by Siddhartha Gautama are the foundations of our faith."

Speaker B: "There is one God and His name is Allah and his truth has been revealed to us through his prophet Mohammed."

Speaker C: "The Ten Commandments and the teachings of the Gospels guide us in our quest for a fulfilling spiritual life."

Speaker D: "To achieve union with *atman*, we must pass through many births and acquire good *karma* by being obedient to moral laws and societal regulations."

Which speaker is most likely a Buddhist?

- (1) A
- (2) B
- (3) C
- (4) D

Which speaker expresses a belief in reincarnation?

- (1) A
 - (2) B
 - (3) C
 - (4) D
-

Base your answer to the question on the speakers' statements below and on your knowledge of social studies.

- Speaker A:* "Nationalism, democracy, and socialism are the goals of my party."
- Speaker B:* "We must rid our country of all foreign influences and return to the true principles of communism."
- Speaker C:* "A good ruler will rule by example, not by decree."
- Speaker D:* "The laws of nature, not government, should rule society."

The speaker's statement that best reflects an ideal of Confucianism is

- (1) A
 - (2) B
 - (3) C
 - (4) D
-

Base your answers on the passage below.

IN THE NAME OF ALLAH
THE COMPASSIONATE
THE MERCIFUL
Praise be to Allah, Lord of the
creation,
The compassionate, the
merciful,
King of the last judgment!
You alone we worship,
and to you alone we pray for
help.

People who accept the beliefs stated in this passage believe in

- (1) polytheism
- (2) monotheism
- (3) emperor worship
- (4) papal authority

In which book can this passage be found?

- (1) Old Testament of the Bible
- (2) Analects of Confucius
- (3) Talmud
- (4) Koran

"Most Gracious, Most Merciful;"

"Master of the Day of Judgment."

"Thee do we worship, And Thine aid we seek."

- Source: 'Abdullah Yusuf-Ali, trans., *The Meaning of the Holy Qur'an*, Amana Publications (excerpted)

This translated quotation from the Qur'an [Koran] refers to

- (1) Buddha
 - (2) Shiva
 - (3) Allah
 - (4) Muhammad
-

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

1. *In the name of Allah, Most Gracious, Most Merciful.*
2. Praise be to Allah, The Cherisher and Sustainer of the Worlds;
3. Most Gracious, Most Merciful;
4. Master of the Day of Judgement.
5. Thee do we worship, And Thine aid we seek.
6. Show us the straight way,
7. 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

Which concept is best reflected in this passage?

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

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

...The actual journey to Mecca [Makkah] began on the fifth of Dhu al-Hijjah, 1393 (the 29th of December, 1973, according to the Gregorian calendar), at Beirut International Airport, but it was not until the afternoon of the seventh that I donned [put on] the Ihram [robe] and drove along on the road from Jiddah to Mecca. The road was crowded with cars, buses and trucks all packed with pilgrims chanting the Hajj refrain, the Talbiyah:...

— Michael E. Jansen, *An American Girl on the Hajj*

This passage describes the experience of a follower of

- (1) Christianity
 - (2) Islam
 - (3) Hinduism
 - (4) Judaism
-

"It is better to do the work of your own caste poorly than to do the work of another caste well."

This statement best expresses the idea that in traditional India

- (1) each person could choose his or her occupation
 - (2) skilled workers were needed
 - (3) little social or occupational mobility existed between castes
 - (4) some castes do better work than other castes
-

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

... In the 1930s, Sylvanus G. Morley of Harvard, probably the most celebrated Mayanist of his day, espoused [argued for] what is still the best-known theory: The Maya collapsed because they overshot the carrying capacity of their environment. They exhausted their resource base, began to die of starvation and thirst, and fled their cities en masse, leaving them as silent warnings of the perils of ecological hubris [overconfidence]....

— Charles C. Mann, 1491: New Revelations of the Americas Before Columbus

According to this passage, what was a major question Morley was trying to answer about the Mayas in the 1930s?

- (1) Why did the Mayas abandon their cities?
 - (2) What was the structure of the Maya governments?
 - (3) How did religious beliefs affect the Maya economy?
 - (4) Which neighboring city-state conquered the Mayas?
-

Base your answer on the quotation below and on your knowledge of social studies.

... The circumference of the city of Constantinople is eighteen miles; one-half of the city being bounded by the continent, the other by the sea, two arms of which meet here; the one a branch or outlet of the Russian, the other of the Spanish sea. Great stir and bustle prevails [dominates] at Constantinople in consequence of the conflux [meeting] of many merchants, who resort thither [come there], both by land and by sea, from all parts of the world for purposes of trade, including merchants from Babylon and from Mesopotamia, from Media and Persia, from Egypt and Palestine, as well as from Russia, Hungary, Patzinakia, Budia, Lombardy and Spain. In this respect the city is equalled only by Bagdad, the metropolis of the Mahometans. . . .

— Rabbi Benjamin of Tudela, Manuel Komroff, ed., *Contemporaries of Marco Polo*, Boni & Liveright

This author would most likely agree with the idea that the

- (1) size of Constantinople limited trade
 - (2) cities of western Europe were more impressive than Constantinople
 - (3) location of Constantinople contributed to its prosperity
 - (4) government of Constantinople failed to provide order
-

"The Peace of God declared that feudal warfare could not take place on church property, and it promised sanctuary in churches and abbeys to fugitives from combat. The Truce of God forbade fighting from Wednesday evening until Monday morning, on holidays, and during the religious seasons of Christmas and Lent. . . ."

— Medieval and Early Modern Times

This quotation implies that

- (1) the church had considerable political power during this time
 - (2) war was limited to religious holidays
 - (3) religion was dictated by feudal law
 - (4) landlords determined when warfare took place
-

Base your answers on the passage below and on your knowledge of social studies.

... Aside from female saints, the women described in the greatest detail by Byzantine authors are empresses and aristocrats. Although they had a certain amount of freedom, these women were held to very much the same standards as average women in Byzantine society: modesty, piety, and self-control were traits of an ideal woman. To preserve their modesty, young unmarried women rarely went out in public alone, and married women who did not have jobs outside the home left the house only for specific reasons, such as to go to the market, to church, or to the baths. By the middle Byzantine period, it was thought appropriate for women, when they did go out, to cover their heads....

— Molly Fulghum Heintz, "Work," in Ioli Kalavrezou, Byzantine Women and Their World, Harvard University Art Museums, 2003 (adapted)

What is the primary theme of this passage?

- (1) social mobility
- (2) economic interests
- (3) cultural values
- (4) natural rights

Which statement about Byzantine society is best supported by this passage?

- (1) Empresses and aristocrats were more important than female saints.
 - (2) All women were expected to adhere to similar standards.
 - (3) Most women had jobs outside the home.
 - (4) Young unmarried women were encouraged to be independent.
-

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

... As early as the struggle for the steppe he had spread the claim that Heaven had destined him as ruler; members of Mongol trading caravans spread stories intended to cause panic among the local populace; forged letters were fed to Sultan Muhammad which strengthened his mistrust of his Turkic units; freedom of religion was proclaimed; those who offered no resistance were promised that life and property would be spared; terrible destruction was threatened in the event of resistance; bloody examples were designed to spread fear and reduce the populace's will to resist. . . .

— Paul Ratchnevsky, Genghis Khan: His Life and Legacy, Blackwell Publishing

According to this passage, which Mongol practice contributed greatly to their success?

- (1) nomadic lifestyle
 - (2) superior horsemanship
 - (3) psychological warfare
 - (4) religious conversion
-

"Harmony should be valued and quarrels should be avoided. Everyone has his biases, and few men are far sighted. Therefore some disobey their lords and fathers and keep up feuds with neighbors. But when the superiors are in harmony with each other and inferiors are friendly, then the affairs are discussed quietly and the right view of matters prevails."

- Prince Shotoku of Japan (A.D. 604)

Prince Shotoku's statement indicates the influence of the ideas of

- (1) Confucius
 - (2) Muhammad
 - (3) Genghis Khan
 - (4) Emperor Hirohito
-

Base your answers on the speakers' statements below and on your knowledge of social studies.

Speaker A: We must fight to keep control of Jerusalem in the hands of those who believe in Allah.

Speaker B: Come and battle while there is still time to protect the Holy Land where Christ walked.

Speaker C: We must go forth to heal the split between the churches.

Speaker D: An investment in ships and knights will yield control of profitable trade routes.

Which speaker expresses a Muslim perspective during the Crusades?

- (1) A
- (2) B
- (3) C
- (4) D

Which speaker is expressing an economic motive for the Crusades?

- (1) A
 - (2) B
 - (3) C
 - (4) D
-

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

The basic idea of this book is simple: to tell the story of the Crusades as they were seen, lived, and recorded on 'the other side'—in other words, in the Arab camp. Its content is based almost exclusively on the testimony of contemporary Arab historians and chroniclers...

— Amin Maalouf, *The Crusades Through Arab Eyes*, Al Saqi Books

This passage indicates that the author's emphasis is on

- (1) cause and effect
 - (2) chronological order
 - (3) reenactment
 - (4) point of view
-

Base your answer on the statements below and on your knowledge of social studies.

... For many in the contemporary Arab world, the Crusades are viewed as having begun nearly a millennium of conflict with what would become the West. The Crusades are seen as representing the constant threat of Western encroachment [trespassing]. But many scholars say that is a more recent and inaccurate view of the Crusades. . . .

— Mike Shuster, reporter, NPR

The Medieval Crusades were taken and then turned into something that they never really were in the first place. They were turned into a kind of a proto-imperialism, an attempt to bring the fruits of European civilization to the Middle East, when, in fact, during the Middle Ages the great sophisticated and wealthy power was the Muslim world. Europe was the Third World. . . .

— Thomas Madden, St. Louis University,

Source: History of relations between the West and Middle East, NPR, All Things Considered, August 17, 2004

These statements indicate that the history of the Crusades

- (1) has been neglected by experts
 - (2) was of little importance
 - (3) is the subject of debate and interpretation
 - (4) illustrates the importance of tolerance and understanding
-

"... Christian warriors, He who gave His life for you, today demands yours in return. These are combats worthy of you, combats in which it is glorious to conquer and advantageous to die. Illustrious knights, generous defenders of the Cross, remember the examples of your fathers who conquered Jerusalem, and whose names are inscribed in Heaven; abandon then the things that perish, to gather unfading palms, and conquer a Kingdom which has no end."

— St. Bernard of Clairvaux

This statement was most likely used to encourage people to

- (1) repel a Viking invasion
 - (2) stop advancement of the Huns in Europe
 - (3) join the Crusades
 - (4) force Russians to convert to Catholicism
-

Base your answer on the quotation below and on your knowledge of social studies.

"Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks... Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight. . . . And in your coming you will find your reward in heaven. . . ."

— Emperor Alexius Comnenus, quoted in *The Dream and the Tomb*

Which event is referred to in this quotation?

- (1) Enlightenment
 - (2) French Revolution
 - (3) Glorious Revolution
 - (4) Crusades
-

"The Peace of God declared that feudal warfare could not take place on church property, and it promised sanctuary in churches and abbeys to fugitives from combat. The Truce of God forbade fighting from Wednesday evening until Monday morning, on holidays, and during the religious seasons of Christmas and Lent. . . ."

