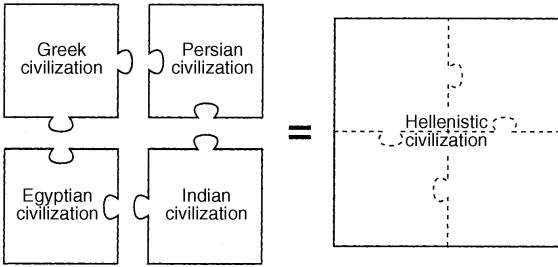


**NY Regents Social Studies, Global History and Geography Samples**

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



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

Which leader is most closely associated with the accomplishment shown by the illustration?

- (A) Charlemagne
  - (B) Mansa Musa
  - (C) Alexander the Great
  - (D) Suleiman the Magnificent
2. In Europe during the Middle Ages, the force that provided unification and stability was the
- (A) central government in Rome
  - (B) military alliance between France and Germany
  - (C) federation of the craft guilds
  - (D) Roman Catholic Church
3. Both the French and the British were interested in controlling Egypt in the mid-19th century because Egypt had
- (A) control of the spice trade
  - (B) an industrial-based economy
  - (C) vital mineral resources
  - (D) a strategic location
4. Which statement best described Europe just before World War I?
- (A) The formation of opposing alliance systems increased international distrust.
  - (B) European leaders resorted to a policy of appeasement to solve international disputes.
  - (C) The communist nations promoted violent revolutions throughout Western Europe.
  - (D) The isolationist policies of England and France prevented their entry into the hostilities.
5. The Balkans were referred to as the “Powder Keg of Europe” in the period before World War I because of their
- (A) manufacturing ability
  - (B) stockpiles of weapons
  - (C) nationalistic rivalries
  - (D) economic strength
6. Which idea was included in the provisions of the Treaty of Versailles to show the intent to the Allies to punish the Central Powers for their role in World War I?
- (A) All nations shall maintain open covenants of peace.
  - (B) Freedom of the seas will be maintained.
  - (C) Germany will accept full responsibility for causing the war.
  - (D) Territorial settlements shall be made along clearly recognizable lines of nationality.

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



Source: Bill Sanders, *Milwaukee Journal*, May 21, 1974 (adapted)

Which global issue is depicted in this 1974 cartoon?

- (A) overpopulation  
 (B) space exploration  
 (C) nuclear proliferation  
 (D) ethnic tension
8. • The state sets the price of consumer goods.  
 • A factory manager meets production quotas for the month.  
 • A central planning agency determines wages for agricultural workers.

Which type of economy is illustrated by these statements?

- (A) market                      (B) command  
 (C) traditional                (D) laissez faire

9. **Document 2**

Child labor is a . . . problem throughout the world, especially in developing countries. Africa and Asia together account for over 90 percent of total child employment. . . Children work for a variety of reasons, the most important being poverty and the . . . pressure upon them to escape from this plight. Though children are not well paid, they still serve as major contributors to family income in developing countries. Schooling problems also contribute to child labor, whether it be the inaccessibility of schools or the lack of quality education which spurs parents to enter their children in more profitable pursuits. . . .

Working children are the objects of extreme exploitation in terms of toiling [working] for long hours for minimal pay. Their work conditions are especially severe, often not providing . . . proper physical and mental development. . . However, there are problems with the . . . solution of immediately abolishing child labor to prevent such abuse. First, there is no international agreement defining child labor, making it hard to isolate cases of abuse, let alone abolish them. Second, many children may have to work in order to attend school so abolishing child labor may only hinder their education. . . The state could help make it worthwhile for a child to attend school, whether it be by providing students with nutritional supplements or increasing the quality and usefulness of obtaining an education. There must be an economic change in the condition of a struggling family to free a child from the responsibility of working. Family subsidies can help provide this support.

— Siddigi and Patrinos, *Child Labor: Issues, Causes and Intervention*

- a) What issue related to children is the focus of this passage?
- b) What are *two* reasons this issue continues to be a problem in many developing nations?
- c) What are two reasons this issue is *not* easy to resolve?

