



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

# Preparation Manual



132 Social Studies 8–12

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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 8–12

#### Competency:

**The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.**

#### Descriptive Statements:

The beginning teacher:

- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange [diffusion], science and technology) on the development of ancient civilizations.
- Demonstrates knowledge of individuals, events, and issues that shaped the development of ancient civilizations (e.g., Cleopatra, Confucius, Plato, Giza pyramids, conquests of Alexander the Great, polytheism vs. monotheism).
- Understands major political, economic, and cultural developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), the Mediterranean basin (e.g., Greece, Rome), Mesoamerica (e.g., Maya), Andean South America (e.g., Inca tradition), Middle and Near East, and Asia (e.g., China, India, Japan).
- Applies knowledge of the location, political organization, cultural characteristics, and contributions of ancient civilizations.

## 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). *Within each domain* of the Social Studies 8–12 TExES test, each competency will receive approximately equal coverage.
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 132: SOCIAL STUDIES 8–12

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**Domain I World History**  
(approximately 17% of the test)

**Standards Assessed:**

**Social Studies Standard IV:**

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.

**Domain II U.S. History**  
(approximately 22% of the test)

**Standards Assessed:**

**Social Studies Standard IV:**

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.

**Domain III Geography, Culture, and the Behavioral and Social Sciences**  
(approximately 17% of the test)

**Standards Assessed:**

**Social Studies Standards V and IX:**

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.

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.

**Domain IV Government and Citizenship**  
(approximately 13% of the test)

**Standards Assessed:**

**Social Studies Standards VII and VIII:**

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.

**Domain V Economics and Science, Technology, and Society**  
(approximately 13% of the test)

**Standards Assessed:**

**Social Studies Standards VI and X:**

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.

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 VI Social Studies Foundations, Skills, Research, and Instruction**  
(approximately 17% 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—WORLD HISTORY

### Competency 001 (Ancient World Civilizations)

**The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.**

The beginning teacher:

- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange [diffusion], science and technology) on the development of ancient civilizations.
- Demonstrates knowledge of individuals, events, and issues that shaped the development of ancient civilizations (e.g., Cleopatra, Confucius, Plato, Giza pyramids, conquests of Alexander the Great, polytheism vs. monotheism).
- Understands major political, economic, and cultural developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), the Mediterranean basin (e.g., Greece, Rome), Mesoamerica (e.g., Maya), Andean South America (e.g., Inca tradition), Middle and Near East, and Asia (e.g., China, India, Japan).
- Applies knowledge of the location, political organization, cultural characteristics, and contributions of ancient civilizations.

### Competency 002 (World History from 476 A.D. to 1350)

**The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 A.D. to 1350.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, issues, and traditional points of reference that shaped the development of world civilizations from 476 A.D. to 1350 (e.g., Genghis Khan, Mohammed, Charlemagne, the Norman Conquest, Silk Road).
- Demonstrates knowledge of major developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), Mesoamerica (e.g., Aztec tradition), Andean South America (e.g., Inca tradition), Europe (including Western and Eastern), and Asia (e.g., China, India, Japan).
- Knows how new political, economic, and social systems evolved in Western Europe after the collapse of the Western Roman Empire (e.g., feudalism, manorialism).
- Understands the influence exerted by the Roman Catholic Church and the Eastern Orthodox Church in medieval Europe.
- Compares social, political, economic, and religious aspects of medieval Europe with previous civilizations.
- Demonstrates knowledge of the political, economic, religious, and social impact of the Crusades.

**Competency 003 (World History from 1350 to 1815)**

**The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, issues, and traditional points of reference that shaped the development of world civilizations from 1350 to 1815 (e.g., Martin Luther, the Black Death, Gutenberg, Leonardo da Vinci, Napoleon, Atlantic slave trade).
- Demonstrates knowledge of major developments in the civilizations of Africa (e.g., Egypt, sub-Saharan), the Americas (e.g., Inca, Aztec), Western and Eastern Europe, Middle East, and Asia (e.g., China, India, Japan).
- Understands the importance of the European Renaissance and Reformation eras in shaping the modern world.
- Understands the causes of European expansion and the effects of expansion on European and non-European societies.
- Analyzes the impact of political, economic, and cultural imperialism (e.g., conquest of the Aztec, expansion of the Ottoman Empire) on both colonizers and colonized.
- Analyzes the causes and effects of major political revolutions of the seventeenth and eighteenth centuries (e.g., English Revolution of the 1640s, Glorious Revolution of 1688–1689, American Revolution, French Revolution).

**Competency 004 (World History from 1815 to the Present)**

**The teacher understands significant historical events and developments in world history from 1815 to the present.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, and issues that shaped the development of world civilizations from 1815 to the present (e.g., Simón Bolívar, Charles Darwin, Karl Marx, Russian Revolution).
- Analyzes the causes and effects of major political revolutions and independence movements of the nineteenth and twentieth centuries.
- Understands the impact of political, economic, and cultural expansion (e.g., rise of the British Empire, Japanese expansionism).
- Analyzes the causes and effects of the Industrial Revolution.
- Demonstrates knowledge of the impact of totalitarianism in the twentieth century (e.g., fascist Italy, Nazi Germany, Soviet Union).
- Analyzes the causes and effects of World War I and World War II.
- Understands significant events related to the twentieth century spread and fall of communism.
- Analyzes the influence of significant individuals of the nineteenth and twentieth centuries (e.g., Adolf Hitler, Nelson Mandela, Mao Zedong, Mohandas Gandhi, Mother Teresa).

## DOMAIN II—U.S. HISTORY

### Competency 005 (Exploration and Colonization)

**The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.**

The beginning teacher:

- Understands the causes and effects of European exploration and colonization of North America, including interactions with Native American populations.
- Demonstrates knowledge of individuals, events, and issues that shaped the development of colonial society, including interactions among Europeans, Africans, and Native Americans.
- Analyzes political, economic, and cultural reasons for establishment of the thirteen colonies.
- Demonstrates knowledge of the foundations of representative government in the United States (e.g., ways in which the Mayflower Compact, the Iroquois Confederacy, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses contributed to the growth of representative government).
- Analyzes the influence of various factors on the development of colonial society (e.g., geographic contexts, slavery, processes of spatial exchange [diffusion], science and technology).

### Competency 006 (Revolutionary Era and the Early Years of the Republic)

**The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.**

The beginning teacher:

- Demonstrates knowledge of individuals, events, and issues that shaped the development of U.S. society during the Revolutionary Era and early years of the Republic.
- Analyzes causes of the American Revolution (e.g., mercantilism, British policies following the French and Indian War).
- Understands significant political and economic issues of the Revolutionary Era (e.g., taxation without representation, enforcement of the Navigation Acts).
- Demonstrates knowledge of the foundations of representative government in the United States (e.g., the Articles of Confederation, issues of the Philadelphia Convention of 1787, such as major compromises and arguments for and against ratification).
- Understands the origin and development of American political parties (e.g., Federalists, Democratic-Republicans, Whigs, Democrats).
- Analyzes the challenges confronted by the government and its leaders in the early years of the Republic (e.g., economic programs, court system, expansion of slavery, establishing foreign relations).

**Competency 007 (Westward Expansion, the Civil War, and Reconstruction)**

**The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.**

The beginning teacher:

- Demonstrates knowledge of westward expansion and its effects on the political, economic, cultural, and social development of the nation.
- Understands the political, economic, and social roots of Manifest Destiny and the relationship between the concept of Manifest Destiny and the westward growth of the nation.
- Identifies the territorial acquisitions that form the United States and explains the factors that influenced these acquisitions.
- Understands major issues and events of the Mexican War and their impact on the United States.
- Analyzes ways in which slavery and other political, economic, and social factors led to the growth of sectionalism and to the Civil War.
- Demonstrates knowledge of individuals, events, and issues of the Civil War.
- Analyzes the effects of Reconstruction on the political, economic, and social life of the nation.

