



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEExMaT

TASC/TASC-ASL

# Texas Examinations of Educator Standards™ (TEExES™) Program

## Preparation Manual

### Social Studies 7–12 (232)



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## About The Test

Test Name	Social Studies 7–12
Test Code	232
Time	5 hours
Number of Questions	140 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Social Studies 7–12 (232) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 140 multiple-choice questions are based on the Social Studies 7–12 test framework. Questions on this test range from grades 7–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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## The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	World History	15%	Social Studies 7–12 IV
II.	U.S. History	20%	Social Studies 7–12 IV
III.	Texas History	13%	Social Studies 7–12 IV
IV.	Geography, Culture and the Behavioral and Social Sciences	13%	Social Studies 7–12 V, IX
V.	Government and Citizenship	13%	Social Studies 7–12 VII–VIII
VI.	Economics and Science, Technology and Society	13%	Social Studies 7–12 VI, X
VII.	Social Studies Foundations, Skills, Research and Instruction	13%	Social Studies 7–12 I–III

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## The Standards

### **Social Studies 7–12 Standard I**

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

### **Social Studies 7–12 Standard II**

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

### **Social Studies 7–12 Standard III**

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.

### **Social Studies 7–12 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.

### **Social Studies 7–12 Standard V**

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

### **Social Studies 7–12 Standard VI**

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.

### **Social Studies 7–12 Standard VII**

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.

### **Social Studies 7–12 Standard VIII**

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.

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**Social Studies 7–12 Standard IX**

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.

**Social Studies 7–12 Standard X**

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.

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## Domains and Competencies

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:

- 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.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

### 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:

- A. Analyzes the influence of various factors (e.g., geography, processes of spatial exchange [diffusion], development of agriculture) on the development of early and classical civilizations.
- B. Demonstrates knowledge of individuals, events and issues that shaped the development of early and classical civilizations.
- C. Understands major political, economic and cultural developments in and interactions among 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).
- D. Applies knowledge of the location, political organization, cultural characteristics, and contributions and influence of ancient civilizations.

Competency 002 (World History from 600 A.D. to 1450 A.D.): *The teacher understands significant historical events, developments and traditional points of reference in world history from 600 A.D. to 1450 A.D.*

The beginning teacher:

- A. Demonstrates knowledge of individuals, events, issues and traditional points of reference that shaped the development of world civilizations from 600 A.D. to 1450 A.D. (e.g., Mongol conquests, the founding of Islam, Charlemagne, the Norman Conquest, Silk Road).

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- B. Demonstrates knowledge of major developments in and interactions among 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., Islamic civilization, China, India, Japan).
  - C. Knows how new political, economic and social systems evolved in Western Europe after the collapse of the Western Roman Empire (e.g., feudalism, manorialism).
  - D. Understands the influence exerted by the Roman Catholic Church and the Eastern Orthodox Church in medieval Europe.
  - E. Compares social, political, economic and religious aspects of medieval Europe with previous civilizations.
  - F. Demonstrates knowledge of the political, economic, religious and social impact of the Crusades and other religious interactions.

Competency 003 (World History from 1450 A.D. to 1750 A.D.): *The teacher understands significant historical events, developments and traditional points of reference in world history from 1450 A.D. to 1750 A.D.*

The beginning teacher:

- A. Demonstrates knowledge of individuals, events, issues and traditional points of reference that shaped the development of world civilizations from 1450 A.D. to 1750 A.D. (e.g., the fall of Constantinople, Martin Luther, the Black Death, Leonardo da Vinci).
- B. Demonstrates knowledge of major developments in and interactions among the civilizations of Africa (e.g., Egypt, sub-Saharan), the Americas (e.g., Inca, Aztec, Maya), Western and Eastern Europe, Middle East, and Asia (e.g., China, India, Japan).
- C. Understands the importance of the European Renaissance and Reformation eras in shaping the modern world.
- D. Understands the causes of European expansion and the effects of that expansion on European and non-European societies (e.g., Columbian Exchange, Atlantic slave trade).
- E. Analyzes the impact of political, economic and cultural imperialism (e.g., conquest of the Aztec, expansion of the Ottoman Empire) on both colonizers and the colonized.

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Competency 004 (World History from 1750 A.D. to the Present): *The teacher understands significant historical events and developments in world history from 1750 A.D. to the present.*

The beginning teacher:

- A. Demonstrates knowledge of developments, events, issues and interactions that shaped the development of world civilizations from 1750 A.D. to the present (e.g., the Great Depression, the Holocaust, decolonization).
- B. Analyzes the causes and effects of major political revolutions and independence movements of the eighteenth through the twentieth centuries (e.g., the American Revolution, the French Revolution, Napoleon, Simón Bolívar, Latin American wars of independence, Russian Revolution).
- C. Understands the impact of political, economic and cultural expansion (e.g., rise of the British Empire, Japanese imperialism).
- D. Analyzes the causes and effects of the Industrial Revolution.
- E. Demonstrates knowledge of the impact of totalitarianism in the twentieth century (e.g., fascist Italy, Nazi Germany, Soviet Union).
- F. Analyzes the causes and effects of World War I and World War II.
- G. Understands significant events related to the twentieth-century spread and fall of communism (e.g., Cold War, Korean War, Vietnam War) and the post-Cold War world (e.g., globalization, radical Islamic fundamentalism, terrorism).
- H. Analyzes the influence of significant individuals of the nineteenth and twentieth centuries (e.g., Charles Darwin, Mohandas Gandhi, Adolf Hitler, Nelson Mandela, Mao Zedong, 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:

- A. Understands the causes and effects of European exploration and colonization of North America, including interactions with American Indian populations.
- B. Demonstrates knowledge of individuals, events and issues that shaped the development of colonial society, including interactions among Europeans, Africans and American Indians.
- C. Analyzes political, economic, religious and social reasons for establishment of the thirteen colonies.

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- D. 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).
  - E. Analyzes the influence of various factors on the development of colonial society (e.g., geography, slavery, processes of spatial exchange [diffusion]).

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:

- A. 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.
- B. Analyzes causes of the American Revolution (e.g., mercantilism, British policies following the French and Indian War).
- C. Understands significant political and economic issues of the Revolutionary Era (e.g., taxation without representation, enforcement of the Navigation Acts, Lexington, Concord, winter at Valley Forge, Treaty of Paris of 1783).
- D. Demonstrates knowledge of the foundations of representative government in the United States (e.g., the Articles of Confederation and issues of the Philadelphia Convention of 1787, such as major compromises and arguments for and against ratification).
- E. Understands the origin and development of the American political system and political parties (e.g., Federalists, Democratic-Republicans, Jacksonian democracy, Whigs, Democrats).
- F. Analyzes the challenges confronted by the government and its leaders in the early years of the Republic and the Age of Jackson (e.g., economic programs and tariffs, court system, expansion of slavery, foreign relations, Indian removal).

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:

- A. Demonstrates knowledge of westward expansion and its effects on the political, economic, cultural and social development of the nation.

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- B. 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.
  - C. Identifies the territorial acquisitions that formed the United States and explains the factors that influenced these acquisitions.
  - D. Understands major issues and events of the United States-Mexican War and their impact on the United States.
  - E. Analyzes ways in which slavery and other political, economic and social factors led to the growth of sectionalism and to the Civil War.
  - F. Demonstrates knowledge of individuals, events and issues of the Civil War. (e.g., Abraham Lincoln, Jefferson Davis, the Emancipation Proclamation, Lee's surrender at Appomattox Court House).
  - G. 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:

- A. 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 and effects of World War I).
- B. 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).
- C. 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).
- D. 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).
- E. Demonstrates knowledge of significant events and issues that shaped U.S. foreign policy from 1898 to present (e.g., Berlin airlift, Korean War, Sputnik I, Vietnam War, Marshall Plan, North Atlantic Treaty Organization, McCarthyism, Cuban Missile Crisis, the Gulf War).
- F. Understands the origins of major foreign policy issues currently facing the United States and the challenges of changing relationships among nations.

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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:

- A. 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).
- B. 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, George Wallace).
- C. Analyzes the causes and effects of industrialization in the United States.
- D. 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).
- E. 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, urbanization, anti-trust legislation, immigration restriction, globalization, terrorism).
- F. Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, American Indian and women’s rights movements.

### **Domain III – Texas History**

Competency 010 (Exploration and Colonization): *The teacher understands significant historical developments and events in Texas through the beginning of the Mexican National Era in 1821.*

The beginning teacher:

- A. Understands the important similarities and differences among American Indian groups in Texas including the Gulf, Plains, Puebloan and Southeastern groups.
- B. Demonstrates knowledge of the traditional historical points of reference in the history of Texas during the Spanish colonial period.
- C. Understands the major causes and effects of European exploration and colonization of Texas.

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- D. Understands how significant individuals, events and issues shaped the early history of Texas from the Spanish Colonial Era to the Mexican National Era (e.g., Álvar Núñez Cabeza de Vaca, José de Escandón, Fray Damián Massanet, Francisco Hidalgo, Alonso Álvarez de Pineda, Moses Austin).
  - E. Understands the impact of major geographic features of Texas on American Indians and settlers, and how various groups altered the natural environment through the beginning of the Mexican National Era.
  - F. Demonstrates knowledge of significant cultural and economic developments in Texas history through the beginning of the Mexican National Era.

Competency 011 (Independence, Statehood, Civil War Reconstruction and Aftermath): *The teacher understands significant historical developments and events in Texas from 1821 to 1900.*

The beginning teacher:

- A. Demonstrates knowledge of the individuals, issues and events related to Mexico becoming an independent nation and the impacts of this event on Texas.
- B. Demonstrates knowledge of important individuals, events and issues related to the Texas Revolution (e.g., the Law of April 6, 1830, Fredonian Rebellion, Battle of Gonzales, Surrender at Goliad, Battle of the Alamo, Battle of San Jacinto, George Childress, Juan N. Seguín, Antonio López de Santa Anna, William B. Travis, James Fannin).
- C. Demonstrates knowledge of important individuals, events and issues related to the history of the Republic of Texas and early Texas statehood (e.g., Stephen F. Austin, Lorenzo de Zavala, Sam Houston, Joshua Houston, Mary Maverick, Mirabeau Lamar, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, United States-Mexican War).
- D. Demonstrates knowledge of important individuals, issues and events of the Civil War and Reconstruction in Texas (e.g., Jack Coffee Hayes, John Bell Hood, John Magruder, Battle of Galveston, the Battle of Palmito Ranch).
- E. Understands the major effects of Reconstruction on the political, economic and social life of Texas.
- F. Understands the major causes and effects of the expansion of settlement along the frontier in Texas and of the conflicts between some settlers and American Indian groups (e.g., Quanah Parker, Texas Rangers, Buffalo Soldiers).
- G. Demonstrates knowledge of the impact of major economic and technological developments in Texas in the period 1821 to 1900.

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- H. Understands the impact of major geographic features of Texas on migration, settlement patterns and economic development and how various groups altered the natural environment.
  - I. Demonstrates knowledge of major cultural developments in Texas in the period 1821 to 1900.

