

*The
Praxis
Series™*
eBooks

The Official Study Guide

**Social Studies: Content and
Interpretation Test**

Test Code: 0086/5086

- Study Topics
- Practice Questions Directly from the Test Makers
- Test-Taking Strategies

www.ets.org/praxis

Study Guide for the *Social Studies: Content and Interpretation Test*



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Chapter 1

Introduction to the Test and Suggestions for Using This Study Guide



Introduction to the Test and Suggestions for Using This Study Guide

Introduction to the *Social Studies: Content and Interpretation Test* (0086/5086)

The *Social Studies: Content and Interpretation* test is designed for prospective secondary social studies teachers. The test is designed to reflect current standards for knowledge, skills, and abilities in social studies education. Educational Testing Service (ETS) collaborates with its client states, the National Council for Accreditation of Teacher Education (NCATE), and the National Council for the Social Studies (NCSS), along with teacher educators, higher education content specialists, and accomplished practicing teachers in the field of social studies, to keep the test updated and representative of current standards.

The *Social Studies: Content and Interpretation* test consists of 90 multiple-choice questions and 3 constructed-response questions. The test covers the seven major areas related to the standards, in the following proportions:

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. United States History	18	15%
II. World History	18	15%
III. Government/Civics	18	15%
IV. Economics	13	11%
V. Geography	13	11%
VI. Behavioral Sciences	10	8%
VII. Short Content Essays	3	25%

Test takers have 2 hours to complete the test.

Calculators are not allowed.

Suggestions for Using the “Study Topics” Chapter of this Study Guide

This test is different from a final exam or tests you may have taken for specific courses because it is comprehensive—that is, it covers material you may have learned from experience, observation, or in courses. It requires you to synthesize information you have learned from many sources and to understand the subject as a whole.

As a teacher, you will need a thorough understanding of the fundamental concepts in the six content categories and the ways in which the various concepts fit together. You also need to understand typical misconceptions, because as a teacher you will need to apply your knowledge to situations in the classroom.

This test is very different from the SAT® or other assessments of reading, writing, and mathematical skills. You may have heard it said that you can’t study for the SAT—that is, you should have learned these skills throughout your school years, and you can’t learn reading or reasoning skills shortly before you take the exam. The *Social Studies: Content and Interpretation* test assesses a domain you *can* review for and can prepare to be tested on. Moreover, studying for your licensing exam is a great opportunity to reflect on your field and develop a deeper understanding of it before you begin to teach the subject matter to others.

We recommend the following approach for using the Study Topics chapter to prepare for the test

- **Become familiar with the test content.** Learn what will be assessed in the test, covered in chapter 4.
- **Assess how well you know the content in each area.** After you learn what topics the test contains, you should assess your knowledge in each area. How well do you know the material? In which areas do you need to learn more before you take the test? It is quite likely that you will need to brush up on most or all of the areas.
- **Develop a study plan.** Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. A Study Plan form is included in appendix A at the end of the book as a possible way to structure your planning. Remember that this is a licensure test and covers a great deal of material. Plan to review carefully. You will need to allow time to find the books and other materials, time to read the material and take notes, and time to go over your notes.
- **Identify study materials.** Most of the material covered by the test is contained in standard introductory textbooks in each of the major fields. If you do not own an introductory text in each area, you may want to borrow one or more from friends or from a library. You may also want to obtain a copy of your state’s standards for social studies. (One way to find these standards quickly is to go to the website for your state’s Department of Education.) The textbooks used in secondary classrooms may also prove useful to you, since they also present the material you need to know. Use standard school and college introductory textbooks and other reliable, professionally prepared materials. Don’t rely heavily on information provided by friends or from searching the Internet. Neither of these sources is as uniformly reliable as textbooks.

- **Work through your study plan.** You may want to work alone, or you may find it more helpful to work with a group or with a mentor. Work through the topics and questions provided in chapter 4. Be able to define and discuss the topics in your own words rather than memorizing definitions from books. If you are working with a group or mentor, you can also try informal quizzes and questioning techniques.
- **Proceed to the practice questions.** Once you have completed your review, you are ready to benefit from the Practice Questions portion of this guide. Separate sections of the guide are devoted to multiple-choice and constructed-response questions.

Suggestions for Using the “Practice Questions” and “Right Answers and Sample Responses” Chapters

- **Read chapter 5.** This chapter will sharpen your skills in reading and answering multiple-choice questions. For you to succeed on multiple-choice questions, you must focus carefully on the question, avoid reading things into the question, pay attention to details, and sift patiently through the answer choices.
- **Read chapter 6.** This chapter will help you prepare for answering the constructed-response questions. Just as with the multiple-choice questions, it is important for you to carefully read and understand the questions and documents attached to the question. Some of the questions will require that you synthesize information from several different sources in order to answer the questions.
- **Answer the practice questions in chapter 7.** Work on the practice questions in a quiet place without distractions. Remember that the practice questions are only examples of the way the topics are covered in the test. The test will have different questions.
- **Score the practice questions.** Go through the detailed answers in chapters 8 and 9 and mark the questions you answered correctly and the ones you missed. Look over the explanations of the questions you missed and see if you understand them.
- **Decide whether you need more review.** After you have looked at your results, decide whether there are areas that you need to brush up on before taking the actual test. Go back to your textbooks and reference materials to see if the topics are covered there. You might also want to go over your questions with a friend, administrator, or instructor who is familiar with the subjects.
- **Assess your readiness.** Do you feel confident about your level of understanding in each of the areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 10 (“Are You Ready?”) to double-check that you’ve thought through the details. If you need more information about registration or the testing situation itself, use the resources in appendix B: “For More Information.”

Chapter 2

Background Information on *The Praxis Series*[™]



What Are *The Praxis Series*™ Subject Assessments?

The Praxis Series Subject Assessments are designed by Educational Testing Service (ETS) to assess your knowledge of the subject area you plan to teach, and they are a part of the licensing procedure in many states. This study guide covers an assessment that tests your knowledge of the actual content you hope to be licensed to teach. Your state has adopted *The Praxis Series* tests because it wants to be certain that you have achieved a specified level of mastery of your subject area before it grants you a license to teach in a classroom.

The Praxis Series tests are part of a national testing program, meaning that the test covered in this study guide is required by more than one state for licensure. The advantage of taking *Praxis* tests is that if you want to move to another state that uses *Praxis* tests, you can transfer your scores to that state. Passing scores are set by states, however, so if you are planning to apply for licensure in another state, you may find that passing scores are different. You can find passing scores for all states that use *The Praxis Series* tests online at www.ets.org/praxis or on the website of the state for which you are seeking certification/licensure.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of education leader licensing, a license tells the public that the individual has met pre-defined competency standards for a beginning education leader.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation: some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why Does My State Require *The Praxis Series* Assessments?

Your state chose *The Praxis Series* Assessments because the test assesses the breadth and depth of content—called the “domain”—that your state wants its education leaders to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by the panels.

What Kinds of Tests Are *The Praxis Series* Subject Assessments?

The Praxis Series Subject Assessments generally include two types of test questions: multiple choice (for which you select your answer from a list of choices) and constructed response (for which you write a response of your own). Multiple-choice tests can survey a wider domain because they can ask more questions in a limited period of time. Constructed-response tests have far fewer questions, but the questions require you to demonstrate the depth of your knowledge in the area covered. This test includes both multiple-choice and constructed-response questions.

What Do the Tests Measure?

The Praxis Series Subject Assessments are tests of content knowledge. They measure your understanding and skills in a particular subject area. Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific pedagogy tests, most of which are constructed response, measure your understanding of how to teach certain fundamental concepts in a subject area. The tests do not measure your actual teaching ability, however. They measure your knowledge of a subject and of how to teach it. The teachers in your field who help us design and write these tests, and the states that require them, do so in the belief that knowledge of your subject area is the first requirement for licensing. Teaching combines many complex skills, only some of which can be measured by a single test. While *The Praxis Series* Assessments are designed to measure how thoroughly you understand the material in the subject area(s) in which you want to be licensed to teach, your teaching ability is a skill that is typically measured in other ways; for example, through observation, videotaped practice, or portfolios.

How Are These Tests Developed and How Are Passing Scores Recommended?

ETS begins the development of each new subject test in *The Praxis Series* by assembling a test committee of practicing teachers and teacher educators from among the states that may use the test in their licensure process. The committee reviews and revises a draft domain of knowledge and/or skills developed by ETS subject experts. The revised domain is then sent as a web-based survey to a national sample of practicing teachers representing a variety of teaching settings, and faculty members from schools of education who prepare teachers in that subject area. These educators are asked to judge the importance of each of the knowledge and/or skill statements that define the domain. The results of this “job analysis survey” are used to identify those statements that have been verified to be important for entering practice. These verified statements are then used by the test committee, under the guidance of ETS test developers, to develop test content specifications. Teams of teachers then work with ETS test developers to write questions that align with the content specifications and meet ETS’s rigorous requirements for quality and fairness—ETS Standards for Quality and Fairness.**

When your state adopts a *Praxis* Subject Assessment, a cut score needs to be defined; the cut score is the minimum test score required to pass the test. ETS has pioneered a multi-state process to recommend passing scores. In this process, up to 50 educators (teachers and faculty members) from across the states

** ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

CHAPTER 2

that have adopted the test participate in a standard setting process to recommend a passing score. Each specific state is encouraged to review the multi-state recommendation with a small state-specific group of educators to decide on the final passing score for the state. During the multi-state study, the educators also judge the importance of the test content specifications for entering practice. This serves as an additional source of evidence of the job-relevance of the tested content.

Practicing teachers and faculty members are involved in all major phases of test development and the standard setting process. Such expert involvement is needed to develop high-quality and job-relevant licensure assessments. This practice is consistent with how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass *The Praxis Series Subject Assessments*, you and the practitioners in your state will have evidence that you have the knowledge and skills required for beginning teaching practice.

Chapter 3

Screens for the Computer-Delivered Test



Introduction

The *Social Studies: Content and Interpretation* test is computer delivered. This chapter is intended to show what the actual test directions and questions screens look like on the computer.

General Directions Screen

The General Directions screen provides information about the test including the test sections, the approximate time allotted for each section of the test, breaks during the test, and how to use scratch paper.

General Directions

Test Format

This test has two parts. Part A includes 90 multiple-choice questions. Part B includes three constructed-response questions. For each of the constructed-response questions, specific directions and tasks will detail what you are expected to provide in your responses.

Timing and Break

You will have two hours to take the entire test: Part A **and** Part B. The two parts of the test are **not** separately timed. You must be sure to monitor the time you spend on each part of the test.

Suggested timing:

- Use approximately 90 minutes to answer the 90 multiple-choice questions in Part A.
- Use approximately 30 minutes (approximately 10 minutes per question) to respond to the three constructed-response questions in Part B.

During the test you may take one optional break. If you wish to take this break, raise your hand. Please note that **timing will not stop** for this break.

Note: The information given here and throughout the test regarding timing reflects the standard timing. If you have been approved for extended time, the adjusted timing will be reflected accurately on the clock that appears on the screen.

Test Information

You may use the scratch paper provided to work out your answers. **No credit will be given for any responses marked on scratch paper.** All scratch paper must be turned in to the test administrator at the end of the testing session.

If you have a concern about the wording of a test question, note the question number on your scratch paper and continue the test. Report your concern to the test administrator after you complete the test.

Test Center Regulations Screen

The Test Center Regulations explains the rules regarding the taking of the test.

IBT Client

The Praxis Series™

Continue

Test Center Regulations

You should have nothing on your computer table except scratch paper, a No. 2 pencil, a calculator if permitted, and your identification. Watch alarms must be turned off. You may not eat, drink, or use tobacco during the test. The official time will be kept by the computer. The test administrator is authorized to dismiss you from the test session and/or your scores may be canceled for actions such as, but not limited to, those listed below. The Office of Testing Integrity will be notified of any action taken.

- attempting to take the test for someone else or having someone take the test for you
- failing to provide acceptable identification
- obtaining improper access to the test, a part of the test, or information about the test
- using a telephone or having a cell phone in your possession in the test center
- using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators (except on tests where a calculator is permitted), watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms, stop watches, dictionaries, translators, compasses, protractors, and any hand-held electronic or photographic device
- creating a disturbance
- attempting to give or receive assistance, or otherwise communicate, in any form, with another person about the test during the test session or during breaks
- tampering with the computer
- leaving the test room without permission or leaving the test center during a break
- taking excessive or extended unscheduled breaks during the test session
- failing to follow any of the test administrator's directions or instructions

I understand that by clicking on the "**Continue**" button above, I affirm that I have read these test center regulations and understand the consequences of failure to abide by them.

Click **Continue** to go on.

