



**TE<sub>x</sub>ES** | Texas Examinations of Educator Standards

# Preparation Manual



118 Social Studies 4–8

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## PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at <http://www.sbec.state.tx.us>.

### KEY FEATURES OF THE MANUAL

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*List of competencies that will be tested*

*Strategies for answering test questions*

*Sample test items and answer key*

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.

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## SECTION I

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# THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

### Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the TEKS as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data.** Committees review all the statistical data gathered from the pilot tests to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

## Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
  - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

## Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

## SECTION II

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### USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

**When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.**

#### Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 6. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

## Sample Competency and Descriptive Statements

### Social Studies 4–8

#### Competency:

**The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).**

#### Descriptive Statements:

The beginning teacher:

- Understands traditional historical points of reference in the history of Texas, the United States, and the world.
- Analyzes how individuals, events, and issues shaped the history of Texas, the United States, and the world.
- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- Knows common characteristics of communities, past and present.
- Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Applies different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues.
- Understands similarities and differences among Native American groups in Texas, the United States, and the Western Hemisphere before European colonization.
- Understands the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere.
- Understands the foundations of representative government in the United States, significant issues of the revolutionary era, and challenges confronting the U.S. government in the early years of the republic.
- Understands westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- Analyzes ways in which political, economic, and social factors led to the growth of sectionalism and the Civil War.
- Knows individuals, issues, and events of the Civil War and analyzes the effects of Reconstruction on the political, economic, and social life of the nation.
- Demonstrates knowledge of major U.S. reform movements of the nineteenth century (e.g., abolitionist, women's suffrage, temperance).
- Understands important issues, events, and individuals of the twentieth century in Texas, the United States, and the world.
- Understands the contributions of people of various racial, ethnic, and religious groups in Texas, the United States, and the world.
- Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

## Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). Each competency will receive approximately equal coverage on the test.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review Section V for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

**NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.**

# TEST FRAMEWORK FOR FIELD 118: SOCIAL STUDIES 4–8

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## **Domain I Social Studies Content (approximately 71% of the test)**

### **Standards Assessed:**

#### **Social Studies Standards IV–X:**

**History:** The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

**Geography:** The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

**Economics:** The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

**Government:** The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

**Citizenship:** The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

**Culture:** The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

**Science, Technology, and Society:** The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

## **Domain II Social Studies Foundations, Skills, and Instruction (approximately 29% of the test)**

### **Standards Assessed:**

#### **Social Studies Standards I–III:**

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

## DOMAIN I—SOCIAL STUDIES CONTENT

### Competency 001 (History)

**The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).**

The beginning teacher:

- Understands traditional historical points of reference in the history of Texas, the United States, and the world.
- Analyzes how individuals, events, and issues shaped the history of Texas, the United States, and the world.
- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- Knows common characteristics of communities, past and present.
- Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Applies different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues.
- Understands similarities and differences among Native American groups in Texas, the United States, and the Western Hemisphere before European colonization.
- Understands the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere.
- Understands the foundations of representative government in the United States, significant issues of the revolutionary era, and challenges confronting the U.S. government in the early years of the republic.
- Understands westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- Analyzes ways in which political, economic, and social factors led to the growth of sectionalism and the Civil War.
- Knows individuals, issues, and events of the Civil War and analyzes the effects of Reconstruction on the political, economic, and social life of the nation.
- Demonstrates knowledge of major U.S. reform movements of the nineteenth century (e.g., abolitionist, women's suffrage, temperance).
- Understands important issues, events, and individuals of the twentieth century in Texas, the United States, and the world.
- Understands the contributions of people of various racial, ethnic, and religious groups in Texas, the United States, and the world.
- Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

**Competency 002 (Geography)**

**The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).**

The beginning teacher:

- Understands and applies the geographic concept of region.
- Knows the location and the human and physical characteristics of places and regions in Texas, the United States, and the world.
- Analyzes ways in which humans adapt to, use, and modify the physical environment.
- Knows how regional physical characteristics and human modifications to the environment affect people's activities and settlement patterns.
- Analyzes ways in which location (absolute and relative) affects people, places, and environments.
- Demonstrates knowledge of physical processes (e.g., erosion, deposition, and weathering; plate tectonics; sediment transfer; the flows and exchanges of energy and matter in the atmosphere that produce weather and climate) and their effects on environmental patterns.
- Understands the characteristics, distribution, and migration of populations in Texas, the United States, and the world.
- Understands the physical environmental characteristics of Texas, the United States, and the world, past and present, and how humans have adapted to and modified the environment.
- Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships, and policies of societies and regions in Texas, the United States, and the world.
- Analyzes interactions between people and the physical environment and the effects of these interactions on the development of places and regions.

### **Competency 003 (Economics)**

**The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).**

The beginning teacher:

- Understands that basic human needs are met in many ways.
- Understands and applies knowledge of basic economic concepts (e.g., goods and services, free enterprise, interdependence, needs and wants, scarcity, economic system, factors of production).
- Demonstrates knowledge of the ways in which people organize economic systems, and similarities and differences among various economic systems around the world.
- Understands the value and importance of work and purposes for spending and saving money.
- Demonstrates knowledge of patterns of work and economic activities in Texas, the United States, and the world, past and present.
- Understands the characteristics, benefits, and development of the free-enterprise system in Texas and the United States.
- Analyzes the roles of producers and consumers in the production of goods and services.
- Demonstrates knowledge of how businesses operate in the U.S. free-enterprise system.
- Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- Demonstrates knowledge of categories of economic activities and methods used to measure a society's economic level.
- Uses economic indicators to describe and measure levels of economic activity.
- Understands major events and trends in economic history (e.g., factors leading societies to change from agrarian to urban, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in world areas, factors leading to the emergence of different patterns of economic activity in regions of the United States).
- Analyzes the interdependence of the Texas economy with the United States and the world.
- Applies knowledge of significant economic events and issues and their effects in Texas, the United States, and the world.