Competency 012 (Texas in the Twentieth and Twenty-first Centuries): *The teacher understands significant historical developments and events in Texas from 1900 to the present.*

The beginning teacher:

- A. Understands the impact of individuals and reform movements such as the Progressive movement and the Civil Rights movement on Texas in the late nineteenth and twentieth centuries (e.g., Jane McCallum, Lulu Belle Madison White, Manuel C. Gonzales, Oveta Culp Hobby, James Hogg, Hector Garcia).
- B. Understands the political, economic, cultural and social impacts of major events in the twentieth century, including World War I, the Great Depression, World War II and the Cold War on the history of Texas.
- C. Understands the political, economic and social impact of major events and individuals in the latter half of the twentieth and early twenty-first centuries on the history of Texas (e.g., Kay Bailey Hutchison, Barbara Jordan, Eddie Bernice Johnson, Henry B. Gonzalez, Lyndon B. Johnson, James Farmer, George Walker Bush, Craig Anthony Washington, immigration, Rust Belt to Sun Belt migration).
- D. Understands the impact of major developments in manufacturing, the petroleum and gas industry (e.g., Spindletop), commercial agriculture (e.g., cotton, citrus, beef and dairy production) and suburbanization and how various groups altered the natural environment from 1900 to the present.
- E. Understands the effect of major developments in computer technology, transportation (including aerospace) and medical research on the contemporary economic and social history of Texas.

#### **Domain IV – Geography, Culture and the Behavioral and Social Sciences**

Competency 013 (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:

- A. Understands the concept of physical region as an area of Earth's surface with related physical characteristics (e.g., soils, climate, vegetation, river systems).

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- B. Analyzes ways in which physical processes shape patterns in the physical environment (i.e., lithosphere, atmosphere, hydrosphere, biosphere).
  - C. Demonstrates knowledge of how Earth-Sun relationships affect physical processes and patterns on Earth's surface.
  - D. Analyzes relationships among climate, vegetation, soil and geology to explain the distribution of plants and animals in different regions of the world.
  - E. 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, ocean currents, mountain barriers, tectonic processes).

Competency 014 (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:

- A. Understands the concept of cultural region as an area of Earth's surface with related cultural characteristics (e.g., language, religion, economy, political system).
- B. Analyzes ways in which cultural processes of innovation and diffusion shape patterns in the human environment.
- C. 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.
- D. 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.
- E. 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), and understands the benefits and challenges of globalization.
- F. 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 indicators to determine the level of development and standard of living in countries).

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- G. Applies knowledge of the history and significance of major religious and philosophical traditions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Realism, Idealism).
  - H. Understands the importance of place for populations (e.g., Mecca, Jerusalem, Cuzco, Ganges River, Shrine of Guadalupe).
  - I. Demonstrates knowledge of the impact of religion on the way of life in the United States.
  - J. Recognizes relationships of the arts to the times in which they were created in the United States and world areas.

Competency 015 (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:

- A. Analyzes ways in which humans depend on, adapt to and modify the physical environment in a variety of cultural and technological contexts.
- B. Understands and analyzes how people, places and environments change over time and are connected and interdependent (e.g., impact of different types of natural disasters).
- C. 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.
- D. Analyzes the influence of physical and human geographic factors on political, social, cultural and economic developments and events in U.S. and world history (e.g., Dust Bowl, opening of the Panama and Suez canals).
- E. Analyzes the impact of the Neolithic agricultural revolution on human life and on the development of the first civilizations.
- F. Demonstrates knowledge of how population growth and modernization have affected the physical environment throughout history.
- G. Understands factors affecting the location of different types of economic activities and economic issues related to the location and management of key natural resources.
- H. 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).

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Competency 016 (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:

- A. Understands the role of culture as a foundation of individual and social behavior.
- B. 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.
- C. Analyzes ways in which cultures and societies both change and maintain continuity (e.g., social movements, modernization).
- D. 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.
- E. Understands the role and influence of social institutions (e.g., family, religion, educational system, science, mass media) in meeting basic societal needs.
- F. Demonstrates knowledge of the roles of men, women, children and families in historical and contemporary cultures.
- G. Understands ways in which socialization, cultural values and norms vary across space and time and influence relationships within and among groups.
- H. Demonstrates knowledge of the theoretical foundations and development of psychology.
- I. Demonstrates knowledge of behavioral, social, cognitive and personality perspectives of human identity, development and learning.
- J. Understands basic psychological principles and processes, including those related to motivation, sensation and perception, cognition, personality, relationships between biology and behavior and relationships between the self and others.

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## Domain V – Government and Citizenship

Competency 017 (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:

- A. Analyzes the beliefs and principles reflected in the U.S. Constitution (e.g., republicanism, checks and balances, federalism, separation of powers, separation of church and state, popular sovereignty, individual rights) and other important historical documents (e.g., Declaration of Independence, Federalist Papers, English Bill of Rights).
- B. 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).
- C. Understands the processes by which the U.S. Constitution can be changed.
- D. Knows procedures for enacting laws in the United States.
- E. Analyzes changes in the role of the U.S. government over time (e.g., civil rights, New Deal legislation, wartime policies).
- F. 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).
- G. 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).
- H. Analyzes the interpretations and 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. Sandford*, *Plessy v. Ferguson*, *Schenck v. U.S.*, *Brown v. Board of Education of Topeka, Kansas*, *Engel v. Vitale*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- I. Understands the relationship between the states and the national government of the United States (i.e., federalism).
- J. Demonstrates knowledge of the structure and functions of Texas state government and local governments.

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Competency 018 (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:

- A. Understands the historical and contemporary roles played by political parties, interest groups and the media in the U.S. political system.
- B. Demonstrates knowledge of processes for filling elective and appointive public offices (e.g., primary system, electoral college).
- C. Demonstrates knowledge of processes for making policy in the United States, the impact of technology on the political process and ways in which different points of view influence decision making and the development of public policy at the local, state and national levels.
- D. Understands rights guaranteed by the U.S. Constitution, including each amendment in the Bill of Rights, (e.g., due process, equal protection) and their role in protecting individual liberties.
- E. 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.).
- F. 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).
- G. 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 019 (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:

- A. Understands major political ideas in history (e.g., the laws of nature and nature’s God, divine right of monarchs, social contract theory, the rights of resistance to illegitimate governments) and analyzes the historical development of significant legal and political concepts.
- B. Demonstrates knowledge of significant political documents and the philosophies of individuals in world history (e.g., Hammurabi’s Code of Laws, Justinian’s Code of Laws, Magna Carta, John Locke, Thomas Hobbes) and their impact on the development of political thought.

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- C. Analyzes how governments have affected and reflected cultural values and provided for social control.
  - D. Understands similarities and differences between the U.S. constitutional republic and other contemporary forms of government.
  - E. 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.
  - F. 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 VI — Economics and Science, Technology and Society**

Competency 020 (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:

- A. Demonstrates knowledge of the concepts of scarcity and opportunity costs and their significance.
- B. Understands the circular-flow model of the economy.
- C. Analyzes interactions among supply, demand and price and factors that cause changes in supply, demand and price, and interprets supply-and-demand graphs.
- D. 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.
- E. Understands free enterprise, socialist and communist economic systems in different places and eras.
- F. Understands and compares types of market structures (e.g., pure competition, monopolistic competition, oligopoly, monopoly).
- G. 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).

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Competency 021(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:

- A. 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).
- B. Analyzes issues and developments related to U.S. economic growth from the 1870s to the present (e.g., anti-trust acts; tariff policies; The New Deal; economic effects of World War I, World War II and the Cold War; increased globalization of the economy).
- C. Understands and compares types of business ownership (e.g., sole proprietorships, partnerships, corporations).
- D. Demonstrates knowledge of the role of financial institutions in saving, investing and borrowing.
- E. 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).
- F. Demonstrates knowledge of the goals of economic growth, stability, full employment, freedom, security, equity and efficiency as they apply to U.S. economic policy.
- G. Understands the rights and responsibilities of consumers, labor and business in the U.S. free enterprise system.
- H. Demonstrates knowledge of basic concepts of personal financial literacy and 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 022 (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:

- A. Demonstrates knowledge of how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.

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- B. Traces the origin and diffusion of major of ideas in mathematics, science and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic Caliphates between 700 and 1200 and in China from the Tang to Ming Dynasties.
  - C. Demonstrates knowledge of the contributions of significant scientists and inventors (e.g., Copernicus, Galileo, Isaac Newton, Marie Curie, Thomas Edison, Albert Einstein).
  - D. Understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.
  - E. Demonstrates knowledge of how specific developments in science, technology and the free enterprise system have affected the economic development of the United States (e.g., cotton gin, Bessemer steel process, electric power, telephone, railroad, petroleum-based products, computers).
  - F. Analyzes moral and ethical issues related to changes in science and technology.
  - G. Analyzes the impact of scientific discoveries, technological innovations and the free enterprise system on the standard of living in the United States (e.g., radio, television, automobile, vaccines).

## **Domain VII – Social Studies Foundations, Skills, Research and Instruction**

Competency 023 (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:

- A. Demonstrates knowledge of the philosophical foundations of social science inquiry.
- B. Uses social studies terminology correctly.
- C. 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.
- D. Understands how social science disciplines relate to each other and to other content areas.

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- E. 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.
  - F. 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 024 (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:

- A. Demonstrates knowledge of characteristics and uses of primary and secondary sources (e.g., databases, maps, photographs, documents, biographies, interviews, questionnaires, artifacts).
- B. 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).
- C. 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.
- D. Organizes and interprets information from outlines, reports, databases, narratives, literature and visuals including graphs, charts, timelines and maps.
- E. Knows how to use maps and other graphics to present geographic, political, historical, economic and cultural features, distributions and relationships.
- F. Uses maps to obtain and analyze data for solving locational problems and to answer questions, infer relationships and analyze spatial change.
- G. Communicates and interprets social studies information in written, oral and visual forms and translates information from one medium to another.
- H. Analyzes various economic indicators to describe and measure levels of economic activity.
- I. Uses economic models such as production-possibilities curves, circular-flow charts and supply-and-demand graphs to analyze economic concepts or issues.

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Competency 025 (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:

- A. Knows how to formulate research questions.
- B. Uses appropriate procedures to reach supportable judgments and conclusions in social studies.
- C. Understands social studies research and knows how social scientists and historians locate, gather, organize, analyze, interpret and report information using established research methodologies.
- D. 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.
- E. Analyzes social studies data using basic mathematical and statistical concepts and other analytical methods.

Competency 026 (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:

- A. 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.
- B. Selects and uses developmentally appropriate instructional practices, activities, technologies and materials to promote student knowledge, skills and progress in social studies.
- C. 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.
- D. 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.

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- E. 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.
  - F. Knows how to provide instruction that makes connections between knowledge and methods in social studies and in other content areas.
  - G. Provides instruction that models and promotes understanding of various points of view.
  - H. Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in social studies.
  - I. Uses multiple forms of assessment and knowledge of the TEKS to determine students' progress and needs and to help plan instruction in social studies (e.g., Freedom Week).

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## Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Social Studies 7–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Social Studies 7–12 teacher.

The multiple-choice questions on this 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 respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Social Studies 7–12 test is designed to include a total of 140 multiple-choice questions, out of which 120 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

### How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

## Question Formats

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

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

### Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Social Studies 7–12 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.*

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## Example

The primary reason that the new government of the United States chose a location on the Potomac River as the site of the nation's capital was that

- A. wealthy landowners in Virginia and Maryland wanted a site that would increase the value of their properties.
- B. politicians wanted a site that would balance the interests of the northern and southern sections of the country.
- C. military leaders wanted a site that could be easily fortified and protected from foreign invaders.
- D. representatives of newly admitted western states wanted a site that offered an inland water route through the Appalachian Mountains.

## 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 your answer.

As you read the question, recall the political context of the early years of United States. The Constitutional convention and the first Congress featured many debates and compromises aimed at balancing power between small and large states, as well as between northern and southern states. The recently ratified Constitution had stated in Article I, Section 8 that Congress had the authority to create a federal district for a new capital but did not specify where it would be located. Now look at the response options and consider how this information might be applied to the statements presented in each option.