**Competency 008 (The United States as a World Power)**

**The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.**

The beginning teacher:

- Understands factors and events that contributed to the emergence of the United States as a world power between 1898 and 1920 (e.g., imperialism, Panic of 1893, acquisition of Hawaii, Spanish-American War, U.S. involvement in World War I).
- Analyzes how national and international decisions and conflicts between World War I and World War II affected the United States (e.g., the Fourteen Points, isolationism, reasons for U.S. involvement in World War II).
- Analyzes how national and international decisions and conflicts from World War II to the present have affected the United States (e.g., decision to use the atomic bomb, Cold War).
- Demonstrates knowledge of significant individuals who shaped U.S. foreign policy from 1898 to the present (e.g., Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Henry Kissinger).
- Demonstrates knowledge of significant events and issues that shaped U.S. foreign policy from 1898 to the present (e.g., Berlin airlift, Korean War, Sputnik I, Vietnam War, Marshall Plan, North Atlantic Treaty Organization, McCarthyism, Cuban Missile Crisis, the Gulf War).
- Understands the origins of major foreign policy issues currently facing the United States and the challenges of changing relationships among nations.

**Competency 009 (Political, Economic, and Social Developments from 1877 to the Present)**

**The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.**

The beginning teacher:

- Understands political, economic, and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- Demonstrates knowledge of the effects of reform and third party movements and their leaders on U.S. society (e.g., Populism, Progressive Era reforms, New Deal legislation, Susan B. Anthony, W.E.B. Du Bois, Robert La Follette, Eugene Debs, George Wallace, H. Ross Perot).
- Analyzes the causes and effects of industrialization in the United States.
- Demonstrates knowledge of significant individuals who shaped political, economic, and social developments in the United States from 1877 to the present (e.g., Jane Addams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Malcolm X).
- Demonstrates knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present (e.g., ratification of the Nineteenth Amendment, Great Depression, passage of the GI Bill, passage of the Civil Rights Act of 1964, growth of cities, antitrust legislation, immigration restriction).
- Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, Native American, and women's rights movements.

**DOMAIN III—GEOGRAPHY, CULTURE, AND THE BEHAVIORAL AND SOCIAL SCIENCES**

**Competency 010 (Physical Geography Concepts, Natural Processes, and Earth's Physical Features)**

**The teacher understands basic geographic concepts, natural processes involving the physical environment, and Earth's physical features.**

The beginning teacher:

- Understands the concept of physical region as an area of Earth's surface with unifying physical characteristics (e.g., soils, climate, vegetation, river systems).
- Analyzes ways in which physical processes shape patterns in the physical environment (i.e., lithosphere, atmosphere, hydrosphere, biosphere).
- Demonstrates knowledge of how Earth-Sun relationships affect physical processes and patterns on Earth's surface.
- Analyzes relationships among climate, vegetation, soil, and geology to explain the distribution of plants and animals in different regions of the world.
- Demonstrates knowledge of the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the processes that produce these patterns and characteristics (e.g., factors that influence physical regions such as elevation, latitude, location near warm and cold ocean currents, mountain barriers, tectonic processes).

**Competency 011 (Global and Regional Patterns of Culture and Human Geography)**  
**The teacher understands global and regional patterns of culture and characteristics and processes associated with different cultural regions.**

The beginning teacher:

- Understands the concept of cultural region as an area of Earth's surface with unifying cultural characteristics (e.g., language, religion, economy, political system).
- Analyzes ways in which cultural processes of innovation and diffusion shape patterns in the human environment.
- Demonstrates knowledge of locations and cultural and environmental features of major world regions (e.g., East Asia, sub-Saharan Africa, Latin America, Europe, Southwest Asia, North Africa), and regions of the United States and Texas.
- Understands how the components of culture (e.g., land use, systems of education, religion, language) affect the way people live and shape the characteristics of regions.
- Demonstrates knowledge of the growth, distribution, movement, and characteristics of world populations (e.g., trends in past world population growth, push and pull factors affecting major national and international migrations, ways in which physical and cultural factors affect migration, how migration and immigration have affected societies).
- Analyzes ways in which political, economic, and social processes shape cultural patterns and characteristics in various places and regions (e.g., analyzing political, economic, social, and demographic data to determine the level of development and standard of living in countries).
- Applies knowledge of the history and significance of major religious and philosophical traditions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Realism, Idealism).
- Understands the importance of place for populations (e.g., Mecca, Jerusalem, Cuzco, Ganges River, Shrine of Guadalupe).
- Demonstrates knowledge of the impact of religion on the way of life in the United States.
- Recognizes relationships of the arts to the times in which they were created in the United States and world areas.

**Competency 012 (Interactions between Human Groups and the Physical Environment)**  
**The teacher understands the nature and significance of interactions among peoples, places, and environments.**

The beginning teacher:

- Analyzes ways in which humans depend on, adapt to, and modify the physical environment in a variety of cultural and technological contexts.
- Understands and analyzes how people, places, and environments change over time and are connected and interdependent (e.g., connections among economic development, urbanization, population growth, and environmental change).
- Understands types and patterns of settlement, and physical and human geographic factors that affect where people settle (e.g., transportation routes, availability of resources), and processes of settlement development over time.
- Analyzes the influence of physical and human geographic factors on political, social, cultural, and economic developments in U.S. and world history (e.g., effect of the opening of the Suez Canal on world trade patterns).
- Analyzes the impact of the Neolithic agricultural revolution on human life and on the development of the first civilizations.
- Demonstrates knowledge of how population growth and modernization have affected the physical environment throughout history.
- Understands factors affecting the location of different types of economic activities and economic issues related to the location and management of key natural resources.
- Understands relationships between physical and human geographic factors and political divisions, relationships, and policies (e.g., ways in which forces of conflict and cooperation influence control of Earth's surface, the influence of physical and human geographic factors on foreign policies of countries such as Iraq, Israel, Japan, and the United Kingdom).

**Competency 013 (Sociological, Anthropological, and Psychological Concepts and Processes)**  
**The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.**

The beginning teacher:

- Understands the role of culture as a foundation of individual and social behavior.
- Understands the evolving nature of race and gender relations in the United States, and knows how people from various racial, ethnic, and religious groups have adapted to and modified life in the United States and contributed to a national identity.
- Analyzes ways in which cultures both change and maintain continuity.
- Demonstrates knowledge of the theoretical foundations of sociology and basic sociological principles and processes, including those related to group membership, roles, status, values, and stratification.
- Understands the role of social institutions (e.g., family, religion, educational system) in meeting basic societal needs.
- Demonstrates knowledge of the roles of men, women, children, and families in historical and contemporary cultures.
- Understands ways in which socialization, cultural values, and norms vary across space and time and influence relationships within and among groups.
- Demonstrates knowledge of the history and theoretical foundations of psychology.
- Demonstrates knowledge of behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles and processes, including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

## DOMAIN IV—GOVERNMENT AND CITIZENSHIP

### Competency 014 (Democratic Principles and Government in the United States)

The teacher understands the principles of democratic government and the structure and functioning of government in the United States.

The beginning teacher:

- Analyzes the beliefs and principles reflected in the U.S. Constitution (e.g., republicanism, checks and balances, federalism, separation of powers, popular sovereignty, individual rights) and other important historical documents (e.g., Declaration of Independence, Federalist Papers, English Bill of Rights).
- Demonstrates knowledge of the structure and functions of the government created by the U.S. Constitution (e.g., bicameral structure of Congress, role of congressional committees, constitutional powers of the president, role of the Cabinet and independent executive agencies, functions of the federal court system).
- Analyzes the processes by which the U.S. Constitution can be changed.
- Knows procedures for enacting laws in the United States.
- Analyzes changes in the role of the U.S. government over time (e.g., civil rights, New Deal legislation, wartime policies).
- Understands changing relationships among the three branches of the federal government (e.g., Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices, War Powers Act, judicial review).
- Demonstrates knowledge of the impact of Constitutional amendments on U.S. society (e.g., Thirteenth, Fourteenth, Fifteenth, Seventeenth, Nineteenth, Twenty-fourth, and Twenty-sixth amendments).
- Analyzes the impact of landmark Supreme Court decisions on U.S. society (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Cherokee Nation v. Georgia*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka, Kansas*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- Understands the relationship between the states and the national government of the United States (i.e., federalism).
- Demonstrates knowledge of the structure and functions of Texas state government and local governments.