— Medieval and Early Modern Times

This quotation implies that

- (1) the church had considerable political power during this time
 - (2) war was limited to religious holidays
 - (3) religion was dictated by feudal law
 - (4) landlords determined when warfare took place
-

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

It would be wrong to call the Ottoman Empire a purely Islamic state. It was not. It was a state that claimed some kind of an attachment, some kind of allegiance to Islam, but combined it with other forms of heritage from the Byzantine tradition or from the Turkic tradition that did not really correspond to Islam. So they always had this very, very pragmatic approach to Islam. — Professor Edhem Eldem, Bogazici University, NPR News, All Things Considered, August 18, 2004 14

This author is suggesting that during the Ottoman Empire

- (1) religion was mingled with historic traditions
 - (2) most people belonged to minority religions
 - (3) rulers tried to separate politics from religion
 - (4) rulers operated under a strict set of laws
-

“The countries beyond the horizon and from the ends of the Earth have all become subjects and to the most western of the western or the most northern of the northern countries however far away they may be.” — Ming dynasty official

The intent of this statement about the Ming dynasty was to

- (1) demonstrate supremacy and strength in China
 - (2) control the Mongols
 - (3) stop European imperialism
 - (4) impose Chinese culture and slavery on neighboring countries
-

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

... In the 1930s, Sylvanus G. Morley of Harvard, probably the most celebrated Mayanist of his day, espoused [argued for] what is still the best-known theory: The Maya collapsed because they overshot the carrying capacity of their environment. They exhausted their resource base, began to die of starvation and thirst, and fled their cities en masse, leaving them as silent warnings of the perils of ecological hubris [overconfidence]....

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 - (4) Which neighboring city-state conquered the Mayas?
-

Strategies for Data-Based Multiple Choice Question

There are a variety of different data-based multiple-choice questions which require students to analyze information and choose the correct response from the choices available.

You may be asked to analyze data in a variety of different formats, including: reading passages, graphs, tables, outlines, quotation interpretation, and timelines.

Regardless of format, the same strategy holds true for all data-based multiple-choice questions:

- Read or view all of the data presented. Don't forget to read the title and the key to fully understand the data being presented.
- Read the question asked.
- Read each possible answer choice.
- Review the data, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis.

On the following pages, we have featured data-based multiple choice questions from NY State Regents exams. Like the Regents, the questions are in a rough chronological order.

Which heading best completes the partial outline below?

- I. _____
- A. Writings of Thomas Hobbes
 - B. Divine right theory
 - C. Centralization of political power
 - D. Reign of Louis XIV

- (1) Beginning of Global Trade
- (2) Growth of Democracy in Europe
- (3) Rise of Absolutism
- (4) Age of Exploration

-
- Vasco da Gama discovered an all-water route from Europe to India.
 - Ferdinand Magellan's crew circumnavigated the globe.
 - Issac Newton defined the forces of gravity.

These events relate most directly to

- (1) revised understandings of natural surroundings
- (2) questioning the benefits of the mercantile system
- (3) increased suspicion between different religions
- (4) development of new manufacturing techniques

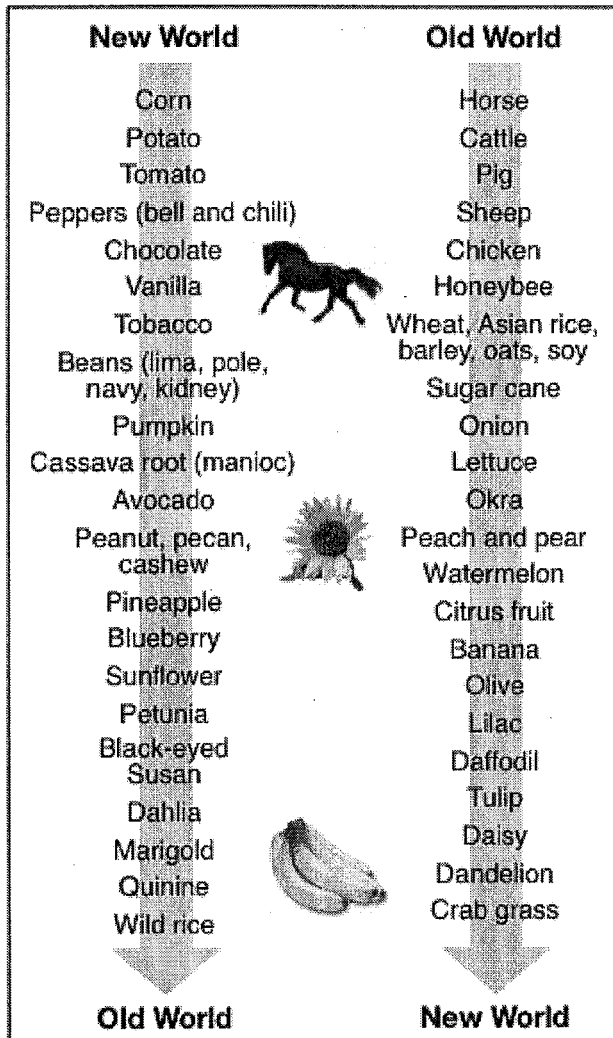
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- Spain mines silver in the Americas.
 - The Dutch establish a colony in Southeast Asia.
 - The English East India Company controls tea plantations in India.

Which policy is most closely associated with these events?

- (1) pacifism
 - (2) mercantilism
 - (3) nonalignment
 - (4) containment
-

Base your answer on the chart below and on your knowledge of social studies.

**The Columbian Exchange
What Came From Where**



Source: Robert Van Kemper, "Columbian Exchange,"
Southern Methodist University (adapted)

This chart of the Columbian exchange shows the

- (1) benefits of the exploration of Asia by Europeans
- (2) effects of the Middle Passage on the Americas
- (3) introduction of South American products into North America
- (4) interaction of cultures between the Western and Eastern hemispheres

Which title best completes the partial outline below?

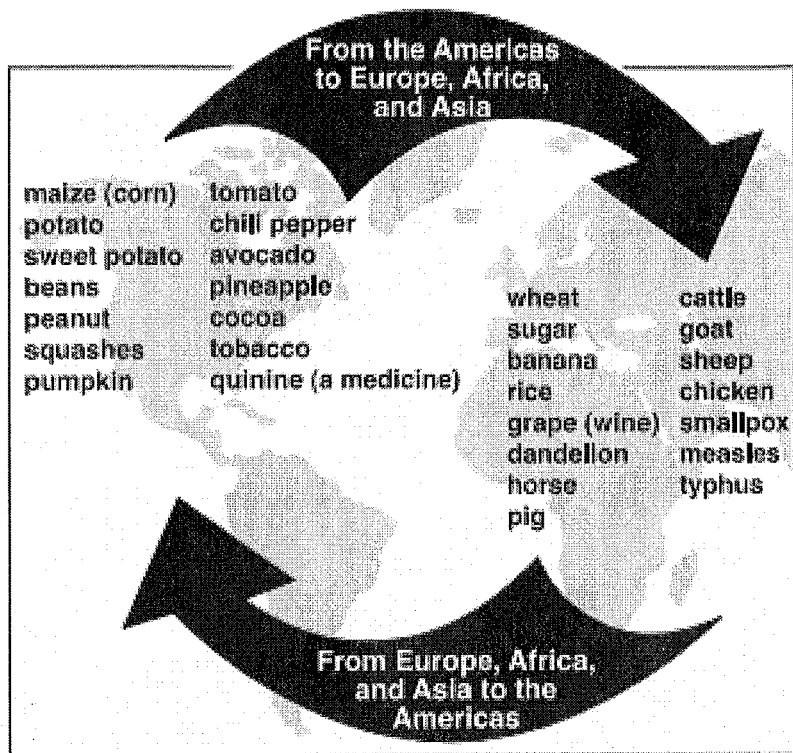
- I. _____
- A. Sugar, tobacco, and cotton to Europe
 - B. Textiles, rum, and manufactured goods to Africa
 - C. Enslaved Africans to the Americas

- (1) Trade Within the Hanseatic League
 - (2) Elements of Triangular Trade
 - (3) Factors of Industrialization
 - (4) Results of the Congress of Vienna
-

- Maize and potatoes were grown in Europe.
- Millions of Africans suffered during the Middle Passage.
- Smallpox had devastating effects on indigenous peoples.
- Spanish language is used in much of Latin America.

Which global interaction is illustrated by these statements?

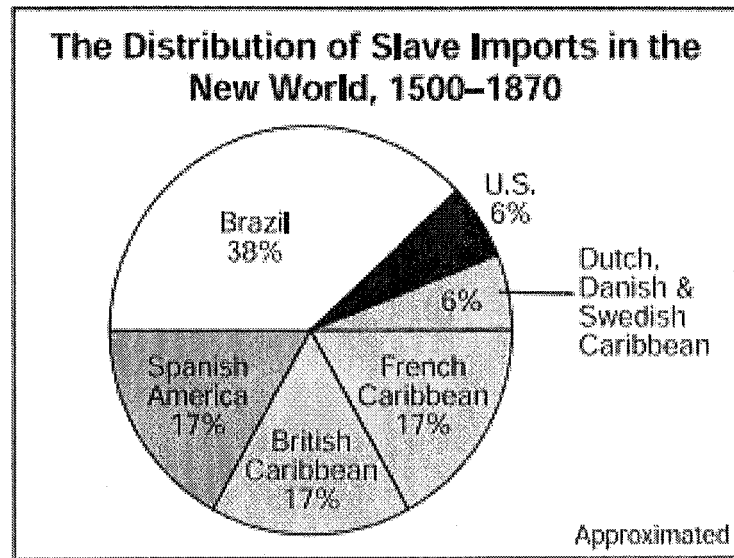
- (1) Silk Road trade
 - (2) Crusades
 - (3) Columbian Exchange
 - (4) Scramble for Africa
-



Source: Goldberg and Clark DuPré,
Brief Review in Global History and Geography,
Prentice Hall, 2002 (adapted)

What is the best title for this diagram?

- (1) Encomienda System
- (2) Columbian Exchange
- (3) Silk Road
- (4) Open Door policy

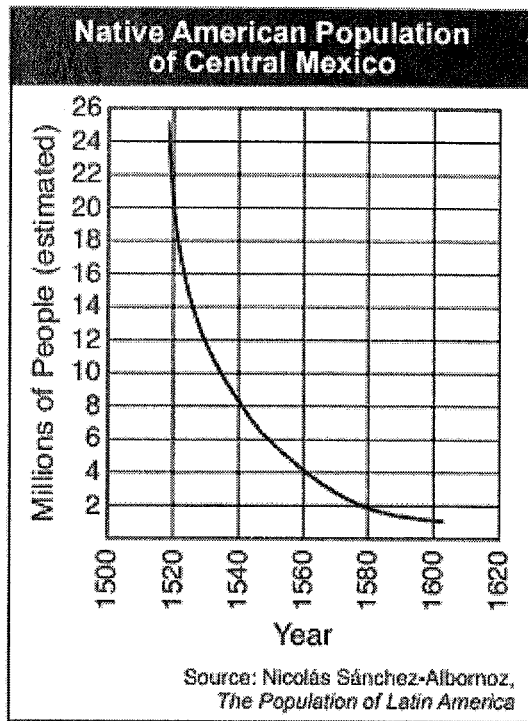


Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

Which statement is supported by the graph?