Testing Tools Screen

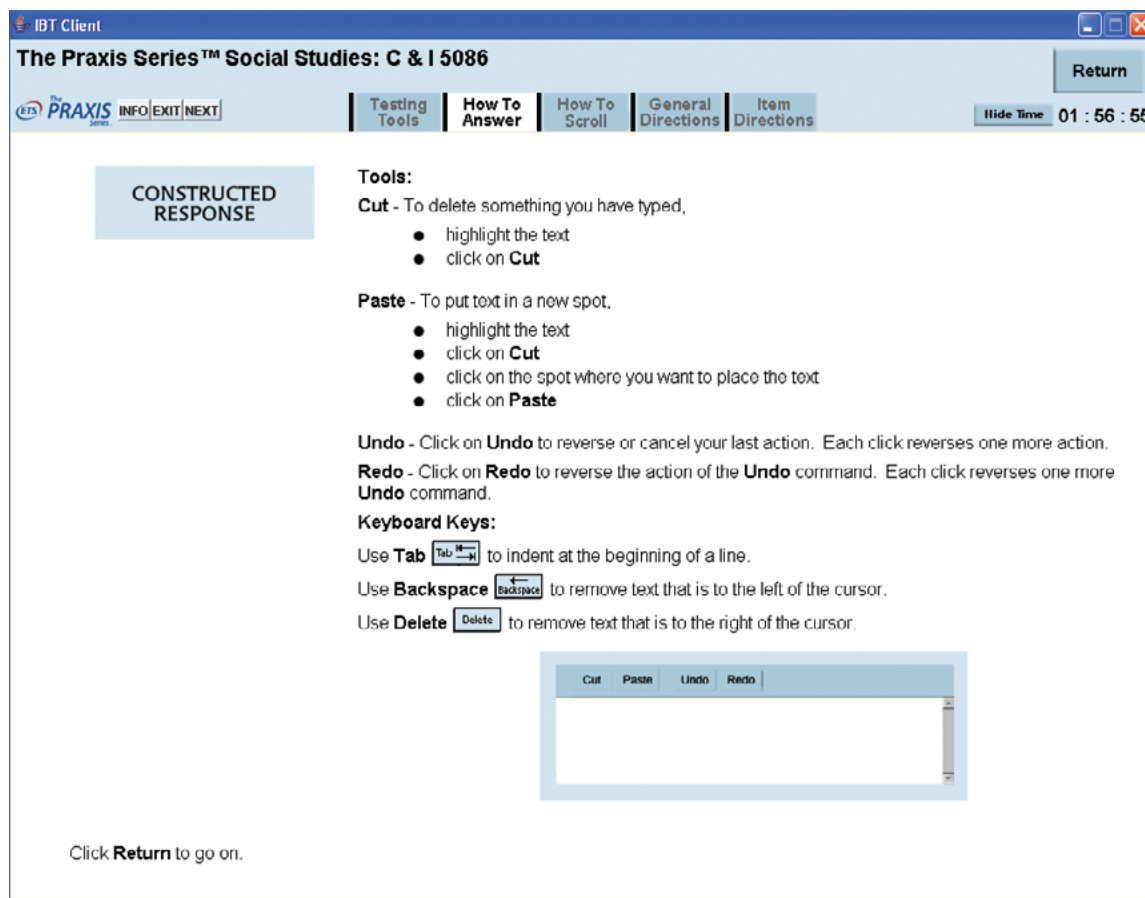
The Testing tools screen provides an overview of the testing tools and buttons that are available to you during the test.

The screenshot shows the 'Testing Tools' screen in the IBT Client. The window title is 'The Praxis Series™ Social Studies: C & I 5086'. The top navigation bar includes 'Testing Tools', 'How To Answer', 'How To Scroll', 'General Directions', and 'Item Directions'. A 'Return' button is in the top right, and a 'Hide Time' indicator shows '01 : 57 : 38'. The main content area lists five tools:

NEXT		After you answer a question, click on Next . You may still change the answer after clicking on Next .
BACK		Clicking on Back will take you to the previous screen or question.
HELP		Clicking on Help will bring you to Help . From Help you can get information on different topics by clicking on one of the tabs above. You are now in Help .
MARK		Clicking on Mark will place a check mark next to the questions you may want to look at on the Review screen. Clicking on Mark again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.
REVIEW		Clicking on Review will display the Review screen. The Review screen lists all of the questions in the test and their status. The Status column shows if a question has been answered, not answered, or not yet seen. The Mark column shows all questions you have marked for review. The question you were looking at last is highlighted when you enter the Review screen.

How to Answer Screen

The How to Answer screen explains how to manipulate text when answering a constructed-response question during the test.



IBT Client

The Praxis Series™ Social Studies: C & I 5086

Return

ETS The PRAXIS INFO|EXIT|NEXT

Testing Tools | **How To Answer** | How To Scroll | General Directions | Item Directions

Hide Time 01 : 56 : 55

CONSTRUCTED RESPONSE

Tools:

Cut - To delete something you have typed,

- highlight the text
- click on **Cut**


Paste - To put text in a new spot,


- highlight the text
- click on **Cut**
- click on the spot where you want to place the text
- click on **Paste**


Undo - Click on **Undo** to reverse or cancel your last action. Each click reverses one more action.

Redo - Click on **Redo** to reverse the action of the **Undo** command. Each click reverses one more **Undo** command.

Keyboard Keys:

Use **Tab**  to indent at the beginning of a line.

Use **Backspace**  to remove text that is to the left of the cursor.

Use **Delete**  to remove text that is to the right of the cursor.

Cut Paste Undo Redo

Click **Return** to go on.

How to Scroll Screen

The How to Scroll screen shows how to scroll through a drop-down list during the test.

IBT Client

The Praxis Series™ Social Studies: C & I 5086

Return

Testing Tools | How To Answer | **How To Scroll** | General Directions | Item Directions

Hide Time: 01 : 56 : 21

HOW TO SCROLL

Click on an arrow to move up or down in the passage

EXAMPLE

line 2 of passage
 line 3 of passage
 line 4 of passage
 line 5 of passage
 line 6 of passage
 line 7 of passage
 line 8 of passage
 line 9 of passage
 line 10 of passage
 line 11 of passage
 line 12 of passage

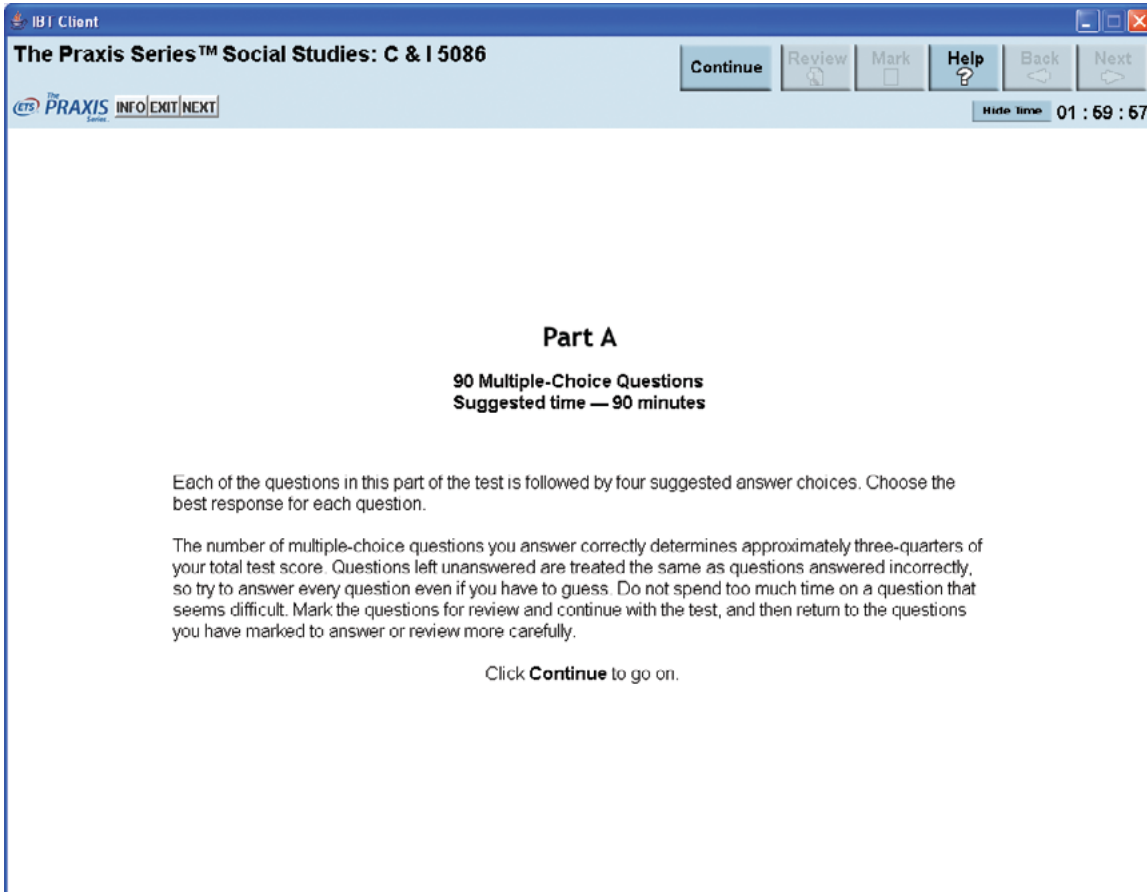
up arrow

down arrow

Click **Return** to go on.

Multiple-Choice Directions Screen

This screen provides directions on answering the multiple-choice questions in Part A of the test.



IBI Client

The Praxis Series™ Social Studies: C & I 5086

Continue Review Mark Help Back Next

ETS PRAXIS INFO EXIT NEXT

Hide time 01 : 59 : 57

Part A

90 Multiple-Choice Questions
Suggested time — 90 minutes

Each of the questions in this part of the test is followed by four suggested answer choices. Choose the best response for each question.

The number of multiple-choice questions you answer correctly determines approximately three-quarters of your total test score. Questions left unanswered are treated the same as questions answered incorrectly, so try to answer every question even if you have to guess. Do not spend too much time on a question that seems difficult. Mark the questions for review and continue with the test, and then return to the questions you have marked to answer or review more carefully.

Click **Continue** to go on.

Constructed-Response Directions Screen

This screen provides directions on answering the constructed-response questions in Part B of the test.

IBT Client

The Praxis Series™ Social Studies: C & I 5086

Continue Review Mark Help Back Next

Hide Time 01 : 58 : 13

Part B

Three Constructed-Response Questions
Suggested time — 30 minutes (10 minutes to respond to each question)

For each question, read the information presented and then respond completely to all parts of the task.

- Do not spend too much time on any one question. Each of these questions contributes equally to determining your score for this part of the test; the three questions combined count for approximately one-quarter of the total test score.
- Be sure to read each question completely before planning your response to it. **ANSWER EVERY PART OF THE QUESTION COMPLETELY.**
- These questions are not primarily a test of your writing ability but rather of your understanding of the subject area. Your responses should be written as clearly as possible, but it is understood that your responses will be less polished than if they had been developed at home, edited, and carefully presented.
- Take some time to organize your thinking before you write. You may use the scratch paper provided for making notes. These notes will not be counted toward your score. **No credit will be given for any responses marked on scratch paper.** All scratch paper must be turned in to the test administrator at the end of the testing session.
- Your responses must be in English in order for your test to be scored.
- When you use an acronym, write the words it stands for the first time you use it, e.g., Drop Everything and Read (DEAR).

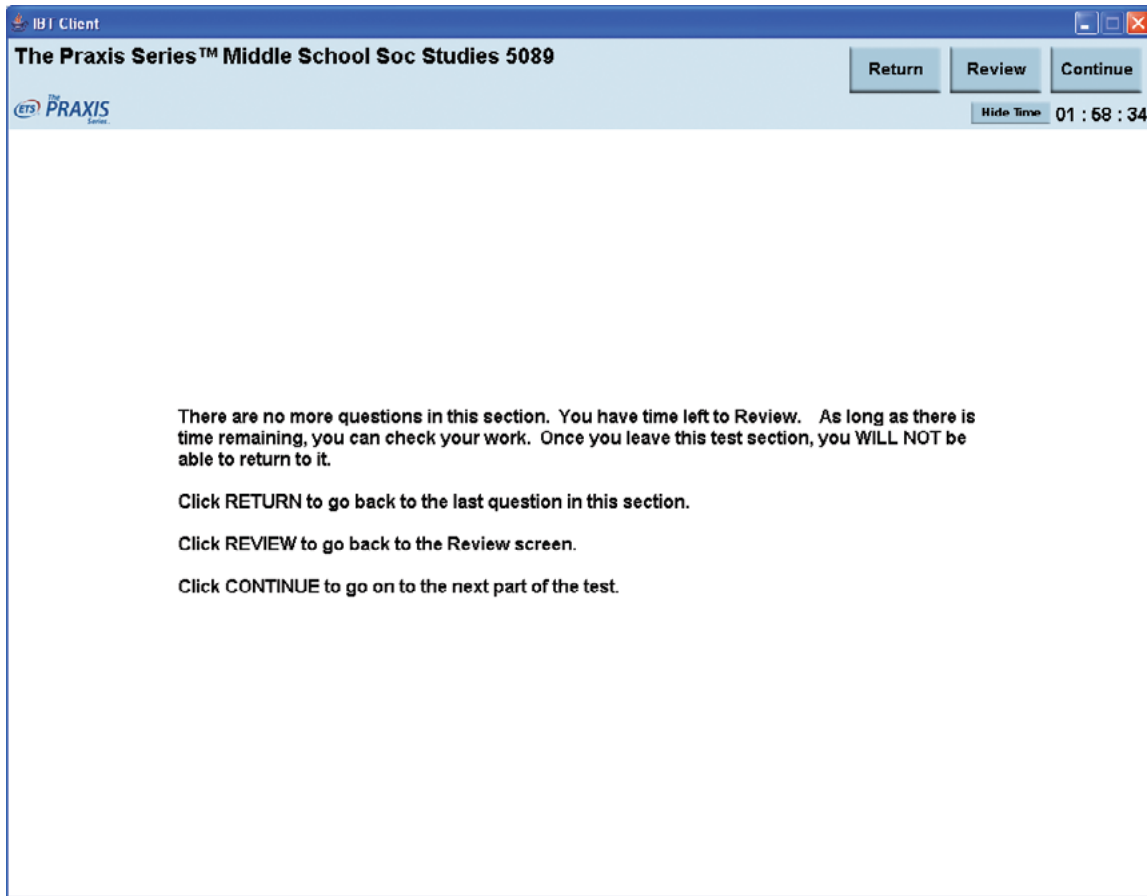
The scoring of each response will be based on your ability to

- analyze the stimulus material,
- demonstrate understanding of the subject matter relevant to the question; and
- answer all parts of the question.