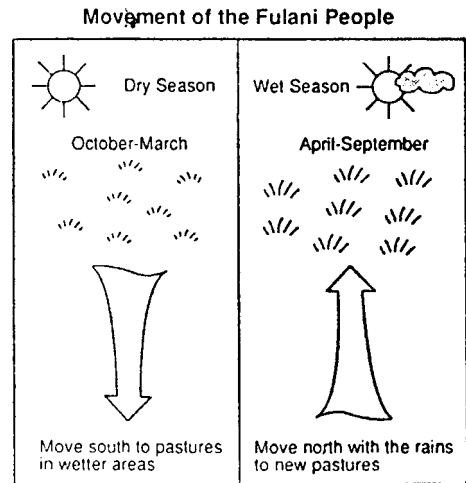
10. Base your answer to the following question(s) on the quotation below and on your knowledge of social studies.

The importance of foreign goods into the United States should be restricted. If we stop importing, Americans will buy American-made products; that will help the American economy and keep our dollars in the United States.

One means of implementing the ideas expressed in the quotation would be to

- (A) expand loans to foreign nations
  - (B) adopt a policy of laissez-faire
  - (C) raise protective tariffs
  - (D) establish reciprocal trade pacts
11. Eighty-five percent of Japan's topography is mountainous. How has this geographic feature affected Japan?
- (A) The standard of living has declined.
  - (B) Farmers have used terracing to expand agricultural production.
  - (C) The power of the Emperor has been strengthened.
  - (D) The unemployment rate is high.
12. Which geographic feature has been most responsible for the population distribution in the Middle East?
- (A) abundance of oil deposits
  - (B) location of water
  - (C) presence of high plateaus
  - (D) availability of natural harbors

13. Base your answer(s) to the following question(s) on the diagrams shown and on your knowledge of social studies.

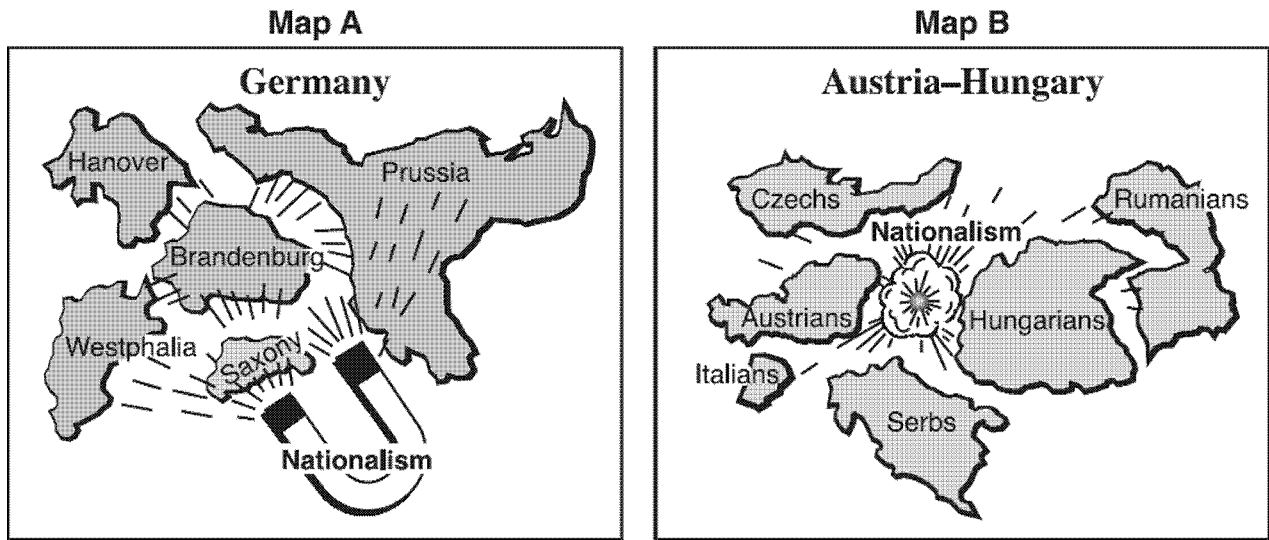


Source: *Population and Food Resources in the Developing World* (adapted)