**Competency 004 (Government and Citizenship)**

**The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).**

The beginning teacher:

- Understands the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- Knows the basic structure and functions of the U.S. government, the Texas government, and local governments (including the roles of public officials) and relationships among national, state, and local governments.
- Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.
- Knows how people organized governments in colonial America and during the early development of Texas.
- Understands the political process in the United States and Texas and how the U.S. political system works.
- Demonstrates knowledge of types of government (e.g., constitutional, totalitarian) and their effectiveness in meeting citizens' needs.
- Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
- Understands the impact of landmark Supreme Court cases.
- Understands components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
- Demonstrates knowledge of important customs, symbols, and celebrations that represent American beliefs and principles and contribute to national unity.
- Analyzes the relationship among individual rights, responsibilities, and freedoms in democratic societies.
- Applies knowledge of the rights and responsibilities of citizens in Texas and the United States, past and present.
- Understands how the nature, rights, and responsibilities of citizenship vary among societies.

**Competency 005 (Culture; Science, Technology, and Society)**

**The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).**

The beginning teacher:

- Understands basic concepts of culture and the processes of cultural adaptation, diffusion, and exchange.
- Analyzes similarities and differences in the ways various peoples at different times in history have lived and met basic human needs.
- Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions, and beliefs to define themselves.
- Demonstrates knowledge of institutions that exist in all societies and how characteristics of these institutions may vary among societies.
- Understands how people use oral tradition, stories, real and mythical heroes, music, paintings, and sculpture to create and represent culture in communities in Texas, the United States, and the world.
- Understands the contributions of people of various racial, ethnic, and religious groups in Texas, the United States, and the world.
- Demonstrates knowledge of relationships among world cultures and relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States and throughout the world.
- Analyzes relationships among religion, philosophy, and culture, and the impact of religion on ways of life in the United States and world areas.
- Understands the concept of diversity within unity.
- Analyzes the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world.
- Understands the various roles of men, women, children, and families in cultures past and present.
- Understands how the self develops and the dynamic relationship between self and social context.
- Applies knowledge of the effects of scientific discoveries and technological innovations on political, economic, social, and environmental developments and on everyday life in Texas, the United States, and the world.
- Analyzes how science and technology relate to political, economic, social, and cultural issues and events.
- Demonstrates knowledge of the origins, diffusion, and effects of major scientific, mathematical, and technological discoveries throughout history.
- Knows how developments in science and technology have affected the physical environment; the growth of economies and societies; and definitions of, access to, and use of physical and human resources.
- Knows how changes in science and technology affect moral and ethical issues.

## DOMAIN II—SOCIAL STUDIES FOUNDATIONS, SKILLS, AND INSTRUCTION

### Competency 006 (Social Studies Foundations and Skills)

**The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.**

The beginning teacher:

- Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- Understands how social science disciplines relate to each other.
- Understands practical applications of social studies education.
- Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts), and uses information from a variety of sources to acquire social science information and answer social science questions.
- Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- Understands social science research and knows how social scientists locate, gather, organize, analyze, and report information using standard research methodologies.
- Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view, and frame of reference.
- Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
- Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).
- Communicates and interprets social science information in written, oral, and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
- Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions.
- Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions.
- Knows how to create maps and other graphics to present geographic, political, historical, economic, and cultural features, distributions, and relationships.

- Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
- Knows how to apply skills for resolving conflict, including persuasion, compromise, debate, and negotiation.
- Understands and uses social studies terminology correctly.

**Competency 007 (Social Studies Instruction and Assessment)**

**The teacher plans and implements effective instruction and assessment in social studies.**

The beginning teacher:

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.
- Selects and uses effective instructional practices, activities, technologies, and materials to promote students' knowledge and skills in the social sciences.
- Knows how to promote students' use of social science skills, vocabulary, and research tools, including technological tools.
- Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues, and the community.
- Knows how to provide instruction that relates skills, concepts, and ideas in different social science disciplines.
- Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
- Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs, and interests of all students, including English Language Learners.



## SECTION III

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### APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the Social Studies 4–8 test and to suggest possible ways to approach thinking about and answering the items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The Social Studies 4–8 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the Social Studies 4–8 test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

#### Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

## SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Social Studies 4–8 competency 001: *The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

Enlightenment thinkers most influenced subsequent developments in European history by:

- A. restoring traditional ideals that emphasized the benefits of a hierarchical ordering of society.
- B. championing reforms that extended political rights to people from all social classes.
- C. applying reason and the scientific method to the study of all aspects of social and political life.
- D. seeking to restore the religious unity that had been disrupted by the Protestant Reformation.

