

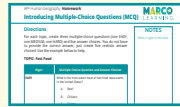
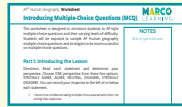
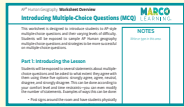
# Introducing Multiple-Choice Questions (MCQ)

## Duration

2 class sessions of 40 minutes

## Resources

1. Worksheet Overview
2. Worksheet
3. Homework



## Objectives of Lesson

- To introduce students to the strategies necessary to be successful on the multiple-choice portion of the AP® Exam
- To practice answering and creating multiple-choice questions

## College Board Objectives from the 2019 CED (Page 14)

- **Skill Category 3—Data Analysis:** Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
- **3.A:** Identify the different types of data presented in maps and in quantitative and geospatial data.
- **Skill Category 4—Source Analysis:** Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
- **4.A:** Identify the different types of information presented in visual sources.

## How to Use This Lesson Plan

This lesson has been designed to help students become familiar with the type of multiple-choice questions (MCQs) they will be answering on the AP® Exam. The students will identify the different difficulty levels of these questions and create MCQs of their own.

The best way to begin this lesson is to distribute the worksheet that introduces multiple-choice questions. This study guide includes strategies for identifying different difficulty levels. The practice questions will be asked about an everyday concept. Students should be encouraged to keep the worksheet as a reference aid as they prepare for the exam.

## NOTES

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## Homework

At the end of the discussion, distribute the homework assignment. For this homework assignment, the students will be given additional examples of MCQs. The students will then create MCQs for a common concept and then an additional set of MCQs relating to life expectancies in different regions of the world.

## NOTES

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## Introducing Multiple-Choice Questions (MCQ)

This worksheet is designed to introduce students to AP<sup>®</sup>-style multiple-choice questions and their varying levels of difficulty. Students will be exposed to sample AP<sup>®</sup> Human Geography multiple-choice questions and strategies to be more successful on multiple-choice questions.

### Part 1: Introducing the Lesson

Students will be exposed to several statements about multiple-choice questions and be asked to what extent they agree with them using these five options: strongly agree, agree, neutral, disagree, and strongly disagree. This can be done according to your comfort level and time restraints—you can even modify the number of statements. Examples of ways this can be done:

- Post signs around the room and have students physically move to the sign that best represents their perspective.
- Have students hold up fingers to represent their perspective (i.e., 5 fingers up = strongly agree, 4 fingers up = agree, etc.) OR have students raise their hand after each perspective is read aloud (“How many of strongly agree? Now, how many of you agree?” etc.).
- Digitally—students can respond using devices or by taking an online survey.

Students will identify their perspective (strongly agree, agree, neutral, disagree, or strongly disagree) regarding these statements:

1. I have more confidence taking multiple-choice assessments than I do writing free responses.
2. I like to try and answer the question in my mind before seeing the answer choices.
3. I like to annotate the question and answers—underlining key words in the question and marking out incorrect answer choices.
4. All multiple-choice questions have the same level of difficulty.
5. The more words a multiple-choice question has, the more difficult it likely is.
6. You should read every answer choice even if you think the first one you read is correct.

### NOTES

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## Part 2: Student Activity

Students will be exposed to three multiple-choice questions from the 2019 *CED*. It is important to note that the goal is not to correctly answer the questions. Rather, students should demonstrate an understanding of question rigor. They will first be asked to rank the questions in order from easiest to hardest. Next, they will be asked to identify key takeaways about multiple-choice questions. This can be done according to your comfort level and time restraints but is most effective when done in collaborative groups. Examples of ways this can be done in collaborative groups:

- Have students work in groups and discuss within their group.
- Have students create a poster of their results and present to the class, one group at a time.
- Have students create a poster of their results and create a rotation system where each group examines another group's poster (i.e., 3 minutes to look at a group's poster, then pass it to the next group as you receive another group's poster—this way, all groups are working simultaneously).
- Have students create a poster of their results, hang up, and do a gallery walk.
- Digitally—poster creations can be done digitally and stored/displayed using an online platform.

## Multiple-Choice Questions Without Answer Choices

1. Which of the following best explains a neo-Malthusian perspective on the Green Revolution?
2. Which of the following is a pull factor affecting migration to some of the more developed countries?
3. Which of the following correctly pairs a global religion described with its hearth region of origin?