- (1) Little trade in enslaved Africans took place before the 1500s.
 - (2) Slavery was most widely practiced in Sweden, Denmark, and Holland.
 - (3) Conditions of slavery in Brazil were less harsh than those in the United States.
 - (4) Most enslaved Africans were sent to the Caribbean and Spanish America.
-

Base your answers on the chart below and on your knowledge of social studies.



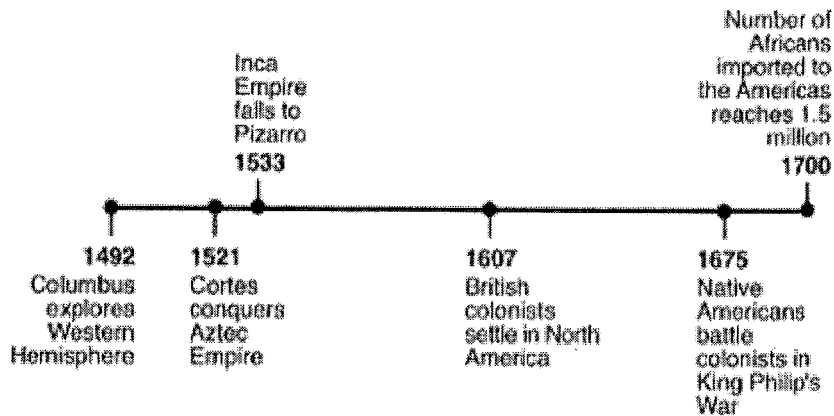
Between 1540 and 1580, what happened to the native population of Central Mexico?

- (1) It decreased by approximately 6 million people.
- (2) It increased to a high of 26 million people.
- (3) It increased by approximately 2 million people per year.
- (4) It decreased to 8 million people.

Which statement best explains the population trend shown on this graph?

- (1) Native beliefs included human sacrifice.
 - (2) Tribal warfare raged during this time period.
 - (3) Native traditions encouraged polygamy.
 - (4) Europeans brought diseases to Latin America.
-

Base your answer on the timeline below and on your knowledge of social studies.

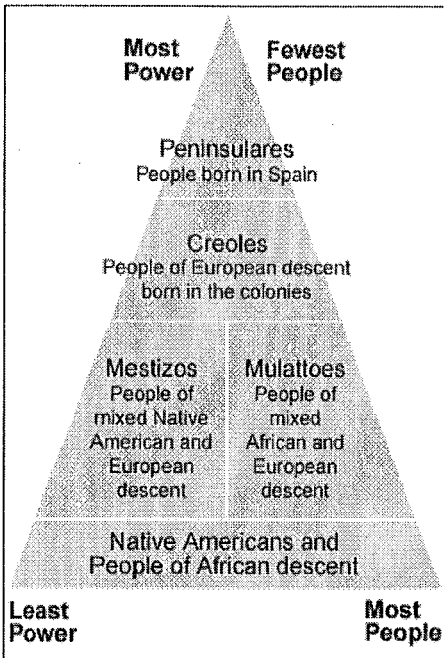


The events illustrated in this time line show the effects of European

- (1) isolationism
- (2) imperialism
- (3) socialism
- (4) fundamentalism

Base your answer on the diagram below and on your knowledge of social studies.

Social Structure of the Spanish Colonies



Source: Goldberg and DuPré,
Brief Review in Global History and Geography,
Prentice Hall, 2002 (adapted)

Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?

- (1) The fewest people in the population had the greatest power.
- (2) Africans and Native Americans were politically powerful.
- (3) The peninsulares made up the majority of the population.
- (4) Mestizos and mulattoes controlled the most land in the colonies

-
- The Ming emperor banned the building of large oceangoing ships in 1433.
 - The Tokugawa shogun issued the Act of Seclusion in 1636. One way in which these historical occurrences are similar is that both led to increased

- (1) social mobility
 - (2) globalization
 - (3) cultural diffusion
 - (4) isolation
-

Base your answer on the chart below and on your knowledge of social studies.

Philosopher	Idea
Locke	Natural rights — life, liberty, property
Montesquieu	Separation of powers
Voltaire	Freedom of thought, expression, and religion

Which period is most closely associated with the major ideas of these philosophers?

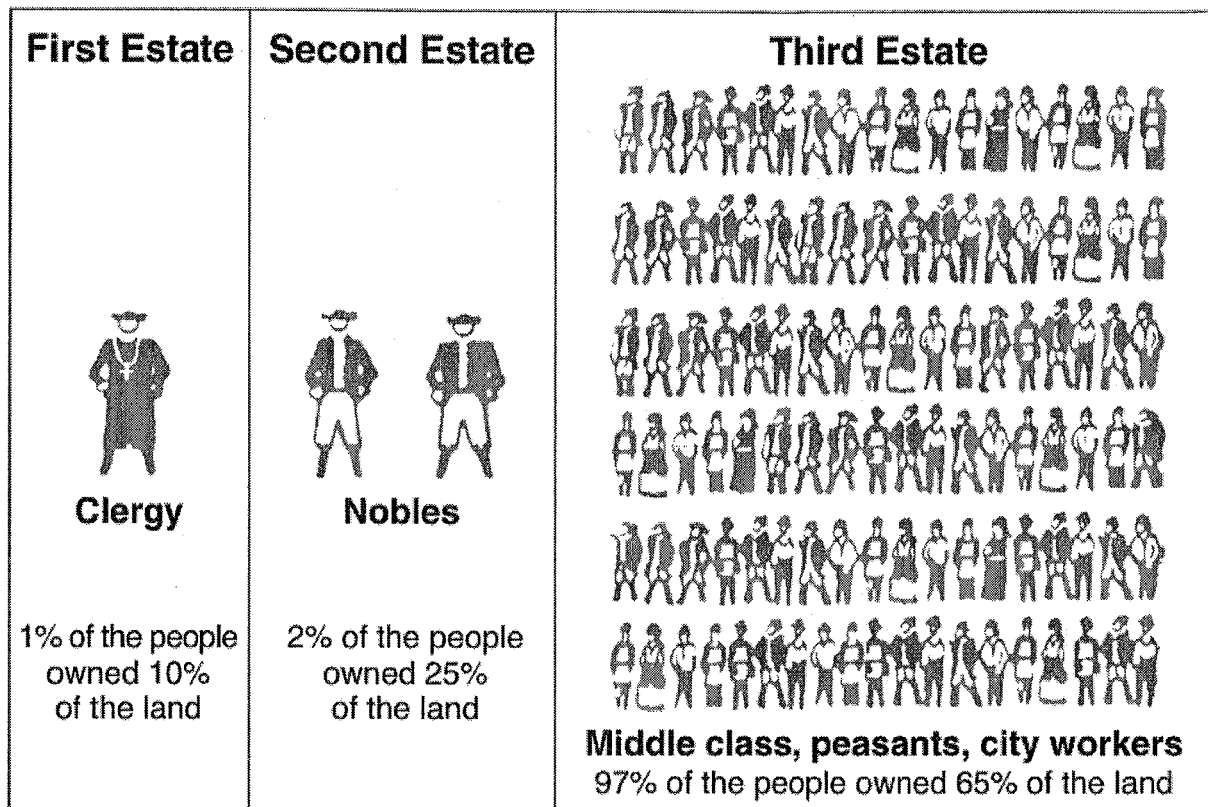
- (1) Crusades
 - (2) Renaissance
 - (3) Reconquista
 - (4) Enlightenment
-

Which revolution was caused by the factors shown in this partial outline?

I. _____
A. Bankruptcy of the treasury
B. Tax burden on the Third Estate
C. Inflation
D. Abuses of the Old Regime

- (1) Russian
 - (2) Mexican
 - (3) French
 - (4) Cuban
-

Base your answer on the diagram below and on your knowledge of social studies.



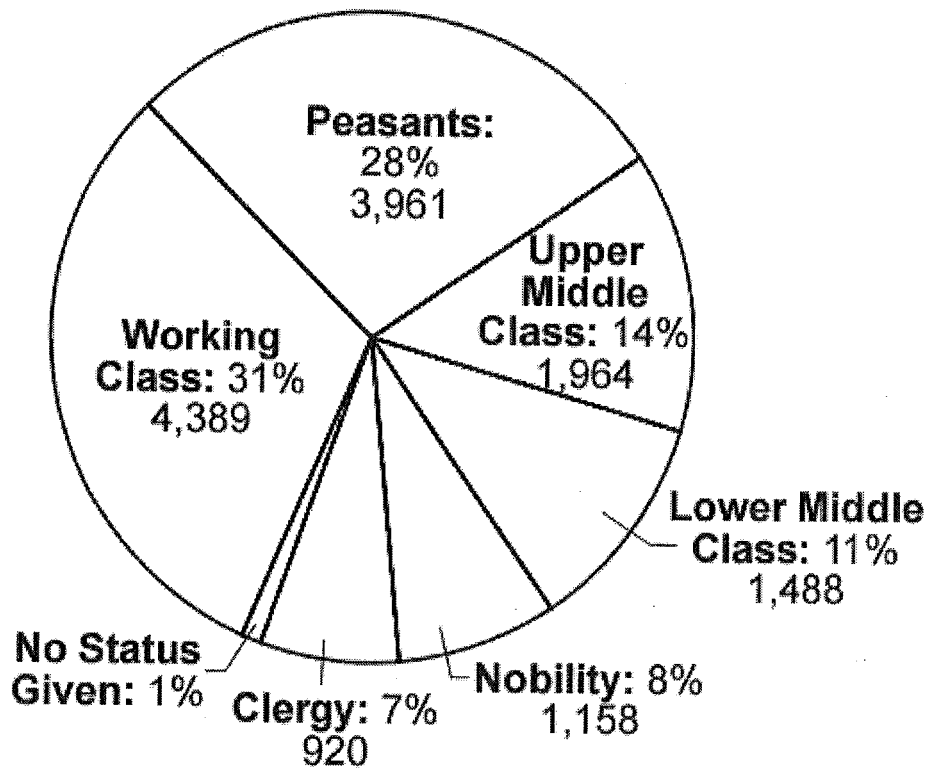
Source: Schwartz and O'Connor, Democracy and Nationalism, Globe Book Company (adapted) from the NYS Global History and Geography Regents Exam, August 2007.

Which revolution resulted from the division of society shown in this diagram?

- (1) Puritan (1642)
- (2) French (1789)
- (3) Mexican (1910)
- (4) Russian (1917)

Base your answers on the chart below and on your knowledge of social studies.

Executions During the Reign of Terror



Source: Dennis Sherman et al., eds., World Civilizations: Sources, Images, and Interpretations, McGraw-Hill (adapted) from the NYS Global History and Geography Regents Exam, August 2006.

During which revolution did these executions occur?

- (1) French
- (2) Russian
- (3) Chinese
- (4) Cuban

Which statement is best supported by information found in this chart?