Landholders (option B) in the early United States could influence the political process more than any other group. Although some might financially benefit from the sale of land and the construction of a new capital city, land was not the financial interest that affected this legislation.

At the same time that Congress was considering the location of new capital, they were also considering another piece of legislation, favored by Secretary of the Treasury Alexander Hamilton, for the federal government to assume the debts incurred by states during the Revolutionary War. Southern states did not initially support this debt-relief legislation, as many had already paid off much of their war debt, but many northern state governments were still financially burdened by repayments. By linking a debt-relief law to a bill specifying that the new capital would be located on the Potomac River, Hamilton was able to attract the support of Virginia and Maryland representatives and senators who saw political and economic advantages to having the capital located between their two states. These legislators in turn managed to sway other Southern legislators to support Hamilton's federal debt-relief bill, in exchange for the southerly capital location. Thus, the ultimate

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choice of the location was driven by compromise between Northern and Southern interests (option B).

The new capital was located between the towns of Alexandria and Georgetown on the Potomac River on a wide tidal estuary which is navigable by ocean-going warships and is not a particularly defensible site (option C). Despite the construction of some fortifications along the river, the city was captured in 1814 by the British Army, who burned the Capitol building and the White House.

Although the Potomac River valley was part of one migration and commerce route that enabled the westward expansion from the original thirteen states, the Potomac River itself is not an all-water route through the Appalachians (option D). The river ceases to be navigable by large ships above Washington.

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

### Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions 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 questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

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

### **Example 1**

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

**Use the information below to answer the 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.

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Now you are prepared to address the first of the two questions associated with this stimulus. The first question tests Social Studies 7–12 Competency 025: *The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating and reporting information.*

1. 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.

### ***Suggested Approach***

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.**

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Now you are ready to answer the second question. This question also measures Social Studies 7–12 Competency 025: *The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating and reporting information.*

2. 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.

### ***Suggested Approach***

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 probably influenced by Marxist ideology, the author of Passage B is not particularly concerned about the purported 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 expressed in political rather than economic terms. There is no explicit 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.**

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## Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

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

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COMPETENCY 001

1. Most early civilizations of Afro-Eurasia arose in physical environments that featured
  - A. abundant temperate grasslands that could be used for the pasture of livestock.
  - B. easy access to existing major long-distance trade networks.
  - C. proximity to a reliable freshwater source that could be used for crop irrigation.
  - D. plentiful wild game, fish and other food sources available for hunting and foraging.

Answer and Rationale

COMPETENCY 001

**Read the excerpt below from the Code of Hammurabi of ancient Babylon and answer the question that follows.**

If anyone is committing a robbery and is caught, then he shall be put to death. If the robber is not caught, then shall he who was robbed claim under oath the amount of his loss; then shall the community . . . on whose ground and territory and in whose domain [the robbery took place] compensate him for the goods stolen.

2. The excerpt above from the Code of Hammurabi suggests that
  - A. Babylonian law applied both the concept of individual responsibility and the concept of collective responsibility in assigning penalties for crimes.
  - B. penalties for crimes in ancient Babylonian society were dependent largely on the social status of the criminal.
  - C. Babylonian society was plagued by unusually high rates of crimes against personal property.
  - D. punishments for crimes in Babylonian society were mostly designed to protect the property of the king and members of the nobility.

Answer and Rationale

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COMPETENCY 001

3. In which of the following ways did the migrations of Bantu-speaking peoples into many regions of sub-Saharan Africa in the period 1000 B.C. to 500 A.D. most fundamentally affect the continent?
- A. The migrations led to the diffusion of many Egyptian traditions
  - B. The migrations triggered the spread of Islam
  - C. The migrations helped establish a large empire of Bantu speakers that controlled much of sub-Saharan Africa
  - D. The migrations led to the spread of settled agriculture

Answer and Rationale

COMPETENCY 002

4. Which of the following was an effect of the Crusades on western Europe?
- A. The Crusaders' daily interactions with Muslims and Eastern Orthodox Christians led the papacy to adopt an official policy of greater tolerance for diverse religious beliefs and practices
  - B. The Crusades' initial successes led to a wave of migration of German and French peasants to the Middle East and the depopulation of some regions of western Europe
  - C. The Crusades led to an increased trade between western Europe, Byzantium and the Muslim states of the eastern Mediterranean, thereby promoting European economic expansion
  - D. The Crusades led to a decrease in the power and prestige of European monarchies, as many monarchs were absent from their kingdoms for long periods of time while fighting in the Crusades

Answer and Rationale

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COMPETENCY 003

5. Which of the following statements best describes a major impact of the Columbian Exchange on Europe?
- A. New food crops from the Western Hemisphere promoted better health and longer life spans in Europe
  - B. Immigration from the Western Hemisphere significantly altered the ethnic makeup of Europe
  - C. New diseases from the Western Hemisphere killed close to 90 percent of Europe's pre-Columbian population
  - D. New draft animals from the Western Hemisphere greatly increased the productivity of European farmers

Answer and Rationale

COMPETENCY 003

6. Which of the following was the most significant effect on Europe of the Ottoman conquest of Constantinople (1453) and the eastern Mediterranean (1516–1517)?
- A. The Ottoman Empire took control of most of the major trade routes connecting Europe to India and China
  - B. The Ottoman Empire began conscripting young Balkan Christian boys to become Janissaries
  - C. Ottoman missionaries spread Islam throughout the Mediterranean region
  - D. The threat of further Ottoman territorial expansion led to the political unification of much of central and western Europe

Answer and Rationale

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COMPETENCY 004

7. In contrast to the First Industrial Revolution, the Second Industrial Revolution was characterized mostly by
- A. innovations in the textile industry and steam power.
  - B. innovations in mass production and electrification.
  - C. heavy reliance on child labor.
  - D. heavy reliance on forced labor.

Answer and Rationale

COMPETENCY 004

8. The Chinese government responded to the 1989 protests in Tiananmen Square by
- A. halting all trade with Europe and the United States.
  - B. appeasing protesters by holding democratic elections.
  - C. forcibly dispersing the demonstrations with tanks and troops.
  - D. calling for a session of the United Nations Security Council to condemn the protests.

Answer and Rationale

COMPETENCY 005

9. Which of the following groups of people constituted the main source of labor for the Chesapeake colonies before 1660?
- A. Enslaved Africans
  - B. American Indians
  - C. Landowning families
  - D. Indentured servants

Answer and Rationale

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COMPETENCY 005

10. The establishment of the House of Burgesses in 1619 was significant because it was the first
- A. Protestant church founded in the English colonies.
  - B. assembly of elected representatives of English colonists in North America.
  - C. instance of democratic decision making at a New England town hall meeting.
  - D. stock exchange set up by the English colonists in North America.

Answer and Rationale

COMPETENCY 006

11. The British government issued the Proclamation of 1763 primarily as a way to
- A. help pay for the cost of the French and Indian War.
  - B. reassert Britain's claims to the lands of eastern Canada.
  - C. prevent costly conflicts between colonists and Native Americans.
  - D. impose British law on the Indian nations west of the Appalachian Mountains.

Answer and Rationale

COMPETENCY 006

12. In agreeing to the Three-Fifths Compromise at the Constitutional Convention, the framers delayed reaching a clear solution to which of the following issues?
- A. The right of women to vote
  - B. The protection of individual rights
  - C. The future of slavery
  - D. The balance of power in Congress between large and small states

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 007

**Use the excerpt below from a Georgia newspaper in 1856 to answer the question that follows.**

Free Society! We sicken at the name. What is it but a conglomeration of greasy mechanics, filthy operatives, small-fisted farmers, and moon-struck theorists? . . . The prevailing class one meets [with in the North] is that of mechanics struggling to be genteel, and small farmers who do their own drudgery; and yet are hardly fit for association with a southern gentleman's body servant.

13. The newspaper article quoted above could best be used to illustrate which aspect of American life in the late 1850s?
- A. The growing threat of slave rebellions in the South
  - B. The increasing degree of social mobility in the Northern and Southern sections of the country
  - C. The growing hostility between the Northern and Southern sections of the country
  - D. The increasing economic interdependence of the Northern and Southern states

Answer and Rationale

COMPETENCY 007

14. Which of the following developments during the Reconstruction period after the Civil War demonstrated an effort to counteract the reforms of Radical Republicans?
- A. The federal appointment of provisional state governors
  - B. The impeachment of Andrew Johnson
  - C. The issuance of Black Codes
  - D. The creation of the Freedmen's Bureau

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 009

15. A major goal of Progressive Era reformers such as Jane Addams and Jacob Riis was to overcome the
- A. socialist tendencies of most reformers in the United States at the time.
  - B. use of social science to explain the nature and causes of poverty.
  - C. spread of poverty amid conspicuous displays of wealth.
  - D. expanding use of government regulation to address social ills.

Answer and Rationale

COMPETENCY 008

16. Which of the following was a significant objection raised by members of the United States Senate to joining the League of Nations after World War I?
- A. It did not require reparations to be paid by Germany
  - B. It could entangle the United States in future European military conflicts
  - C. It took away the president's power to declare war
  - D. It gave veto power over major policy decisions to China and the Soviet Union

Answer and Rationale

COMPETENCY 009

17. What was the purpose of the G.I. Bill of Rights passed by Congress in 1944?
- A. To provide educational and financial benefits to soldiers returning home from war
  - B. To ensure that soldiers accused of war crimes received fair trials
  - C. To support African-American veterans who faced discrimination after leaving the military
  - D. To guarantee that members of the armed services had the same constitutional protections as civilians

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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COMPETENCY 008

18. Which of the following was a notable foreign policy success of President Richard Nixon's administration?
- A. Establishing relations with the People's Republic of China
  - B. Winning the war in Vietnam
  - C. Negotiating a peace accord between Israel and Egypt
  - D. Isolating the Soviet Union from the world community

Answer and Rationale

COMPETENCY 010

19. Which of the following American Indian tribes inhabited present-day Texas and is best known for construction of ceremonial mounds?
- A. Caddo
  - B. Pueblo
  - C. Apache
  - D. Comanche

Answer and Rationale

COMPETENCY 010

20. To preserve the Spanish claims to land in Texas in the 1680s, Alonso de León was sent on several expeditions to
- A. capture American Indians for manual labor.
  - B. destroy the French settlement at Fort St. Louis.
  - C. found a Spanish settlement at the mouth of the Mississippi River.
  - D. supply horses to American Indian groups and convince them to fight as Spanish allies.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 011

21. Which of the following was the most significant threat to the survival of the Republic of Texas?
- A. The expansion of slavery
  - B. The discovery of oil
  - C. The Córdova Rebellion
  - D. The Santa Fe Expedition

Answer and Rationale

COMPETENCY 011

22. During the Civil War, most of the fighting between Confederate and Union forces in Texas took place
- A. in the Gulf Coast region.
  - B. along the border with the Indian Territory.
  - C. along the length of the Rio Grande.
  - D. on the western plains.

Answer and Rationale

COMPETENCY 012

23. During World War II, Texas became instrumental in the war effort by
- A. vastly expanding its petroleum-refining industry to produce more fuel.
  - B. mandating the strictest gas-rationing policy in the nation.
  - C. becoming the center of research and development for the Manhattan Project.
  - D. becoming the main base for antisubmarine warfare against the Germans.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 012

24. Which of the following Texans revolutionized medical care by inventing a major component of the heart-lung machine and making open heart surgery possible?
- A. Michael E. DeBakey
  - B. Denton A. Cooley
  - C. T. C. Hsu
  - D. R. Lee Clark

Answer and Rationale

COMPETENCY 013

**Use the information on the map of Texas below to answer the question that follows.**



25. The shaded region on the map represents which of the following climate zones?
- A. Warm semiarid
  - B. Humid continental
  - C. Humid subtropical
  - D. Mediterranean

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

26. A map scale of 1:4,000,000 represents

- A. one inch on the map for every 4,000,000 feet on the ground.
- B. one inch on the map for every 4,000,000 inches on the ground.
- C. one centimeter on the map for every 4,000,000 meters on the ground.
- D. one centimeter on the map for every 4,000,000 kilometers on the ground.