Click **Continue** to go on.

No More Questions Screen

This screen tells you there are no more questions in the section and explains how to use your remaining time, if any.



Chapter 4

Study Topics



Study Topics Overview

The *Social Studies: Content and Interpretation* test focuses on understanding important social, economic, cultural, and political concepts, geographical thinking, the workings of governmental systems, important historical events, and contributions of notable individuals within their historical and cultural context. The areas within social studies are mutually enriching and interdependent, and many of the questions on the test will require knowledge and integration of two or more areas.

Using the topic lists that follow: You are not expected to be an expert on every topic. But you should understand the major characteristics or aspects of each topic and be able to relate the topic to various elements presented in the test questions, such as a map, picture, graph, table, or quotation. For example, here is one of the topic lists in United States History:

Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States.

Using textbooks, state standards documents, and other sources as needed, make sure you can describe in your own words the purpose of the United States Constitution and Bill of Rights and why they were written and adopted.

Study questions

Interspersed throughout the list of topics are questions that are intended to test your knowledge of fundamental concepts in the topic area. Some of the questions are derived from typical questions children ask, and answering them requires a significant amount of content knowledge. Other questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these questions, you will gain increased understanding and facility with the subject matter covered on the test. You might want to discuss these questions and your answers with a teacher or mentor.

Note that the questions are open-ended, not multiple-choice. They are intended as *study* questions, not practice questions, and this guide does not contain the answers. Thinking about the answers to an open-ended question will improve your understanding of fundamental concepts and will probably help you answer a number of related multiple choice questions.

Study Topics

I. United States History

Before you review the specific United States History topics that the test covers, you may want to assess your understanding of these general content areas, as explained below:

- *Make your own timeline of United States history, starting with space for each century: 1400s, 1500s, 1600s, etc. (recognizing, of course, that Native Americans were here for thousands of years before that). Put the events listed in the study topics on your timeline in the correct century, then trace and describe in your own words important trends in cultural, intellectual, social, economic, political, and diplomatic history.*
- *Identify and describe these other trends in your timeline:*
 - A. *Migration—patterns and effects*
 - B. *Technology—important developments and their effects*
 - C. *Urbanization—patterns and effects*
 - D. *Religions—dominant religions, conflicts with each other and government, influence on society and politics*
 - E. *The emergence of the United States as a world leader in the areas of military power, industry, finance, and politics*
- *Explain the significance of the following dates in United States history: 1607, 1776, 1787, 1803, 1861–65, 1914–18, 1929, 1941–45*

1. Understands basic North American geography, peoples, and cultures prior to European colonization.
2. Understands how and why European colonies in North America were founded and developed.
 - **Study questions:** *What economic factors attracted Europeans and others to the Americas?*
3. Understands how European, African, and Native American peoples interacted in North America during the colonial period.
 - **Study question:** *What was the Iroquois Confederation?*
4. Understands the origins of the American Revolution and its impact on the founding of the United States.
5. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States.
 - **Study questions:** *Read the Declaration of Independence carefully in its entirety if you have not already done so.*
 - *What were the weaknesses in the Articles of Confederation that eventually led to its replacement by the Constitution? Why were the Articles written in this way in the first place?*
 - *What were the major differences between the Federalists and Anti-Federalists?*
 - *What are The Federalist papers and what are the most important principles expressed in them?*
 - *Read the Constitution carefully in its entirety if you have not already done so.*
 - *What was the position of the Founding Fathers regarding slavery?*
 - *What were the political and economic causes and outcomes of the War of 1812?*
6. Understands the causes and consequences of territorial expansion of the United States.
 - *How did Jacksonian Democracy influence the United States social, political, and economic life?*
7. Understands the causes and consequences of nineteenth-century sectionalism, the Civil War, and Reconstruction.
 - **Study questions:** *What long-term trends or developments contributed to the growth of sectionalism?*
 - *How did the regions try to resolve differences? How and why did those efforts succeed or fail?*
 - *What were the roles of John C. Calhoun, Henry Clay, and Daniel Webster?*
 - *What kinds of people were involved in the abolitionist movement, and in what ways?*
 - *What were the abolitionists' arguments? How did they pursue their agenda?*
 - *What was the impact of the abolitionists' movement on the events of the period?*
 - *What were the advantages that each side, the North and the South, enjoyed before the war began? What were each side's disadvantages? How did these shift during the war?*
 - *What did Reconstruction plans and policies accomplish, and where did they fail?*
 - *What were the short- and long-term effects of the Compromise of 1877?*
8. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries.

- **Study Questions:** *What conditions and problems are portrayed in Upton Sinclair’s novel *The Jungle*?*
 - *What were the “push” and “pull” factors that contributed to late-nineteenth-century immigration to the United States?*
 - *On your timeline of United States history, take particular care with the immigration patterns in the nineteenth century, noting the decades during which immigrants from various countries or regions came to the United States in large numbers.*
 - *Late-nineteenth-century immigration to the United States can be viewed in terms of creating a “melting pot” or a “pluralist” or “multicultural” society. What does this distinction mean, and why is it important?*
9. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal.
 - **Study questions:** *What reforms did Susan B. Anthony, W. E. B. DuBois, and Robert LaFollette lead? Compare and contrast Populism and Progressivism. What were the major successes, failures, and legacies of the New Deal?*
 10. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad.
 - **Study question:** *In what ways did the outcomes of the First World War contribute to the Second World War?*
 11. Understands the origins, development, and consequences of the Cold War both abroad and domestically.
 - **Study questions:** *What factors led to the emergence of the Cold War? What were major events of the Cold War?*
 12. Understands the impact of social, economic, and technological changes in the latter half of the twentieth century (e.g., counterculture, globalization, information age).
 13. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism.
 14. Understands the ongoing impact of race, gender, and ethnicity throughout American history.
 15. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy.
 16. Understands the emergence of the United States as a world power and the evolving role of the United States in the world.
 17. Understands the influence of religion on American society throughout American history.
 18. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor).
 19. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States.
 20. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history.

II. World History

Before you review the specific World History topics that the test covers, you may want to assess your understanding of these general content areas, as explained below:

- *Work with a globe or world map as you study and review world history. It would be especially useful to use a historical atlas so that you can see a place or region in its historical context. In addition, many recent world history textbooks have excellent maps. Find regions and places you are studying on the globe and make sure you understand the locations, movements, and relationships among the many societies you are reviewing.*

- Think carefully about the periods into which this history is divided. You will probably find alternative schemes—that is, different names and year spans—in the materials you use for review. Why do historians divide history into periods? Do they agree on the names and dates of some periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
 - Explain the significance of the following dates in world history: 220 C.E. and 476 C.E., 622 C.E., 1096–1099 C.E., 1200–1300, 1453, 1492, 1750–1780, 1789, 1870s, 1914–18, 1939–45, 1947, 1957, 1989. (If you cannot find these on your own, see the list at the end of this section.)
1. Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
 - **Study questions:** How were the concepts of citizenship and democracy in ancient Greece similar and different from contemporary United States concepts of citizenship and democracy?
 - At its height, describe the geographic expanse of the Roman Empire. What were the main reasons for the success at its largest point and its gradual shrinking?
 2. Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.
 - **Study questions:** What are the fundamental ideas and institutions that arose from the cultures of India, China, and Japan?
 - What are the fundamental ideas and institutions that arose from the cultures of Egypt, Greece, and Rome?
 - What has been the role of Islam in African history?
 - What have been the most important ways that the Islamic world has influenced world history?
 3. Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment.
 4. Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
 - **Study questions:** Why were the Spanish able to defeat the Aztec and Inca empires?
 - How did Europe (C.E. 1400–1750) contrast with medieval Europe? Consider religion, politics, and art.
 - How did Enlightenment ideas affect the American, French, and Haitian revolutions?
 5. Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
 - **Study questions:** Why was England the birthplace of the Industrial Revolution?
 - How did the banking system as it developed in the 1400s through the 1700s enable the Industrial Revolution to thrive?
 6. Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization).
 - **Study questions:** Why was the First World War followed by the emergence of a number of totalitarian governments?
 - What are some similarities and differences among the Russian, Mexican, and Chinese revolutions?
 - Why are the First and Second World Wars called “world” wars?

7. Knows the major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism).
 - **Study questions:** *What are the main reasons that a global culture emerged in the late twentieth century? What are the major elements and the consequences of this global culture?*
8. Understands how technological innovations and adaptations have shaped world societies.
9. Understands the roles of major world religions in shaping societies and effecting major historical turning points.
10. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies.
11. Understands the major political ideologies that have influenced the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism).
12. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization).
13. Understands the major differences and similarities in family structure and gender roles across societies.
14. Understands the roles of both conflict and cooperation in shaping and transforming societies.
15. Understands the major demographic trends in world history and their effects.

Significance of the dates listed at the start of this section

- 220 and 476: *Fall of Han dynasty and fall of western Roman Empire*
- 622: *Flight of Muhammad to Medina—considered the beginning of Islam)*
- 1096-1099: *The First Crusade*
- 1200-1300: *Mongol domination of Asia*

- 1453: *The Fall of Constantinople to the Ottomans*
- 1492: *Columbus lands in the Americas*
- 1750-1780: *Height of the Atlantic slave trade*
- 1789: *The French Revolution*
- 1870's: *Scramble for Africa begins*
- 1914–18: *The First World War*
- 1939–45: *The Second World War*
- 1947: *Independence of India and Pakistan*
- 1957: *Sputnik launched*
- 1989: *Fall of the Berlin Wall*

III. Government/Civics/Political Science

1. Understands political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative).
 - **Study question:** *What are the main ideas of each major theorist as they contribute to the development of forms of government and their institutions?*
2. Understands United States government and politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; electoral process, political parties, interest groups, and mass media.
 - **Study questions:** *What powers are designated to each branch of the federal government? How do the branches check one another's powers?*
 - *How does bicameralism affect the exercise of legislative power? What are the major differences between the two chambers of Congress?*
 - *How does the President exert control over the bureaucracy? What are the regulatory functions of various government agencies and independent regulatory commissions?*

- *What are the landmark Supreme Court cases? What has been the outcome of each?*
 - *What impact do the relationships among federal, state, and local governments have on policy, responsibility, and authority? How have the relationships changed and developed over time?*
 - *How do political parties, interest groups, and the mass media affect the political process of the United States?*
3. Understands comparative politics and international relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law.
- **Study questions:** *What are the major differences between a parliamentary system and a presidential system?*
 - *How does a country's electoral system affect its political parties?*
 - *What are some of the basic approaches to foreign policy (e.g., isolationism, multilateralism)?*
 - *What are some of the major problems international organizations face?*
4. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau).
5. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data.
- **Study questions:** *Be able to read and interpret different kinds of maps and images (physical, topographical, political, and weather maps; aerial photographs and satellite images).*
 - *Be able to use map legends to estimate distances, calculate scale, identify patterns represented in maps, and compute population density.*
 - *What is "map projection" and what kinds of decisions does it force mapmakers to make?*
 - *What are the primary characteristics of each of the following regions? North Africa, Southwest Asia, Sub-Saharan Africa, Latin America, the Caribbean, North America, Western Europe, Eastern Europe, East Asia, South Asia, Southeast Asia, and Oceania.*
6. Understands how physical processes, climate patterns, and natural hazards affect human societies.
- **Study questions:** *What is the difference between weather and climate?*
 - *How do each of the following factors influence climate? Latitude, ocean currents, winds, mountains, elevation, proximity to water*
 - *What is El Niño?*

IV. Geography Study Topics

1. Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective.
2. Is familiar with the use of mental maps to organize spatial information.
3. Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global.
7. Knows the characteristics and spatial distribution of Earth's ecosystems.
8. Understands the interrelationships of humans and their environments.
9. Understands renewable and nonrenewable natural resources.

10. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities.