## NOTES

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## Multiple-Choice Questions with Answer Choices

1. Which of the following best explains a neo-Malthusian perspective on the Green Revolution?
  - (A) The Green Revolution represents a jump in agricultural technology, but population will still grow faster than our ability to produce food will over the long run.
  - (B) The Green Revolution solves the entire problem of feeding the planet, and Malthusian ideas are no longer relevant.
  - (C) Local food production is the key to long-term food production.
  - (D) The distribution of food in a capitalist system results in too many people being unable to afford basic foods.
  - (E) The increase in the food supply and a resulting increase in the population available for farm labor will solve the food crisis.
2. Which of the following is a pull factor affecting migration to some of the more developed countries?
  - (A) Loss of factory jobs
  - (B) Severe famine
  - (C) The rise of an authoritarian regime
  - (D) Universal health care
  - (E) Religious persecution
3. Which of the following correctly pairs a global religion described with its hearth region of origin?
  - (A) Buddhism and East Asia
  - (B) Christianity and Latin America
  - (C) Islam and Central Asia
  - (D) Hinduism and South Asia
  - (E) Judaism and Eastern Europe

## NOTES

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## Answer Key and Explanations

- 1. EASY:** Question 2—*Which of the following is a pull factor affecting migration to some of the more developed countries?*
- 2. MEDIUM:** Question 3—*Which of the following correctly pairs a global religion described with its hearth region of origin?*
- 3. HARD:** Question 1—*Which of the following best explains a neo-Malthusian perspective on the Green Revolution?*

### Justification for this order:

**Question 2** is ranked as easy because it requires the least amount of critical thinking. At surface level, this question is asking for an example of a pull factor, which can be described using a limited amount of words. Additionally, four of the answer choices are negative, while only one is positive, which is a basic test-taking strategy.

**Question 3** is ranked as medium because it requires a little critical thinking. This question asks your knowledge of one topic: religion hearths. However, you have to synthesize lots of information here—you are given five different pairs of religions and hearths and asked to identify the ONE correct one. This question requires a general knowledge of five distinct religious hearths, which is more than question 2 asks for but less than question 1 asks for.

**Question 1** is ranked as hard because it requires the most critical thinking. This question asks your knowledge of two different topics: neo-Malthusian theory and the Green Revolution. Although these concepts are connected, they fall in different units in the *CED*. This question requires not only an understanding of these two topics, but also requires you to apply the topic. In other words, students are not asked what neo-Malthusian theory is—they are asked to evaluate five different perspectives and chose the perspective that best represents neo-Malthusian theory as it applies to the Green Revolution.

## Part 3: Student Homework

Students will be asked to create three multiple-choice questions for two different topics. Students will create an easy, medium, and hard level question.

## NOTES

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## Introducing Multiple-Choice Questions

This worksheet is designed to introduce students to AP®-style multiple-choice questions and their varying levels of difficulty. Students will be exposed to sample AP® Human Geography multiple-choice questions and strategies to be more successful on multiple-choice questions.

### Part 1: Introducing the Lesson

**Directions:** Read each statement and determine your perspective. Choose ONE perspective from these five options: STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, STRONGLY DISAGREE. You can record your response to the left of or below each statement.

1. I have more confidence taking multiple-choice assessments than I do writing free responses.
2. I like to try and answer the question in my mind before seeing the answer choices.
3. I like to annotate the question and answers—underlining key words in the question and marking out incorrect answer choices.
4. All multiple-choice questions have the same level of difficulty.
5. The more words a multiple-choice question has, the more difficult it likely is.
6. You should read every answer choice even if you think the first one you read is correct.

### Part 2: Student Activity

Directions: You will be given three multiple-choice questions from the 2019 *CED*. One question is EASY; one question is MEDIUM; and one question is HARD. You must figure out and justify your order.

It is important to know that you are not responsible for answering the questions or even knowing the content at this point. Rather, your goal is to identify what makes each question's difficulty different—as it does not pertain to content.

### NOTES

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## Multiple-Choice Questions:

1. Which of the following best explains a neo-Malthusian perspective on the Green Revolution?
2. Which of the following is a pull factor affecting migration to some of the more developed countries?
3. Which of the following correctly pairs a global religion described with its hearth region of origin?

*EASY Question:*

*MEDIUM Question:*

*HARD Question:*

### Justification for this order:

Now, let's consider your order. Imagine you were tasked to create the multiple-choice options for each question. Which question would have short answer choices, and which question(s) would have longer, more detailed answer options? Could answering these questions make you reconsider your order?

*Write or type your response in this area.*

## NOTES

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Let's take a look at the actual answer options for each question:

1. Which of the following best explains a neo-Malthusian perspective on the Green Revolution?
  - (A) The Green Revolution represents a jump in agricultural technology, but population will still grow faster than our ability to produce food will over the long run.
  - (B) The Green Revolution solves the entire problem of feeding the planet, and Malthusian ideas are no longer relevant.
  - (C) Local food production is the key to long-term food production.
  - (D) The distribution of food in a capitalist system results in too many people being unable to afford basic foods.
  - (E) The increase in the food supply and a resulting increase in the population available for farm labor will solve the food crisis.
  