- (1) Clergy were spared from the Reign of Terror.
 - (2) The Reign of Terror affected all classes equally.
 - (3) The Reign of Terror crossed social and economic boundaries.
 - (4) Peasants were the most frequent victims of the Reign of Terror
-

- A. Toussaint L'Ouverture declares Haiti independent.
- B. Declaration of the Rights of Man and the Citizen is written in France.
- C. The thirteen colonies gain independence from Great Britain.
- D. Simón Bolívar frees Colombia from Spanish rule.

What is the correct chronological order for these events?

- (1) A → B → D → C
 - (2) C → B → A → D
 - (3) A → D → C → B
 - (4) D → C → B → A
-

- Toussaint L'Ouverture
- Bernardo O'Higgins
- José de San Martín

These individuals had their greatest impact on the

- (1) unification of Italy
 - (2) independence movements in Latin America
 - (3) Zionist movement
 - (4) Catholic Counter Reformation
-

Base your answer on the partial outline below and on your knowledge of social studies.

- I. _____
- A. Ideas from the American Revolution spread.
 - B. Enslaved persons burned sugar fields and rebelled against French slave owners.
 - C. Toussaint L'Ouverture organized rebels.

Which title best completes this partial outline?

- (1) Causes for Bismarck's Rise to Power
 - (2) Factors of the Haitian Revolution
 - (3) Results of the Munich Pact
 - (4) Situations Contributing to the Zionist Movement
-

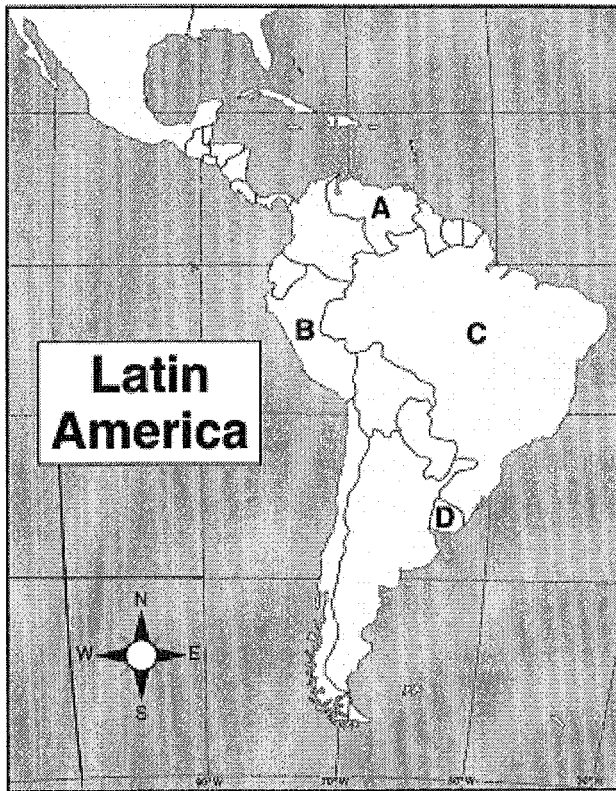
Strategies for Map-Based Multiple Choice Question

Map-based multiple-choice questions require that one carefully read each aspect of the map, including the title, labels, legend, and key.

Regardless of the map shown, the same strategy holds true for all map-based multiple-choice questions:

1. View the map, paying particular attention to the title, labels, legend, and key.
2. Read the question asked.
3. Read each possible answer choice.
4. Review the map, looking for matches between one of the answers and the data presented.
5. Select the best answer based on your analysis.

On the following pages, we have featured multiple choice questions from NY State Regents exams. Like the Regents, the questions are in a rough chronological order.



Source: *American History, Historical Outline Map Book*,
Prentice Hall (adapted)

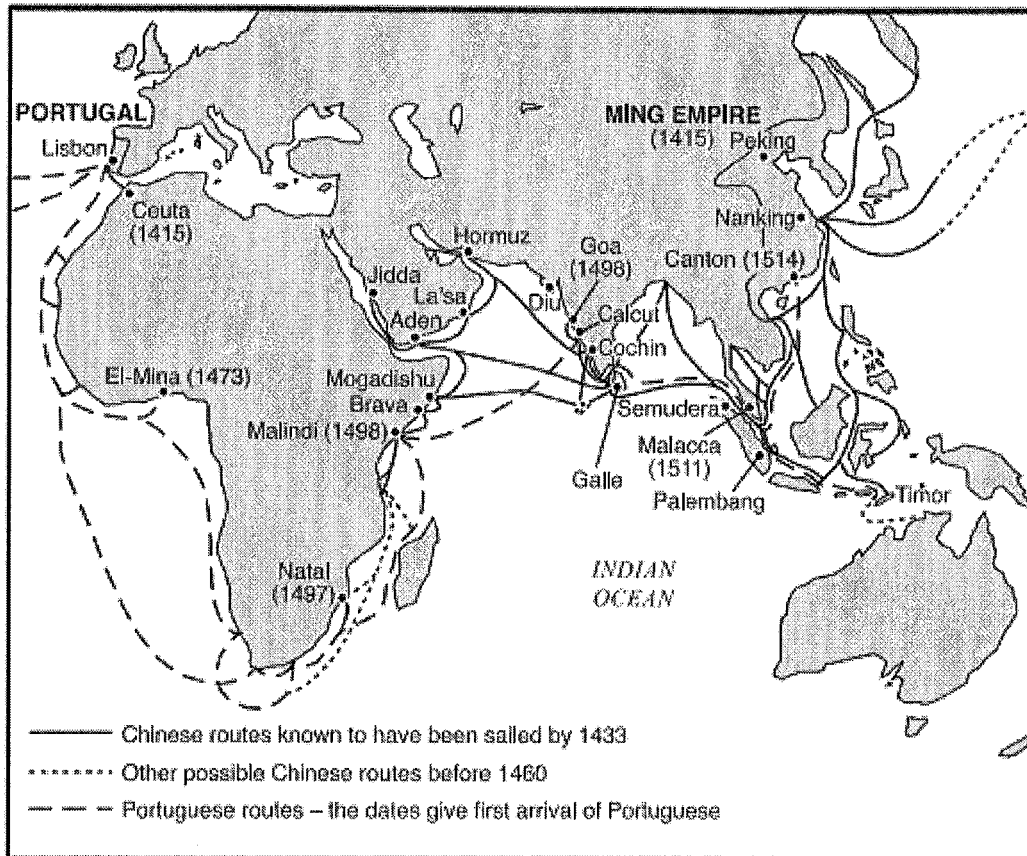
Which letter identifies the region in the Andes Mountains where many Inca settlements were located?

- (1) A
- (2) B
- (3) C
- (4) D

The letter C indicates an area of Latin America that was colonized mostly by the

- (1) Dutch
 - (2) Portuguese
 - (3) English
 - (4) French
-

A Comparison of Chinese and Portuguese Expeditions Until 1514

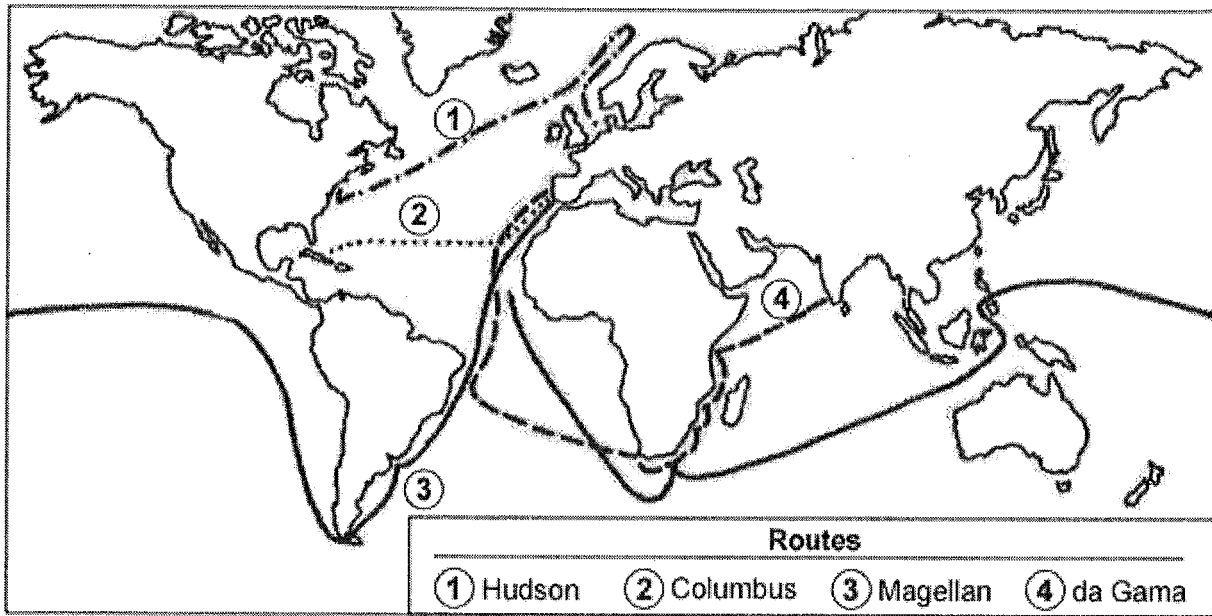


Source: Yong Yap and A. Cotterell, *Chinese Civilization from the Ming Revival to Chairman Mao*, St. Martin's Press (adapted)

Which statement can best be supported by the information on the map?

- (1) The Portuguese taught the Chinese their sailing knowledge.
- (2) Portugal and China practiced isolationism throughout the 15th century.
- (3) Only the Portuguese explored the east coast of Africa.
- (4) The Portuguese and the Chinese were active explorers.