Answer and Rationale

COMPETENCY 014

27. Which of the following best represents an application of the geographic principle of region?

- A. Using a map to identify patterns of erosion in a local floodplain
- B. Constructing a grid and labeling key reference points such as the equator, prime meridian and International Date Line
- C. Using a chart to show how out-migration has affected a city over time
- D. Constructing a table of several countries and listing common political, social and economic characteristics

Answer and Rationale

COMPETENCY 014

28. A country is most likely to join the European Union for which of the following reasons?

- A. So that its citizens can use the same currency when traveling to other European countries
- B. So that it can exercise more economic power in the world market
- C. So that it can take unilateral military action to protect its interests
- D. So that it can have the assurance of retaining its unique culture

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 015

29. Commercial agriculture is most often practiced on farms where

- A. a family or village community produces a crop for its own use.
- B. no chemical fertilizers or pesticides are used.
- C. humans and animals perform intense physical labor.
- D. a single crop is grown for sale and processing.

Answer and Rationale

COMPETENCY 016

30. When people imitate the way celebrities dress, act or talk, it is an example of which of the following?

- A. Classical conditioning
- B. Operant conditioning
- C. Social learning theory
- D. Insight learning

Answer and Rationale

COMPETENCY 017

31. Which of the following statements correctly explains how the United States Constitution may be amended?

- A. The president may propose an amendment, and Congress must ratify it by a supermajority vote
- B. Congress may propose an amendment by a two-thirds vote, and three-fourths of the states must ratify it
- C. Three-fourths of the states may propose an amendment, and the Supreme Court must ratify it by a two-thirds vote
- D. Three-fourths of the states may propose an amendment, and the president must ratify it

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 017

32. Which of the following is the purpose of the due process clause in the Fifth Amendment?
- A. To ensure that similar crimes have similar penalties
  - B. To guarantee that all citizens follow the law
  - C. To protect those accused of crimes
  - D. To guarantee trial by jury

Answer and Rationale

COMPETENCY 017

**Read the list of statements below and answer the question that follows.**

- Some powers are delegated, such as declaring war and coining money.
  - Some powers are reserved, such as establishing schools and conducting elections.
  - Some powers are shared, such as raising taxes and borrowing money.
33. The list above describes features of which of the following principles of the Constitution?
- A. Federalism
  - B. Rule of law
  - C. Popular sovereignty
  - D. Individual rights

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 017

34. The passage of the Twenty-second Amendment, which limits the number of terms a president can serve, was in reaction to the administration of which of the following presidents?
- A. William McKinley
  - B. Woodrow Wilson
  - C. Franklin Roosevelt
  - D. Harry Truman

Answer and Rationale

COMPETENCY 019

**Read the list of statements below and answer the question that follows.**

- Signed in 1215
  - Affirmed feudal rights
  - Granted certain rights to nobles and all free men
  - Required the monarch to obey the law
35. Which of the following is the best title for the above information?
- A. Justinian Code
  - B. Magna Carta
  - C. Hammurabi's Code
  - D. Mayflower Compact

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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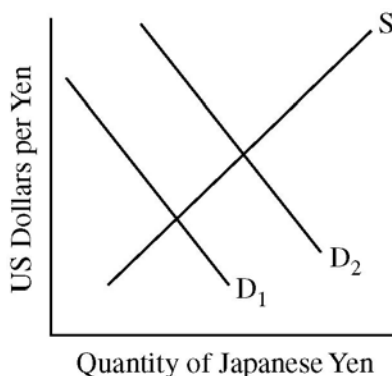
COMPETENCY 019

36. The United States Supreme Court cited the idea of separate but equal to justify the decision in which of the following cases?
- A. *Plessy v. Ferguson*
  - B. *McCulloch v. Maryland*
  - C. *Dred Scott v. Sandford*
  - D. *Texas v. White*

Answer and Rationale

COMPETENCY 020

**Use the information in the foreign exchange graph below to answer the question that follows.**



37. The graph above shows the supply (S) and demand ( $D_1$  and  $D_2$ ) curves of the Japanese yen in the foreign exchange market. Which of the following transactions could cause the change in the international value of the Japanese yen relative to the United States dollar that is shown by the shift from  $D_1$  to  $D_2$  on the graph?
- A. Japanese firms increase their imports of iron ore from the United States
  - B. United States firms increase their exports of cars to Japan
  - C. Japanese tourists visit a theme park in the United States
  - D. United States consumers buy more toys produced in Japan

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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COMPETENCY 020

38. In a competitive market the equilibrium price of a good is determined by the interaction of supply and demand. If the price of a good is above the market equilibrium, there will be a
- A. shortage of the good in the market because the quantity demanded exceeds the quantity supplied.
  - B. shortage of the good in the market because the quantity supplied exceeds the quantity demanded.
  - C. surplus of the good in the market because the quantity demanded exceeds the quantity supplied.
  - D. surplus of the good in the market because the quantity supplied exceeds the quantity demanded.

Answer and Rationale

COMPETENCY 020

**Use the table below, which contains macroeconomic data about a hypothetical country, to answer the question that follows.**

<b>Economic Indicators</b>	
Unemployment rate	9.6%
GDP growth rate	-4.2%
Inflation rate	2.9%

39. The economy of the country described in the table is undergoing which stage of the business cycle?
- A. Expansion
  - B. Peak
  - C. Recovery
  - D. Recession

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 021

40. Which of the following is the main incentive for entrepreneurs to take risks to start a business?
- A. Profits
  - B. Voluntary exchange
  - C. Specialization
  - D. Competition

Answer and Rationale

COMPETENCY 021

41. Assume that the demand for soft drinks is relatively inelastic. If the government imposes a per-unit tax on the sale of soft drinks, which of the following correctly identifies how the tax will affect the quantity demanded in the market and who will pay the largest portion of the tax?

<u>Quantity Demanded</u>	<u>Party that Pays Largest Portion of Tax</u>
A. Will decrease	Sellers
B. Will decrease	Buyers
C. Will increase	Buyers
D. Will increase	Sellers

Answer and Rationale

COMPETENCY 022

42. President Eisenhower signed the Federal-Aid Highway Act in 1956, which he promoted as a benefit to national defense. The act also had the benefit of promoting the national goal of
- A. price stability.
  - B. full employment.
  - C. economic freedom.
  - D. economic efficiency.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 023

43. A geography teacher is most likely to use the term “cultural convergence” when discussing
- A. contact and interaction between different cultures.
  - B. restrictions on outside influence on a culture.
  - C. the process by which values are transmitted across generations.
  - D. the beliefs and values that distinguish a group of people.

Answer and Rationale

COMPETENCY 025

44. A historian studying the impact of the Civil War on American society is most likely to ask which of the following research questions?
- A. How many Union soldiers died at the Battle of Gettysburg?
  - B. How would Northern society have changed if the South had won the war?
  - C. How did the South’s defeat shape the reconstruction of the Union?
  - D. Was Abraham Lincoln a better commander in chief than Jefferson Davis?

Answer and Rationale

COMPETENCY 025

45. Students benefit from constructing and using population pyramids to
- A. determine the social hierarchy of ancient civilizations.
  - B. predict the future need for human services in a nation.
  - C. analyze the changing racial and ethnic composition of select nations.
  - D. compare and contrast different forms of government.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 025

46. Which of the following documents is considered a secondary source?

- A. *The Journal of American History*
- B. The United States census
- C. *Plato's Republic*
- D. The Treaty of Versailles

Answer and Rationale

COMPETENCY 025

47. A researcher is examining students' study habits and their impact on academic performance. To identify the relationship between time spent studying outside class and final exam score, a researcher is mostly likely to employ which of the following research designs?

- A. Naturalistic observation
- B. Case study
- C. Correlational study
- D. Longitudinal study

Answer and Rationale

COMPETENCY 026

48. Which of the following activities best encourages reflective thinking by students participating in a mock election in their civics class?

- A. Predicting the outcome of the election using polling data
- B. Writing a journal entry describing the reasons behind their vote
- C. Making a campaign poster in support of a candidate
- D. Researching the outcomes of past presidential elections

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

## Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	C	<p><b>Option C is correct.</b> Most major early civilizations of Afro-Eurasia — the civilization of the Nile Valley in Egypt, the Mesopotamian civilizations, the Harappan civilization of the Indus River valley and civilization of the Huang He valley in China — developed in areas of limited natural rainfall but relatively reliable and seasonally abundant freshwater supplied by the flooding of major rivers. In such areas, the relatively mild climate together with the water and fertilizing silt deposited by the rivers combined to produce very high agricultural yields, which, in turn, allowed these regions to sustain the large populations that gave rise to early civilizations. <b>Option A is incorrect.</b> It describes the typical environment of the steppes of east-central Europe, north-central Asia and regions on the fringes of the Fertile Crescent in southwestern Asia. Historically, such regions have been the homelands of nomadic peoples, who might occasionally become the founders of large powerful empires (e.g., the Mongol Empire) but are usually not associated with the agrarian-based early civilizations. <b>Option B is incorrect.</b> The proximity to well-established trade networks could be a sustaining factor for an already established civilization, and most major civilizations created their own network of trade routes connecting them to other civilizations. But the existence of a long-distance trade network is not a prerequisite for the formation of civilizations and some early river valley civilizations, such as Harappa and Shang, appear to have emerged in relative isolation. <b>Option D is incorrect.</b> Physical environments such as the one described have existed in premodern times in several places around the world (notably in the Pacific Northwest of the United States and Canada) and, while they have tended to support relatively large and politically complex societies, they are not typically associated with the early river civilizations of Afro-Eurasia.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
2	001	A	<p><b>Option A is correct.</b> The excerpted provisions from the code show that the crime of robbery could be punished either by the execution of the offender or, if the offender was not known, by requiring that the community pool its resources to compensate the victim of the crime. Such collective responsibility provisions were fairly common in premodern legal systems because they were thought to provide an incentive for local communities to cooperate with authorities in the investigation of crimes. <b>Option B is incorrect.</b> In other provisions of the Code of Hammurabi, the penalties for crimes do often hinge on the social status of the victim (but not of the criminal); for instance, different penalties are prescribed for causing death or bodily injury to a free-born Babylonian male versus a slave, but the provisions quoted here make no mention of social status. <b>Option C is incorrect.</b> Although sometimes it is possible to use the activities penalized in legal codes to draw inferences about the social realities in ancient times, it is usually not possible to generalize about the prevalence of specific crimes or classes of crimes based on their legal proscription. <b>Option D is incorrect.</b> The legal provisions excerpted in the text are not limited to crimes against the property of the king or the members of the nobility. So, while Babylonian law may well have provided for particularly harsh punishments for such crimes (in common with other premodern legal systems), that is not a conclusion supported by the passage.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	D	<p><b>Option D is correct.</b> While most groups living in central and southern Africa before the Bantu migrations subsisted largely by hunting and foraging, the Bantu-speaking peoples are believed to have adopted agriculture and cattle herding before they began migrating out of their ancestral homeland in west-central Africa. The Bantu-speaking peoples' agricultural and pastoralist life is believed to have given them a significant advantage as they competed for land and resources with pre-Bantu central and southern African groups, such as the forest peoples of the Congo basin and the Khoisan peoples of southern Africa.</p> <p><b>Option A is incorrect.</b> The ancestral homeland of the Bantu-speaking peoples is believed to have been in west-central Africa (in present-day Nigeria and Cameroon), far from Egypt and the Egypt-influenced cultures of Nubia/Sudan in north-east Africa. <b>Option B is incorrect.</b> The Bantu migrations began long before the arrival of Islam in Africa and the original Bantu-speaking peoples are believed to have had polytheist and/or animist religious beliefs. While in later periods many Bantu-speaking peoples adopted Islam (notably the Swahili peoples of the east African coast), they did so centuries after their initial migrations. <b>Option C is incorrect.</b> The Bantu migrations were primarily a demographic process, not a political event. Some Bantu-speaking peoples eventually established powerful states (for example, the Kingdom of Kongo in the period circa 1400–1500 A.D. or the Zulu Kingdom of the early 1800s), but no single Bantu state ever came close to controlling much of sub-Saharan Africa.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
4	002	C	<p><b>Option C is correct.</b> The Crusades had a net positive economic effect on the development of western Europe. The Crusader states served important trade entrepôts and increased both the volume and the variety of trade between Asia and western Europe. The Crusades were beneficial for the economies of Italian maritime city-states, such as Venice and Genoa, whose merchants established themselves as the primary European intermediaries for the long-distance Asian luxury trade with Europe. The Crusades also indirectly contributed to the development and growth of credit in western Europe, as many rulers had to seek private loans to finance their armies. <b>Option A is incorrect.</b> Daily interactions between western Europeans and Muslims and/or Eastern Orthodox Christians did occur as a result of the Crusades, and some interactions may have led to a more tolerant and amicable coexistence. But the Papacy’s official position on relations with other religious groups did not become more tolerant as a result of the Crusades. The Papacy used the Crusades to promote religious intolerance, most notably against Muslims, but also against Jews living in Europe, whose systematic persecution is generally considered to have begun with the Crusades. <b>Option B is incorrect.</b> Except for the so-called People’s Crusade of 1096, motivated in part by peasants’ desire to acquire land, the Crusades did not entail large-scale peasant migrations. No region of western Europe suffered serious depopulation as a result of the Crusades. <b>Option D is incorrect.</b> Historians have argued that the Crusades provided a boost to European feudal monarchies by allowing monarchs to establish a firmer hold of royal revenues and exercise closer control over potentially unruly vassals. Going on a Crusade was seen as a noble or heroic undertaking, and crusading monarchs could expect to see their legitimacy increased rather than decreased. Crusading monarchs, most notably Richard I of England, did leave their countries for long periods, but such absences were rarely detrimental to the monarchy over the long run.</p> <p>Back to Question</p>