2. Which of the following is a pull factor affecting migration to some of the more developed countries?
  - (A) Loss of factory jobs
  - (B) Severe famine
  - (C) The rise of an authoritarian regime
  - (D) Universal health care
  - (E) Religious persecution
  
3. Which of the following correctly pairs a global religion described with its hearth region of origin?
  - (A) Buddhism and East Asia
  - (B) Christianity and Latin America
  - (C) Islam and Central Asia
  - (D) Hinduism and South Asia
  - (E) Judaism and Eastern Europe

## NOTES

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## 5 BIG Takeaways About Multiple-Choice Questions:

(1) *Write or type your response in this area.*

(2) *Write or type your response in this area.*

(3) *Write or type your response in this area.*

(4) *Write or type your response in this area.*

(5) *Write or type your response in this area.*

## NOTES

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## Introducing Multiple-Choice Questions

### Directions

For each topic, create three multiple-choice questions (one EASY, one MEDIUM, one HARD) and five answer choices. You do not have to provide the correct answer; just create five realistic answer choices! Use the example below to help.

#### TOPIC: Fast Food

Rigor	Multiple-Choice Question and Answer Choices
EASY	<p>What is the most eaten meat at fast food restaurants in the United States?</p> <p>(A) Beef (B) Chicken (C) Turkey (D) Pig (E) Duck</p>
MEDIUM	<p>Which of the following correctly pairs the fast food restaurant with one of its signature menu items?</p> <p>(A) McDonald's: Whopper sandwich (B) Burger King: Big Mac sandwich (C) Wendy's: Baconator sandwich (D) Taco Bell: footlong meatball sub sandwich (E) Subway: Nacho Bell Grande</p>
HARD	<p>Which of the following statements would someone following a low-carb, high-fat diet most agree with?</p> <p>(A) Fast food restaurants are places to avoid, as they provide absolutely no benefit to low-carb diets. (B) Fast food restaurants provide the best possible options for people on a low-carb, high-fat diet because none of their food contains carbs. (C) Fast food restaurants can provide nutritious options for low-carb, high-fat diets such as removing bread from sandwiches or opting for a salad instead of fries. (D) Fries and bread are the best menu options at fast food restaurants because they are high in fat and low in carbs. (E) Meats such as beef and chicken are ideal menu options from fast food restaurants because they are low in the fat and high in carbs.</p>

### NOTES

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Now, it's your turn!

**Topic 1: Driving a Car**

<b>Rigor</b>	<b>Multiple-Choice Question and Answer Choices:</b>
<b>EASY</b>	
<b>MEDIUM</b>	
<b>HARD</b>	

**NOTES**

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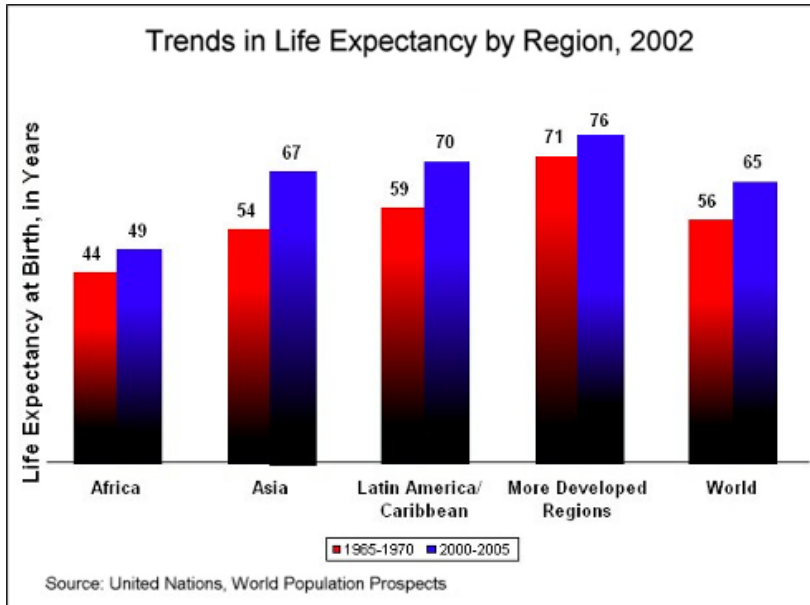
**Topic 2: Presidential Elections**

<b>Question Rigor</b>	<b>Multiple-Choice Question and Answer Choices:</b>
<b>EASY</b>	
<b>MEDIUM</b>	
<b>HARD</b>	

**NOTES**

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**Topic 3: Using a Stimulus—Create your questions based off the chart below.**



**NOTES**

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Question Rigor	Multiple-Choice Question and Answer Choices:
EASY	
MEDIUM	
HARD	