**Competency 015 (Citizenship and Political Processes in the United States)**

**The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.**

The beginning teacher:

- Understands the historical and contemporary roles played by political parties, interest groups, and the media in the U.S. political system.
- Demonstrates knowledge of processes for filling elective and appointive public offices (e.g., primary system, electoral college).
- Demonstrates knowledge of processes for making policy in the United States and ways in which different points of view influence decision making and the development of public policy at the local, state, and national levels.
- Understands rights guaranteed by the U.S. Constitution, (e.g., due process, equal protection) and their role in protecting individual liberties.
- Demonstrates knowledge of efforts to expand the democratic process in the United States, and understands the contributions of significant political and social leaders (e.g., George Washington, John Marshall, Frederick Douglass, Elizabeth Cady Stanton, Franklin D. Roosevelt, Martin Luther King, Jr.).
- Demonstrates knowledge of the causes and effects of major reform movements in U.S. history (e.g., abolitionist movement, public education, temperance, women's rights, prison reform, civil rights movement).
- Understands civic responsibilities (e.g., jury duty), the difference between personal and civic responsibilities, and the importance of voluntary individual participation in the U.S. political process.

**Competency 016 (Types of Political Systems)**

**The teacher understands the development of political systems and the similarities and differences among major historical and contemporary forms of government.**

The beginning teacher:

- Understands major political ideas in history (e.g., natural law, natural rights, divine right of monarchs, social contract theory), and analyzes the historical development of significant legal and political concepts.
- Demonstrates knowledge of significant political documents in world history (e.g., Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government) and their impact on the development of political thought.
- Analyzes how governments have affected and reflected cultural values and provided for social control.
- Understands similarities and differences between the U.S. system of government and other political systems.
- Demonstrates knowledge of major forms of government in history (e.g., monarchy, authoritarian government, classical republic, liberal democracy, totalitarian government) and of the historical antecedents of major political systems.
- Analyzes the process by which democratic-republican government evolved (e.g., beginnings in classical Greece and Rome, developments in England, impact of the Enlightenment).

## **DOMAIN V—ECONOMICS AND SCIENCE, TECHNOLOGY, AND SOCIETY**

### **Competency 017 (Economic Concepts and Types of Economic Systems)**

**The teacher understands basic economic concepts, major developments in economic thought, and various types of economic systems.**

The beginning teacher:

- Demonstrates knowledge of the concepts of scarcity and opportunity costs and their significance.
- Understands the circular-flow model of the economy.
- Analyzes interactions among supply, demand, and price and factors that cause changes in supply, demand, and price, and interprets supply-and-demand graphs.
- Demonstrates knowledge of the historical origins of contemporary economic systems (e.g., capitalism, socialism, communism), including the influence of various economic philosophers such as John Maynard Keynes, Karl Marx, and Adam Smith.
- Understands traditional, command, and market economic systems in different places and eras.
- Understands and compares types of market structures (e.g., pure competition, monopolistic competition, oligopoly, monopoly).
- Demonstrates knowledge of concepts and issues related to international trade (e.g., absolute and comparative advantage, effects of changes in the exchange rate of world currencies, free trade and the effects of trade barriers).

**Competency 018 (Structure and Operation of the U.S. Free Enterprise System)**

**The teacher understands the structure and operation of the U.S. free enterprise system, the role of government, business, consumers, and labor in the system, and basic concepts of consumer economics.**

The beginning teacher:

- Analyzes the origins and development of the free enterprise system in the United States, and understands the basic principles of the U.S. free enterprise system (e.g., profit motive, voluntary exchange, private property rights, competition).
- Analyzes issues and developments related to U.S. economic growth from the 1870s to the present (e.g., Sherman Antitrust Act; tariff policies; economic effects of World War I, World War II, and the Cold War; increased globalization of the economy).
- Understands and compares types of business ownership (e.g., sole proprietorships, partnerships, corporations).
- Demonstrates knowledge of the role of financial institutions in saving, investing, and borrowing.
- Analyzes the role of government in the U.S. free enterprise system (e.g., significance of government rules and regulations, impact of fiscal and monetary policy decisions, role and function of the Federal Reserve System, relationship between government policies and international trade).
- Demonstrates knowledge of the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy.
- Understands the rights and responsibilities of consumers, labor, and business in the U.S. free enterprise system.
- Demonstrates knowledge of basic concepts of consumer economics (e.g., factors involved in decisions to acquire goods and services, means by which savings can be invested, risks and rewards of various investment options).

**Competency 019 (Science, Technology, and Society)**

**The teacher understands major scientific and mathematical discoveries and technological innovations and the societal significance of these discoveries and innovations.**

The beginning teacher:

- Demonstrates knowledge of how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.
- Traces the spread of ideas in mathematics, science, and technology from the Greco-Roman, Indian, Islamic, and Chinese civilizations to other civilizations.
- Demonstrates knowledge of the contributions of significant scientists and inventors (e.g., Copernicus, Galileo, Sir Isaac Newton, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton).
- Analyzes connections between major developments in science and technology and the growth of industrial economies and societies in the eighteenth, nineteenth, and twentieth centuries.
- Demonstrates knowledge of how specific developments in science and technology have affected the economic development of the United States (e.g., cotton gin, Bessemer steel process, electric power, telegraph and telephone, railroad, petroleum-based products, computers).
- Analyzes moral and ethical issues related to changes in science and technology.
- Analyzes the impact of scientific discoveries and technological innovations on daily life in the United States (e.g., radio, television, automobile, polio vaccine).

## DOMAIN VI—SOCIAL STUDIES FOUNDATIONS, SKILLS, RESEARCH, AND INSTRUCTION

### Competency 020 (Social Studies Foundations and Skills)

**The teacher understands social studies terminology and concepts; the philosophical foundations of social science inquiry; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in social studies contexts.**

The beginning teacher:

- Demonstrates knowledge of the philosophical foundations of social science inquiry.
- Uses social studies terminology correctly.
- Knows how knowledge generated by the social science disciplines affects society and people's lives, understands practical applications of social studies education, and knows how to use social studies information and ideas to study social phenomena.
- Understands how social science disciplines relate to each other and to other content areas.
- 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 and analyze information, identify options, predict consequences, and take action to implement decisions.

**Competency 021 (Sources of Social Studies Information; Interpreting and Communicating Social Studies Information)**

**The teacher understands sources of social studies information and knows how to interpret and communicate social studies information in various forms.**

The beginning teacher:

- Demonstrates knowledge of characteristics and uses of primary and secondary sources (e.g., databases, maps, photographs, documents, biographies, interviews, questionnaires, artifacts).
- Evaluates the validity of social studies information from primary and secondary sources and identifies bias (e.g., assessing source validity on the basis of language, corroboration with other sources, and information about the author).
- Assesses multiple points of view and frames of reference relating to social studies issues, and knows how to support a point of view on a social studies issue or event.
- Organizes and interprets information from outlines, reports, databases, narratives, literature, and visuals including graphs, charts, timelines, and maps.
- Knows how to use maps and other graphics to present geographic, political, historical, economic, and cultural features, distributions, and relationships.
- Uses maps to obtain and analyze data for solving locational problems and to answer questions, infer relationships, and analyze spatial change.
- Communicates and interprets social studies 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).
- Analyzes various economic indicators to describe and measure levels of economic activity.
- Uses economic models such as production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic data.

**Competency 022 (Social Studies Research)**

**The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting information.**

The beginning teacher:

- Knows how to formulate research questions.
- Uses appropriate procedures to reach supportable judgments and conclusions in social studies.
- Understands social studies research and knows how social scientists and historians locate, gather, organize, analyze, interpret, and report information using standard research methodologies.
- Knows how to analyze social studies information by sequencing, categorizing, identifying associations and cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.
- Analyzes social studies data using basic mathematical and statistical concepts and other analytical methods.

### **Competency 023 (Social Studies Instruction and Assessment)**

**The teacher understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in social studies.**

The beginning teacher:

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS), and understands the vertical alignment of social studies in the TEKS from grade level to grade level, including prerequisite knowledge and skills.
- Selects and uses developmentally appropriate instructional practices, activities, technologies, and materials to promote student knowledge, skills, and progress in social studies.
- Understands the appropriate use of technology as a tool for learning and communicating social studies concepts, and provides instruction on how to locate, retrieve, and retain content-related information from a range of texts and technologies.
- Uses a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.
- Provides instruction on how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, atlases, and glossaries.
- Knows how to provide instruction that makes connections between knowledge and methods in social studies and in other content areas.
- Provides instruction that models and promotes understanding of various points of view.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in social studies.
- Uses multiple forms of assessment and knowledge of the TEKS to determine students' progress and needs and to help plan instruction in social studies.