The lifestyle of the Fulani people is most directly the result of

- (A) desertification and deforestation
  - (B) sharp differences between the great basins and high plateaus
  - (C) changes in growing seasons and available food sources
  - (D) abundant jungle resources
14. Nationalism is best defined as
- (A) the achievement of world peace and global understanding
  - (B) the desire to take over other societies by force
  - (C) a method of solving basic economic problems of the society
  - (D) the loyalty of a people to their values, traditions, and a geographic region

15. Document 2



Source: Sol Holt and John R. O'Connor, *Exploring World History*, Globe Book Co. (adapted)

- a) According to Map A, how did nationalism affect the German states?
- b) According to Map B, how did nationalism affect the Austro-Hungarian Empire?

16. The values and philosophy of a civilization are often reflected in its arts and architecture.

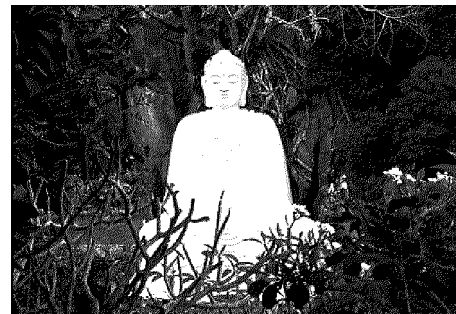
*Art/Architecture*

- Gothic cathedrals
- Tea ceremony (*Cha-no-yu*)
- Roman roads
- Great Mosque of Mecca
- Palace at Versailles
- Oral literature of Africa
- Orthodox icons
- Maya calendar

Choose *three* forms of art or architecture from the list and for *each* one chosen:

- Describe the purpose and use of the art form.
- Explain how the art form reflected the values or philosophy of the civilization.

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



Source: Q. T. Luong, [www.terrageria.com](http://www.terrageria.com)

This statue is most closely associated with which religion?

- (A) Buddhism
- (B) Islam
- (C) Jainism
- (D) Christianity

18. The religious diversity in Western Europe is mainly the result of

- (A) the Congress of Vienna
- (B) World War II
- (C) the French Revolution
- (D) the Protestant Reformation

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

...All this means that the people of any country have the right, and should have the power by constitutional action, by free unfettered [unrestrained] elections, with secret ballot, to choose or change the character or form of government under which they dwell; that freedom of speech and thought should reign; that courts of justice, independent of the executive, unbiased by any party, should administer laws which have received the broad assent of large majorities or are consecrated by time and custom. Here are the title deeds of freedom which should lie in every cottage home. Here is the message of the British and American peoples to mankind. Let us preach what we practise — let us practise what we preach...

—Winston Churchill, *Sinews of Peace* (the Iron Curtain speech), March 5, 1946

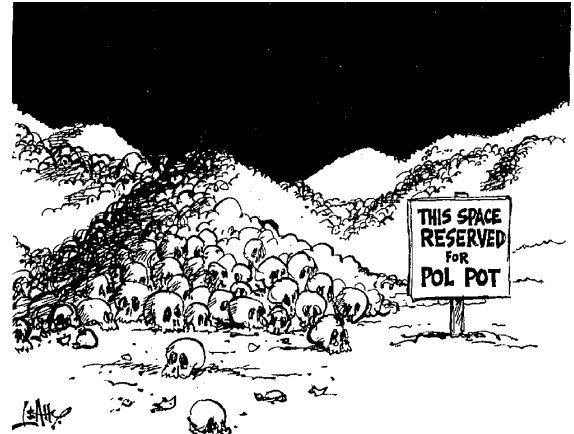
In this excerpt, Winston Churchill is maintaining that the people of a country have a right to

- (A) economic prosperity
- (B) collective security
- (C) self-determination
- (D) freedom of religion

20. Which practice in medieval Europe was most similar to a Japanese warrior's code of bushido?

- (A) indulgences
- (B) serfdom
- (C) chivalry
- (D) tribute

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



Leahy/Courier-Mail/Brisbane

Which group is represented by the skulls in this 1996 cartoon?