- **Study questions:** *What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?*

11. Understands patterns of migration (internal and international) and settlement (urban and rural).

- **Study questions:** *What regions of the United States grew faster than others in the twentieth century? Why?*
- *How has the wide range of climate zones in Latin America influenced the history of the region?*
- *How has the limited supply of water influenced the historical and economic development of the Middle East?*

12. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies).

13. Knows contemporary patterns and impacts of development, industrialization, and globalization.

- **Study questions:** *How did major human alterations of the landscape such as the Panama and Suez Canals affect economic, political, and cultural history?*
- *Name some changes that have occurred in the twentieth century in the use, distribution, and importance of natural resources.*

14. Understands demographic patterns (e.g., composition, density, distribution) and demographic change.

- **Study question:** *Be able to read and interpret “population pyramids.”*

15. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict.

V. Economics Study Topics

1. Understands Microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms.
2. Understands Macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth.
 - **Study questions:** *Why does the problem of scarcity force people to consider opportunity cost?*
 - *What are the methods of economic organization? How do they differ?*
 - *What are the laws of supply and demand?*
 - *How is the market price of a good determined?*
 - *How do markets adjust to changes in demand? How do markets adjust to changes in supply?*
 - *What happens when prices are set above or below the market equilibrium price?*
 - *What are the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly? Compare and contrast in terms of*
 - *the number of buyers and sellers*
 - *degree of product differentiation*
 - *degree of control over price*
 - *conditions of entry*
 - *efficiency (allocative and productive)*
 - *Under what conditions does a firm maximize its profit in perfect competition, monopoly, monopolistic competition, or oligopoly?*

- *What determines the market price of a resource such as labor?*
- *How does a profit-maximizing firm determine the optimal amount of labor to hire?*
- *What is gross domestic product (GDP)? What are the major components of GDP?*
- *What are the different types of unemployment?*
- *What is the natural rate of unemployment?*
- *How does the economy adjust to changes in aggregate supply and/or aggregate demand?*
- *What are the major functions of the Federal Reserve System?*
- *What are the major tools of the Federal Reserve to control the supply of money?*
- *What are the major fiscal policy tools? How does fiscal policy affect aggregate demand and/or aggregate supply?*
- *What are the appropriate fiscal or monetary policies to deal with:*
 - *Inflation*
 - *Recessions*
- *Why do nations trade?*
- *Why do nations impose trade restrictions? What impact do trade restrictions have on the economy?*
- *What is the relationship between a country's net exports and the international value of the country's currency?*
- *What is the role of productivity in economic growth? What are the determinants of productivity?*

VI. Behavioral Sciences

1. Understands how human behavior is influenced by society and society's groups and institutions.
2. Understands how culture and cultural change, human adaptation, and diversity influence human behavior.
 - **Study questions:** *What are some of the major subcultures in the United States?*
 - *What are some cultural norms of each of these subcultures?*
 - *What are some stereotypes that others hold about each of these subcultures?*
3. How individual behavior is affected by learning, personal identity, and development.

Chapter 5

Don't Be Defeated by Multiple-Choice Questions



When you answer the practice questions in this guide, you will see that there are very few simple identification questions of the “Which of the following men was the third president of the United States?” sort. When *The Praxis Series Assessments* were first being developed by teachers and teacher educators across the country, it was almost universally agreed that prospective teachers should be able to analyze situations, synthesize material, and apply knowledge to specific examples. In short, they should be able to think as well as to recall specific facts, figures, or formulas. Consequently, you will find that you are being asked to think and to solve problems on your test. Such activity takes more time than simply answering identification questions.

In addition, questions that require you to analyze situations, synthesize material, and apply knowledge are usually longer than are simple identification questions. *The Praxis Series* test questions often present you with something to read (a reading passage, a chart or graph) and ask you questions based on your reading. Strong reading skills are required, and you must read carefully. Both on this test and as a teacher, you will need to process and use what you read efficiently.

If you know your reading skills are not strong, you may want to take a reading course. College campuses have reading labs that can help you strengthen your reading skills.

Understanding Multiple-Choice Questions

You will probably notice that the word order in multiple-choice questions (or syntax) is different from the word order you’re used to seeing in ordinary things you read, like newspapers or textbooks. One of the reasons for this difference is that many such questions contain the phrase “which of the following.”

The purpose of the phrase “which of the following” is to limit your choice of answers only to the list given. For example, look at this question.

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

You may know that chocolate and coffee are flavors made from beans also. But they are not listed, and the question asks you to select from among the list that follows (“which of the following”). So the answer has to be the only bean-derived flavor in the list: vanilla.

Notice that the answer can be submitted for the phrase “which of the following.” In the question above, you could insert “vanilla” for “which of the following” and have the sentence “Vanilla is a flavor made from beans.” Sometimes it helps to cross out “which of the following” and insert the various choices. You may want to give this technique a try as you answer various multiple-choice questions in the practice test.

Also, looking carefully at the “which of the following” phrase helps you to focus on what the question is asking you to find and on the answer choices. In the simple example above, all of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

The vanilla bean question is pretty straightforward. But the phrase “which of the following” can also be found in more challenging questions. Look at this question:

The population pyramid of a population that has had a slightly larger birth rate than death rate for several generations will most likely have which of the following shapes?

- (A) Wider at the top than in the middle
- (B) Wider at the bottom than at the top
- (C) Bulging in the middle
- (D) Having parallel sides

The placement of “which of the following” tells you that the list of choices is a list of “shapes.” What are you supposed to find as an answer? You are supposed to find the choice that describes the shape of a population pyramid that reflects a higher birth rate than death rate.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question as “If there are more births than deaths, what would the pyramid look like?” A pattern of larger birth rate than death rate would produce greater numbers of people in the younger age categories than in the older age categories. This means that the population pyramid would be increasingly broad at its base, making (B) the correct answer.

You may find that it helps you to note each of the critical details of the question in your test book so that you don’t miss any of them. It’s only by looking at all parts of the question carefully that you will have all of the information you need to answer the question.

Note the critical parts of what is being asked in this question.

Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?

- (A) Parties would be beneficial to the growth of democracy.
- (B) Parties would eventually return the country to dependence on Great Britain because they are suggestive of rule by monarchy.
- (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
- (D) Parties would ensure that the delegates would control the government of the new nation.

Here is one possible way you may have annotated the question:

Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?

- (A) Parties would be beneficial to the growth of democracy.
- (B) Parties would eventually return the country to dependence on Great Britain because they are suggestive of rule by monarchy.
- (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
- (D) Parties would ensure that the delegates would control the government of the new nation.

After spending a minute with the question, you can probably see that you are being asked to recognize what most delegates at the 1787 Convention thought about political parties. The answer is (C), but the important thing is in understanding what the question is asking. With enough practice, you should be able to determine what any question is asking. Knowing the answer is, of course, a different matter, but you have to understand a question before you can answer it.

It takes more work to understand “which of the following” questions when there are even more words in a question. Questions that require application or interpretation invariably require extra reading.

Consider this question.

“While we abhor communist domination of Eastern Europe, we must realize that it would be impractical to try to free captured peoples. Rather we must use our power to prevent further expansion of the Red Menace.”

The analysis above of the situation in Europe after the Second World War provided the rationale for which of the following United States policies?

- (A) Flexible response
- (B) Massive retaliation
- (C) Liberation
- (D) Containment

Given the placement of the phrase “which of the following,” you can tell that the list of answer choices is a list of “policies.” You are supposed to pick the policy that is defended in the analysis given.

Being able to select the right answer depends on your understanding of the analysis given. Try to rephrase the selection in your own words. You might come up with something like “We cannot free the people of Eastern Europe who are dominated by communism, but we can use our power to prevent further domination by communists.” This helps lead you to the correct answer, (D). “Containment” is the name given to the policy of trying to “contain” the spread of communism.

Understanding questions containing “NOT,” “LEAST,” “EXCEPT”

In addition to “which of the following” and details that must be understood, the words “NOT,” “EXCEPT,” and “LEAST” often make comprehension of test questions more difficult. These words are always capitalized when they appear in *The Praxis Series* test questions, but they are easily (and frequently) overlooked.

For the following test question, determine what kind of answer you’re looking for and what the details of the question are.

The Fair Labor Standards Act of 1938 did all of the following EXCEPT

- (A) establish a minimum wage of 40 cents an hour
- (B) require the hiring of women and members of minority groups for some government jobs
- (C) fix the workweek at 40 hours
- (D) forbid the hiring of workers under the age of sixteen

You're looking for the provision that was NOT part of the Fair Labor Standards Act. (B) is the answer—that is, all of the other choices *were* included in the act. (The federal government at that time made little or no effort to promote any kind of quotas to promote hiring of women and members of minority groups.)

TIP

It's easy to get confused while you're processing the information to answer a question with a LEAST, NOT, or EXCEPT in the question. If you treat the word "LEAST," "NOT," or "EXCEPT" as one of the details you must satisfy, you have a better chance of understanding what the question is asking. And when you check your answer, make "LEAST," "NOT," or "EXCEPT" one of the details you check for.

Here's an example of a question that uses the word "LEAST."

Which of the following nations is LEAST self-sufficient in the natural resources needed for modern industry?

- (A) United States
- (B) Japan
- (C) France
- (D) United Kingdom

You're looking for the nation with the *smallest* amounts of raw materials to support its industrial economy. The answer is (B).

Again, the key to answering questions with LEAST is remembering that you are looking for the *smallest* or *lowest* degree as your correct answer. For questions with EXCEPT or NOT, you are looking for the *incorrect* choice as your correct answer.

Be Familiar with Multiple-Choice Question Types

You will probably see more than one question format on a multiple-choice test. Here are examples of some of the more common question formats.

Complete the statement

In this type of question, you are given an incomplete statement. You must select the choice that will make the completed statement correct.

The emergence in the 1960's of movements such as the Black Muslims and the Black Panthers reflected the

- (A) continuing support of Black Americans for the goals of Martin Luther King Jr.
- (B) failure of federal legislation to satisfy the rising expectations of Black Americans
- (C) renewed dedication among Black Americans to work with White liberals toward achieving equality
- (D) growing economic power of young Black Americans

To check your answer, reread the question and add your answer choice at the end. Be sure that your choice best completes the sentence.

The correct answer is (B). Civil rights legislation was slow to address the concerns of Black Americans. The Black Panthers were originally formed to patrol black neighborhoods and to protect residents from what Panthers believed were acts of brutality by police. The Black Muslims aimed to create and legitimate a separate social identity for Blacks outside the predominant culture, which they viewed as the creation of a White racist society.

Which of the following

This question type is discussed in detail in a previous section. Also discussed above are strategies for helping you understand what the question is asking and for understanding details in the question that will help you select the correct choice. Consider this additional example.

The climate of Britain is milder than that of most other places along the same latitude for which of the following reasons?

- (A) The Gulf Stream brings warm waters to Britain, raising the temperature of winds that blow onto the island.
- (B) Hot springs throughout the country raise the temperature of the surrounding land and air.
- (C) Mountain ranges in the north of Britain act as a barrier to cold winds blowing from the Arctic.
- (D) Small landmasses generate their own local climate and are largely unaffected by latitude.

The question above asks you to choose the reason Britain's climate is comparatively mild for its latitude. (The correct answer is (A).)

Roman numeral choices

This format is used when there can be more than one correct answer in the list. Consider the following example.

The term “gender gap” is used in a political science context to refer to differences in survey response data from women and men in which of the following areas?

- I. The relative importance of domestic versus foreign-policy issues
- II. Attitudes regarding such social issues as gun control or pornography
- III. Specific foreign-policy issues, such as military issues

- (A) I only
- (B) II only
- (C) I and III only
- (D) I, II, and III

One useful strategy for this type of question is to assess each possible answer before looking at the answer choices. Then evaluate the answer choices. In the question above, survey research has typically shown significant differences between men and women in all three of the areas. So the answer is (D).

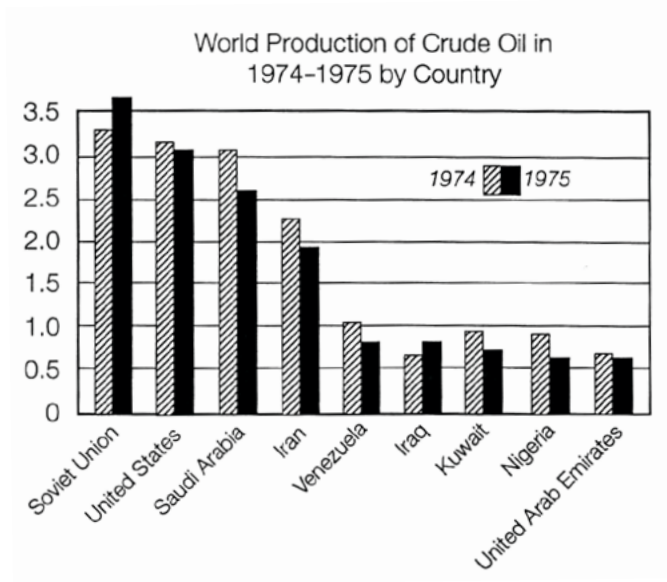
LEAST, EXCEPT, NOT

This question type is discussed at length above. It asks you to select the choice that doesn’t fit. You must be very careful with this question type, because it’s easy to forget that you’re selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way to do something.