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

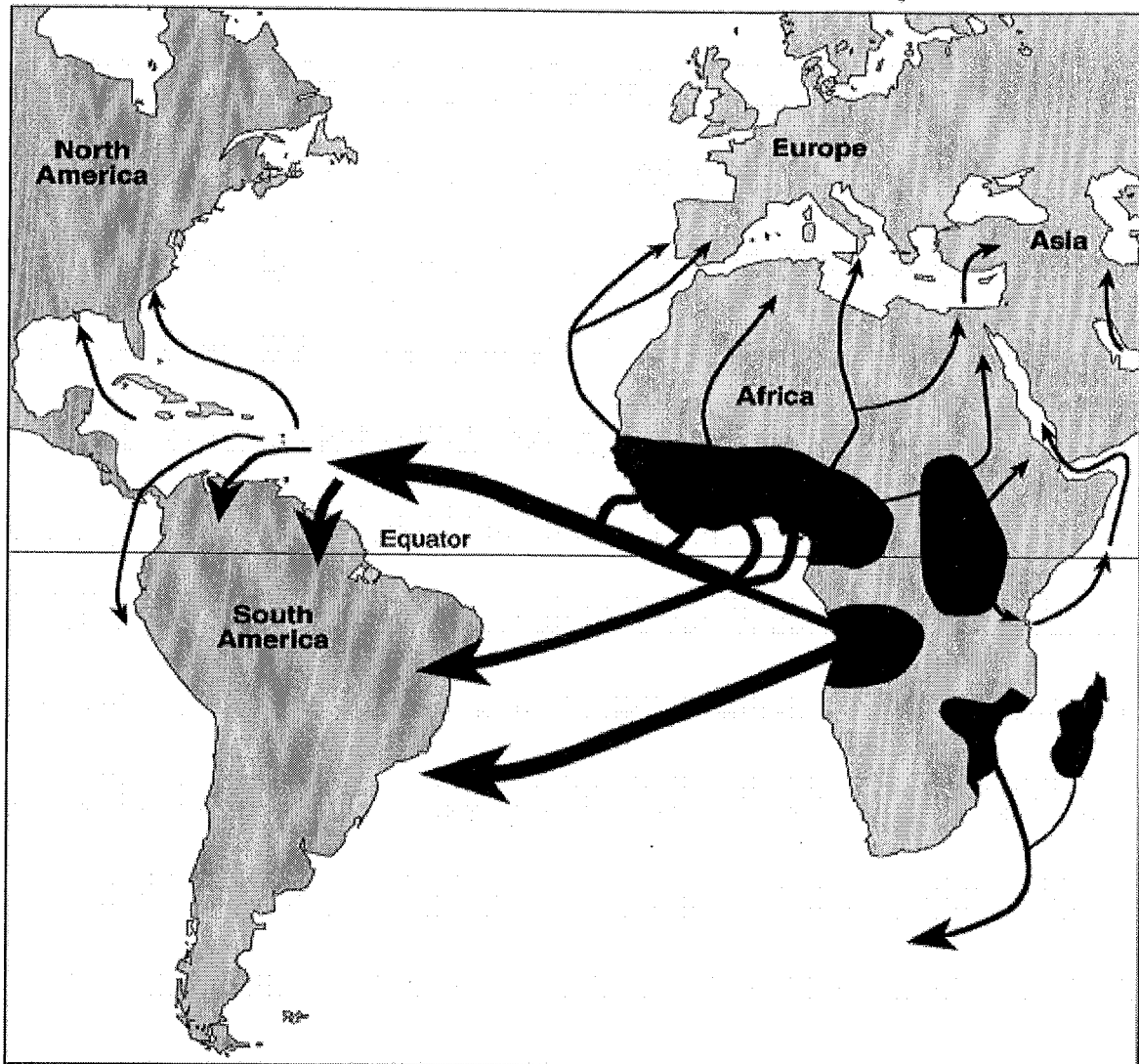


What was a result of the explorers' voyages illustrated on this map?

- (1) Europe became increasingly isolated.
- (2) European trade with Africa and South America increased.
- (3) Southeast Asia became Europe's greatest trading partner.
- (4) European nations created colonial governments throughout central Asia.

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

The African Diaspora, 15th Century – 19th Century



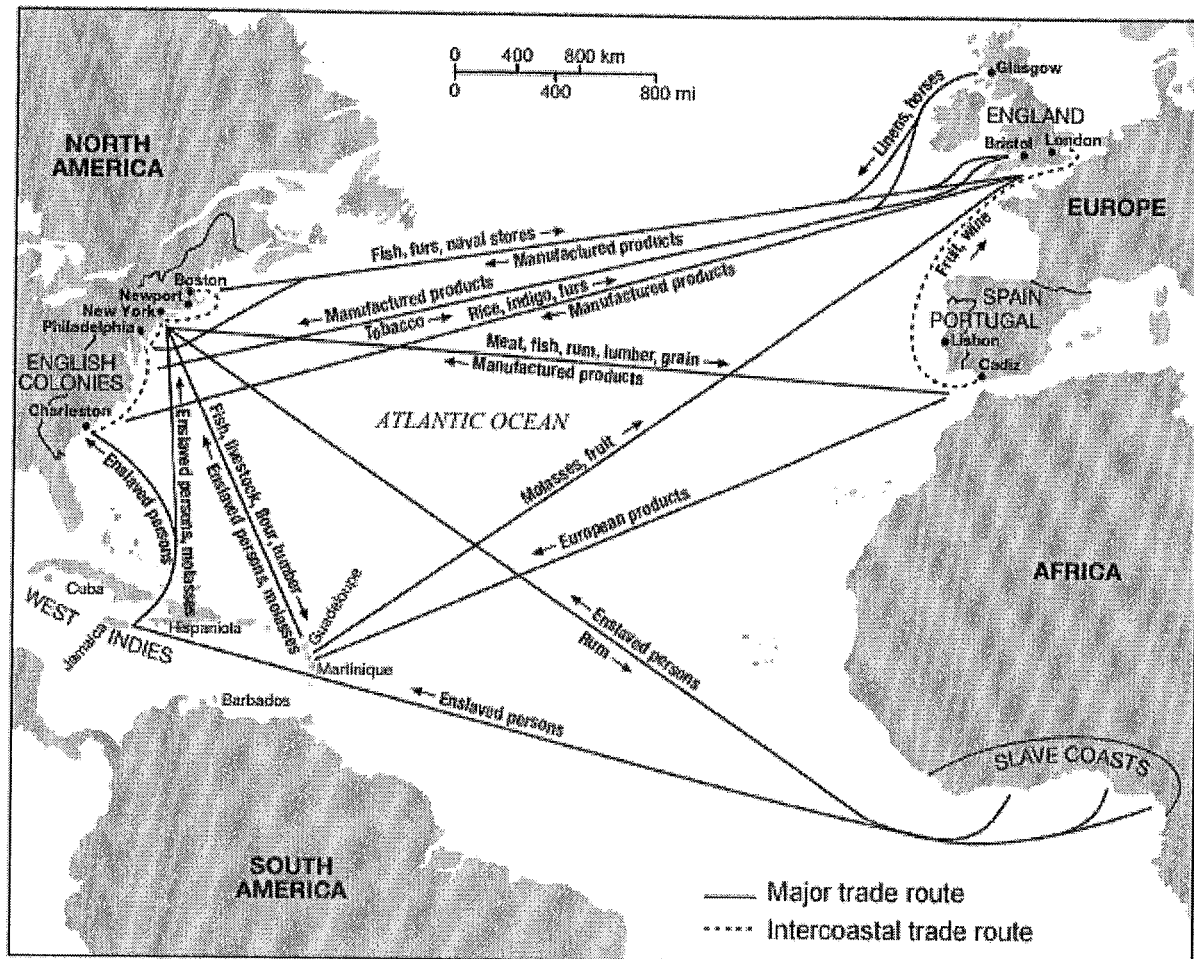
Source: Stanley I. Kutler, ed., *Dictionary of American History*, Third Edition, Volume 7, Charles Scribner's Sons, 2003 (adapted)

The arrows on this map, "The African Diaspora," represent the

- (1) development of trade routes in North Africa
- (2) expansion of African kingdoms involved in the slave trade
- (3) forced migration of African peoples from their homeland
- (4) dependence by Africans on imports for economic development

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

Trade Routes Between the Old and New Worlds

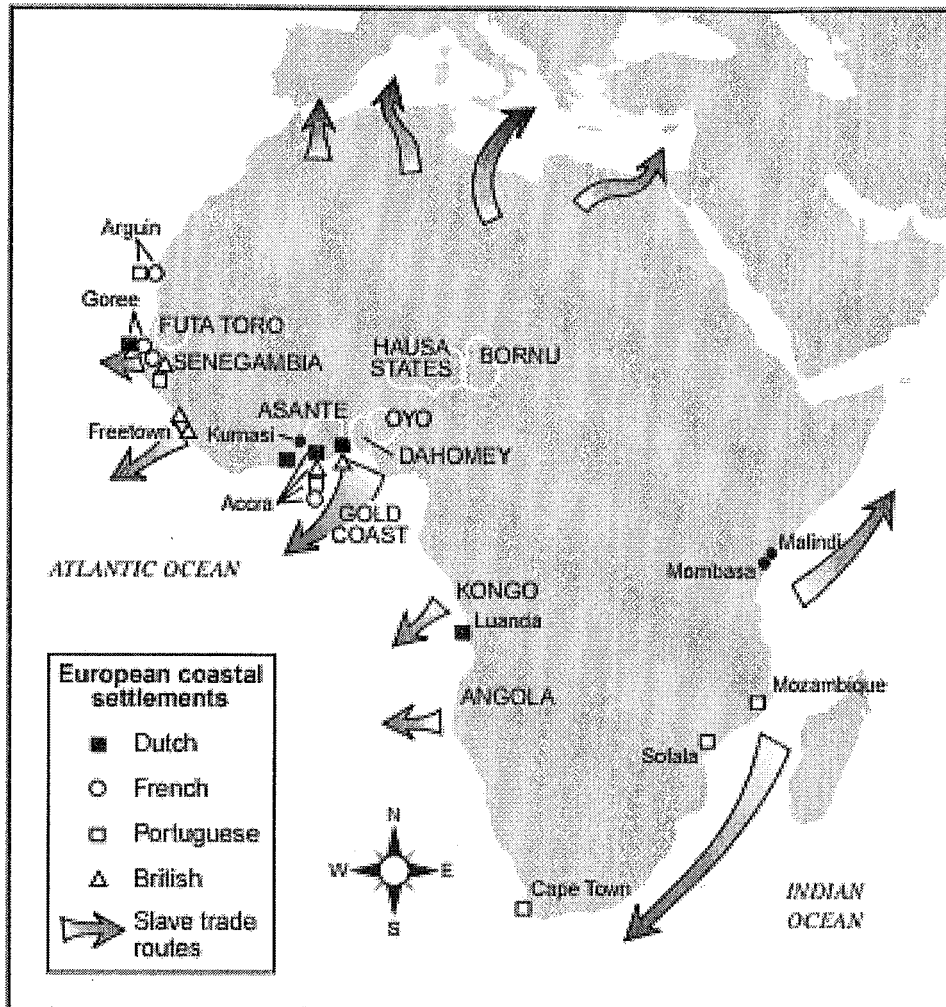


Source: Marvin Perry et al., *Western Civilization: Ideas, Politics & Society*, Houghton Mifflin, 2000 (adapted)

Based on the information shown on this map, most manufactured goods were produced in

- (1) the West Indies
- (2) Europe
- (3) English colonies
- (4) Africa

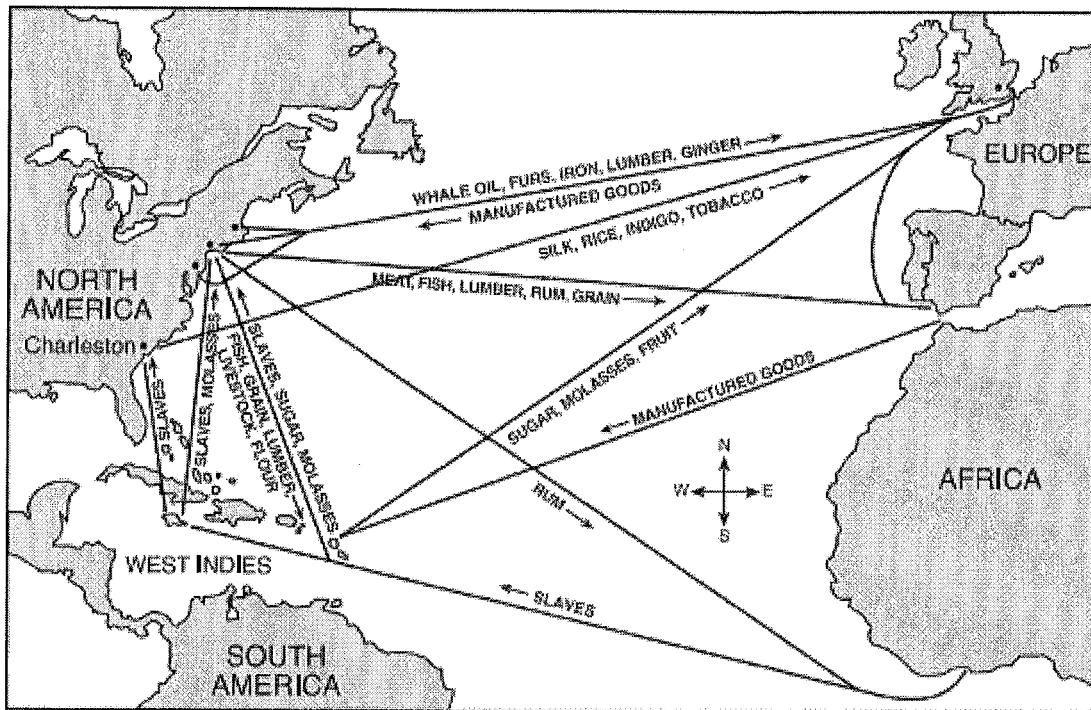
African Slave Trade



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, (adapted)

Which conclusion about the slave trade in Africa is supported by this map?