## SECTION III

### 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 8–12 test and to suggest possible ways to approach thinking about and answering the multiple-choice 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 8–12 test is designed to include 120 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 8–12 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 8–12 competency 014: *The teacher understands the principles of democratic government and the structure and functioning of government in the United States.*

Which of the following best describes a common aim of the Fifteenth, Nineteenth, Twenty-fourth, and Twenty-sixth Amendments to the U.S. Constitution?

- A. to promote the general welfare and insure domestic tranquility
- B. to protect the due process rights of U.S. citizens
- C. to remove barriers to popular participation in the democratic process
- D. to clarify the constitutional powers of state governments

### *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, recall the central provisions of the four amendments: to remove race-based restrictions on voting (Fifteenth Amendment); to remove gender-based restrictions on voting (Nineteenth Amendment); to outlaw poll taxes (Twenty-fourth Amendment); to give eighteen-year-olds the right to vote (Twenty-sixth Amendment). Now look at the response options and consider how this information might be applied to the statements presented in each option.

Although removing restrictions on voter eligibility may improve the quality of the lives of those obtaining the right to vote, it does not promote the general welfare (option A) in the same broad way that constructing a national highway system and similar initiatives do. It could also be argued that increasing the pool of eligible voters helps insure domestic tranquility (option A) by providing a peaceful means of resolving political differences. But this was not the reason that the four amendments were proposed and ratified. Supporters of the amendments were much more concerned about correcting social injustices.

Being able to vote certainly increases the capacity of people to protect their due process rights (option B). Again, however, this was not the main reason that the four amendments were proposed and ratified. Had supporters of the amendments been primarily concerned about protecting due process rights, they would have addressed the issue directly, as was done in the Fifth and Fourteenth Amendments to the Constitution. Due process rights are only one of many freedoms that are indirectly protected by the extension of voting rights.

All four amendments removed barriers to popular participation in the democratic process (option C): the Fifteenth Amendment did so by granting African Americans the right to vote; the Nineteenth Amendment did so by responding to demands for women's suffrage; the Twenty-fourth Amendment did so by outlawing a device that had been used to restrict African American voting; and the Twenty-sixth Amendment did so by lowering the voting age from twenty-one to eighteen years.

Although the four amendments affected the constitutional powers of state governments (option D) by forcing them to make changes in state voting laws, the amendments were not designed to clarify those powers. As noted above, the main concern of their supporters was to correct social injustices.

In this way, analysis of the four options should lead you to select option C as the best response.

### CLUSTERED ITEMS

Some questions are preceded by stimulus material that relates to the question. 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.*

### ***Suggested Approach***

First read the stimulus (two statements discussing U.S. intervention in World War I).

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

#### **Passage A**

The present German submarine warfare against commerce is a warfare against humankind. It is a war against all nations. American ships have been sunk, American lives taken in ways that have stirred us very deeply. But the ships and people of other neutral, friendly nations have been sunk in the same way. There has been no discrimination. The challenge is to all people. . . .

We are now about to accept battle with the natural foe of liberty and shall, if necessary, spend the whole force of the nation to end its power. We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included; for the rights of nations great and small and the privilege of human beings everywhere to choose their way of life and obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

#### **Passage B**

Our entrance into the European conflict will serve only to multiply the horrors of the war, to increase the toll of death and destruction and to prolong the fiendish slaughter. It will bring death, suffering, and destruction to the people of the United States and particularly to the working class. It will give the powers of reaction in this country the pretext for an attempt to throttle our rights and to crush our democratic institutions, and to fasten upon this country a permanent militarism.

The working class of the United States has no quarrel with the working class of Germany or of any other country. The people of the United States have no quarrel with the people of Germany or any other country. The American people did not want and do not want this war. . . . They have been plunged into this war by the trickery and treachery of the ruling class of the country through its representatives in the National Administration and National Congress, its demagogic agitators, its subsidized press, and other servile instruments of public expression.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 022: *The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting information.*

Based on information contained in Passage A, it is reasonable to infer that the author believed that:

- A. U.S. intervention would bring the war to a swift conclusion.
- B. sea power was the key to effective national defense.
- C. the United States viewed intervention as a means of expanding foreign trade.
- D. the United States had no selfish motives for entering the war.

Consider carefully the information presented in the stimulus. Then read and consider this first question, which asks about the assumptions underlying the author's statement.

There is no evidence in Passage A that the author believed U.S. intervention would bring the war to a swift conclusion (option A). There is evidence to suggest the contrary, however. The statement that Americans are prepared to "spend the whole force of the nation" to achieve their war aims indicates a recognition that the struggle could be long and costly.

Although the author of Passage A is concerned about freedom of the seas, there is no evidence that he believed sea power was the key to effective national defense (option B). He condemns German submarine warfare because of its destruction of innocent lives and neutral shipping, not because it threatens American sea power.

In the first sentence of paragraph one, the author of Passage A declares that "German submarine warfare against commerce is a warfare against humankind." When this statement is read in context, however, it is clear that the author is much more concerned about the warfare against humankind than about the warfare against commerce. Consequently, there is no reason to believe that he saw U.S. intervention as a means of expanding foreign trade (option C).

There is, however, considerable reason to believe that the author of Passage A felt that the United States had no selfish motives for entering the war (option D). This is specifically evident in the second paragraph, where he states that the nation will be fighting for world peace, the liberation of oppressed peoples, and "the privilege of human beings everywhere to choose their way of life and obedience."

In this way, analysis of the four options should lead you to select option D as the best response.

Now you are ready to answer the next question. The second question also measures competency 022: *The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting information.*

Compared with the author of Passage A, the author of Passage B is more concerned about the:

- A. political consequences of U.S. intervention in the war.
- B. war's effect on the global balance of power.
- C. ideological goals of the U.S. war effort.
- D. war's effect on the economy of the United States.

Again, consider carefully the information presented in the stimulus. Read and consider this second question, which asks about the main concerns of the two authors.

The author of Passage B is very concerned about the political consequences of U.S. intervention in the war (option A). This is specifically evident in the last sentence of paragraph one, where the author declares that intervention "will give the powers of reaction in this country the pretext for an attempt to throttle our rights and to crush our democratic institutions, and to fasten upon this country a permanent militarism." By comparison, the author of Passage A makes no mention of the domestic political consequences of U.S. intervention in the conflict.

The author of Passage B does express concern about the effect that intervention will have on power relations within the United States. However, the author's concern does not extend to the global balance of power (option B). Apart from an effort to justify U.S. neutrality, the author appears uninterested in the international consequences of the conflict.

Although influenced by Marxist ideology, the author of Passage B is not particularly concerned about the ideological goals of the U.S. war effort (option C). The writer is certainly not as concerned about them as the author of Passage A, who provides an able summary of those goals in the second paragraph of that passage.

The author of Passage B expresses great concern about the war's effect on working people. As noted above, however, this concern is political rather than economic. There is no discussion in Passage B of the war's effect on the U.S. economy (option D).

In this way, analysis of the four options should lead you to select option A as 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 92 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 8–12

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1. Which of the following best describes an important contribution of the ancient Romans to western civilization?
  - A. Their scientific discoveries established a foundation for the development of transoceanic navigation.
  - B. Their dramatic works had a major influence on the development of European theatre.
  - C. Their religious traditions established a foundation for the development of Christianity.
  - D. Their legal system had a major influence on the development of modern jurisprudence.

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

*The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.*

2. In ancient China, the concept of the Mandate of Heaven served which of the following purposes?
- A. establishing a code of conduct for interclass relations
  - B. encouraging territorial expansion through warfare
  - C. legitimizing the transfer of power from one dynasty to another
  - D. making ancestor worship an integral part of daily life

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

*The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.*

3. Which of the following best describes a major characteristic of classical Mayan civilization (A.D. 250 to A.D. 900)?
- A. Religious principles permeated all aspects of Mayan life.
  - B. Merchants dominated the upper rungs of the Mayan social structure.
  - C. Members of all social groups in Mayan society had similar rights.
  - D. Most Mayans lived in densely populated urban centers.