Questions about graphs, tables, or reading passages

The important thing to keep in mind when answering questions about tables, graphs, or reading passages is to answer the question that is asked. In the case of a map or graph, you should consider reading the questions first, and then look at the map or graph in light of the questions you have to answer. In the case of a long reading passage, you might want to go ahead and read the passage, marking places you think are important, and then answer the questions.

Look at this example:



How many of the countries shown in the graph above produced more crude oil in 1975 than in 1974?

- (A) None
- (B) One
- (C) Two
- (D) Three

There is no reason to spend a great deal of time trying to understand the entire graph in detail when you are being asked a very specific question about it. Here the best approach is to read the question and then look at the graph with the question in mind. You can quickly see that two countries produced more crude oil in 1975 than in 1974, so the answer is (C).

Here is another example:

ESTIMATED POPULATION OF AMERICAN COLONIES, 1630 AND 1750		
	<u>1630</u>	<u>1750</u>
New England		
White inhabitants	1,796	349,029
Black inhabitants	0	10,982
Middle Colonies		
White inhabitants	340	275,723
Black inhabitants	10	20,736
Southern Colonies		
White inhabitants	2,450	309,588
Black inhabitants	50	204,702
Total		
White inhabitants	4,586	934,340
Black inhabitants	60	236,420

Which of the following is a correct statement supported by the chart above?

- (A) Religion was a powerful force opposing slavery in the American colonies.
- (B) Slavery grew rapidly throughout the American colonies despite restrictions on the slave trade.
- (C) Southern landholders preferred the labor of indentured servants to slave labor.
- (D) By 1750, the southern colonies had become demographically distinct from the other colonies.

As with the question about the graph above, the best way to approach this question would be to look at the question before studying the table. You might want to look over the table briefly in order to get yourself oriented. (What is it about? How is it organized?) But the key to answering correctly is reading the question and using the table to answer it.

The only claim that is fully supported by the table is (D). No other answer can be drawn solely from this chart.

Other formats

New formats are developed from time to time in order to find new ways of assessing knowledge with multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for, and what details are given in the question that help you find the answer.

Useful Facts About the Test

- 1. You can answer the questions in any order.** You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest field first and then move from your strengths to your weaker areas. There is no right or wrong way. Use the approach that works for you.
- 2. There are no trick questions on the test.** You don't have to find any hidden meanings or worry about trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.
- 3. Don't worry about answer patterns.** There is one myth that says that answers on multiple-choice tests follow patterns. There is another myth that there will never be more than two questions with the same lettered answer following each other. There is no truth to either of these myths. Select the answer you think is correct, based on your knowledge of the subject.
- 4. There is no penalty for guessing.** Your test score is based on the number of correct answers you have, and incorrect answers are not counted against you. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one.
- 5. It's OK to write on the scratch paper you are given or, for paper-delivered tests, in your test booklet.** You can work problems right on the pages of the scratch paper or booklet, make notes to yourself, mark questions you want to review later, or write anything at all. Your scratch paper or test booklet will be destroyed after you are finished with it, so use it in any way that is helpful to you.

Smart Tips for Taking the Test

- 1. If you are taking a paper-delivered test, put your answers in the right “bubbles.”** It seems obvious, but be sure that you are “bubbling in” the answer to the right question on your answer sheet. You would be surprised at how many candidates fill in a “bubble” without checking to see that the number matches the question they are answering.
- 2. Skip the questions you find to be extremely difficult.** There are bound to be some questions that you think are hard. Rather than trying to answer these on your first pass through the test, skip them and come back to them later. Pay attention to the time as you answer the rest of the questions on the test and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.
- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Remember that, on average, you have one minute to answer each of the 130 questions. One minute may not seem like much time, but you will be able to answer a number of questions in only a few seconds each. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one**—and then reread the question to be sure the answer you have selected really answers the question being asked. Remember that a question that contains a phrase like “Which of the following does NOT. . .” is asking for the one answer that is NOT a correct statement or conclusion.

5. Check your answers. If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many candidates make careless mistakes that could have been corrected if they had checked their answers.

6. Don't worry about your score when you are taking the test. No one is expected to get all of the questions correct. Your score on this test is not analogous to your score on the SAT®, the GRE®, or other similar tests. It doesn't matter on this test whether you score very high or barely pass. If you meet the minimum passing scores for your state, and you meet the other requirements of the state for obtaining a teaching license, you will receive a license. Your actual score doesn't matter, as long as it is above the minimum required score. With your score report you will receive a booklet entitled *Understanding Your Praxis Scores*, which lists the passing scores for your state.

Chapter 6

Succeeding on the Constructed-Response Questions



Succeeding on the Constructed-Response Questions

This chapter provides advice for maximizing your success on the *Social Studies: Content and Interpretation* test, with special focus on the scoring guides and procedures used by the scorers. This chapter offers step-by-step strategies for working through questions, lists of the topics covered, and lists of sources you can use to prepare.

Advice from the Experts

Scorers who have scored hundreds of real tests were asked to give advice to education leader candidates planning to take the *Social Studies: Content and Interpretation* constructed response tests. The scorers' advice boiled down to the practical pieces of advice described below.

1. **Read and answer the question accurately.** Be sure to dissect the parts of the question and analyze what each part is asking you to do. If the question asks you to *describe*, *explain*, or *discuss*, keep those requirements in mind when composing your response—do not just give a list.
2. **Answer everything that is asked in the question.** This seems simple, but many test takers fail to provide a complete response. If a question asks you to do three distinct things in your response, don't give a response to just two of those things. No matter how well you write about those two things, the scorers will not award you full credit.
3. **Give a thorough and detailed response.** Your response must indicate to the scorers that you have a thorough understanding of the applicable principles and guidelines related to being an education leader. The scorers will not read into your response any information that is not specifically stated. If something is not written, they do not know that you know it and will not give you credit for it.

A word of caution: Superfluous writing will obscure your points and will make it difficult for the scorers to be confident of your full understanding of the material. Be straightforward in your response. Do not try to impress the scorers. If you do not know the answer, you cannot receive full credit, but if you do know the answer, provide enough information to convince the scorers that you have a full understanding of the topic.

4. **Do not change the question or challenge the basis of the question.** Stay focused on the question that is asked. You will receive no credit or, at best, a low score if you choose to answer another question or if you state, for example, that there is no possible answer. Answer the question by addressing the fundamental issues. Do not venture off-topic to demonstrate your particular field of expertise if it is not specifically related to the question. This undermines the impression that you understand the concept adequately.

In the same vein, use only the context that is given for the question rather than inserting a situation with which you are more familiar. Do not assume that the same policies and practices you know are in place within the situation described for the question.

5. **Reread your response, both to check the clarity of your response and to check that you have written what you thought you wrote.** Frequently, sentences are left unfinished or clarifying information is omitted, and scorers can only score the information that is there.

The General Scoring Guides

The scorers' advice on the preceding page corresponds with the official scoring criteria used at scoring sessions. It is a good idea to be familiar with the scoring guides so that you can maximize your success and spend your time on things that matter (e.g., demonstrating understanding of the question and providing good examples) rather than spending time on things that don't matter (e.g., writing a very long essay, making copious citations).

The following general scoring guides provide the overarching framework for scoring the constructed-response questions in the *Social Studies: Content and Interpretation* test.

Each question in the *constructed-response section of the test* is scored on a scale from 3 to 0. The response is considered in its entirety when the scorer assigns the score. Each of the seven constructed response questions in the *Social Studies: Content and Interpretation* test is scored using a separate general scoring guide.

As you review the general scoring guides, you will note that all of the guides are formatted in the same way and use the same scoring scale of 3 to 0. For each score there is a general statement indicating the level of understanding of the content areas covered by the test specifications for that particular type of question. The following levels of understanding remain consistent across the different general scoring guides while the content areas change:

- **Score of 3**—thorough understanding
- **Score of 2**—basic/general understanding
- **Score of 1**—limited understanding
- **Score of 0**—little or no understanding

Following the general statement is a description of a “typical response.” The initial descriptors will always identify the specific types of knowledge required to answer the questions. Although the general scoring guides list multiple areas of knowledge, not all of these may be appropriate for every question. Like the levels of understanding, the levels of knowledge for each score remain consistent in each of the general scoring guides. The last three descriptors for each score are also consistent in each of the general scoring guides.

Sample responses for constructed-response questions can be found in chapter 9.

Chapter 7

Practice Questions



CHAPTER 7

Now that you have studied the content topics in the five areas and have worked through strategies relating to multiple-choice and constructed response questions, you should take the following practice questions. You will probably find it helpful to simulate actual testing conditions, giving yourself about 100 minutes to work on the questions. You can cut out and use the answer sheet provided if you wish.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each area and major subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

When you have finished the practice questions, you can score your answers and read the explanations of the best answer choices in chapter 8.



**Social Studies:
Content and Interpretation**

Practice Questions

**90 Multiple-choice Questions
1 Constructed-response Question
Time—100 Minutes**

(Note, at the official test administration, there will be 90 multiple-choice questions and 3 constructed-response questions, and you will be allowed 120 minutes to complete the test.)

CERTIFICATION STATEMENT: (Please write the following statement below. DO NOT PRINT.)

"I hereby agree to the conditions set forth in the Registration Bulletin and certify that I am the person whose name and address appear on this answer sheet."

SIGNATURE: _____ **DATE:** _____ / _____ / _____
Month Day Year

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SOCIAL STUDIES: CONTENT AND INTERPRETATION

Time allowed for the practice questions

(Part A and Part B)—100 minutes

Part A

90 Multiple-choice Questions

(Suggested time—90 minutes)

Note: The *PRAXIS* Social Studies tests now use the chronological designations B.C.E. (before the common era) and C.E. (common era). These designations correspond to B.C. (before Christ) and A.D. (anno Domini) respectively, which are also used in historical writing and sources.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

1. In which of the following regions of the United States is a farmer most likely to need irrigation to grow crops?
 - (A) New England
 - (B) Southeast
 - (C) Pacific Northwest
 - (D) Southwest

2. All of the following states are adjacent to at least one of the Great Lakes EXCEPT
 - (A) Michigan
 - (B) Iowa
 - (C) New York
 - (D) Pennsylvania

3. Which of the following climate systems characterizes the southeastern United States?
 - (A) Humid subtropical
 - (B) Mediterranean
 - (C) Tropical savanna
 - (D) Desert

4. Which of the following was the principal cause of Iroquois grievances against the British colonies in the early 1750's?
 - (A) The Iroquois' role as a trading partner was eroding as British and French colonists increasingly established direct trade relations with each other.
 - (B) Pennsylvania was encouraging tribes in its western districts to move north into Iroquois territory.
 - (C) Colonial westward expansion brought increasing numbers of settlers and troops onto Iroquois land.
 - (D) The British government failed to pay the Iroquois for their assistance during the French and Indian War.

5. In the early years of European exploration and settlement of North America, the Native American population changed in which of the following ways?
- (A) It grew, largely as a result of the spread of European crops.
 - (B) It decreased, largely as a result of European military attacks.
 - (C) It decreased, largely as a result of changes in the climate.
 - (D) It decreased, largely as result of the spread of infectious diseases from Europeans.
6. “That world of misery, that lake of burning brimstone, is extended abroad under you. There is the dreadful pit of the glowing flames of the wrath of God; there is hell’s wide gaping mouth open; and you have nothing to stand upon, nor anything to take hold of; there is nothing between you and hell but the air; it is only the power and mere pleasure of God that holds you up.”
- The quote above is most closely associated with what social movement?
- (A) First Great Awakening
 - (B) Emancipation movement
 - (C) Utopianism
 - (D) Temperance movement
7. The arrangement of political institutions chosen by the framers of the Constitution was most closely modeled on which of the following governments?
- (A) The Indian Confederations
 - (B) The democracy of ancient Athens
 - (C) The ancient Roman republic
 - (D) The British Parliamentary system
8. A major weakness of the national government under the Articles of Confederation was its inability to
- (A) print money
 - (B) levy taxes
 - (C) declare war
 - (D) conduct foreign diplomacy
9. “. . . slavery is inconsistent with the genius of republicanism, and has a tendency to destroy those principles on which it is supported, as it lessens the sense of the equal rights of mankind, and habituates us to tyranny and oppression.”
- Which of the following best reflects the sentiment of the author of the quote above?
- (A) Slavery can erode the ideals of a republic.
 - (B) Slavery is an ineffective economic practice.
 - (C) In a republic, slavery will die out if left alone.
 - (D) Slavery is not a political issue in a republic.
10. Which of the following best describes the Monroe Doctrine, promulgated by President Monroe in 1823 ?
- (A) A publication from the first Continental Congress that outlined Federalist principles
 - (B) The first plan for self-government adopted in the English colonies
 - (C) A document intended to end European colonization in the Western Hemisphere
 - (D) One of the first documents to oppose slavery in the United States
11. Which of the following novels had the greatest impact on the abolitionist movement?
- (A) *Native Son*
 - (B) *Uncle Tom’s Cabin*
 - (C) *Huckleberry Finn*
 - (D) *Gone with the Wind*
12. Which of the following best describes a consequence of including the principle of popular sovereignty in the Kansas-Nebraska Act of 1854 ?
- (A) It reopened the issue of slavery in the area closed to slavery north of the 36° 30' line of the Missouri Compromise.
 - (B) It gave New Orleans the best chance of becoming the eastern terminus of the first transcontinental railroad.
 - (C) It eliminated the possibility of extending slavery west of the Mississippi River.
 - (D) It resulted in a repeal of the Fugitive Slave Act, thereby angering proslavery Southerners and increasing the chances of secession.