### *Suggested Approach*

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, think about ways in which the people and events of an important historical era influenced later developments in Europe. The main contributions of Enlightenment thinkers stemmed from their application of reason and the scientific method to the study and improvement of human society. Although Enlightenment philosophers were not social revolutionaries, their ideas did more to subvert than reinforce traditional social structures (option A). At the same time, most of these philosophers believed that the common people were incapable of self-government; thus, they had little desire to expand popular participation in politics (option B). The Enlightenment philosophers did, however, champion religious toleration, a stance that implicitly accepted the persistence of religious divisions arising from the Protestant Reformation (option D).

Now look at the response options. The correct response is option C.

## CLUSTERED ITEMS

Some questions are preceded by stimulus material that relates to the question. Some examples of stimulus material included on the test are excerpts from historical documents, information presented graphically, and descriptions of social studies instructional activities.

Two or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

**Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

**Strategy 2** Read the item *before* considering the stimulus material. The theory behind this strategy is that the content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

**Strategy 3** Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

*Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.*

As you consider items set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of your own class or individual students you may have known.

### *Suggested Approach*

First read the stimulus (a discussion of recent developments in the world economy).

**Read the passage below; then answer the two questions that follow.**

Large U.S.-based multinational corporations have operations in many countries. For example, Gillette manufactures in 57 locations in 28 countries and markets in over 200 countries. Likewise, foreign companies—Honda and Toyota, for example—build factories in the United States. Partnerships between multinational companies are on the rise as companies look for new ways to compete in the global marketplace. For example, Hitachi, Ltd., and Texas Instruments have several joint ventures for research and development. Financial markets, small businesses, and service companies are also moving into international markets at an increasing rate.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 003: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

During the 1990s, developments such as those described in the passage were a major force behind U.S. efforts to:

- A. enforce antitrust legislation.
- B. reduce the federal budget deficit.
- C. eliminate trade barriers.
- D. control the effects of inflation.

Consider carefully the developments described in the passage, paying particular attention to their implications for the U.S. economy. The increasing number of U.S. companies that construct overseas plants, establish joint ventures with foreign firms, and sell their products in international markets tend to pay close attention to any developments that might impede the free flow of capital and goods across international borders. Changes in U.S. trade policy are of particular concern, because laws restricting the importation of foreign goods may affect products made in U.S.-owned overseas plants, in addition to prompting retaliatory legislation by other countries. While efforts to enforce antitrust legislation, reduce federal budget deficits, and control inflation (options A, B, and D respectively) may have some influence on the overseas activities of multinational firms, the impact of such initiatives cannot be expected to be as direct or as significant as changes that would eliminate trade barriers. These considerations should lead you to select option C as the best response.

Now you are ready to answer the next question. The second question also measures competency 003: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The capacity of U.S. businesses to engage in activities such as those described in the passage has been most influenced by which of the following?

- A. advances in communications technology
- B. increased worker productivity
- C. improvements in business accounting procedures
- D. reduced taxation of corporate income

The second question requires you to analyze factors that have influenced the development of contemporary patterns of international economic activity. Companies engaged in the types of business operations described in the passage require vast amounts of information and must be able to communicate quickly with subsidiaries all over the globe. Without the Internet, fax machines, teleconferencing equipment, and other advances in communications technology, they would find it very difficult to meet these needs. Although these companies benefit from increased productivity, improved accounting procedures, and lower taxes (options B, C, and D respectively), the management of their overseas operations is not nearly as dependent on such factors as it is on the availability of advanced communications technology. Since the question asks you to identify the option that "most influenced" the capacity of U.S. businesses to function in international markets, option A is the best response.



## SECTION IV

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### SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 62 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

**The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.**

## SOCIAL STUDIES 4–8

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1. The American Revolution most influenced political developments in Mexico and other parts of Latin America during the next half century by:
  - A. demonstrating that it was possible to overthrow European colonial rule.
  - B. providing a model for the creation of a federal political structure that eliminated barriers to unity among Latin American countries.
  - C. exposing the limitations of parliamentary government.
  - D. creating a form of government that prevented any one person or group from obtaining excessive power.

***The item above measures competency 001:***

*The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

2. In his well-known 1893 essay, "The Significance of the Frontier in American History," Frederick Jackson Turner declared:

"The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier."

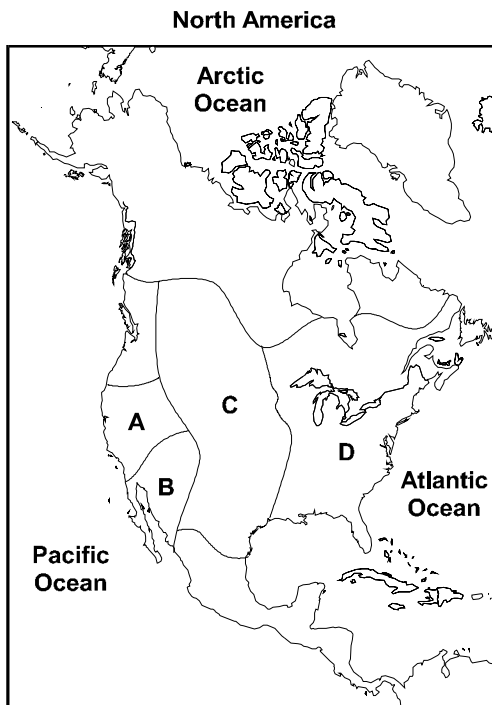
The strongest support for Turner's assertion is found in legislation that was created to:

- A. establish and maintain a national postal service.
- B. regulate commerce with foreign nations and among the states.
- C. assume state debts and charter a national bank.
- D. create railroads and other forms of domestic transportation.