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

*The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.*

4. Which of the following features of Byzantine civilization between the sixth and tenth centuries most distinguished it from western societies of the period?
- A. the wide division between rich and poor in Byzantine society
  - B. the wealth and vitality of Byzantine cities
  - C. the importance of family relationships in Byzantine politics
  - D. the monotheistic character of Byzantine religion

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

*The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 A.D. to 1350.*

5. In which of the following ways did the Crusades most influence the development of western European society?
- A. They enhanced the authority and prestige of the papacy in European politics.
  - B. They introduced Europeans to religious doctrines that would disrupt the unity of the medieval church.
  - C. They added to the wealth of feudal nobles in European society.
  - D. They motivated Europeans to establish permanent commercial contact with eastern lands.

***The item above measures competency 002:***  
*The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 A.D. to 1350.*

6. 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.

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

*The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.*

7. The cultural exchanges that took place between Europeans and the indigenous peoples of the Americas during the sixteenth and seventeenth centuries most influenced which of the following?
- A. global distribution of energy sources
  - B. patterns of family organization among Native Americans
  - C. global distribution of plant and animal life
  - D. patterns of political organization among Europeans

***The item above measures competency 003:***  
*The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.*

8. Which of the following was a major cause of the Latin American independence movements of the early nineteenth century?
- A. Spanish restrictions on colonial economic and political activity
  - B. the expansion of Catholic missions in Latin America
  - C. Spanish restrictions on the transatlantic slave trade
  - D. the expansion of trade between Latin America and the United States

***The item above measures competency 004:***  
*The teacher understands significant historical events and developments in world history from 1815 to the present.*

9. Territorial changes resulting from World War I played a major role in which of the following European conflicts in the later twentieth century?
- A. the ideological confrontation between East and West Germany (1949–1990)
  - B. the Soviet invasion of Czechoslovakia (1968)
  - C. the violent campaign by Basque separatists against the government of Spain (1968–present)
  - D. the wars among Serbia, Bosnia, and Croatia (1991–1995)

***The item above measures competency 004:***  
*The teacher understands significant historical events and developments in world history from 1815 to the present.*

10. Nelson Mandela most directly influenced which of the following phases of the struggle against apartheid in South Africa?
- A. the effort to turn the African National Congress into an effective political force during the 1950s
  - B. the creation of a black South African government-in-exile during the 1960s
  - C. the economic and political mobilization of black South African workers during the 1970s
  - D. the organization of international boycotts of South African goods during the 1980s

*The item above measures competency 004:  
The teacher understands significant historical events and developments in world history from 1815 to the present.*

11. In which of the following ways did mercantilist doctrine most influence the decision to establish English colonies in North America?
- A. It established procedures for reducing the risk involved in major economic undertakings.
  - B. It provided a theoretical basis for state nonintervention in economic affairs.
  - C. It prompted political leaders to view national power in terms of economic competition with other nations.
  - D. It created a conceptual framework for the early development of capitalism.

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

*The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.*

12. During the seventeenth century, indentured servants formed a much larger proportion of the population in Maryland and Virginia than they did in New England. A major reason for this was:
- A. differences in the religious institutions of the two regions.
  - B. the larger number of people living in New England.
  - C. the greater wealth of landowners in Maryland and Virginia.
  - D. differences in the agricultural systems of the two regions.

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

*The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.*

13. Many Native American groups believed that, compared with the activities of French colonists, English colonialism posed a much greater threat to their way of life. Which of the following best explains why they felt this way?
- A. English troops were more numerous than their French counterparts.
  - B. English farmers were steadily expanding their areas of settlement.
  - C. English merchants attempted to monopolize the fur trade.
  - D. English missionaries were more aggressive than French Jesuits.

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

*The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.*

14. Which of the following consequences of the Continental Army's victory in the Battles of Saratoga (1777) had the greatest influence on the outcome of the Revolutionary War?
- A. Lord North's authorization of the formation of a peace commission
  - B. General Burgoyne's surrender of his complete force of 6,000 men
  - C. France's signing of a formal alliance with the United States
  - D. Great Britain's decision to shift the field of battle southward

***The item above measures competency 006:***  
*The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.*

15. Which of the following was most necessary if the government established by the Articles of Confederation was to operate effectively?
- A. maintaining cooperation among state governments
  - B. establishing a stable, two-party political system
  - C. selecting a popular chief executive
  - D. resolving conflicts between rural areas and urban centers

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

*The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.*

16. The activities of Harriet Tubman were most closely associated with which of the following causes of the Civil War?
- A. the antislavery agitation of Garrisonian abolitionists
  - B. violations of the Fugitive Slave Act of 1850
  - C. disputes about the expansion of slavery in western territories
  - D. the formation of the Free-Soil Party in the late 1840s

*The item above measures competency 007:  
The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.*

17. In which of the following ways did the Mexican War (1846–1848) most influence the growth of sectionalism in the period before the Civil War?
- A. The disruption of customary trade between the Southwest and other parts of the country provoked debate over national economic policy.
  - B. Northern Whig opposition to the war prompted massive defections among Southern party members.
  - C. The actions of some Southern regiments raised questions about the South's allegiance to the national government.
  - D. The prospect of new land acquisitions provoked debate over the question of slavery in the territories.

***The item above measures competency 007:***  
*The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.*

18. Radical Republican plans to take political control of the South after the Civil War, protect southern Unionists, and assist the freed slaves failed primarily because of:
- A. the refusal of most southern whites to recognize the legitimacy of Republican state governments.
  - B. the destructive impact of the Civil War on the southern economic system.
  - C. the opposition of the U.S. Supreme Court to major elements of the Republican program.
  - D. the stability and recovery of the national economy in the decade after the Civil War.

*The item above measures competency 007:  
The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.*

19. In which of the following ways did Franklin Roosevelt reorient U.S. foreign policy before U.S. entry into World War II?
- A. by terminating diplomatic relations with undemocratic governments
  - B. by increasing U.S. involvement in European affairs
  - C. by attempting to open Asian markets to U.S. manufacturers
  - D. by emphasizing the importance of maintaining a strong standing army

***The item above measures competency 008:***

*The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.*

20. Which of the following best describes the U.S. reaction to the successful launch of the Soviet satellite *Sputnik* in 1957?
- A. Fears that that United States had fallen behind the Soviets in scientific research made educational reform a matter of national security.
  - B. A growing conviction that the Soviets could not be trusted led U.S. policymakers to abandon efforts to initiate arms control talks.
  - C. Suspicions that Soviet spies had compromised the U.S. space program prompted a major reassessment of internal security policies.
  - D. A growing belief that war was imminent led the Eisenhower administration to increase military spending.

***The item above measures competency 008:***

*The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.*

21. Progressive reformers of the early twentieth century *differed* most from late-nineteenth-century Populists in their:
- A. emphasis on scientifically based solutions to social problems.
  - B. opposition to antidemocratic practices.
  - C. commitment to social justice.
  - D. condemnation of corporate abuses.

***The item above measures competency 009:***  
*The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.*

22. The role of the federal government in U.S. society expanded most dramatically as a result of:
- A. westward expansion between 1840 and 1880.
  - B. immigration and urbanization between 1870 and 1910.
  - C. economic depression between 1929 and 1940.
  - D. technological innovation between 1970 and 2000.