- (1) Most of the slaves came from eastern Africa.
- (2) Few people were taken from Africa to other continents.
- (3) Several European countries participated in the slave trade.
- (4) The slave trade began in southern Africa.

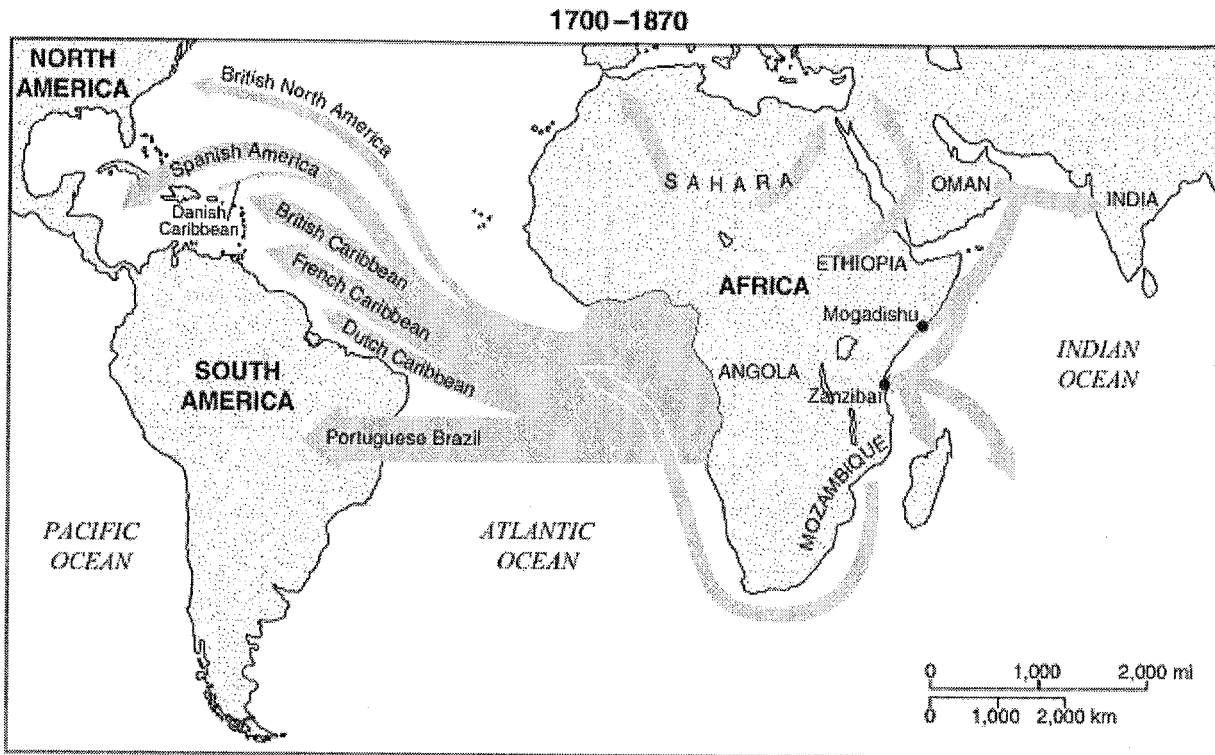


Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

What is the most appropriate title for the map?

- (1) The Industrial Revolution
- (2) Imperialism in Africa
- (3) The Age of Discovery
- (4) Atlantic Trade Routes

Base your answer to question 46 on the map below and on your knowledge of social studies.



Source: Les Rowntree et al., *Diversity Amid Globalization*, Pearson/Prentice Hall (adapted)

What is the best title for this map?

- (1) Gold and Petroleum Trade Routes
- (2) Sources and Destinations of Enslaved Africans
- (3) Obstacles to Colonization of the Western Hemisphere
- (4) Origin and Spread of Nationalist Revolutions

SPAIN AND PORTUGAL IN THE AMERICAS (1600)



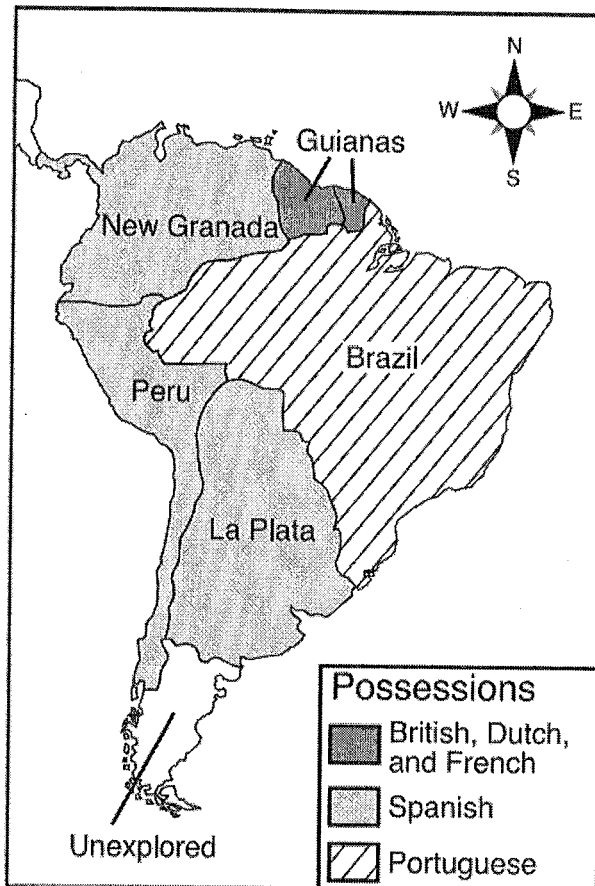
Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO (adapted)

Which conclusion regarding early European settlements is best supported by the information on the map?

- (1) Portugal became the dominant colonial power in South America by 1600.
- (2) Geography made the interior of South America easy to explore.
- (3) Neither the Spanish nor the Portuguese developed major urban centers in Latin America.
- (4) In 1600, most of the land in South America was not settled by Europeans.

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

South America, 1790



South America, 1828



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

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.

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 answer to question 24 on the map below and on your knowledge of social studies.

Strategies for Multiple Choice Questions Based on Visual Texts (Political Cartoons, Photographs and Illustrations)

There are a variety of different visual text-based multiple choice questions which require students to analyze information and choose the correct response from the choices available.

You may be asked to analyze data in a variety of different formats, including: reading passages, graphs, tables, outlines, quotation interpretation, and timelines.

Regardless of format, the same strategy holds true for all data-based multiple-choice questions:

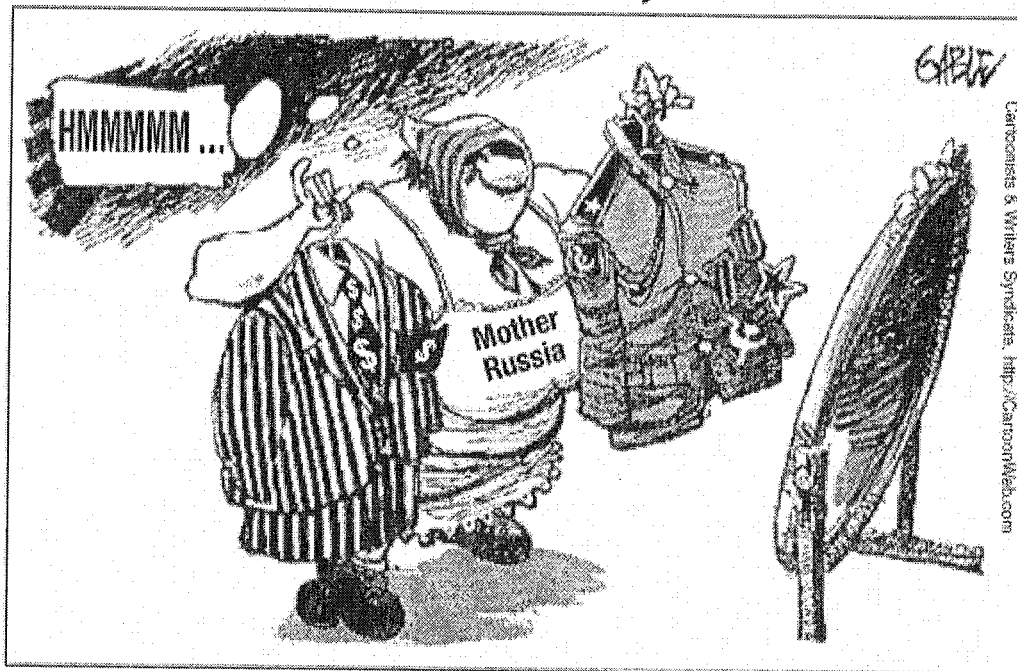
- Read or view all of the data presented. Don't forget to read the title and the key to fully understand the data being presented.
- Read the question asked.
- Read each possible answer choice.
- Review the data, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis.

Political cartoon multiple choice questions require that you carefully read each aspect of the cartoon, including labels and captions. It is also very important to note different types of symbolism. After looking for all of these clues, put them together and try to make sense of them. You should ask yourself, "What is the message of this cartoon?"

On the following pages, we have featured multiple choice questions from NY State Regents exams. Like the Regents, the questions are in a rough chronological order.