***The item above measures competency 001:***

*The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

3. Use the map below to answer the question that follows.



In which of the lettered regions on the map did the European introduction of horses and firearms have the greatest impact on Native American life?

- A. Region A
- B. Region B
- C. Region C
- D. Region D

***The item above measures competency 001:***

*The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

4. Which of the following landforms most facilitated the emergence of early civilizations in Asia and Africa?
- A. coastal areas that provided abundant supplies of various types of seafood and easy access to salt for food preservation
  - B. elevated plateaus that had a mild climate and furnished ample grazing land for pastoral activities
  - C. mountainous areas that were easily defensible and contained an abundance of resources that could be used as building materials
  - D. river valleys that supported trade and provided fresh water for crop growing and human consumption

***The item above measures competency 001:***

*The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

5. The civil rights movement of the 1960s sought to address unresolved issues that had been major topics of national debate during the:
- A. Reconstruction era following the Civil War.
  - B. Gilded Age of the late nineteenth century.
  - C. Progressive Era of the early twentieth century.
  - D. Great Depression of the 1930s.

***The item above measures competency 001:***

*The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

6. The rate of soil erosion is most likely to exceed the rate of soil formation in areas where people have:
- A. planted two or more crops simultaneously on the same land.
  - B. terraced hillsides to create new cropland.
  - C. cut down forests to increase the amount of land under cultivation.
  - D. grazed animals on land once used for growing crops.

***The item above measures competency 002:***

*The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

7. The concept of *region* facilitates the examination of geographic phenomena mainly by providing geographers with:
- A. a means of distinguishing between the human and physical causes of environmental modifications.
  - B. a convenient and manageable unit for studying the earth's human and natural environments.
  - C. a framework for evaluating the feasibility of solutions to most geographic problems.
  - D. a means of establishing criteria for assessing human modifications of the natural environment.

***The item above measures competency 002:***

*The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

8. Coastal beaches, sand dunes found in desert areas, and landforms created by glaciers all result from which of the following physical processes?
- A. deposition
  - B. sea floor spreading
  - C. faulting
  - D. tectonic processes

***The item above measures competency 002:***

*The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

9. Which of the following is a result of the hydrosphere being a closed system?
- A. Only a relatively small proportion of all of the water on earth is available for use by humans, animals, and plants.
  - B. The total amount of salt water on earth is gradually increasing while the amount of fresh water is continually decreasing.
  - C. The earth operates on a water budget in which deficits in one part are balanced by gains in another part.
  - D. Nearly all of the water on the surface of the earth ultimately empties into the oceans.

***The item above measures competency 002:***

*The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

10. **Read the passage below about aquaculture in Asia; then answer the question that follows.**

Throughout Asia, people have long known the benefits of aquaculture. Pond farming techniques allow traditional mainland farmers to raise a rich source of dietary protein as well as produce an excellent natural fertilizer from harvested fish droppings. In land-poor Japan, the shallow coastal areas become the pond. Today, Japanese farmers of the sea, or mariculturists, grow increasing amounts of the sea plants and shellfish that are a regular part of the Japanese diet.

The pattern of resource distribution and exploitation described in the passage affects regional development mainly by:

- A. making regional agriculture less labor-intensive.
- B. encouraging economic over-dependence on a single resource.
- C. increasing the self-sufficiency of food suppliers.
- D. encouraging investment by outside developers.

***The item above measures competency 002:***

*The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

11. **Read the passage below; then answer the question that follows.**

During the first half of the 1800s, Eli Whitney and others had developed interchangeable parts. This development in turn called for a division of labor. For instance, a shoemaker no longer made an entire shoe. Instead, in a large shoe factory, one worker might run a machine that cut only heels. Another might run a machine that shaped soles. All the different parts were then brought together at a central location and assembled by other workers into a shoe.

One result of the developments described in the passage was to:

- A. decrease the importance of workers in the production process.
- B. expand the variety of goods that a factory could produce.
- C. increase the amount of satisfaction that workers derived from their labor.
- D. reduce the price of goods produced using the new methods.

***The item above measures competency 003:***

*The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

12. Application of the principle of opportunity cost will most likely lead consumers to:
- A. seek credit opportunities.
  - B. decrease total spending.
  - C. establish purchasing priorities.
  - D. make long-term investments.

***The item above measures competency 003:***

*The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

13. Which of the following international economic developments would most likely have the greatest effect on the Texas economy?
- A. The World Trade Organization uses its power to reduce the tariff rates placed on clothing imports by member nations.
  - B. The president of the United States signs a trade bill granting the People's Republic of China most-favored-nation status.
  - C. The International Monetary Fund loans the Mexican government money needed to stabilize the national currency.
  - D. Member nations of the Organization of Petroleum Exporting Countries agree to limit output in order to increase world oil prices.

***The item above measures competency 003:***

*The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

14. One can best distinguish between a command economy and a market economy by:
- A. examining the relative importance of international commerce in the two systems.
  - B. analyzing the use of technology by producers in the two systems.
  - C. comparing basic production processes in the two systems.
  - D. determining how decisions about basic economic questions are made in the two systems.