Question Number	Competency Number	Correct Answer	Rationales
5	003	A	<p><b>Option A is correct.</b> New World crops such as corn, potatoes, beans, tomatoes and peppers began to be widely cultivated in Europe in the 1600s and 1700s and became important sources of carbohydrates, protein and vitamins in the diets of Europeans. Some New World plants, such as corn, also became significant fodder crops in Europe, giving a boost to European meat and dairy production and consumption. <b>Option B is incorrect.</b> With the exception of a few individuals taken by early European explorers back to Europe, American Indians did not migrate east across the Atlantic and did not alter the ethnic makeup of Europe. <b>Option C is incorrect.</b> Syphilis is the only major disease believed by many scholars to have originated in the Americas and to have spread to Europe as part of the Columbian Exchange. But despite its relatively high mortality rates and the absence of effective treatment until the twentieth century, syphilis did not kill a large percentage of Europeans. <b>Option D is incorrect.</b> With the exception of the llama (domesticated and used to transport goods in the Andean highlands of South America), pre-Columbian New World societies did not use draft animals. Instead, European settlers brought Eastern Hemisphere draft animals, such as donkeys, cattle and horses, to the Americas.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
6	003	A	<p><b>Option A is correct</b> because the Ottoman conquest of Constantinople in 1453, followed by the Levant and Egypt in 1517, gave the empire control of most of the major trade routes used by Europeans to import luxury items, such as spices, from India, China and the East Indies. This near-monopoly was short-lived, however; European merchants and explorers soon expanded direct sea trade with South and East Asia via the newly established trade routes around the southern tip of Africa. <b>Option B is incorrect</b> because although the Ottoman government did in fact rely on Balkan Christian conscripts to fill the ranks of the Janissaries (the sultan’s elite military units), this policy predated the conquest of Constantinople and affected a relatively small number of people in Europe. <b>Option C is incorrect</b> because the Ottoman conquest resulted in the spread of Islam only to parts of the Balkans, not the entire Mediterranean region. <b>Option D is incorrect</b> because although many European leaders and political thinkers called for unification in response to the threat of further Ottoman advances, Europe remained politically fragmented.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
7	004	B	<p><b>Option B is correct.</b> The Second Industrial Revolution, which began in Europe and the United States in the second half of the nineteenth century, saw the first extensive use of electricity in industry as well as extensive automation of production, the widespread use of powered equipment and more standardization of industrial processes. <b>Option A is incorrect</b> because innovations in textile production and the use of steam power are more characteristic of the First Industrial Revolution that began in Britain in the late 1700s. <b>Option C is incorrect</b> because many governments actually took steps to curb the use of child labor in industry during the Second Industrial Revolution. <b>Option D is incorrect</b> because both industrial revolutions relied on wage labor as opposed to forced labor.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
8	004	C	<p><b>Option C is correct.</b> Concerned that the student-led protests in Tiananmen Square were growing larger and spreading across the country, the Chinese Communist Party leadership declared martial law in late May 1989 and mobilized the army to clear the square of protesters. By June 4, the student demonstrations in the square had been dispersed, with a large number of casualties among the protesters. <b>Option A is incorrect.</b> Because the Chinese Communist Party had only made its tentative first steps toward economic liberalization in 1988, its trade with Europe and the United States at the time was limited. Halting trade would not have had any significant impact on the student protests and was not a response that the Chinese leadership contemplated seriously. <b>Option B is incorrect.</b> Although the students' protests were pro-democratic in a broad sense, the student leaders realized that demanding fair democratic elections in 1989 China was an unrealistic goal. Therefore the movement's stated goals were centered mostly on limiting government corruption and economic mismanagement. Before repressing the demonstration, the government considered making various concessions, but they did not include democratic elections. <b>Option D is incorrect.</b> Many world leaders, including the UN Secretary General, criticized or condemned the action of the Chinese government following the dispersal of the protests, but the Chinese government itself did not seek a UN condemnation of the protests, preferring to treat them as a matter of domestic Chinese policy.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
9	005	D	<p><b>Option D is correct.</b> Indentured servants were the main source of labor in the Chesapeake colonies before 1660. Indentured servants were typically people who wished to emigrate but who could not afford to pay for the voyage to Virginia. People in this situation often agreed to work for a landowner for a fixed term (usually seven years) in return for the cost of their passage. After 1660, laws were put into place that defined slavery by race and as a lifelong status, greatly decreasing the need to rely on indentured servants. <b>Option A is incorrect</b> because enslaved Africans became the main source of labor in the Chesapeake colonies only after 1660, mainly as a result of laws put into place making slavery racial and lifelong. In addition, the cost of passage from England began to decrease in the late 1600s, and thus fewer emigrants had to indenture themselves on arrival in the colonies. <b>Option B is incorrect.</b> American Indians were not a significant source of labor in the colonies. Efforts by colonists to enslave the native population proved ineffective. <b>Option C is incorrect.</b> Landowning families controlled the main source of labor; they were not the main source of labor themselves.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
10	005	B	<p><b>Option B is correct.</b> The House of Burgesses was the first assembly of elected representatives of English colonists in North America. The first meeting was held in Jamestown, Virginia, in 1619 as part of an effort to make conditions in the colony more agreeable for the inhabitants. <b>Option A is incorrect</b> because the House of Burgesses was not a religious establishment, but rather a political one. <b>Option C is incorrect.</b> The House of Burgesses was in Virginia, not New England, and was an assembly of elected representatives, not an open town meeting. <b>Option D is incorrect.</b> The first stock exchange in the original colonies was located in Philadelphia. The House of Burgesses was a political institution rather than a financial institution.</p> <p>Back to Question</p>
11	006	C	<p><b>Option C is correct.</b> The Proclamation of 1763 was issued at the end of the French and Indian war and forbade colonists from settling past the Appalachian Mountains. The main purpose of the proclamation was to stabilize relations with American Indians through regulation of trade, settlement and land purchases on the western frontier. <b>Option A is incorrect</b> because, although one result of the French and Indian War was the imposition of new taxes on the colonies, it was not a main reason for the proclamation. <b>Option B is incorrect</b> because the defeat of the French had already established British claims to eastern Canada, and the proclamation did not deal with this issue. <b>Option D is incorrect</b> because the proclamation was intended to create more stable relations with American Indians, in part by keeping British colonists and American Indians separate. The proclamation did not seek to impose British law on Indians living west of the Appalachians.</p> <p>Back to Question</p>

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Question Number	Competency Number	Correct Answer	Rationales
12	006	C	<p><b>Option C is correct.</b> The Three-Fifths Compromise was a compromise between representatives of northern and southern states at the Constitutional Convention. According to the agreement, each slave was to be counted as three-fifths of a person for purposes of calculating population and apportionment in the House of Representatives. The compromise delayed dealing with the future of slavery because it implicitly recognized the existence of slavery and it also increased the power of the slave states, but it did not definitively establish the legality of slavery in national law. <b>Option A is incorrect</b> because the issue of women’s suffrage was not the subject of the Three-Fifths Compromise. <b>Option B is incorrect</b> because the protection of individual rights was not dealt with in the Three-Fifths Compromise. <b>Option D is incorrect.</b> The balance of power in Congress between small and large states was decided with the Great Compromise (or Connecticut Compromise), which created a bicameral legislature.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
13	007	C	<p><b>Option C is correct.</b> The excerpt from a Georgia newspaper in 1856 exemplifies increasing sectional tension over the issue of slavery versus free labor in the 1850s. It also highlights cultural differences about ideas on class between the North and the South. <b>Option A is incorrect</b> because although slaveholders did fear slave rebellions, the article cited is not addressing that issue. Slave rebellions had taken place before the 1850s, such as Nat Turner’s rebellion in 1831. <b>Option B is incorrect</b> because social mobility increased prior to the Civil War primarily in the North and much less so in the South. Greater social mobility in the North was possible because of industrial advancements and the greater availability of jobs and opportunities outside of agriculture. <b>Option D is incorrect.</b> While it is true that there was a degree of interdependency between the Northern and Southern economies — for instance, textile mills in the North used Southern cotton, and the Northern states supplied manufactured goods and credit to Southern planters — the excerpt does not address this issue.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
14	007	C	<p><b>Option C is correct.</b> Black Codes were state laws passed in the South after the Civil War that limited the civil rights and liberties of African Americans. Radical Republicans were in favor of the expansion of rights for African Americans.</p> <p><b>Option A is incorrect</b> because the appointment of provisional state governors by the federal government was a policy favored by some Radical Republicans who feared that governors elected by Southern voters might not be committed to the reform agenda supported by Radical Republicans. <b>Option B is incorrect</b> because the impeachment of Andrew Johnson was carried out by Radical Republicans, not in opposition to them. <b>Option D is incorrect</b> because the Freedman’s Bureau, a federal government agency set up to aid freed slaves, was supported by Radical Republicans.</p> <p>Back to Question</p>
15	009	C	<p><b>Option C is correct.</b> The Progressive Era was a period of social activism and political reform from the 1890s to the 1920s in the United States. Reformers were committed to addressing the waste, inefficiency, corruption and increasing disparities in wealth inherited from the Gilded Age. <b>Option A is incorrect</b> because some of the prominent reformers of the Progressive Era were socialists or were sympathetic toward socialism and its supporters. <b>Option B is incorrect</b> because some reformers did use social science to explain the nature and causes of poverty. The Progressive Era brought about the modernization of research to the social science disciplines at emerging universities. <b>Option D is incorrect</b> because many Progressive reformers did want to expand government regulation to address social ills; e.g., the unionization of labor, regulation of the food industry and the prohibition of alcohol.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	008	B	<p><b>Option B is correct.</b> In 1918 the United States Senate was concerned that Article 10 of the League Covenant might be used to commit American troops to war without congressional approval, and there was a general opposition to any American involvement in European affairs. <b>Option A is incorrect</b> because the Treaty of Versailles, one of the peace treaties that ended World War I, stipulated that reparations be paid by Germany. <b>Option C is incorrect</b> because the League of Nations did not affect powers given by the United States Constitution (Congress has the power to declare war, not the president). <b>Option D is incorrect</b> because issues of veto are associated with the United Nations, which was created at the end of World War II. The League of Nations allowed any member, regardless of status, to have veto power in certain situations.</p> <p>Back to Question</p>
17	009	A	<p><b>Option A is correct.</b> The G.I. Bill of Rights established a number of benefits for veterans, including tuition for college and subsidies for home mortgages. The bill was passed to allay concerns that returning soldiers would face poor prospects as the wartime economy shifted to peacetime production. The G.I. Bill of Rights enabled millions of veterans to obtain higher education and to become homeowners, boosting the United States economy significantly in the postwar years. <b>Option B is incorrect.</b> United States soldiers were not tried for war crimes during or after World War II. <b>Option C is incorrect.</b> Although many African-American veterans did in fact face discrimination after the war, the G.I. Bill of Rights was not intended to address this problem. <b>Option D is incorrect.</b> Members of the military were subject to the military justice system. The G.I. Bill of Rights did not deal with this issue.</p> <p>Back to Question</p>