13. “The ‘sweater’ is only possible under a competitive system of industry. He is the natural outcome of cupidity and the intense desire for large profits and quick returns on the one side and the want, misery, degradation and ignorance of the workers on the other. . . . These ‘sweater’s’ dens are always located in the most wretched, overcrowded tenement house districts.”

Which of the following measures would the speaker quoted above most likely advocate?

- (A) Adherence to the gold standard
- (B) Lower tariffs
- (C) An eight-hour workday
- (D) Relocation of clothing factories to other countries

14. President Franklin D. Roosevelt’s New Deal attempted to combat the economic problems of the Great Depression primarily by

- (A) reducing government regulation of businesses
- (B) providing funding for public-works projects
- (C) lowering tariffs to encourage imports
- (D) imposing wage and price controls to stop inflation

15. What legal doctrine was overturned in the Supreme Court’s *Brown v. Board of Education* decision in 1954 ?

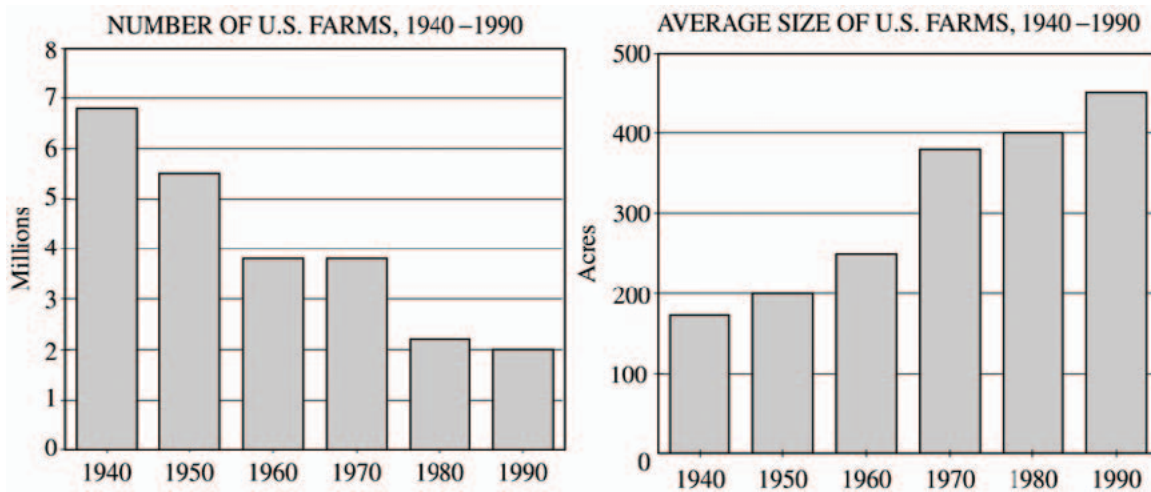
- (A) Universal schooling
- (B) “Separate but equal” laws
- (C) Prayer in school
- (D) Sanctity of the flag

16. “Communists have infiltrated into the school system. We know that teachers in Harvard are avowed Communists. They are spreading Communism in every way they can.”

Which political figure came to prominence espousing the sentiments expressed in this quote?

- (A) Adlai Stevenson
- (B) Harry Truman
- (C) Joseph McCarthy
- (D) Dwight Eisenhower

Question 17 is based on the following graphs.



17. Which of the following developments contributed to the trends shown in the graphs above?

- (A) Increasing federal subsidies to support family farms
- (B) Decreasing rainfall across the United States
- (C) Increasing prices for United States agricultural products
- (D) Increasing mechanization of agriculture

18. Which of the following civil rights activists is most closely associated with the Montgomery bus boycott?

- (A) Ella Baker
- (B) Angela Davis
- (C) Martin Luther King Jr.
- (D) Malcolm X

19. First Truth: Life is suffering.

Second Truth: Suffering comes from desire.

Third Truth: Curbing desire eliminates suffering.

Fourth Truth: Desire may be eliminated and enlightenment achieved by following the Eightfold Path.

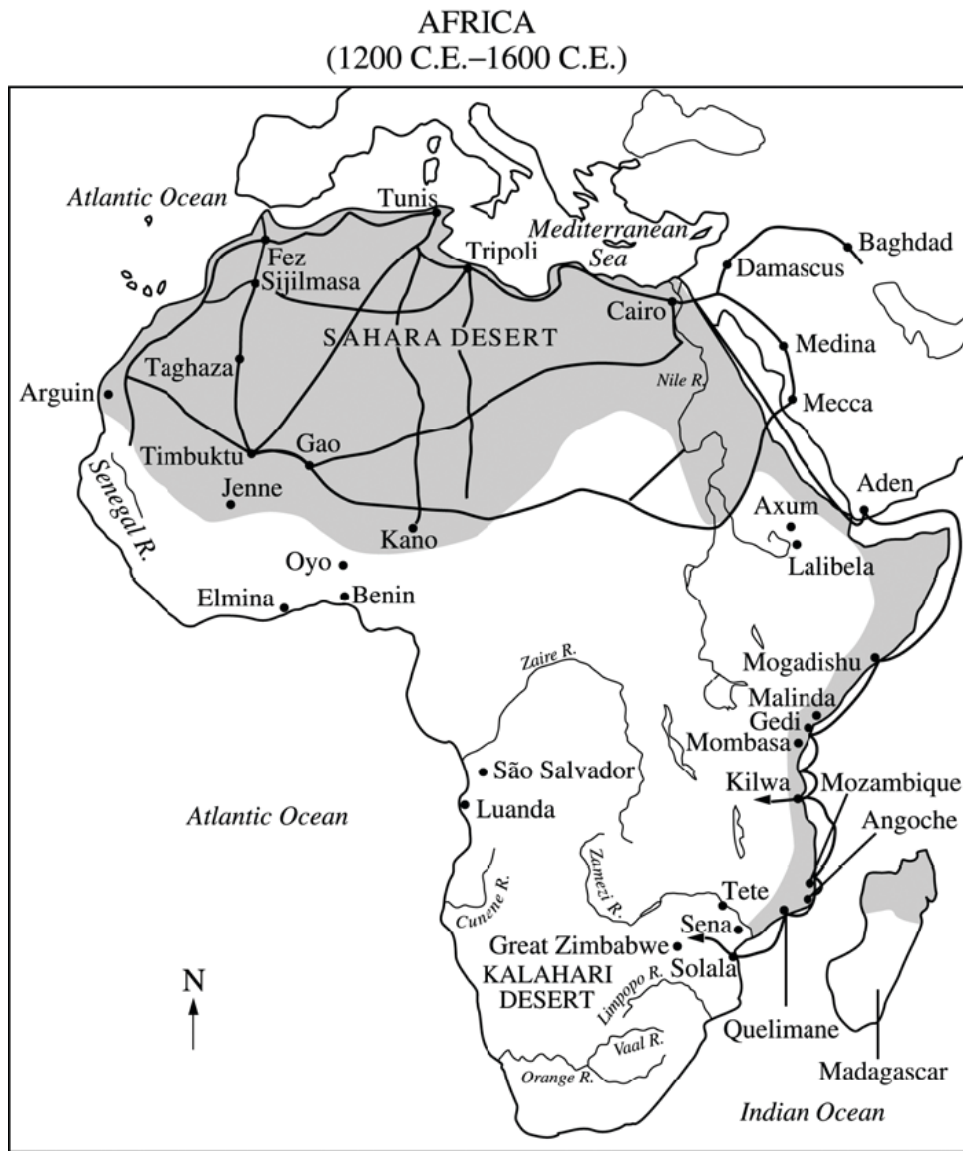
The principles above are basic to which of the following religions?

- (A) Hinduism
- (B) Buddhism
- (C) Islam
- (D) Zoroastrianism

CHAPTER 7

20. Which of the following was developed in India and brought to Europe by Arab mathematicians?
- (A) The Pythagorean theorem
 - (B) The method of calculating the area of a circle
 - (C) The concept of zero
 - (D) An accurate calendar
21. At the beginning of the Peloponnesian War, a striking difference between Sparta and Athens was Sparta's
- (A) regimented and militaristic training of boys and young men
 - (B) reliance on slave labor
 - (C) more democratic constitution
 - (D) refusal to establish colonies
22. All of the following are characteristics of the Roman Empire after it was reorganized by Augustus EXCEPT
- (A) increased trade that spanned most of Europe, North Africa, and Asia
 - (B) the standardization of Roman law throughout empire
 - (C) the abolition of slavery
 - (D) overcrowding, pollution, and crime in Rome
23. Which of the following represents a significant result of the European participation in the Crusades?
- (A) The strengthening of the Byzantine Empire
 - (B) New products and knowledge brought back to Europe
 - (C) The consolidation of papal control over European kings
 - (D) The establishment of European dominance over Eurasian land and sea trade routes

Question 24 is based on the following map.



24. The shaded regions and thick solid lines in the map above illustrate which of the following?
- (A) The relation between the spread of Islam and the location of major trade routes
 - (B) The conquest of Africa by European military forces and the major military routes
 - (C) The relation between the spread of European culture and the routes of European explorers
 - (D) The region of political unification among major African civilizations after the flourishing of trade

25. Which of the following socioeconomic patterns predominated in both Europe and Japan during the period between 700 and 1300 C.E.?
- (A) Urbanization
 - (B) Feudalism
 - (C) Capitalism
 - (D) Guild system
26. Which of the following was a major effect of the Spanish conquest of Mesoamerica?
- (A) The decimation of native populations exposed to European diseases
 - (B) The formation of alliances of native peoples to resist the Spanish invaders
 - (C) The revival of Mayan culture
 - (D) The expulsion of Catholic missionaries
27. All of the following were reactions of the Catholic Church to the Protestant Reformation EXCEPT
- (A) the Inquisition
 - (B) censorship
 - (C) funding of the arts and Baroque architecture
 - (D) translation of the Bible into vernacular languages
28. “From the day the nation . . . allowed kings to establish a general tax without its consent, and the nobility had the cowardice to let the third estate be taxed, provided that the nobility itself remained exempt; from that day the seed was sown of nearly all the vices and abuses which the old regime practiced for the rest of its life, vices and abuses which ended by bringing about the violent death of the old regime.”
- *Alexis de Tocqueville*
- According to Tocqueville, which of the following was a root cause of the French Revolution?
- (A) The rise of a middle class that was exempt from taxation
 - (B) Discriminatory taxation against the poorer classes
 - (C) The use of taxes to support military repression
 - (D) A weak bureaucratic structure funded by increased taxes
29. “Early next day we left Iztapalapa with a large escort of these great *caciques*,¹ and followed the causeway, which is eight yards wide and goes so straight to the city of Mexico that I do not think it curves at all. Wide though it was, it was so crowded with people that there was hardly room for them all. Some were going to Mexico and others coming away, besides those who had come out to see us, and we could hardly get through the crowds that were there. For the towers were full, and they came in canoes from all parts of the lake. No wonder, since they had never seen horses or men like us before!”
- ¹ *Native American chiefs*
- Which of the following is the most likely author of the quotation above?
- (A) A soldier in the Cortés expedition that conquered the Aztec Empire
 - (B) Pachacuti, the ruler of the Inca Empire
 - (C) Magellan as he was searching for the way around the Americas
 - (D) A crew member on Christopher Columbus’ first voyage to the New World
30. “Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature: it has simplified the class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other: bourgeoisie and proletariat.”
- The quotation above expresses one of the major tenets of which of the following?
- (A) Utopian socialism
 - (B) Marxism
 - (C) Laissez-faire economics
 - (D) Social Darwinism
31. All of the following were characteristic of the interaction between China and Great Britain in the 1800s EXCEPT:
- (A) China used military means to resist the importation of opium.
 - (B) China agreed to grant “treaty ports” to Great Britain.
 - (C) Great Britain colonized large areas of southern and central China.
 - (D) Great Britain joined with other Western powers to crush the Boxer Rebellion.