***The item above measures competency 003:***

*The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

15. Which of the following excerpts from the U.S. Constitution best embodies the concept of federalism?
- A. "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."
  - B. "The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain."
  - C. "The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states."
  - D. "All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills."

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

16. The main effect of formal changes to the U.S. Constitution has been to:
- A. determine the specific meaning of language contained in the Constitution.
  - B. reinforce the system of checks and balances.
  - C. make the Constitution more democratic than the original document.
  - D. expand the powers of the executive branch of government.

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

17. Which of the following best describes the significance of the U.S. Supreme Court's decision in *Marbury v. Madison* (1803)?
- A. It established the principle of constitutional supremacy.
  - B. It was the first case in which the Court recognized the right of executive privilege.
  - C. It set a precedent for the doctrine of judicial review.
  - D. It was the first case in which the Court ruled a state law unconstitutional.

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

18. The rights and responsibilities of citizenship are likely to be most expansive in a society where:
- A. citizens are committed to common goals established by the government.
  - B. there are constitutional limits on the power of government.
  - C. there is a close relationship between the legislative and executive branches of government.
  - D. political power is shared by national and regional governments.

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

19. In which of the following ways can the federal executive branch check the power of the federal judicial branch?
- A. The president appoints Supreme Court justices.
  - B. The Department of Justice may impeach federal judges.
  - C. The president may overturn Supreme Court decisions.
  - D. The attorney general selects cases for the Supreme Court.

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

20. Voters can best make an informed decision in an electoral contest by:
- A. determining the number and types of media sources that support each of the candidates.
  - B. observing and analyzing the campaign strategies used by each of the candidates.
  - C. using varied sources of information to examine the candidates' political backgrounds and beliefs.
  - D. reading the candidates' campaign literature and examining their television advertisements.

***The item above measures competency 004:***

*The teacher understands and applies knowledge of government, democracy, and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

21. The ways in which scientific breakthroughs influenced broader social developments in nineteenth-century Europe can best be seen in the effect:
- A. Louis Pasteur's germ theory of disease had on demographic trends.
  - B. Charles Darwin's theory of evolution had on attitudes toward gender relations.
  - C. Michael Faraday's work on magnetism had on manufacturing processes.
  - D. Gregor Mendel's discovery of the laws of heredity had on educational trends.

***The item above measures competency 005:***

*The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

22. **Read the excerpt below from a Cherokee oral tradition; then answer the question that follows.**

At first the earth was flat and very soft and wet. The animals were anxious to get down, and sent out different birds to see if it was yet dry, but they found no place to alight and came back again to Gălûñ'läťi. At last it seemed to be time, and they sent out the Buzzard and told him to go and make ready for them. This was the Great Buzzard, the father of all the buzzards we see now. He flew all over the earth, low down near the ground, and it was still soft. When he reached the Cherokee country, he was very tired, and his wings began to flap and strike the ground, and wherever they struck the earth there was a valley, and where they turned up again there was a mountain. When the animals above saw this, they were afraid that the whole world would be mountains, so they called him back, but the Cherokee country remains full of mountains to this day.

What was the main purpose of this oral tradition in Cherokee culture?

- A. to describe important features of the physical environment
- B. to show how geographic factors affect human migration patterns
- C. to explain the formation of the natural world
- D. to show how people adapt to the physical environment

***The item above measures competency 005:***

*The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

23. Which of the following best describes a major difference between contemporary U.S. families and families in colonial America during the eighteenth century?
- A. Contemporary families are more likely to function as integrated parts of a broader kin network.
  - B. Contemporary families are more likely to view children as consumers rather than as producers.
  - C. The members of contemporary families are more likely to share common interests.
  - D. Contemporary families are likely to assume a broader range of community responsibilities.

***The item above measures competency 005:***

*The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

24. **Read the passage below; then answer the question that follows.**

We wash ourselves with soap invented by the ancient Gauls and clothe ourselves with fabrics made using processes developed by weavers in the Middle East. The ancient Egyptians invented the glass we put in our windows as well as the tanning techniques we use to produce the leather in our shoes. And the books and newspapers we read might not exist without the paper invented in China and the printing press developed by a fifteenth-century German artisan.

This passage best illustrates how a society's traits may emerge as a result of which of the following processes?

- A. socialization
- B. cultural diffusion
- C. assimilation
- D. cultural integration

***The item above measures competency 005:***

*The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

25. Throughout history, a major effect of technological innovation on the production process has been to:
- A. reduce the amount of human labor required to produce a given quantity of goods.
  - B. increase the complexity of productive tasks.
  - C. increase the level of satisfaction that workers derive from their productive activities.
  - D. reduce the amount of raw materials used in productive activities.