***The item above measures competency 009:***  
*The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.*

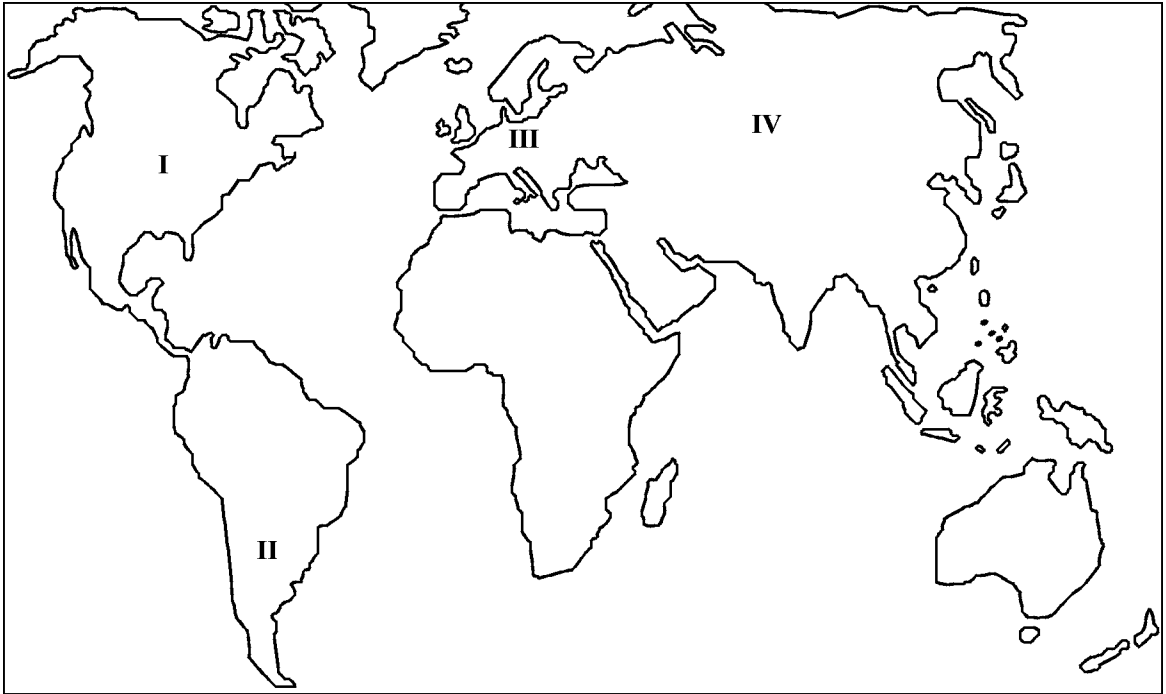
23. The civil rights movement of the 1960s sought to address unresolved issues that had been major topics of national debate during the:
- A. Reconstruction era following the Civil War.
  - B. Gilded Age of the late nineteenth century.
  - C. Progressive Era of the early twentieth century.
  - D. Great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

***The item above measures competency 009:***  
*The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.*

24. Which of the following is most important in determining the number and distribution of plants and animals in different regions of the earth?
- A. soil fertility and latitude
  - B. the ratio of producers to consumers
  - C. temperature and rainfall
  - D. the ratio of predators to prey

***The item above measures competency 010:***  
*The teacher understands basic geographic concepts, natural processes involving the physical environment, and Earth's physical features.*

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



The Roman numerals on the map above mark the location of physical regions dominated by which of the following landforms?

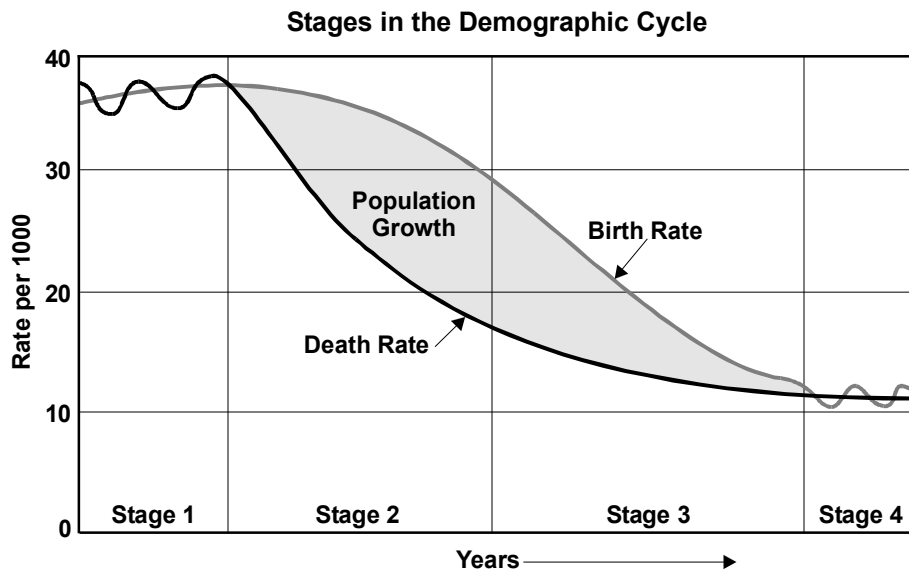
- A. deserts
- B. mountains
- C. plains
- D. plateaus

***The item above measures competency 010:***  
*The teacher understands basic geographic concepts, natural processes involving the physical environment, and Earth's physical features.*

26. Which of the following is a gradational process?
- A. river delta formation
  - B. faulting and folding of sedimentary strata
  - C. volcanic eruptions
  - D. formation of terraces through downcutting

***The item above measures competency 010:***  
*The teacher understands basic geographic concepts, natural processes involving the physical environment, and Earth's physical features.*

Use the graph below to answer the three questions that follow.



27. Which of the following best explains why Stage 1 of the demographic model above is rarely found in the contemporary world?
- A. widespread adoption of market economic models
  - B. global improvements in transportation and communication
  - C. widespread adoption of birth control techniques
  - D. global improvements in sanitation, health care, and food availability

*The item above measures competency 011:  
The teacher understands global and regional patterns of culture and characteristics and processes associated with different cultural regions.*

28. Which of the following contemporary countries most closely matches the demographic pattern shown in Stage 4 of the model above?
- A. Japan
  - B. Mexico
  - C. India
  - D. Brazil

*The item above measures competency 011:  
The teacher understands global and regional patterns of culture and characteristics and processes associated with different cultural regions.*

29. Which of the following changes most often occurs as societies shift from Stage 3 to Stage 4 of the model?
- A. People begin to view children as consumers rather than producers.
  - B. Families assume an increasingly broader range of social and economic functions.
  - C. People begin to marry at increasingly younger ages.
  - D. Families become the main social context for the transmission of cultural information and values.



***The item above measures competency 013:***  
*The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.*

30. In 1947 the British partitioned India to create the nation of Pakistan. Two years later, the United Nations voted to partition Palestine to create the state of Israel. In which of the following ways were these political divisions most similar?
- A. Both were made in an effort to resolve differences caused by religious tensions.
  - B. Both divisions were made along significant geographic boundaries.
  - C. In neither case did nationalist ideologies play a significant role.
  - D. In both cases, the primary result of political division was intensified economic rivalry.

*The item above measures competency 011:  
The teacher understands global and regional patterns of culture and characteristics and processes associated with different cultural regions.*

31. Which of the following most influenced the settlement of the Gulf Plains region of the southern United States during the first half of the nineteenth century?
- A. the availability of mineral resources used in manufacturing
  - B. the construction of canals linking backcountry settlements to the coast
  - C. the availability of vast tracts of fertile land
  - D. the construction of steamboats able to sail up the Mississippi River

***The item above measures competency 012:***  
*The teacher understands the nature and significance of interactions among peoples, places, and environments.*

32. The brown haze called photochemical smog is most likely to be a problem in U.S. cities:
- A. where trees and other vegetation occupy only a small portion of the landscape.
  - B. with many tall buildings; cool, humid weather; and cloud cover for much of the year.
  - C. where most manufacturing enterprises are located in the central business district.
  - D. with heavy automobile traffic; warm, sunny weather; and poor air circulation.

*The item above measures competency 012:  
The teacher understands the nature and significance of interactions among  
peoples, places, and environments.*

33. Which of the following best describes how geographic factors influenced the development of ancient Greek civilization?
- A. The numerous islands surrounding the peninsula complicated defense efforts and encouraged invasions by neighboring societies.
  - B. An abundance of fertile soil in coastal areas of the peninsula made it possible to feed the growing populations of major urban centers.
  - C. The many mountain ranges crisscrossing the peninsula hindered communication and contributed to the rise of independent city-states.
  - D. The rich deposits of mineral resources found in mountainous areas of the peninsula facilitated the production of valuable trade goods.

***The item above measures competency 012:***  
*The teacher understands the nature and significance of interactions among peoples, places, and environments.*

34. The behaviorist perspective of human learning is primarily concerned with the:
- A. ways in which perception and thought influence human interactions.
  - B. effect of environmental stimulation on human learning.
  - C. ways in which social relationships are formed and developed.
  - D. effect of biological constraints on human learning.