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Question Number	Competency Number	Correct Answer	Rationales
18	008	A	<p><b>Option A is correct.</b> Nixon’s 1972 visit to China marked the first time a United States president had visited the People’s Republic of China. The result of the meeting was an important diplomatic document known as the Shanghai Communiqué, which stated that it was in the interest of all nations for China and the United States to work toward the normalization of their relationship.</p> <p><b>Option B is incorrect</b> because the United States did not win the war in Vietnam. The United States withdrew its forces from the conflict in 1973, and the government of South Vietnam, which the United States supported, fell to the Communist North Vietnamese in 1975.</p> <p><b>Option C is incorrect</b> because the peace accord between Israel and Egypt, known as the Camp David Accords, was a foreign policy success for the Carter administration and were signed in 1979.</p> <p><b>Option D is incorrect</b> because President Nixon improved relations with the Soviet Union rather than isolating it. During his administration, Nixon and Soviet leader Leonid Brezhnev reached agreements on trade and negotiated arms control treaties.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
19	010	A	<p><b>Option A is correct.</b> The Caddo people are historically known for arranging soil and sediments into large mound structures. These structures served religious and residential purposes and were often used for ceremonial purposes too.</p> <p><b>Option B is incorrect.</b> The Pueblo people are best known for their construction of communities of apartment-like structures made of stone, sediment and adobe mud. These communities became known by Spanish settlers as pueblos.</p> <p><b>Option C is incorrect.</b> Apache groups used several types of housing structures, depending on what part of the southwestern United States that particular group lived in. These housing types included tepees, wickiups and hogans.</p> <p><b>Option D is incorrect.</b> The Comanche people are historically known for their acquisition and domestication of horses. Using mounts, the Comanche people proved to be effective nomadic hunter-gatherers and did not build ceremonial mounds or other permanent structures.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
20	010	B	<p><b>Option B is correct.</b> In 1684 the French explorer Sieur de la Salle set out to establish a colony along the Mississippi River but ended up establishing Fort St. Louis on the Texas coast. When Spanish leaders heard rumors of a French settlement in Texas, they chose Alonso de León to lead an expedition to destroy the settlement. The first, second, and third expeditions were unsuccessful, but in 1689 de León finally discovered Fort St. Louis, which had by that time been abandoned by the French. <b>Option A is incorrect.</b> While it is true that American Indians were sometimes captured and used as servants and that some American Indian groups sold slaves to the Spanish, Alonso de León’s mission did not involve the capturing of American Indians for manual labor. <b>Option C is incorrect.</b> While the Spanish explorer Hernando de Soto was the first European to cross the Mississippi River in the 1500s, he saw the river as more of an obstacle to his main goal further west. After a century of virtually no exploration of the area, the French explorer La Salle claimed much of the land along the river for France. De León was not tasked with founding a settlement at the mouth of the Mississippi. <b>Option D is incorrect.</b> American Indian groups such as the Comanche had domesticated horses before migrating to the southwest regions, and horses were the principal source of wealth for the nomadic groups on the Texas plains. Increasingly resistant to Spanish settlement in Texas, tribes such as the Comanche and Apache often fought openly against the Spanish, raiding their settlements and burning their missions. De León did not seek to supply the Indians with horses.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
21	011	C	<p><b>Option C is correct.</b> In 1838 settlers in Nacogdoches discovered a plot between Mexican and American Indian groups to rebel against the new Republic of Texas. A prominent settler in Nacogdoches named Vicente Córdova had kept strong ties with the Mexican government and, in disagreement with the terms of Texas independence, planned a rebellion with help from the Cherokee. The rebellion aimed to overthrow the Texas Republic. <b>Option A is incorrect.</b> The 1836 Constitution of the Texas Republic instituted various measures to reduce the citizenship rights of free black citizens and promoted the introduction of new slaves into the Republic as cotton cultivation increased. The increased import and purchase of slaves during this period provided significant customs revenue to the government of the Republic. <b>Option B is incorrect.</b> The discovery of oil did not have any significant effects until the strike at Spindletop in 1901, long after Texas had ceased to be an independent republic. The Spindletop strike set Texas in motion to become the largest oil-producing state in the Union for several decades. This oil boom generated exceptional economic development. <b>Option D is incorrect.</b> The Santa Fe Expedition was an attempt by Republic president Mirabeau Lamar to increase trade with and through the New Mexico region and claim the Santa Fe Trail for the Republic of Texas. While the expedition itself was unsuccessful and increased tensions between the United States and Mexico, the survival of the Republic of Texas was not directly threatened.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
22	011	A	<p><b>Option A is correct.</b> In the 1860s most of the population of Texas lived on or near the Gulf Coast, which was the site of most of the economic activity in the state. Four major Civil War battles took place there: the first and second battles of Sabine Pass and the first and second battles of Galveston. <b>Option B is incorrect.</b> Although some fighting took place in the Indian Territory (present-day Oklahoma), no major Civil War battles took place along the Texas border with the Indian Territory. <b>Option C is incorrect.</b> Only one major Civil War battle took place near the mouth of the Rio Grande: the Battle of Palmito Ranch. <b>Option D is incorrect.</b> Although there was considerable small-scale fighting on the western plains between White settlers and American Indians during the Civil War, there was no combat between Confederate forces and Union forces in this region.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
23	012	A	<p><b>Option A is correct.</b> With delays and stoppages in petroleum production and refining elsewhere in the world, Texas oil refineries began to operate at maximum capacity to meet the needs of the Allied war effort. Texan oil and fuel products made a major contribution to the eventual Allied victory.</p> <p><b>Option B is incorrect.</b> Although the rationing of gasoline was originally mandated by seventeen Atlantic and Pacific Northwest states, rationing regulations were eventually taken over by the federal government under the Office of Price Administration, and gas rationing was not stricter in Texas than elsewhere.</p> <p><b>Option C is incorrect.</b> Although the Pantex Ordnance plant in Amarillo would one day assemble nuclear weapons at its facilities, the plant primarily manufactured conventional bombs during World War II. The center for research and development of the first atomic bombs was in Los Alamos, New Mexico.</p> <p><b>Option D is incorrect.</b> There was relatively little German submarine activity in the Gulf of Mexico during World War II, and Texas was too far from the main theater of action in the North Atlantic to serve as an important base for Allied planes or ships guarding merchant convoys and attacking German subs.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
24	012	A	<p><b>Option A is correct.</b> Cardiac surgeon Michael E. DeBakey is best known for inventing the roller pump, which later became an essential component of the heart-lung machine. This invention and its use in the heart-lung machine made open-heart surgery possible. <b>Option B is incorrect.</b> Denton A. Cooley is a heart surgeon most famous for performing the first implantation of a completely artificial heart. <b>Option C is incorrect.</b> T. C. Hsu is a cell biologist who correctly determined the number of chromosomes within the nucleus of a sperm or egg cell. <b>Option D is incorrect.</b> R. Lee Clark is an oncologist who worked to advance cancer prevention and control throughout the world.</p> <p><a href="#">Back to Question</a></p>
25	013	C	<p><b>Option C is correct.</b> This region is hot and humid most of the year with warm winters. The shaded region on the map is affected by warm, moist air rising off the Gulf of Mexico, which circulates in a pattern from south to northeast. This pattern causes the eastern part of the state to have relatively high levels of precipitation compared to western Texas. <b>Option A is incorrect.</b> Warm semiarid climates are found in southwestern and western Texas and feature relatively low annual rainfall amounts (less than twenty inches of rain per year). <b>Option B is incorrect.</b> Continental climates are those regions that are mostly unaffected by marine weather patterns. These climates feature extreme differences between summer and winter temperatures, with very hot summers and very cold winters, and are found in regions such as the American Midwest. <b>Option D is incorrect.</b> Mediterranean climates have mild, wet winters and long, dry summers. In the United States, this climate is found in coastal California.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
26	013	B	<p><b>Option B is correct.</b> Geographers express the scale of a map as a simple ratio of a length on the map to the length it represents on the actual ground. Thus, on a map drawn to 1:4,000,000 scale, one inch on the map represents 4,000,000 inches on the ground; one centimeter represents 4,000,000 centimeters, etc. <b>Options A, C and D are all incorrect</b> expressions of the ratio because they combine different units of length.</p> <p><a href="#">Back to Question</a></p>
27	014	D	<p><b>Option D is correct.</b> Constructing such a table enables the identification of the common factors that give a group of countries a distinct regional identity or the specification of a characteristic that is common across country boundaries. <b>Option A is incorrect</b> because such an activity does not employ the geographic concept of formal region. <b>Option B is incorrect</b> because this activity helps determine the absolute location of a place, not define a region. <b>Option C is incorrect</b> because this activity serves as a data analysis but is not part of recognizing or defining a region.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
28	014	B	<p><b>Option B is correct.</b> The European Union, an economic union that developed out of earlier western European free-trade organizations, aimed to abolish trade barriers and encouraged the free movement of goods, people and labor within the union. The EU acts as a common market and member states benefit from being part of a much larger economic unit. <b>Option A is incorrect</b> because not all EU members use the same currency. Though many members do use the euro, some (most notably the United Kingdom) continue to use their own currency for domestic transactions. <b>Option C is incorrect</b> because the ability to take unilateral military action would not be enhanced by joining the EU. The EU emphasizes multilateral cooperation, and does not currently have direct authority over member states' military affairs, but joining the EU would probably lessen a country's ability or willingness to take unilateral military action. <b>Option D is incorrect</b> because the desire to preserve a unique culture would be unlikely to motivate a country to join the EU. Critics of the EU have argued that the free movement of goods and people in fact has a tendency to break down local cultures and threatens individual countries in Europe with a kind of cultural homogenization.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
29	015	D	<p><b>Option D is correct.</b> A common type of commercial agriculture features the production of a single crop (monoculture) for sale to processors. Monoculture is often more efficient than producing multiple crops on the same farm.</p> <p><b>Option A is incorrect</b> because this option describes subsistence agriculture.</p> <p><b>Option B is incorrect</b> because although there is an expanding organic agricultural sector that seeks to minimize or eliminate the use of chemical pesticides, herbicides and fertilizers, most commercial agricultural enterprises continue to use them.</p> <p><b>Option C is incorrect</b> because most commercial agriculture today is mechanized to a great extent, thereby greatly reducing the need for humans or animals to perform intense, sustained, physical labor.</p> <p><a href="#">Back to Question</a></p>
30	016	C	<p><b>Option C is correct</b> because social learning theory involves people learning by observing models and imitating them.</p> <p><b>Option A is incorrect</b> because in classical conditioning, a response that is produced reflexively to a given stimulus is paired with a neutral stimulus until the neutral stimulus alone produces the response.</p> <p><b>Option B is incorrect</b> because in operant conditioning, a person’s behavior increases or decreases depending on whether it is reinforced or punished.</p> <p><b>Option C is incorrect</b> because in insight learning, the answer to a problem comes to the person after an incubation period.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
31	017	B	<p><b>Option B is correct.</b> The process by which the United States Constitution may be amended is outlined in Article V of the Constitution. <b>Option A is incorrect.</b> The president does not propose amendments to the Constitution. A Congressional supermajority vote is not required to pass an amendment. <b>Option C is incorrect.</b> While Article V of the Constitution states that three-fourths of the states may propose an amendment, the amendment cannot be ratified by the Supreme Court. Proposed amendments are ratified by a national convention. <b>Option D is incorrect.</b> While Article V of the Constitution states that three-fourths of the states may propose an amendment, the amendment cannot be ratified by the president. Amendments proposed by the states must be ratified by a national convention.</p> <p><a href="#">Back to Question</a></p>
32	017	C	<p><b>Option C is correct.</b> The United States Constitution guarantees that legal proceedings be fair and that those accused of crimes be given notice and an opportunity to be heard in trial before being convicted. Furthermore, the United States Constitution guarantees that all suspects are held as innocent until proven guilty beyond a reasonable doubt in court. <b>Option A is incorrect.</b> Due process of law does not refer to the magnitude or type of penalties for crimes. The Eighth Amendment protects citizens from cruel and unusual punishments. This amendment prevents such penalties as excessive fines, torture and arbitrary punishments. <b>Option B is incorrect.</b> The Fifth Amendment does not establish measures to ensure that all citizens follow the law. Regulating the behavior of citizens through the enforcement of consequences is a core function of legal authority. <b>Option D is incorrect.</b> The Fifth Amendment does not guarantee the right to trial by jury; that guarantee is granted by the Sixth Amendment.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
33	017	A	<p><b>Option A is correct.</b> The term “federalism” refers to the evolving relationship between state governments and the federal government of the United States. In the United States, some powers are shared between the state and federal governments, and some powers are exclusive to the state governments or to the federal government. <b>Option B is incorrect.</b> The term “rule of law” refers to the process whereby governments make decisions based on established legal principles. In the United States, the legal principles by which the government makes its decisions are outlined in the United States Constitution. <b>Option C is incorrect.</b> The term “popular sovereignty” refers to the principle that the legitimacy of the government is created and sustained by the consent of its citizens and that citizens are the source of political power. <b>Option D is incorrect.</b> Citizens of the United States are guaranteed certain individual rights by the United States Constitution and the Bill of Rights. These individual rights cannot be expanded or taken away by any level of government without amending the Constitution.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
34	017	C	<p><b>Option C is correct.</b> The Twenty-second Amendment was passed in response to Franklin Roosevelt’s four consecutive terms as president of the United States. Although the Constitution as originally written contained no limitation on the number of times the same person could be elected president, George Washington’s refusal to run for a third term in 1796 set a precedent that was generally respected until Franklin Roosevelt’s administration. After serving the country for two terms from 1933 to 1940, Roosevelt broke with tradition and was re-elected in 1940 and again in 1944 but died in office in April 1945. Supporters of Roosevelt cited the Great Depression and the war in Europe as justifications, but after his death, Congress and state legislatures amended the Constitution out of concern that a multi-term president might become too powerful. <b>Option A is incorrect</b> because William McKinley was assassinated in September 1901, early in his second term, long before the amendment was ratified. <b>Option B is incorrect</b> because Woodrow Wilson only served two terms from 1913 to 1921 and retired after his second term. <b>Option D is incorrect.</b> Although the Twenty-second Amendment was ratified in 1951 during Harry Truman’s presidency, it was not a direct response to his administration, but instead a response to the actions of his predecessor, Franklin Roosevelt.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
35	019	B	<p><b>Option B is correct.</b> Issued by King John of England in 1215 A.D. under pressure from rebellious noblemen, the Magna Carta affirmed the rights of feudal lords and granted barons the power to collectively overrule the will of the king. Article 29 of the Magna Carta grants that free men were also not to be denied justice by the king. <b>Option A is incorrect.</b> Justinian’s Code was released as a collection of fundamental works in jurisprudence between 529 and 534 A.D. This code predated feudalism and is better known for setting precedents for international law. <b>Option C is incorrect.</b> Hammurabi’s Code was issued circa 1750 B.C., predating feudal practices. The code distinguished the rights of the people based on the social status of slaves and free persons, and the code placed no limitations on monarchs. <b>Option D is incorrect.</b> The Mayflower Compact was signed in 1620 A.D. The compact made no affirmation of feudal rights, and it did not have the legal power to require a monarch to obey the law. The Compact did, however, set forth the principle of equality among all citizens.</p> <p><a href="#">Back to Question</a></p>