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

Russian Economy



Source: Brian Gable, *The Globe and Mail*, Toronto, Canada (adapted)

The main idea of this 1990s cartoon is that Russia is

- (1) deciding between a capitalist or a communist system
- (2) attempting to restore military power
- (3) expressing concern about how the rest of the world views its government
- (4) maintaining a balance between a civilian and a military government

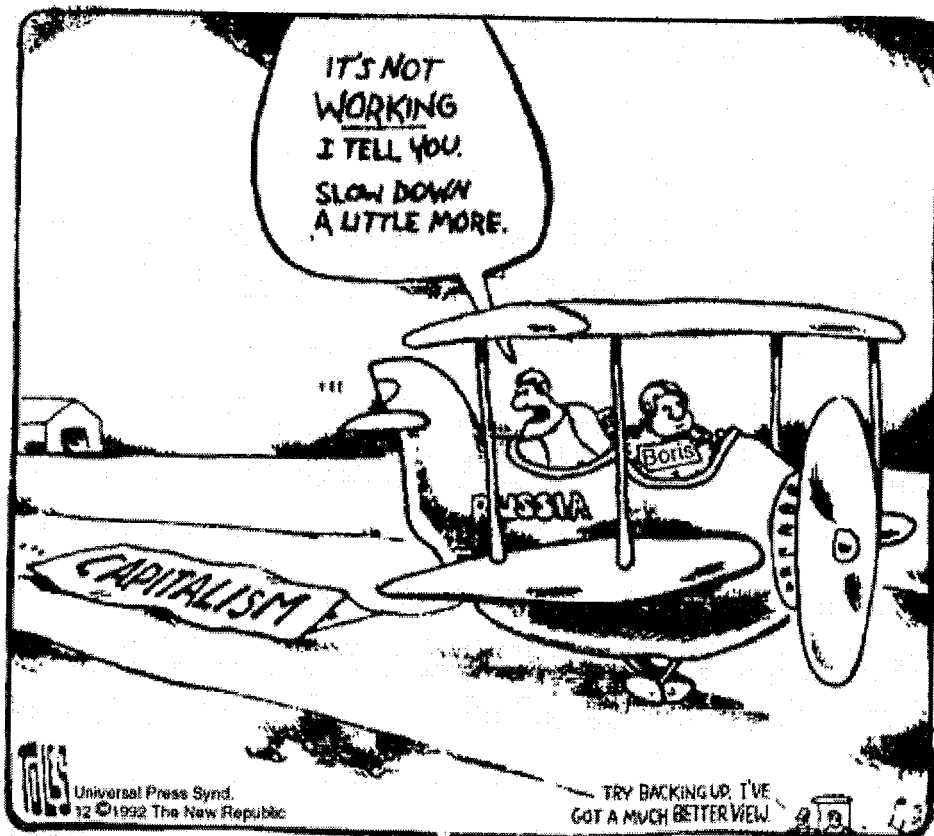
Base your answer to the following question on the cartoon below and on your knowledge of social studies.



The main idea of this 1992 cartoon is that

- (1) Communism continues to threaten Western democratic nations
- (2) Communism is losing its influence throughout the world
- (3) Communist governments succeed best in nations with high standards of living
- (4) most nations in Asia still follow the ideas of Marx and Lenin

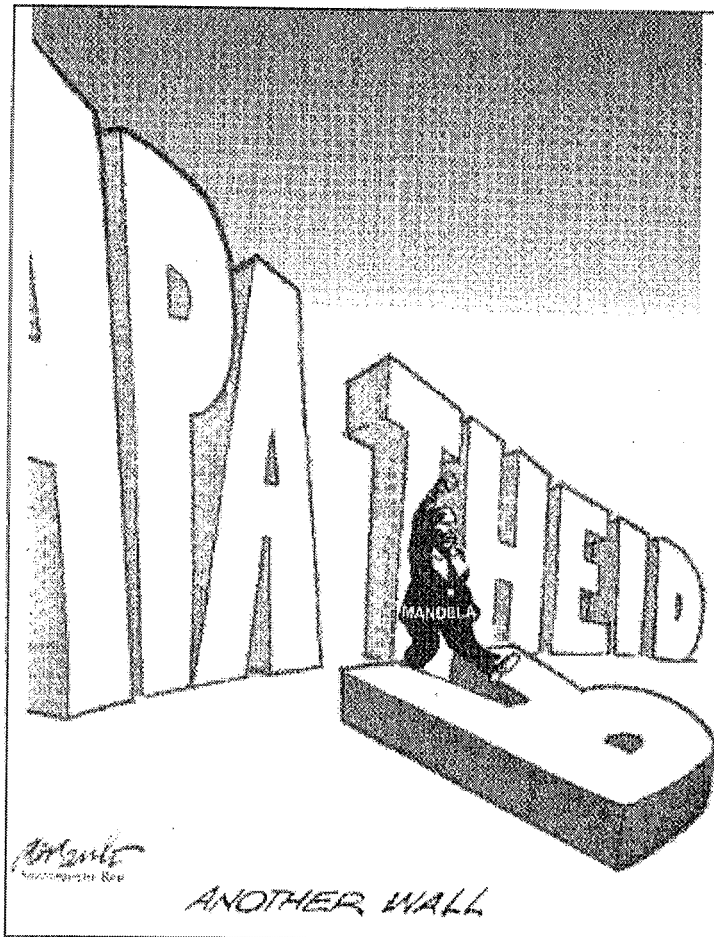
Base your answer to the following question on the cartoon below and on your knowledge of social studies.



This 1992 cartoon refers to Russia's

- (1) constant fear of invasion from the West
- (2) tendency to establish totalitarian rule during a crisis
- (3) attempts to settle foreign policy disputes
- (4) current difficulty in establishing economic reforms

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



Source: Dennis Renault, *The Sacramento Bee* (adapted)

The main idea of the cartoon was that in South Africa

- (1) the fall of apartheid ended racial tensions
 - (2) Nelson Mandela was unable to bring about political reform
 - (3) another Communist government lost power
 - (4) a significant step was taken toward racial equality
-

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

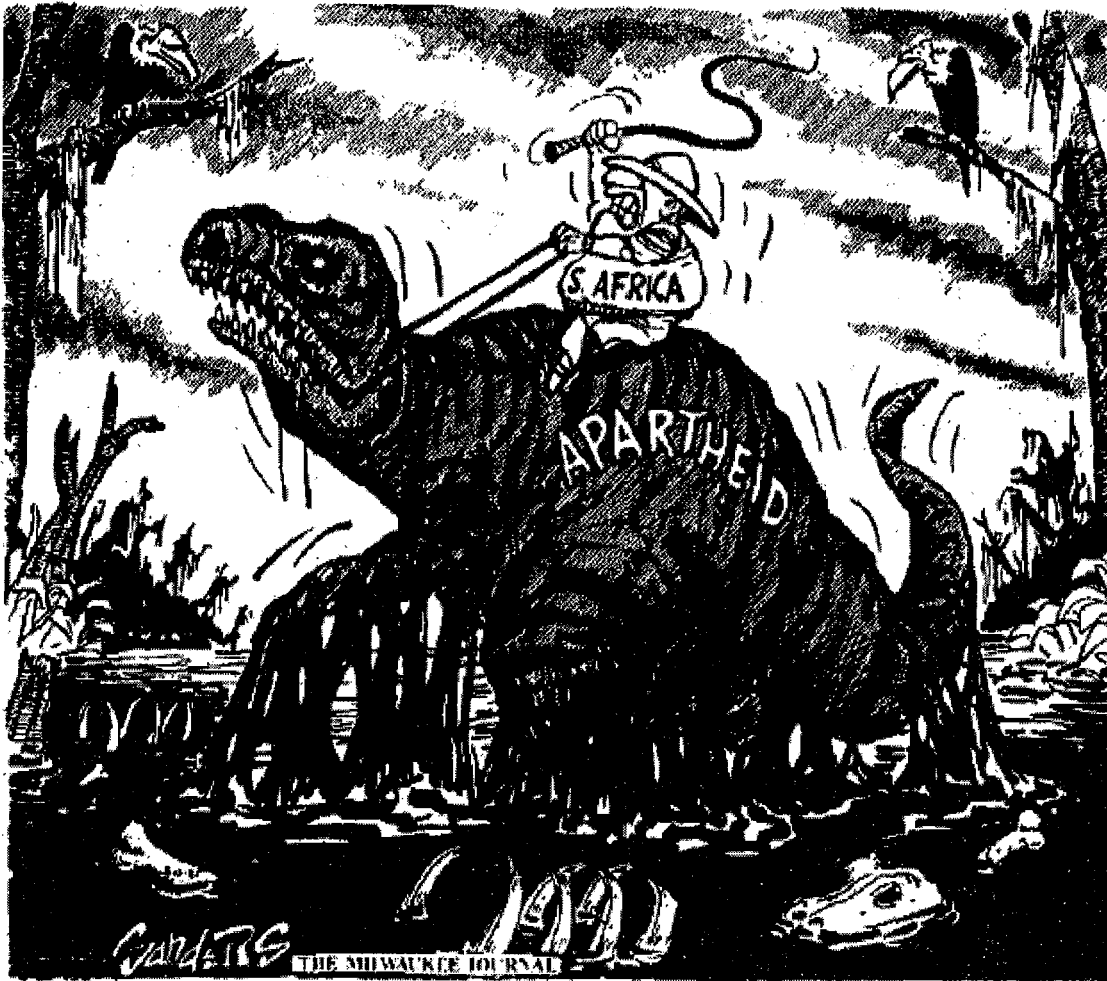
The situation illustrated in the cartoon was mainly caused by the

- (1) policies of the government of the Republic of South Africa toward blacks
- (2) abundance of oil resources in the Republic of South Africa
- (3) secession of the Republic of South Africa from the United Nations
- (4) refusal of the Republic of South Africa to trade with other African nations



Auth, The Philadelphia Inquirer

Base your answers on the cartoon below and on your knowledge of social studies.



BILL SANDERS
Cartoonist Milwaukee Journal

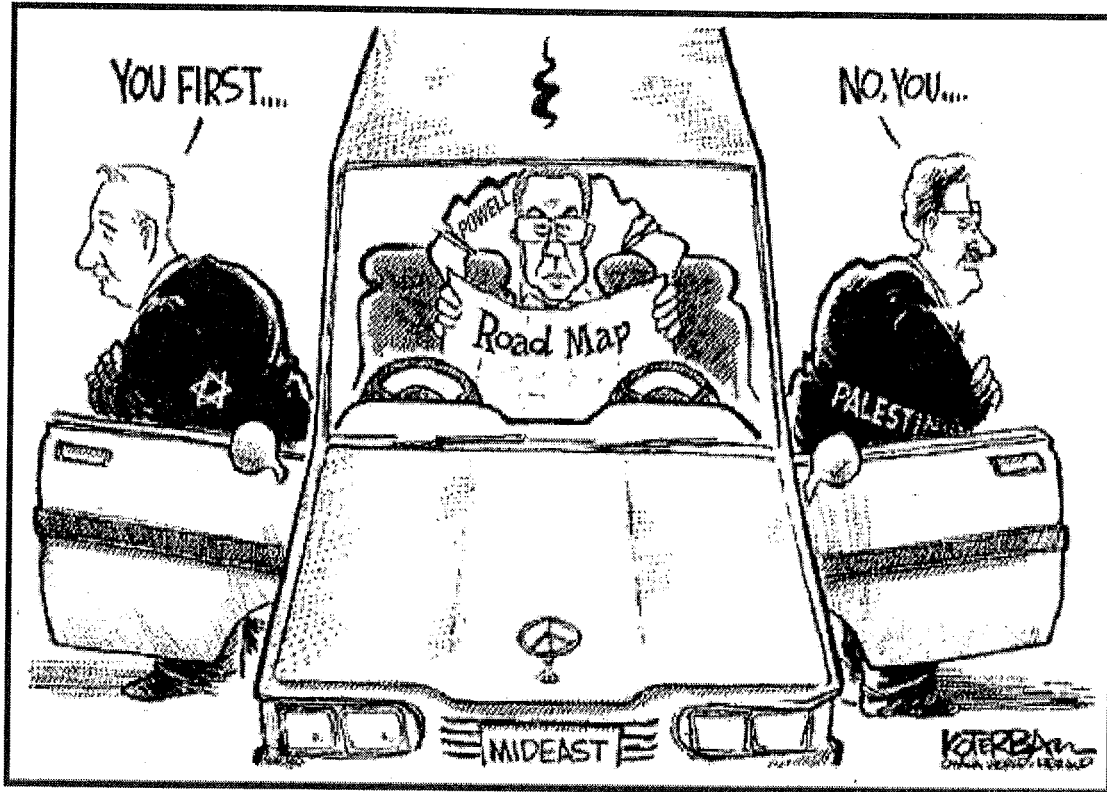
What is the best title for this cartoon?