***The item above measures competency 013:***

*The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.*

35. Which of the following accurately describes an important step in the process by which a bill becomes law in the U.S. Congress?
- A. All legislative proposals must first be introduced by formal announcement on the floor of the House of Representatives.
  - B. A bill must have three readings before it is referred to an appropriate standing committee for study.
  - C. Before a House bill is sent to the Senate, the House Rules Committee removes any amendments that are not related to the bill.
  - D. When final House and Senate versions of a bill differ, a conference committee meets to resolve the differences.

***The item above measures competency 014:***

*The teacher understands the principles of democratic government and the structure and functioning of government in the United States.*

36. In which of the following ways does 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 014:***

*The teacher understands the principles of democratic government and the structure and functioning of government in the United States.*

37. **Read the excerpt below from an article on campaign finance; then answer the question that follows.**

Broadcast time is the single largest expense in political campaigns, accounting for more than half the spending in competitive races for Congress, governor and the presidency. In 2000, candidates and parties spent as much as \$1 billion to air television ads in presidential, congressional and local races—a 43% increase over 1992. If the broadcast industry were required to provide that much political advertising for free each two-year election cycle, it would substantially reduce the fundraising pressures that candidates face. And it would do so at a cost to broadcasters of less than one percent of gross annual ad revenues.

Which of the following groups would most likely support the above proposal?

- A. broadcasters and the advertising industry
- B. third party candidates and their supporters
- C. elected officials and their campaign staffs
- D. lobbyists for corporate and business groups

*The item above measures competency 015:  
The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.*

38. Which of the following is the main reason why reformers worked to establish a system of primary elections during the early twentieth century?
- A. to reduce the advantage of incumbents in the nominating process
  - B. to increase citizen participation in the nomination of political candidates
  - C. to reduce the role of the media in the nominating process
  - D. to increase party accountability for the conduct of political candidates

***The item above measures competency 015:***  
*The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.*

39. Which of the following was the primary aim of the women's rights movement in the United States during the nineteenth century?
- A. to change the traditional image of women as homemakers and mothers
  - B. to abolish workplace rules that discriminated against women workers
  - C. to uphold women's right to own property
  - D. to eliminate barriers to women's participation in the political process

***The item above measures competency 015:***  
*The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.*

40. **Read the excerpt below from the writings of Simón Bolívar; then answer the question that follows.**

A republican magistrate is an individual set apart from society, charged with checking the impulse of the people toward license and the propensity of judges toward abuse of the laws. He is directly subject to the legislative body, the senate, and the people: he is the one man who resists the combined pressure of the opinions, interests, and passions of the social state. . . .

Let us see to it that the strength of the public is kept within the limits prescribed by reason and interest; that the national will is confined within the bounds set by a just power; that the judiciary is rigorously controlled by civil and criminal laws. . . .

Bolívar's argument in the passage above rests upon which of the following concepts of democratic government?

- A. separation of powers
- B. federalism
- C. due process of law
- D. popular sovereignty

***The item above measures competency 016:***

*The teacher understands the development of political systems and the similarities and differences among major historical and contemporary forms of government.*

41. Which of the following most accurately describes a major difference between the spread of democratic ideas in Europe and in the New World during the Age of Revolution?
- A. Members of the middle class played a significant role in the spread of democratic ideas in Europe but not in the New World.
  - B. The spread of democratic ideas stimulated a renewed interest in religion in the Americas but not in Europe.
  - C. Writers from the Enlightenment period strongly influenced the spread of democratic ideas in Europe but not in the New World.
  - D. Anticolonial movements played a major role in the spread of democratic ideas in the Americas but not in Europe.

***The item above measures competency 016:***

*The teacher understands the development of political systems and the similarities and differences among major historical and contemporary forms of government.*

42. **Read the excerpt below from a letter to a newspaper opposing the use of public funds to finance construction of a parking garage in a community's downtown business district; then answer the question that follows.**

If this garage must be built, it should be financed by the people who will benefit most from its construction—downtown business owners. Public funds should be directed toward the creation of a healthy social and physical environment for our entire community. If we spend \$2.5 million on a garage now, we will not be able to build a new community center or to increase recreational programming for teens, both of which are pressing needs at the moment. I urge citizens to consider the best uses for our limited revenues and to vote against building this garage with public funds.

The writer's argument in the excerpt above is based on which of the following economic concepts?

- A. law of supply and demand
- B. marginal utility
- C. law of diminishing returns
- D. opportunity cost

***The item above measures competency 017:***

*The teacher understands basic economic concepts, major developments in economic thought, and various types of economic systems.*

43. Which of the following best describes Adam Smith's main contribution to the development of economic thought?
- A. He attempted to show how the free enterprise system provides the most efficient means of allocating capital.
  - B. He developed a model for describing and analyzing business activity in market economies.
  - C. He attempted to establish the theoretical bases for a monetarist approach to economic analysis.
  - D. He provided a multidisciplinary explanation of the effects of population growth on economic development.

***The item above measures competency 017:***

*The teacher understands basic economic concepts, major developments in economic thought, and various types of economic systems.*

44. During the 1990s, the United States signed trade pacts such as the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) that were designed to remove barriers to international commerce. A common argument made by organizations *opposed* to these initiatives was that:
- A. eliminating tariffs on foreign imports would remove an important source of government revenue.
  - B. U.S. companies should not be forced to comply with regulatory standards contained in the agreements.
  - C. they were likely to result in job cuts in U.S. industries facing competition from low-cost foreign products.
  - D. by encouraging foreign imports the agreements would decrease U.S. business investment in research and development.

***The item above measures competency 017:***

*The teacher understands basic economic concepts, major developments in economic thought, and various types of economic systems.*

45. Which of the following best describes a situation that the Sherman Antitrust Act of 1890 sought to prevent?
- A. A farm cooperative decides to sell corn and wheat produced by members at prices below the cost of production.
  - B. Two major firms in an industry agree to merge in an effort to control the market for their products.
  - C. A railroad company purchases several small feeder lines to expand its market in one region of the country.
  - D. Two labor unions combine resources to organize an industry with a multioccupational work force.

***The item above measures competency 018:***

*The teacher understands the structure and operation of the U.S. free enterprise system, the role of government, business, consumers, and labor in the system, and basic concepts of consumer economics.*

46. In a free enterprise system, economic incentives most directly contribute to improved living standards by:
- A. promoting increased consumer purchases.
  - B. encouraging banks to reduce interest rates.
  - C. promoting increased productivity.
  - D. encouraging employers to raise wages.

***The item above measures competency 018:***

*The teacher understands the structure and operation of the U.S. free enterprise system, the role of government, business, consumers, and labor in the system, and basic concepts of consumer economics.*

47. The early modern perception of the universe as a vast machine governed by systematic impersonal forces was based primarily on:
- A. Galileo's discovery that other planets besides Earth had moons.
  - B. Nicolaus Copernicus's calculations of astronomical positions.
  - C. Sir Isaac Newton's research on the laws of motion.
  - D. René Descartes's observations on the relationship between spirit and matter.

***The item above measures competency 019:***

*The teacher understands major scientific and mathematical discoveries and technological innovations and the societal significance of these discoveries and innovations.*

48. The work of Marie Curie contributed most directly to which of the following scientific advances?
- A. the creation of a table of chemical elements
  - B. the invention of the transistor
  - C. the development of gene-mapping techniques
  - D. the discovery of radioactivity

***The item above measures competency 019:***  
*The teacher understands major scientific and mathematical discoveries and technological innovations and the societal significance of these discoveries and innovations.*

49. During the "Green Revolution" that was initiated in many developing countries during the 1960s, agricultural scientists promoted the use of fertilizers, pesticides, and high-yield strains of various crops in order to increase food production. Which of the following accurately describes a negative consequence of the Green Revolution for people in affected countries?
- A. It increased the number and variety of disease-causing organisms.
  - B. It harmed small farmers who could not afford to adopt the changes.
  - C. It increased the price of basic foodstuffs for consumers.
  - D. It reduced the nutritional content of food crops.

***The item above measures competency 019:***  
*The teacher understands major scientific and mathematical discoveries and technological innovations and the societal significance of these discoveries and innovations.*

50. A geographer would most likely use the term *cultural landscape* when discussing the:
- A. spatial density of wild plants in a region foraged by indigenous peoples for food and medicine.
  - B. buildings, parks, roads, and other human modifications to the environment in an urban community.
  - C. exchange of songs, stories, and artistic techniques among people of different cultures.
  - D. functions of theaters, museums, and similar institutions in a culturally pluralistic society.