***The item above measures competency 005:***

*The teacher understands and applies knowledge of cultural development, adaptation, and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

26. **Read the passage below; then answer the question that follows.**

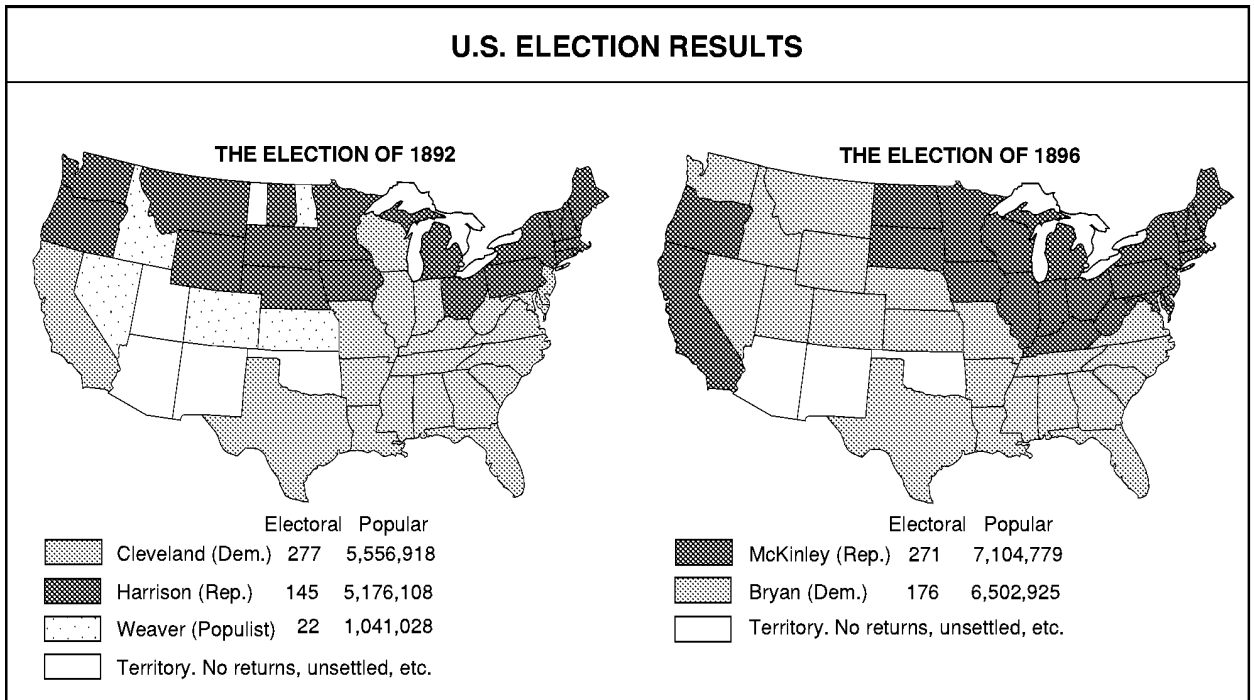
The Soviet model for economic development that was used in Eastern Europe was disastrous for the environment. Success was measured by the output of goods, usually with a limited investment and virtually no concern for any environmental degradation that might accompany a successful venture. Natural resources were usually wasted because the system underpriced their value. A continuing example of such waste is the great amounts of water used in Poland, Hungary, the Czech Republic, Romania, and Bulgaria, where consumption rates are double those in Western Europe.

Information contained in the passage can best be used to explore which of the following questions?

- A. Who decides what should be produced in a command economy?
- B. What measures should be used to calculate the costs of economic growth?
- C. Which natural resources are most deserving of protection?
- D. What is the proper balance between government aims and consumer needs?

*The item above measures competency 006:  
The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

Use the maps below to answer the two questions that follow.



27. Based on the results of these two elections, which of the following generalizations could reasonably be made about U.S. politics during the 1890s?
- A. Politics in the United States divided along class lines, pitting wealthy industrialists and middle-class businessmen against immigrant laborers and poor farmers.
  - B. Thirty years after the Civil War, sectional politics remained a major factor in national elections.
  - C. In a situation in which both parties claimed almost equal numbers of loyal supporters, ideological differences between candidates were minimized.
  - D. Northeastern states, composed of both financial and industrial interests, held the key to political success for the Republican party.

***The item above measures competency 006:***

*The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

28. An examination of the voting patterns in U.S. national elections during the 1890s reveals that the:
- A. Republican party could not win without strong support from Southern voters.
  - B. issues raised by the Populists divided Republicans but had little effect on Democratic voters.
  - C. new states of the West were strongly committed to the Democratic party.
  - D. voters in states with large urban populations tended to support the Republican party.



***The item above measures competency 006:***  
*The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

29. A student has generated the table below to organize and present data about a number of Latin American countries.

*Population Information About Six Latin American Nations*

<i>nation</i>	<i>Population</i>	<i>Population Density</i>	<i>Population Growth Rate</i>	<i>Capital City</i>	<i>Urban Population</i>
<i>Argentina</i>	<i>27,874,000</i>	<i>10</i>	<i>1.6</i>	<i>Buenos Aires</i>	<i>82%</i>
<i>Brazil</i>	<i>123,388,000</i>	<i>14</i>	<i>2.3</i>	<i>Brasilia</i>	<i>61%</i>
<i>Chile</i>	<i>11,091,000</i>	<i>15</i>	<i>1.5</i>	<i>Santiago</i>	<i>81%</i>
<i>Mexico</i>	<i>68,236,000</i>	<i>34</i>	<i>2.4</i>	<i>Mexico City</i>	<i>67%</i>
<i>Peru</i>	<i>17,843,000</i>	<i>14</i>	<i>2.6</i>	<i>Lima</i>	<i>67%</i>
<i>Venezuela</i>	<i>15,284,000</i>	<i>17</i>	<i>3.3</i>	<i>Caracas</i>	<i>75%</i>

In providing the student with feedback regarding the effectiveness of this table, it would be most important for a teacher to advise the student to:

- A. make sure that the title will be clear and informative to readers.
- B. avoid mixing nonnumerical information (e.g., capital cities) with numerical information in a single table.
- C. make sure the numbers in the columns are consistently presented in either ascending or descending order.
- D. indicate the unit of measurement used in some of the columns.