- (1) "The Evils of Mechanization"
- (2) "Preserve the Rain Forest"
- (3) "A Dying Era"
- (4) "Limit Population Growth"

The cartoon is concerned with the issue of

- (1) human rights
- (2) industrialization
- (3) environmental conservation
- (4) overpopulation

Base your answers on the cartoon below and on your knowledge of social studies.



Source: Jeff Koterba, *Omaha World Herald*, 2003 (adapted)

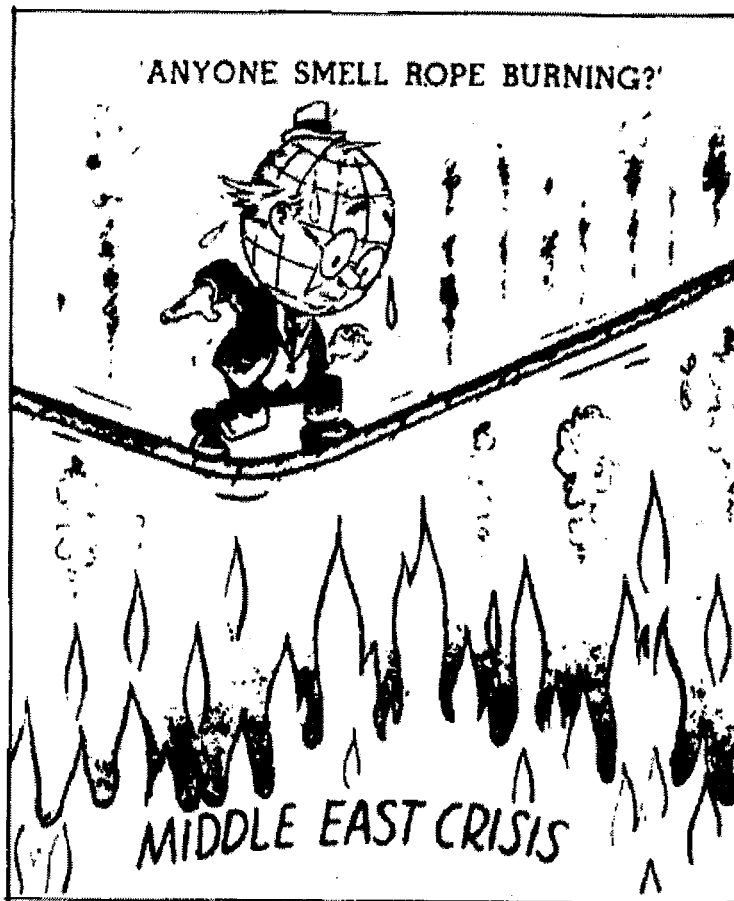
This 2003 cartoon illustrates the struggle between Palestinians and

- (1) Iraqis
- (2) Hamas
- (3) Egyptians
- (4) Israelis

What is the main idea of this 2003 cartoon?

- (1) There are problems to resolve on the road to peace.
 - (2) Colin Powell has removed the stumbling blocks to peace.
 - (3) Both groups have reached agreement on the road map for peace.
 - (4) The road to peace has been carefully mapped.
-

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



Shanks in The Buffalo Evening News

The main idea of the cartoon is that the crisis will

- (1) be confined to the Middle East
- (2) be controlled by Western democracies
- (3) totally destroy the Islamic religion
- (4) eventually affect the entire world

The crisis illustrated in the cartoon involves the

- (1) internal problems in the Philippines
 - (2) border conflicts between Honduras and Nicaragua
 - (3) conflict between Israel and its Arab neighbors
 - (4) flight of Afghan refugees into Pakistan
-

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



What is the main idea of this 1994 cartoon?

- (1) Israelis have become poorer because of their struggle with the Palestinians.
 - (2) Various economic problems continue despite Palestinian autonomy in the Gaza region.
 - (3) Israel is willing to invest large amounts of money in developing Gaza.
 - (4) Peace has finally come to the Gaza region.
-

Base your answers on the cartoon below and on your knowledge of Social Studies.



Source: Dana Summers, *The Orlando Sentinel*, 1989

This 1989 cartoon suggests that the governments of both China and East Germany

- (1) removed the military from power
- (2) allowed a shift in rule from autocracy to fascism
- (3) gave people the right to decide how they would be ruled
- (4) faced challenges in their ability to maintain communist government

Which event in China is symbolized by the "Lady with the Light" in this 1989 cartoon?

- (1) Long March
 - (2) Great Leap Forward
 - (3) Cultural Revolution
 - (4) Tiananmen Square protest
-

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

"Filthy Imperialist!"

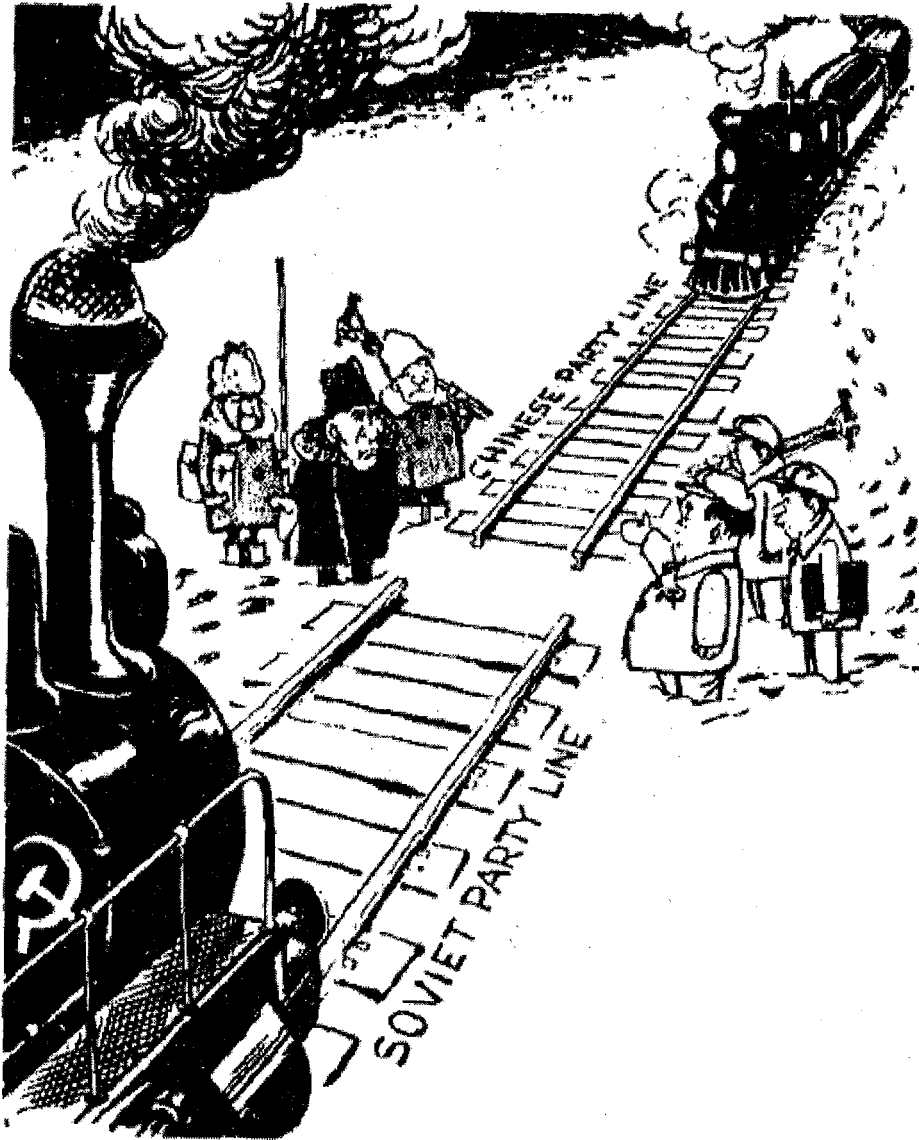


Source: Emmwood, *Daily Mail*, September 23, 1963
(adapted)

Which two countries are represented by the characters arguing over the border?

- (1) the Soviet Union and China
 - (2) North Korea and Great Britain
 - (3) China and Great Britain
 - (4) the Soviet Union and North Korea
-

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



Dilemma

Edmund Valtman. © Hartford Times.

After 1956, strained relations between the Soviet Union and the People's Republic of China were often caused by

- (1) disagreements over the meaning and goals of communism
 - (2) difficulties encountered in constructing the trans-Siberian railroad
 - (3) technological differences between the two nations
 - (4) China's reluctance to admit Russian workers into Manchuria
-

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



Source: Brian Barling, *Christian Science Monitor*,
March 30, 2006

The policies of which 20th-century leader helped to create the situation shown in this 2006 cartoon?

- (1) Deng Xiaoping
 - (2) Kim Jong Il
 - (3) Aung San Suu Kyi
 - (4) Ho Chi Minh
-

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



What is the main idea of the cartoon?

- (1) The majority of people in China do not support the recent changes.
- (2) China is improving its record on human rights.
- (3) Economic freedom in China has not led to political reforms and freedom.
- (4) China's system of criminal justice is based on Western traditions and laws.

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



By Walt Meyer for the Long Beach Independent Press-Telegram.

What is the main idea of the cartoon?

- (1) The Chinese people are reconsidering their commitment to Communist principles.
 - (2) Educational opportunities are improving in China.
 - (3) The Chinese Government is encouraging the growth of small businesses.
 - (4) The literacy rate of the Chinese people needs to be improved.
-

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



What is the main idea of this 1992 cartoon?

- (1) China's government opposes free-trade agreements with Western nations.
 - (2) Deng Xiaoping personally opposed the introduction of capitalism to China.
 - (3) The Chinese Government is more interested in improving trade than in respecting human rights.
 - (4) China's economic system is meeting the needs of its people.
-