***The item above measures competency 020:***  
*The teacher understands social studies terminology and concepts; the philosophical foundations of social science inquiry; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in social studies contexts.*

51. Psychology differs most from other social sciences in the extent to which it:
- A. seeks to predict what will happen in the future.
  - B. makes use of sophisticated mathematical tools.
  - C. uses research findings to solve human problems.
  - D. focuses on the behavior of individuals.

***The item above measures competency 020:***  
*The teacher understands social studies terminology and concepts; the philosophical foundations of social science inquiry; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in social studies contexts.*

52. The main difference between primary and secondary historical sources is that primary sources:
- A. focus on the causes rather than the effects of historical developments.
  - B. contain firsthand information about the past.
  - C. reflect the general climate of opinion at the time the source was produced.
  - D. contain information that can be verified by other sources.

***The item above measures competency 021:***

*The teacher understands sources of social studies information and knows how to interpret and communicate social studies information in various forms.*

53. Use the chart below to answer the question that follows.

Distribution of Total Family Income Among Various Segments of the Population, 1929–1944 (in percentages)						
Year	Poorest Fifth	Second-Poorest Fifth	Middle Fifth	Second-Wealthiest Fifth	Wealthiest Fifth	Wealthiest 5 Percent
1929		12.5 <sup>1</sup>	13.8	19.3	54.4	30.0
1935–1936	4.1	9.5	14.1	20.9	51.7	26.5
1941	4.1	9.5	15.3	22.3	48.8	24.0
1944	4.9	10.9	16.2	22.2	45.8	20.7

<sup>1</sup>The poorest two-fifths of the population received 12.5 percent of total family income.

Information presented in the chart above best supports which of the following generalizations about the New Deal era?

- A. During the New Deal era, the nation's least affluent citizens enjoyed a substantial increase in income.
- B. The New Deal era witnessed a moderate redistribution of income from the nation's wealthier citizens to the nation's less wealthy citizens.
- C. During the New Deal era, changes in income distribution sharply reduced the threat of social instability.
- D. The New Deal era witnessed a substantial redistribution of income from the upper middle class to the lower middle class.

***The item above measures competency 021:***

*The teacher understands sources of social studies information and knows how to interpret and communicate social studies information in various forms.*

54. A sociologist has identified a topic for a research project. Which line on the chart below describes the most effective strategy for conducting research on the topic?

Line	First Step	Second Step	Third Step
A	Examine current theory and research on the topic.	Formulate a testable hypothesis.	Develop a plan for data collection and analysis.
B	Develop a plan for data collection and analysis.	Examine current theory and research on the topic.	Formulate a testable hypothesis.
C	Formulate a testable hypothesis.	Develop a plan for data collection and analysis.	Examine current theory and research on the topic.
D	Develop a plan for data collection and analysis.	Formulate a testable hypothesis.	Examine current theory and research on the topic.




- A. Line A
- B. Line B
- C. Line C
- D. Line D

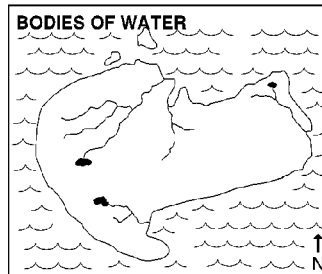
***The item above measures competency 022:***  
*The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting information.*

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

To begin a geography lesson, a 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.




**MAP A: Bodies of Water**

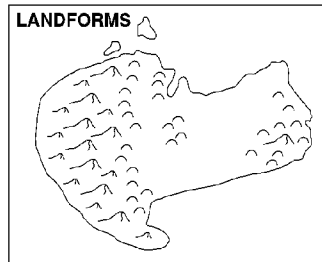
-  ocean
-  river
-  lake







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.

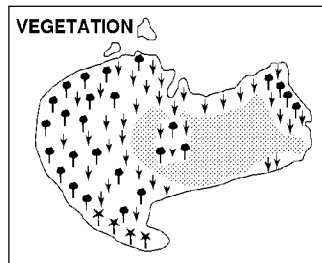
**MAP B: Landforms**

-  mountainous areas
-  hilly areas
-  flat areas








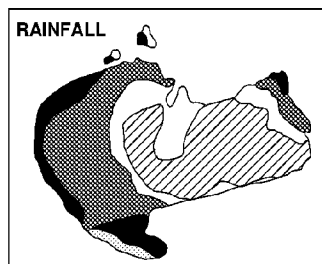
**MAP C: Vegetation**

-  grass
-  hardwood trees
-  tropical trees
-  shrubs or no vegetation



**MAP D: Rainfall**  
(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



Scale: 3/4 inch = 50 miles

55. This activity would be particularly useful for promoting students' ability to:
- A. use primary source materials.
  - B. recognize inadequately supported generalizations.
  - C. apply decision-making steps and procedures.
  - D. evaluate the reliability of information presented in various formats.

***The item above measures competency 023:***  
*The teacher understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in social studies.*

56. 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 inter-relationships 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 023:***  
*The teacher understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in social studies.*

57. Which of the following would be the most appropriate and effective way to use this activity to complement a series of language arts lessons on the use of oral language for persuasion?
- A. Have each group of students develop and present to the class a "television commercial" designed to promote tourism for their island settlement.
  - B. Have each group of students use the four maps to compile a detailed description of the physical features found at their settlement site; then have them present the information to the class in a speech, using visual aids to support their data.
  - C. Have each group of students use real and invented scientific terms to role-play being geologists presenting a description of the settlement site to other scientists at an important geological conference.
  - D. Have each group of students use creative drama to depict the original founding of their settlement, including in their dialogue physical descriptions of the site.



***The item above measures competency 023:***  
*The teacher understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in social studies.*



## ACKNOWLEDGMENTS

### Question

Stimulus

Preceding

- Question 27. Jerome Fellmann, et al., "Stages in the demographic cycle." Fig. 4.15. As appears in *Human Geography: Landscapes of Human Activities* copyright © 1990. Wm. C. Brown Publishers. p. 104. With permission of the McGraw-Hill Companies. **(Page 58)**
37. Excerpt from "Free Air Time," *Alliance for Better Campaigns*. <http://bettercampaigns.org>. Excerpt from "Lowest Unit Charge," *Alliance for Better Campaigns*. <http://bettercampaigns.org>. Printed with permission of Alliance for Better Campaigns. **(Page 68)**
40. Vicente Lecuna, et al., (eds.) *Selected Writings of Bolivar* (New York: The Colonial Press, 1951), Vol. 1, pp 175–191; Vol. 2, pp 596–602. As appears in E. Bradford Burns, Ed., *Latin America Conflict and Creation*. © 1993 by Prentice-Hall, Inc. A Simon and Schuster Company (Englewood Cliffs: Prentice-Hall), p. 55. **(Page 71)**
53. U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970* (Washington, D.C.: U.S. Government Printing Office, 1975), p. 301, in Mary Beth Norton, et al., *A People and a Nation: A History of the United States* (Boston: Houghton Mifflin Company, 1986), p. 759. **(Page 84)**

Stimulus

Preceding

- Question 55. David Welton and John Mallan, *Children and Their World*, third edition. Copyright 1988 by Houghton-Mifflin Company. **(Page 86)**

## ANSWER KEY

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Item Number	Correct Answer	Competency
1	D	001
2	C	001
3	A	001
4	B	002
5	D	002
6	C	003
7	C	003
8	A	004
9	D	004
10	A	004
11	C	005
12	D	005
13	B	005
14	C	006
15	A	006
16	B	007
17	D	007
18	A	007
19	B	008
20	A	008
21	A	009
22	C	009
23	A	009
24	C	010
25	C	010
26	A	010
27	D	011
28	A	011
29	A	013

Item Number	Correct Answer	Competency
30	A	011
31	C	012
32	D	012
33	C	012
34	B	013
35	D	014
36	A	014
37	B	015
38	B	015
39	D	015
40	A	016
41	D	016
42	D	017
43	A	017
44	C	017
45	B	018
46	C	018
47	C	019
48	D	019
49	B	019
50	B	020
51	D	020
52	B	021
53	B	021
54	A	022
55	C	023
56	A	023
57	A	023

## SECTION V

### 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

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

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

*Theory and Research in Social Education*, National Council for the Social Studies.

#### Other Sources

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