***The item above measures competency 006:***

*The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

30. While conducting research on U.S. politics of the late nineteenth century, a historian considers consulting the autobiography of a prominent politician of that period. Using an autobiography for this type of research is most likely to help the historian:
- A. evaluate the long-term consequences of decisions made in the past.
  - B. determine the precise sequence in which a series of historical events occurred.
  - C. obtain insight into contemporary values and beliefs.
  - D. establish criteria for distinguishing historical fact from opinion.

***The item above measures competency 006:***  
*The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

31. Members of a city council are considering a change in local zoning that would allow the creation of commercial establishments in a residential area of the city. One group of councilors believes the change is necessary to expand the local tax base; an opposing group feels the change would adversely affect residents of the area. After lengthy discussion of the issue, the council agrees to open a few clearly defined sections of the residential area to forms of commercial development that are compatible with the neighborhood's character. The council's action best illustrates which of the following?
- A. the use of compromise to resolve policy differences
  - B. the use of arbitration to settle a dispute in which two parties feel strongly about an issue
  - C. the use of debate to clarify complex policy questions
  - D. the use of negotiation to obtain an equitable settlement of an economic issue

*The item above measures competency 006:  
The teacher understands the foundations of social studies education and applies  
knowledge of skills used in the social sciences.*

32. A middle school social studies teacher is aware that many students use the World Wide Web to locate information for social studies assignments and projects. The teacher wishes to ensure that students are able to use the Web effectively as a research tool. The teacher can best achieve this goal by teaching students to ask which of the following questions about any document on the Web that they may wish to use?
- A. How many links to other related sites are contained within this document?
  - B. Is the information contained in this document also available in paper-based texts or other media?
  - C. Is the author of this document a reliable source of information about the topic in question?
  - D. Is the material in this document protected by copyright and am I able to quote from it if I wish?




***The item above measures competency 007:***  
*The teacher plans and implements effective instruction and assessment in social studies.*

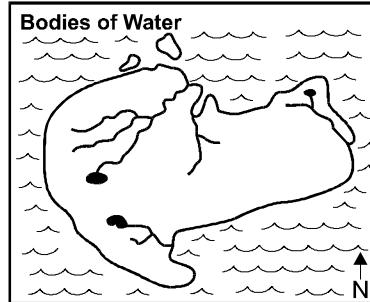
33. An eighth-grade teacher could best help his or her students understand the role of interest groups in political decision making by having the students:
- A. analyze and compare national news broadcasts in terms of the amount of time they spend reporting on issues of concern to various groups, such as environmentalists or business-people.
  - B. use newspaper articles, editorials, and guest speakers to analyze the arguments and influence of various groups concerned about a local issue, such as where to locate a new airport.
  - C. analyze recent political party platforms to determine each party's priorities and the types of policies it is most likely to support.
  - D. write letters to a local newspaper or politician in which they present their views on an issue of interest to them, such as a proposed change in the school curriculum.

*The item above measures competency 007:  
The teacher plans and implements effective instruction and assessment in social studies.*




Use the information below to answer the two questions that follow.

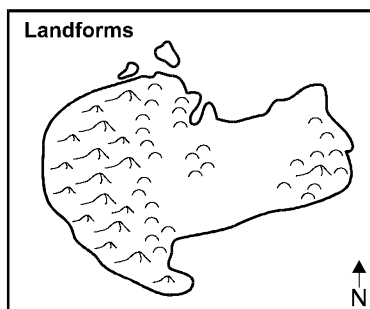
To begin a geography lesson, a sixth-grade teacher gives groups of students the map below and asks them to determine where they would choose to locate a settlement if they were just arriving on the island.





Key to Bodies of Water Map	
	ocean
	river
	lake

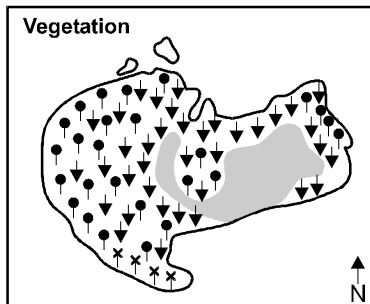







After each group has had an opportunity to choose a settlement location and to discuss the reasons for their choice, the teacher gives the students the following three maps, one at a time. With each new map they are given, the students must determine whether they want to change their original choice based on the new information they have.

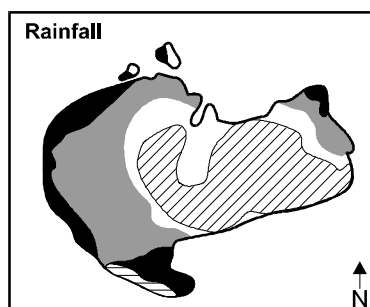
Key to Landforms Map	
	mountain areas
	hilly areas
	flat areas



Key to Vegetation Map	
	grass
	hardwood trees
	tropical trees
	shrubs or no vegetation



Key to Rainfall Map (Average yearly amounts)	
	less than 10 inches
	between 20 and 40 inches
	between 40 and 60 inches
	between 60 and 80 inches
	more than 100 inches



34. This lesson would most clearly illustrate for students which of the following geographic concepts?
- A. The environment may play an important role in encouraging or limiting a region's activities and population patterns.
  - B. To understand human activity patterns within a region, it is often necessary to investigate interrelationships between that region and other regions of the world.
  - C. Geographic regions may be defined in a great many ways; how they are defined depends on the particular variables being considered.
  - D. The parts of a region are often economically interrelated as a result of transportation, communication, and trade.