32. Which of the following was a major consequence of the treaties that ended the First World War?
- (A) The Romanov dynasty was overthrown in the first phase of the Russian Revolution, and the Bolsheviks took power in the second phase.
 - (B) European powers applied the principle of national self-determination to their colonies.
 - (C) The dismantling of empires in central, eastern, and southeastern Europe led to the creation of numerous unstable states.
 - (D) Germany and Austria were admitted to the League of Nations with nonvoting status.
33. “This ‘Long March’ took people 6,000 miles in one year, 17 miles a day over desolate mountains and through swamps and deserts, pursued by the army and bombed by aircraft. Of the 100,000 Chinese who left Southeast China, only 4,000 reached Shanxi (near China’s northwest border) a year later. The government thought that it was finally rid of the Communists.”
- The quotation above describes which of the following events?
- (A) The Japanese military invasion of China in the 1930s
 - (B) The forced relocation of peasants to industrial areas during the Cultural Revolution
 - (C) The retreat by Chinese Communist forces to northwestern China in 1937
 - (D) The exodus of Chinese Nationalists to Taiwan in 1949
34. Which of the following political leaders modeled his approach for orchestrating social change on Mohandas Gandhi’s strategy of peaceful revolution?
- (A) Martin Luther King, Jr.
 - (B) John F. Kennedy
 - (C) Malcolm X
 - (D) Franklin Delano Roosevelt
35. Which of the following best describes the nature of conflict and conflict resolution in the last two decades of the twentieth century?
- (A) The forces of ideology and nationalism weakened, so that conflict became extremely rare and almost all disputes were resolved through negotiation.
 - (B) Economic unions eliminated trade barriers for most of the world and reduced the gap between rich nations and poor nations, thus eliminating the economic causes of conflicts.
 - (C) The United States and Russia created a joint military force that acted quickly to keep conflicts from spreading beyond a single nation or region.
 - (D) International intervention and/or sanctions were often used to resolve conflicts or to keep them localized.
36. Which of the following has most accelerated the spread of a global popular culture?
- (A) The creation of the United Nations
 - (B) The growth of world religions
 - (C) New communications technologies
 - (D) Increased access to air travel
37. Which of the following contemporary political ideologies most strongly supports government protection of individual freedoms?
- (A) Conservatism
 - (B) Liberalism
 - (C) Socialism
 - (D) Nationalism

38. “All history has been a history of class struggles, of struggles between exploited and exploiting, between dominated and dominating classes at various stages of social development; this struggle, however, has now reached a stage where the exploited and oppressed class (the proletariat) can no longer emancipate itself from the class which exploits and oppresses it (the bourgeoisie), without at the same time forever freeing the whole of society from exploitation, oppression, and class struggles.”
- The passage above captures a central tenet of which of the following theories?
- (A) Fascism
 - (B) Libertarianism
 - (C) Capitalism
 - (D) Communism
39. Which of the following was the first to establish a theoretical justification for the belief that the legitimacy of a government is based on the consent of the governed?
- (A) Thomas Hobbes’s *Leviathan*
 - (B) V. I. Lenin’s *What Is to Be Done?*
 - (C) John Locke’s *The Second Treatise of Government*
 - (D) Adam Smith’s *Wealth of Nations*
40. The political legitimacy of a democratic national government would be most challenged by which of the following?
- (A) Low approval ratings in national public opinion polls
 - (B) A close election for the office of chief executive
 - (C) Court decisions that overturn national legislation
 - (D) A subnational government’s refusal to obey a national law
41. Although Thomas Hobbes and John Locke both presented views of government as a social contract between people and rulers, their views differed in that Hobbes argued that
- (A) people are born free, whereas Locke argued that people are born in social servitude
 - (B) people give up their rights and liberties in exchange for protection by government, whereas Locke argued that government exists to protect those rights and liberties
 - (C) government only serves to reinforce class conflict, whereas Locke argued that government serves to protect the economically disadvantaged
 - (D) government should provide every citizen with economic equality, whereas Locke argued that government should be limited to providing for national defense
42. Federalism is best defined as a system of government in which
- (A) power is divided between national and subnational governments
 - (B) power is centralized in a national government that can devolve certain authority and responsibility to subnational governments
 - (C) a group of sovereign governments share a supranational judicial institution
 - (D) citizens determine national policy by voting directly in a national referendum
43. Which of the following is a primary function of interest groups in the United States?
- (A) Nominating candidates for state and federal elections
 - (B) Providing legislators with specialized information on policy issues
 - (C) Raising money to support party-building activities
 - (D) Enforcing government regulations in their respective policy areas

44. “No United States President was elected as a third-party candidate in the twentieth century. Therefore, the third-party system has had no effect on American politics.”
- Which of the following statements is an accurate claim about third-party candidacies that disputes this statement?
- (A) Third-party candidates are usually members of ethnic minority groups.
 - (B) Third-party candidates tend to reduce the total amount of media coverage in an election.
 - (C) Third-party candidates often lead to voter confusion, reducing total voter turnout.
 - (D) Third-party candidates sometimes force platform shifts in the dominant parties.
45. Which of the following is a power granted exclusively to the President by the United States Constitution?
- (A) Declaring war
 - (B) Declaring laws unconstitutional
 - (C) Granting pardons
 - (D) Ratifying treaties
46. The Bill of Rights was added to the United States Constitution explicitly to ensure protection from abuse of power by
- (A) the national government
 - (B) political majorities
 - (C) individual citizens
 - (D) religious institutions
47. Which of the following age-groups has had the lowest voter turnout in the most recent United States elections?
- (A) 18–24
 - (B) 25–36
 - (C) 37–50
 - (D) 51 and older
48. Compared to that of most other developed democracies, voter turnout in the United States in the last several decades has been
- (A) about the same
 - (B) slightly higher
 - (C) much higher
 - (D) significantly lower
49. Which of the following accurately describes a significant difference between the House of Representatives and the Senate?
- (A) Only the Senate can introduce revenue bills.
 - (B) Only the Senate allows unlimited debate on all bills.
 - (C) Senate representation is based on single-member districts, whereas the House is based on proportional representation.
 - (D) In the House, states are represented equally, whereas in the Senate, representation is determined by state population.
50. Which of the following is an example of the legislative oversight function of Congress?
- (A) The Senate rejects the President’s proposed budget.
 - (B) A supermajority in Congress overrides a presidential veto.
 - (C) Congress adopts a new bill requiring states to regulate levels of contaminants in drinking water.
 - (D) The Agriculture committee holds hearings about the work of the Environmental Protection Agency.
51. In general, which of the following best describes a difference between federal block grants and federal categorical grants?
- (A) Block grants are used to fund state programs, whereas categorical grants are used to fund federal programs.
 - (B) Block grants typically require matching funds from a local government, whereas categorical grants do not.
 - (C) Categorical grants have more restrictions than do block grants on how the federal money may be used.
 - (D) Categorical grants are given to all states, whereas block grants are given only on a state-by-state basis.

52. “The United States should keep its troops at home. So many ethnic battles are occurring at any one time throughout the world that it is impossible for the United States to act as the world’s police officer. We pay good money to the United Nations — let its troops solve the world’s minor ethnic flare-ups.”

The quotation above most closely resembles which of the following policy approaches?

- (A) Imperialism
- (B) Internationalism
- (C) Interventionism
- (D) Isolationism

53. A “direct democracy” exists when citizens do which of the following?

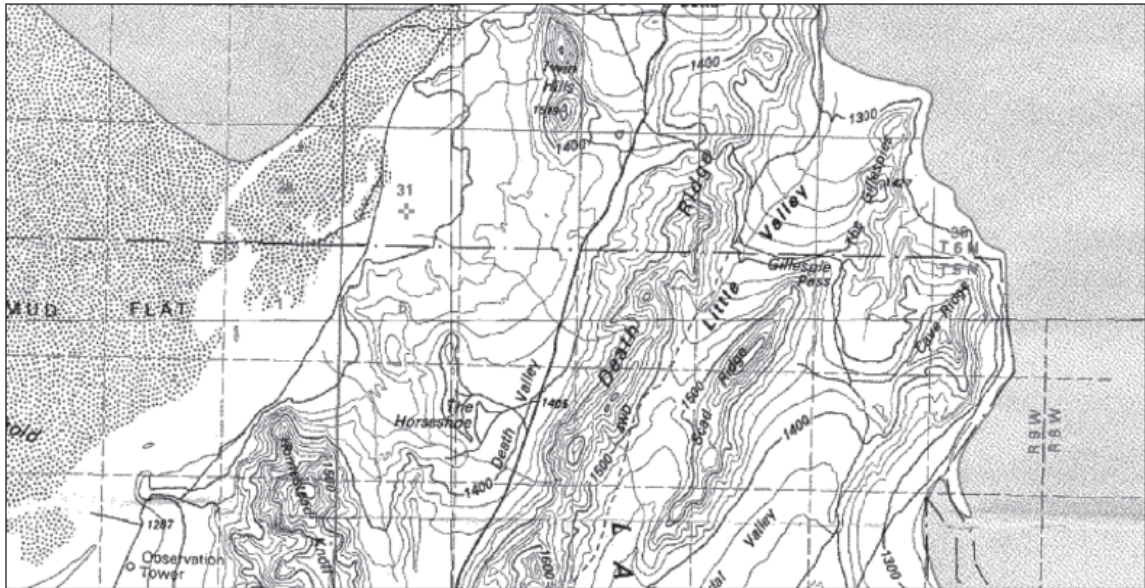
- (A) Participate without intermediaries in government decision-making
- (B) Elect representatives to participate in government decision-making
- (C) Directly elect a chief executive who decides on the enactment of laws
- (D) Vote to approve or overturn laws passed by elected representatives

54. Which of the following is a true statement about a pure parliamentary system of government?

- (A) Legislators who accept ministerial appointments must resign their seats.
- (B) Seats in parliament are apportioned strictly according to proportional representation.
- (C) Governments must be formed by a coalition of several parties.
- (D) The head of government must be a current member of the legislature.

GEOGRAPHY

Question 55 is based on the following map.



55. The map above is a
- (A) thematic map
 - (B) topographic map
 - (C) choropleth map
 - (D) dot map

Question 56 is based on the following maps.

ANCIENT EARTH 220 MILLION YEARS AGO

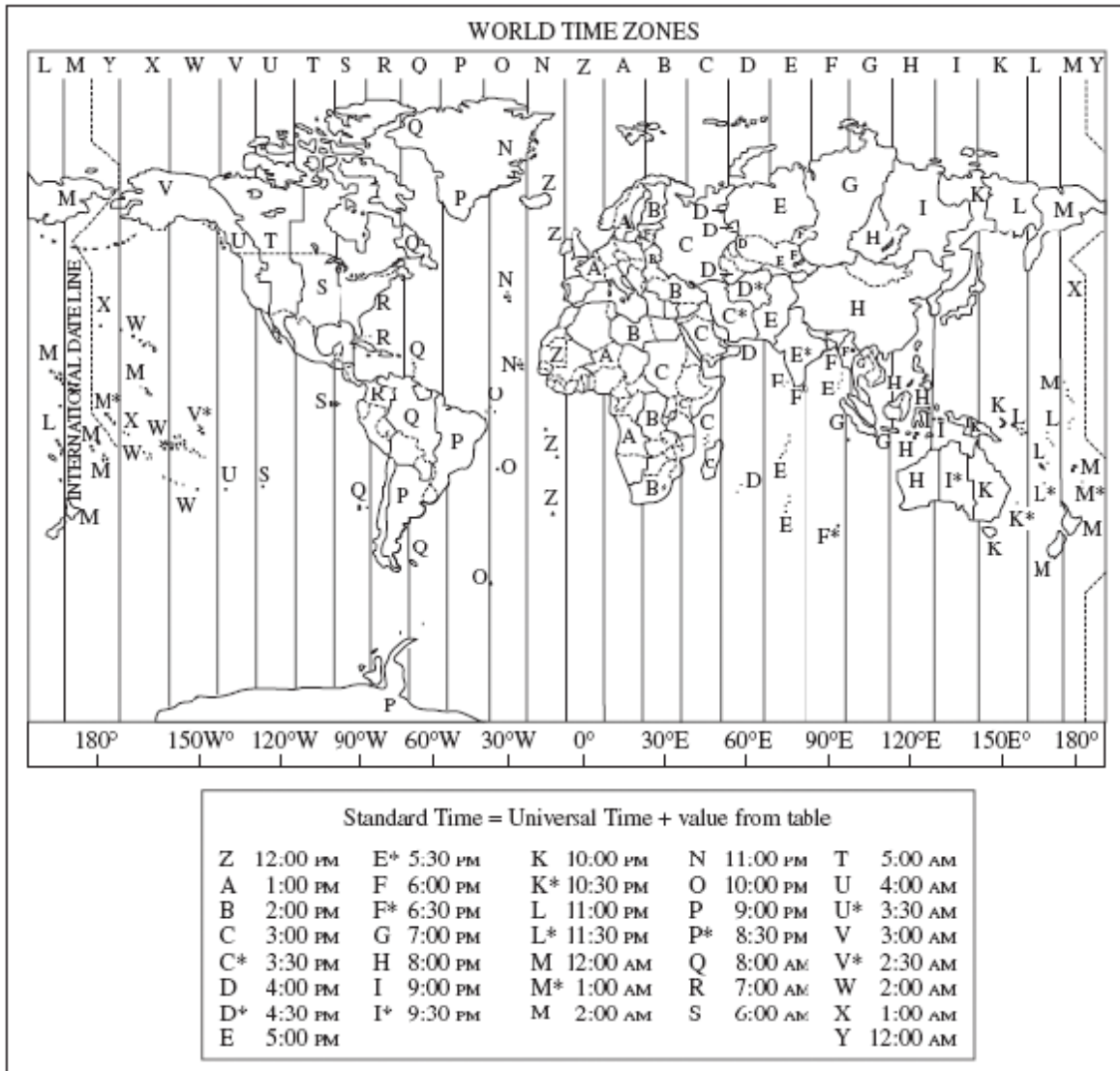


ANCIENT EARTH 50 MILLION YEARS AGO



56. According to the maps above, which of the following pair of modern-day regions is most likely to have similar geological attributes?
- (A) South America and western Africa
 - (B) Western Australia and eastern South America
 - (C) Europe and Australia
 - (D) Eastern Asia and North Africa