- (A) Armenians in the Ottoman Empire during World War I
- (B) dissidents in the Soviet Union during the 1930's
- (C) anti-Maoists in China during the 1960's
- (D) intellectuals in Cambodia during the 1970's

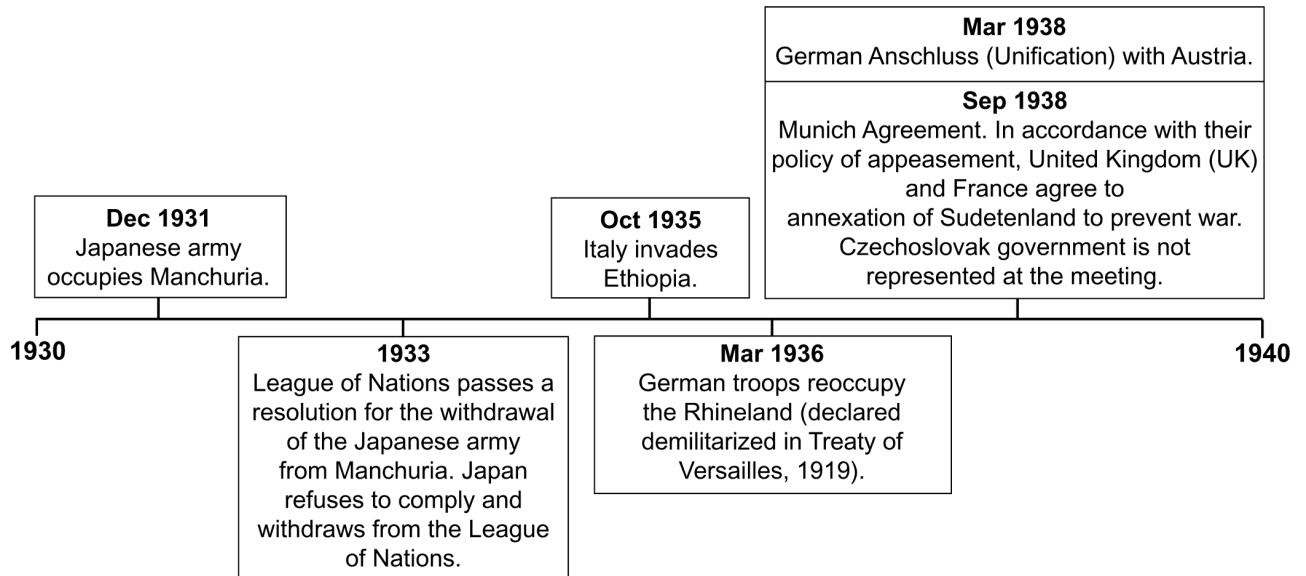
22. South Korea's economic miracle in the late 20th century was modeled after the success of which nation?

- (A) Russia
- (B) India
- (C) Vietnam
- (D) Japan

23. One similarity in the actions of Benito Mussolini and Saddam Hussein is that both

- (A) established a democratic form of government
- (B) denied individual rights
- (C) expanded the power of labor unions
- (D) sought a classless society

24.



Sources: International Society for Educational Information, *Japan in Modern History*, 1994  
Chapman and Lindroth, *World History on File: Second Edition—The 20th Century*,  
The Diagram Group, 2007 (adapted)

What was one consequence of the events shown on this time line?

- (A) the formation of the United Nations (UN)
- (B) having an atomic bomb dropped on Berlin
- (C) triggering a worldwide Great Depression
- (D) inspiring the assassination of Archduke Franz Ferdinand

25. Important people who have held different ideas on the same subject are paired with the subject in the list.

*Subjects—People*

- Characteristics of a good ruler—Confucius, Niccoló Machiavelli
- Improvement of the Soviet economy—Joseph Stalin, Mikhail Gorbachev
- Laissez-faire economics—Adam Smith, Karl Marx
- Limits on government power—John Locke, Vladimir Lenin
- Government in China—Chiang Kai-shek, Mao Zedong
- Sharing political power—Cecil Rhodes, Nelson Mandela

Choose *three* of the subjects. For *each* subject chosen, discuss the different positions taken by *each* person listed. Base your discussion on each person's ideas on the subject.