*The item above measures competency 007:  
The teacher plans and implements effective instruction and assessment in social studies.*

35. This activity would be particularly useful for promoting students' ability to:
- A. use primary source materials.
  - B. distinguish between relevant and irrelevant information.
  - C. apply decision-making steps and procedures.
  - D. evaluate the reliability of information presented in various formats.



***The item above measures competency 007:***  
*The teacher plans and implements effective instruction and assessment in social studies.*

36. As part of a history unit on urbanization in the nineteenth-century United States, a middle school teacher emphasizes ways in which farmers from surrounding areas met the food needs of city dwellers while purchasing goods produced in urban workshops and factories. The teacher could best reinforce instruction on this topic by relating it to which of the following economic concepts?
- A. competitive markets
  - B. interdependence
  - C. factors of production
  - D. supply and demand

*The item above measures competency 007:  
The teacher plans and implements effective instruction and assessment in  
social studies.*

37. According to the Texas Essential Knowledge and Skills (TEKS), sixth-grade students are expected to be able to identify different points of view about an issue or topic. To meet this expectation, it will be most important for sixth graders to have developed the ability to:
- A. differentiate between primary and secondary sources.
  - B. apply procedures for problem solving and decision making.
  - C. interpret material by comparing and contrasting.
  - D. translate information from one medium to another.

***The item above measures competency 007:***  
*The teacher plans and implements effective instruction and assessment in social studies.*

## ACKNOWLEDGMENTS

### Question

Clustered Items

Suggested

Approach

Lawrence J. Gitman and Carl McDaniel, *The World of Business* (Cincinnati: South-Western College Publishing, 1995), pp. 8–9. **(Page 18)**

11. Lewis Paul Todd and Merle Curti, *Triumph of the American Nation* (Orlando: Harcourt Brace Jovanovich, Publishers, 1986), p. 519. **(Page 32)**
22. James Mooney, "Myths of the Cherokee," *19th Annual Report of the Bureau of American Ethnology, 1897–98*, Part I (Washington, 1900), in *The Portable North American Indian Reader*, ed. Frederick Turner (New York: Penguin Books, 1974), p. 87. **(Page 43)**
26. Roger L. Thiede, "Eastern Europe, Russia, and the Eurasian States of the Former Soviet Union," in *World Regional Geography: A Developmental Approach*, ed. David L. Clawson and James S. Fisher (Upper Saddle River, NJ: Prentice-Hall, 1998), p. 240. **(Page 47)**

Stimulus

Preceding

Question 27.

C. Berkin and L. Wood, *Land of Promise: A History of the United States to 1877* (Teacher's ed., Vol2). (Glenwood, IL: Scott Foresman and Company, 1986), p. 113, 117. **(Page 48)**

Stimulus

Preceding

Question 34.

David Welton and John Mallan, *Children and Their World*, third edition. Copyright 1988 by Houghton-Mifflin Company. Used with permission. **(Page 56)**

## ANSWER KEY

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Item Number	Correct Answer	Competency
1	<b>A</b>	001
2	<b>D</b>	001
3	<b>C</b>	001
4	<b>D</b>	001
5	<b>A</b>	001
6	<b>C</b>	002
7	<b>B</b>	002
8	<b>A</b>	002
9	<b>C</b>	002
10	<b>C</b>	002
11	<b>D</b>	003
12	<b>C</b>	003
13	<b>D</b>	003
14	<b>D</b>	003
15	<b>A</b>	004
16	<b>C</b>	004
17	<b>C</b>	004
18	<b>B</b>	004
19	<b>A</b>	004

Item Number	Correct Answer	Competency
20	<b>C</b>	004
21	<b>A</b>	005
22	<b>C</b>	005
23	<b>B</b>	005
24	<b>B</b>	005
25	<b>A</b>	005
26	<b>B</b>	006
27	<b>B</b>	006
28	<b>D</b>	006
29	<b>D</b>	006
30	<b>C</b>	006
31	<b>A</b>	006
32	<b>C</b>	007
33	<b>B</b>	007
34	<b>A</b>	007
35	<b>C</b>	007
36	<b>B</b>	007
37	<b>C</b>	007

## SECTION V

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### PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

#### Journals

*History Matters!*, National Council for History Education.

*Journal of Geography*, National Council for Geographic Education.

*Social Education*, National Council for the Social Studies.

#### Other Sources

Bahmueller, C. F. (1991). *Civitas: A Framework for Civic Education*. (Bulletin No. 86). Calabasas, CA: National Council for the Social Studies, Center for Civic Education.

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Boyes, W., and Melvin, M. (1999). *Economics* (4th ed.). Boston: Houghton Mifflin Company.

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- Texas Education Agency. (1997). *Texas Essential Knowledge and Skills (TEKS)*.
- Welch, S., et al. (1996). *American Government* (6th ed.). St. Paul: West Publishing Company.
- Welton, D. A., and Mallan, J. T. (1999). *Children and Their World: Strategies for Teaching Social Studies* (6th ed.). Boston: Houghton Mifflin Company.