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Question Number	Competency Number	Correct Answer	Rationales
36	019	A	<p><b>Option A is correct.</b> The Supreme Court decision in <i>Plessy v. Ferguson</i> upheld the constitutionality of state laws requiring racial segregation in public facilities under the doctrine of separate but equal, first established by the Morrill Act of 1890. <b>Option B is incorrect.</b> The Supreme Court decision in <i>McCulloch v. Maryland</i> concerned the taxation of all bank notes not chartered in Maryland, including those notes chartered by the Second Bank of the United States. The court’s decision invoked the necessary and proper clause of the Constitution to uphold the principle that state action may not impede the implied powers of Congress. <b>Option C is incorrect.</b> The Supreme Court decision in <i>Dred Scott v. Sandford</i> rejected the claim that a slave residing in a free territory would automatically become free. This decision was made on the basis that slaves were not considered citizens. <b>Option D is incorrect.</b> The Supreme Court decision in <i>Texas v. White</i> concerned the sale of United States bonds by the state of Texas, which had seceded from the Union.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
37	020	D	<p><b>Option D is correct.</b> An increase in United States imports from Japan will increase the demand for the Japanese yen (shifting the demand from <math>D_1</math> to <math>D_2</math>), thereby causing the Japanese yen to appreciate against the dollar. Alternatively, the increase of United States imports from Japan would increase the supply of dollars, causing it to depreciate against the yen. <b>Option A is incorrect.</b> An increase in Japanese imports from the United States will increase the demand for the United States dollar, not the Japanese yen, thereby causing the dollar to appreciate against the Japanese yen. Alternatively, the increase in Japanese imports from the United States would increase the supply of the yen, causing it to depreciate against the dollar. <b>Option B is incorrect.</b> An increase in United States exports to Japan will increase the demand for the United States dollar, not the yen. <b>Option C is incorrect.</b> Japanese tourism in the United States is considered a service import by the United States and will increase the demand for the United States dollar, not the Japanese yen, thereby causing the dollar to appreciate against the Japanese yen.</p> <p><a href="#">Back to Question</a></p>
38	020	D	<p><b>Option D is correct.</b> A surplus of the good is created when the price is set above the market equilibrium, resulting in the quantity supplied exceeding quantity demanded. <b>Option A is incorrect.</b> A shortage of the good is created when the price is set below the market equilibrium, resulting in the quantity demanded exceeding quantity supplied. <b>Option B is incorrect.</b> A shortage of the good is created when the price is set below the market equilibrium, resulting in the quantity demanded exceeding quantity supplied. <b>Option C is incorrect.</b> A surplus of the good is created when the price is set above the market equilibrium, resulting in the quantity supplied exceeding quantity demanded.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
39	020	D	<p><b>Option D is correct.</b> The table shows that the country has a high unemployment rate, is experiencing contraction in its Gross Domestic Product (GDP), and has a relatively low inflation rate. Such types of data are typical of economies that are in the recession phase of the business cycle. <b>Option A is incorrect</b> because economies in the expansion phase of the business cycle typically have positive rates of GDP growth, lower unemployment, and sometimes have higher rates of inflation. <b>Option B is incorrect</b> because economies at the peak phase of the business cycle also typically have positive rates of GDP growth (though often lower than in the expansion phase), lower unemployment, and sometimes higher rates of inflation. <b>Option C is incorrect</b> because economies in the recovery phase of the business cycle typically have positive (or at least not so strongly negative) rates of GDP growth, lower unemployment, and sometimes higher rates of inflation. Also, it is a snapshot, so one cannot tell whether it is moving toward the trough or toward recovery.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
40	021	A	<p><b>Option A is correct.</b> Entrepreneurs take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure. <b>Option B is incorrect</b> because voluntary exchange is the process of willingly trading one valuable commodity (good, service or resource) for another. Voluntary exchanges are the foundation of market transactions and what makes competitive markets efficient, but they are not the main incentive for entrepreneurs to start a business. <b>Option C is incorrect</b> because specialization occurs when people concentrate on producing goods or services or performing tasks they are good at, allowing them to produce more than they can consume. Specialization usually increases the productivity of workers and leads to increased interdependence among producers, but it is not the main incentive for entrepreneurs to start a business. <b>Option D is incorrect</b> because in economic terms, competition refers to the actions of two or more rivals in pursuit of the same objective. When they start new companies, entrepreneurs often begin to engage in competition with others, but in the economic model of entrepreneurial behavior, this is not the main incentive for starting a new business.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
41	021	B	<p><b>Option B is correct.</b> Imposing a per-unit tax on soft drinks will shift the supply curve to the left (or upward) by the amount of per-unit tax, resulting in a higher price to the consumers, thus decreasing the quantity demanded. Because the demand curve is relatively inelastic, buyers will be less responsive to the higher price of soft drinks that results from the tax. As a result, sellers will be able to pass the greater portion of the tax in the form a higher price on to buyers. Thus buyers will bear the larger portion of the tax burden. <b>Option A is incorrect.</b> Because the demand curve is relatively inelastic, buyers will be less responsive to the higher price of soft drinks that results from the tax. As a result, sellers will be able to pass the greater portion of the tax in the form a higher price on to buyers. Thus buyers will bear the larger portion of the tax burden, not sellers.</p> <p><b>Option C is incorrect.</b> Imposing a per-unit tax on soft drinks will shift the supply curve to the left (or upward) by the amount of per-unit tax, resulting in a higher price to the consumers, thus moving upward along the demand curve and decreasing the quantity demanded, not increasing the quantity demanded.</p> <p><b>Option D is incorrect.</b> Imposing a per-unit tax on soft drinks will lead to a decrease in the quantity demanded (not increasing the quantity demanded). Because the demand curve is relatively inelastic, buyers will pay the largest portion of the tax (not the sellers).</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
42	022	B	<p><b>Option B is correct.</b> Government spending on infrastructure projects such as roads increases aggregate demand and encourages firms to hire more workers to meet the higher demand, a process that can eventually lead to full employment. President Eisenhower and his advisors hoped to stimulate the economy with this infusion of government spending. <b>Option A is incorrect</b> because although government spending on infrastructure increases aggregate demand, it can also lead to higher prices. <b>Option C is incorrect</b> because the Federal Aid Highway Act in 1956 increased the size of the government, which may negatively affect individuals' economic freedom. <b>Option D is incorrect</b> because economic efficiency refers to the use of resources to maximize the production of goods and services. An economic system is said to be economically efficient if no one can be made better off without making someone else worse off. Although President Eisenhower and his advisors hoped to see economic benefits by authorizing the construction of the highway system, they were not seeking economic efficiency in this sense.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
43	023	A	<p><b>Option A is correct.</b> The term “cultural convergence” refers to the idea that the availability of media such as the Internet, printed text, television and radio tends to provide groups of people from different regions more access to other cultures. Such access may lead to the adoption of cultural traits and cultural forms by different groups and may lead to greater cultural similarities. <b>Option B is incorrect.</b> If influence on cultures were restricted, the media by which cultural convergence take place would also be restricted. <b>Option C is incorrect.</b> This process is known as transmission and takes place when older generations teach younger generations about a shared culture or set of values. Transmission typically takes places within one culture, not between two different cultures. <b>Option D is incorrect.</b> This is simply a definition of the term “culture.”</p> <p><a href="#">Back to Question</a></p>
44	025	C	<p><b>Option C is correct</b> because it states a question that is both potentially answerable through historical research and that is a subsidiary and significant aspect of the larger topic mentioned in the question. <b>Option A is incorrect</b> because although it states a question that is potentially answerable through historical research, it is a relatively narrow topic and is only indirectly linked to the larger topic of the war’s impact on society. <b>Option B is incorrect</b> because it refers to a hypothetical, or counterfactual, situation that cannot be addressed satisfactorily through historical research. <b>Option D is incorrect</b> because it states a question that might be answerable through historical research but that does not directly pertain to the larger topic mentioned in the question.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
45	025	B	<p><b>Option B is correct.</b> Because a population pyramid displays the population of a country by age and gender, it would be possible to predict the future need for human services. For example, when a population pyramid shows a large number of young people and a smaller number of older people, it can be predicted that there will be more need for services like medical care and social security when that large group of young people comes to retirement age. <b>Option A is incorrect.</b> Population pyramids do not display information about social hierarchies. This information can be displayed in a simple chart. <b>Option C is incorrect.</b> Population pyramids do not include information about race and ethnicity. This information is typically displayed in pie charts. <b>Option D is incorrect.</b> Population pyramids do not include information about forms of government. Comparisons between forms of government are sometimes displayed in Venn diagrams or simple tables.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
46	025	A	<p><b>Option A is correct.</b> The <i>Journal of American History</i> is a scholarly journal, or a peer-reviewed periodical, that serves as a forum for presentation and scrutiny of new and existing research. As such, it is considered a secondary source.</p> <p><b>Option B is incorrect.</b> The United States census as a historical document is used as a source to determine information such as the population, ethnic and racial background, and economic status of people in the United States. This is an example of a primary source.</p> <p><b>Option C is incorrect.</b> Plato's <i>Republic</i> is considered a primary source. Written in Athens in the fourth century B.C., <i>The Republic</i> is often used by historians to examine ancient Greek ideas about politics, justice and ethics.</p> <p><b>Option D is incorrect.</b> The Treaty of Versailles was one of the peace treaties signed at the end of World War I. It is considered a primary source because it documents direct evidence of activities or agreements between nations at the particular time that it was created.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
47	025	C	<p><b>Option C is correct.</b> As part of a systematic study of the research project described in the question, the most effective and efficient approach would be to examine the correlation between time spent studying and exam results, establishing data for each student individually and then aggregating the data. <b>Option A is incorrect</b> because observation of subjects in their natural environment, if needed at all, would be more appropriate for the data-collection phase of the project if the researcher had concerns about the reliability of self-reported data about study time. <b>Option B is incorrect</b> because a case study, which typically focuses on an individual subject or a small group of subjects, would not be likely to result in a broad enough sample. <b>Option D is incorrect</b> because a longitudinal study involves establishing repeated correlations between the same phenomena over an extended period of time, which is not necessary for the research project as described in the question.</p> <p><a href="#">Back to Question</a></p>
48	026	B	<p><b>Option B is correct.</b> Writing a journal entry describing the reasons behind their vote would require students to consider their own reasoning for casting their votes based on the facts and ideas they shared with the candidates they chose. <b>Option A is incorrect.</b> Predicting the outcome of an upcoming election does not require students to consider their decisions based on their knowledge and ideas. <b>Option C is incorrect.</b> Although this activity involves artistic creativity and requires an understanding of the purpose of campaign posters, it does not require the deeper reflection involved in keeping a journal. <b>Option D is incorrect.</b> This activity requires research skills and inferences based on data from previous elections, but it does not require students to reflect on their own decisions in voting for a particular candidate.</p> <p><a href="#">Back to Question</a></p>



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## Preparation Resources

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

### JOURNALS

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

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

### OTHER RESOURCES

Baerwald, T. J., and Fraser, C. (2009). *World Geography: Building a Global Perspective*. Upper Saddle River, N.J.: Prentice Hall.

Banks, J. A. (1998). *Teaching Strategies for the Social Studies*, Fifth Edition. Reading, Mass.: Addison-Wesley Publishing Company.

Bergman, E. F., and Renwick, W. H. (2002). *Introduction to Geography: People, Places, and Environment*, Second Edition. Upper Saddle River, N.J.: Prentice Hall.

Boyes, W., and Melvin, M. (2010). *Economics*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

Burns, J. M., et al. (2011). *Government by the People*, Twenty-Fourth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Calvert, R. A., and DeLeón, A. (2007). *The History of Texas*, Fourth Edition. Arlington Heights, Ill.: Harlan Davidson, Inc.

Center for Civic Education. (1994). *National Standards for Civics and Government*. Calabasas, Calif.: Center for Civic Education.

Chambers, M., et al. (2009). *The Western Experience*, Tenth Edition. Boston, Mass.: McGraw-Hill College.

Clawson, D. L., and Fisher, J. S. (Eds.). (2010). *World Regional Geography: A Development Approach*, Tenth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Davidson, J. P., Reed, W. E., and Davis, P. M. (2001). *Exploring Earth: An Introduction to Physical Geography*, Second Edition. Upper Saddle River, N.J.: Prentice Hall.

*Expectations of Excellence: Curriculum Standards for Social Studies* (Bulletin No. 89) (2010). Washington, D.C.: National Council for the Social Studies.

Faragher, John M., Buhle, M. J., Czitrom, D., and Armitage, S. H. (2005). *Out of Many: A History of the American People*, Fifth Edition. Upper Saddle River, N.J.: Prentice Hall.

Fellmann, J., et al. (2009). *Human Geography: Landscapes of Human Activities*, Eleventh Edition. Boston, Mass.: McGraw-Hill College.

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- Gabler, R. E., et al. (2011). *Essentials of Physical Geography*, Tenth Edition. Belmont, Calif: Brooks/Cole, Cengage Learning.
- Gilderhus, Mark T. (2009). *History and Historians: A Historiographical Introduction*, Seventh Edition. Upper Saddle River, N.J.: Prentice Hall.
- Janda, K., Berry, J. M., and Goldman, J. (2011). *The Challenge of Democracy: American Government in Global Politics*, Eleventh Edition. Boston, Mass.: Houghton Mifflin Company.
- Kagan, D., et al. (2012). *The Western Heritage*, Eleventh Edition. Upper Saddle River, N.J.: Prentice-Hall.
- Knox, P. L., and Marston, Sallie A. (2012). *Human Geography: Places and Regions in Global Context*, Sixth Edition. Upper Saddle River, N.J.: Prentice Hall.
- Kraemer, R. H., and Newell, C. (2012). *Texas Politics*, Twelfth Edition. Belmont, Calif.: Wadsworth Publishing.
- Michaelis, J. U., and Garcia, J. (2000). *Social Studies for Children: A Guide to Basic Instruction*, Twelfth Edition. Old Tappan, N.J.: Allyn and Bacon.
- National Geography Standards: Geography for Life*, Second Edition. (2012). Washington, D.C.: Geography Education Standards Project.
- National Standards for History*, Revised Edition. (1996). Los Angeles, Calif.: National Center for History in the Schools.
- Norton, M. B., et al. (2011). *A People and a Nation: A History of the United States*, Ninth Edition. Belmont, Calif.: Wadsworth Publishing.
- Parkin, M. (2011). *Macroeconomics*, Tenth Edition. Reading, Mass.: Addison-Wesley Publishing Company.
- Parkin, M. (2011). *Microeconomics*, Tenth Edition. Reading, Mass.: Addison-Wesley Publishing Company.
- Pulsipher, L. M. (2010). *World Regional Geography: Global Patterns, Local Lives*, Fifth Edition. New York, N.Y.: W. H. Freeman and Company.
- Shaver, J. P. (Ed.). (1991). *Handbook of Research on Social Studies Teaching and Learning*. New York, N.Y.: Maxwell Macmillan International.
- Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*. Boston, Mass.: Little, Brown and Company.
- Texas Education Agency (1997). *Texas Essential Knowledge and Skills (TEKS)*.
- Welch, S., Gruhl, J., Steinman, M., and Comer, J. (2011). *Understanding American Government*, Thirteenth Edition. Belmont, Calif.: Wadsworth Publishing.
- Welton, D. A., and Mallan, J. T. (2004). *Children and Their World: Strategies for Teaching Social Studies*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

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## **ONLINE RESOURCES**

Austin Independent School District, Instructional Resources for Texas History —  
[www.austinschools.org/curriculum/soc\\_stud/ms/7th/index.html](http://www.austinschools.org/curriculum/soc_stud/ms/7th/index.html)

Best of History Websites — [www.besthistorysites.net/index.php/lesson-plans](http://www.besthistorysites.net/index.php/lesson-plans)

EcEdWeb, Economic Education Web —  
<http://ecedweb.unomaha.edu/lessons/lessons.cfm>

EconFun for Teachers — [www.econ-fun.com/sample\\_lessons.htm](http://www.econ-fun.com/sample_lessons.htm)

Federal Reserve Bank of St. Louis/Education Resources —  
[www.stlouisfed.org/education\\_resources/](http://www.stlouisfed.org/education_resources/)

Foundation for Teaching Economics — [www.fte.org/](http://www.fte.org/)

HippoCampus — [www.hippocampus.org/](http://www.hippocampus.org/)

Historyteacher.net — [www.historyteacher.net](http://www.historyteacher.net)

Mid-continent Research for Education and Learning (McREL) —  
[www.mcrel.org/lesson-plans/civics/civicslessons.asp](http://www.mcrel.org/lesson-plans/civics/civicslessons.asp)

National Council for the Social Studies — [www.ncss.org](http://www.ncss.org)

Politico — [www.politico.com/](http://www.politico.com/)

TeacherVision, U.S. Government Resources for Teachers —  
[www.teachervision.fen.com/government/teacher-resources/6623.html](http://www.teachervision.fen.com/government/teacher-resources/6623.html)

Texas State Historical Association — [www.tshaonline.org](http://www.tshaonline.org)