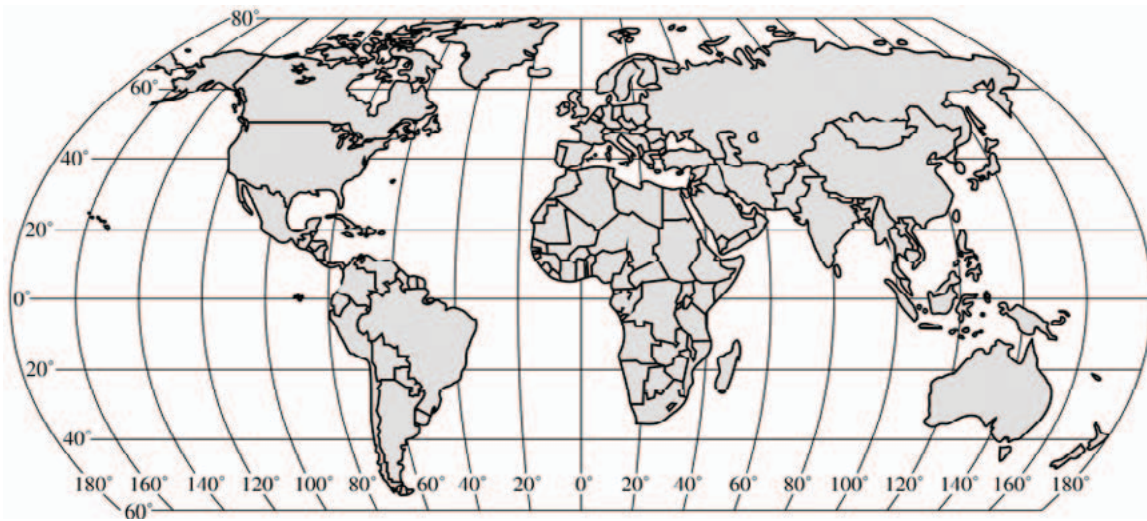
Question 57 is based on the following map.



* On the graphic indicates time offset

57. If it is 9:00 A.M. on Wednesday in Beijing, China, what day and time is it in Rio de Janeiro, Brazil?
- (A) 10:00 A.M. Tuesday
 - (B) 10:00 P.M. Tuesday
 - (C) 10:00 A.M. Wednesday
 - (D) 10:00 P.M. Wednesday

Question 58 is based on the following map.



58. What are the approximate coordinates (latitude and longitude) for Hong Kong, according to the map?

- (A) 20° N, 115° E
- (B) 20° S, 115° W
- (C) 115° N, 20° W
- (D) 115° S, 20° E

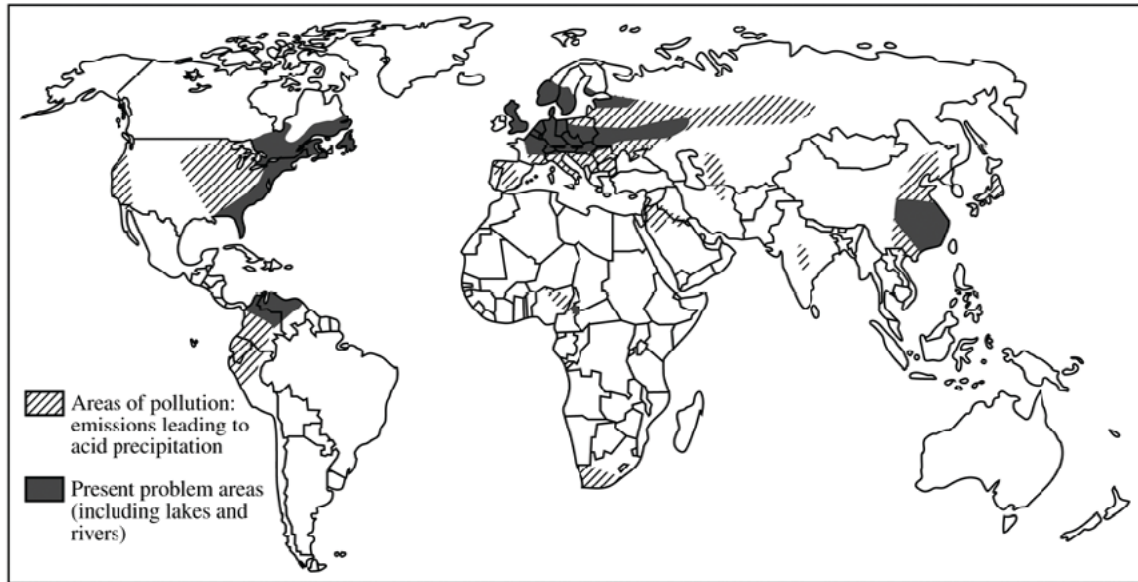
59. In which of the following pairs of cities would inhabitants most likely share the same native language?

- (A) Barcelona and Port-au-Prince
- (B) Lisbon and Rio de Janeiro
- (C) Prague and Warsaw
- (D) Beijing and Tokyo

60. What causes weather patterns to move from west to east across the United States?

- (A) Trade winds
- (B) Jet stream
- (C) Mountain ranges
- (D) Gulf Stream

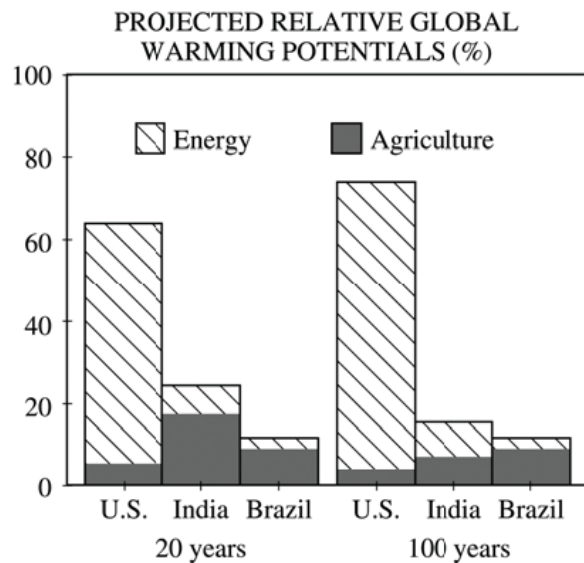
Question 61 is based on the following map.



61. Which of the following most likely accounts for the fact that acid precipitation may occur far from its point of origin, as indicated by the map?
- (A) Prevailing winds
 - (B) Groundwater runoff
 - (C) Temperature fluctuation
 - (D) Depletion of the ozone layer

62. Which of the following regions is most closely associated with the Islamic religion?
- (A) South Asia
 - (B) Latin America
 - (C) Middle East
 - (D) Pacific Rim

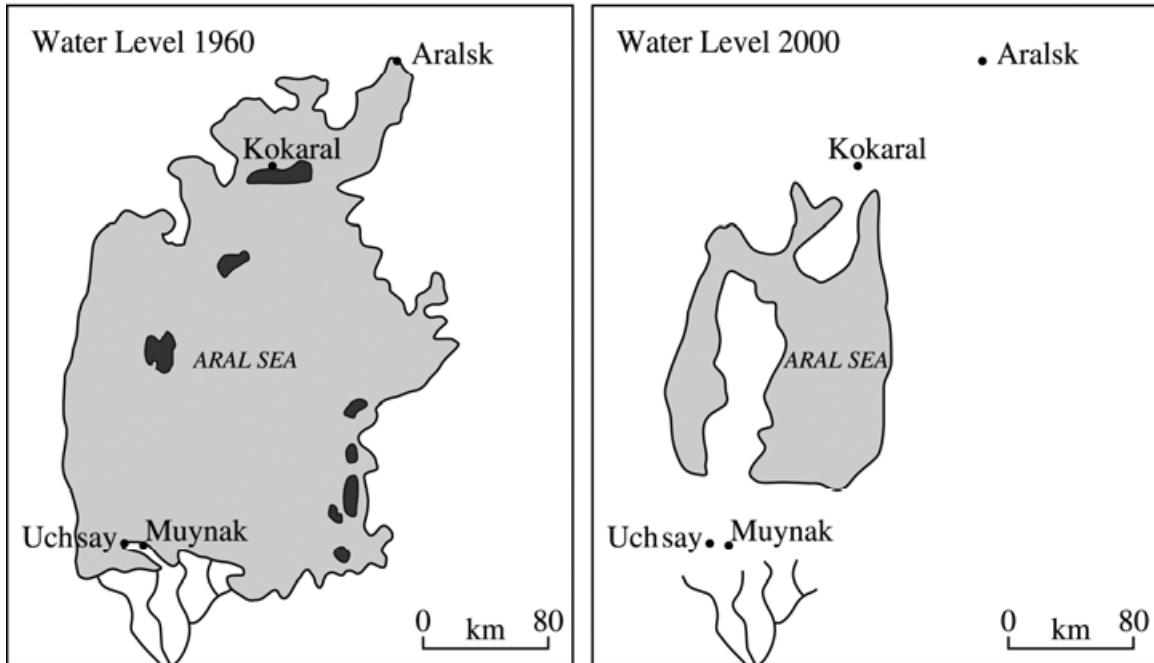
Question 63 is based on the following graph.



63. Which of the following conclusions is supported by the figures above?
- (A) The agricultural sectors of India and Brazil pose a greater long-term threat than short-term threat for increased global warming.
 - (B) The energy sector of the United States poses a greater short- and long-term threat for increased global warming than the combined agricultural sectors of the United States, India, and Brazil.
 - (C) While the short-term effects of Brazil's global warming potential may be significant, its long-term effects will be minimal.
 - (D) The combined long-term global warming potential of India's agricultural sector poses a greater threat than the energy sector in the United States.

Question 64 is based on the following maps.

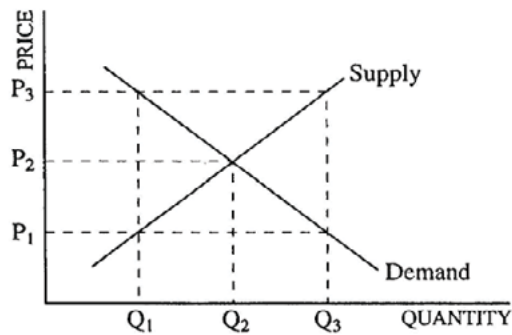
ARAL SEA IN 1960 AND 2000



64. The massive depletion of the freshwater Aral Sea, which has shrunk from the fourth to the sixth largest lake in the world, is most likely due to which of the following?
- (A) Use of the water from the feeder rivers for irrigation
 - (B) Occurrence of persistent drought in Kazakhstan
 - (C) Effects of global warming
 - (D) Increased dependence on groundwater mining

65. Which of the following countries, because its location made it unusually well placed to control trade during the Renaissance, rose to prominence in the 1700's?
- (A) Great Britain
 - (B) France
 - (C) Italy
 - (D) Portugal
66. Which of the following has been a contributing factor in ethnic conflict and political unrest in sub-Saharan Africa during the last 50 years?
- (A) A higher-than-average rate of natural disasters
 - (B) The Green Revolution
 - (C) Colonial borders superimposed over a cultural mosaic
 - (D) Rapid increase in literacy rates
67. Which of the following represents the opportunity cost of purchasing a used automobile for \$6,000?
- (A) The difference between the \$6,000 and the cost of a new car
 - (B) The cost of paying for the necessary repairs to the car
 - (C) The time it took to research and identify the appropriate used car
 - (D) A vacation or other purposes for which the \$6,000 could have been used
68. Assume that a country can produce both good X and good Y, but has a comparative advantage in the production of good X only. If the country specializes in the production of good X and imports good Y, the country will most likely consume
- (A) greater amounts of goods X and Y together than before trading
 - (B) the same amounts of goods X and Y together as before trading
 - (C) greater amounts of good X than before trading but smaller amounts of good Y
 - (D) greater amounts of good Y than before trading but smaller amounts of good X
69. Which of the following is a characteristic of socialism as an economic system?
- (A) The production and distribution of the nation's output are determined by central government planners.
 - (B) The decisions about production and distribution of the nation's output are made by individual households and firms.
 - (C) Central planners impose production rules and regulations on privately owned businesses.
 - (D) Central planners impose taxes on corporate profits and rents.
70. When compared with perfectly competitive firms in long-run equilibrium, a monopoly with an identical cost structure will charge a
- (A) higher price and produce lower output
 - (B) higher price and produce higher output
 - (C) lower price and produce higher output
 - (D) lower price and produce lower output

Question 71 is based on the following graph of supply and demand, which shows the market for a good.



71. Assume a price ceiling was initially set at P₁. If the price ceiling is lifted (repealed), which of the following changes in the quantity demanded, quantity supplied, and price will occur?

- | | <u>Quantity Demanded</u> | <u>Quantity Supplied</u> | <u>Price</u> |
|-----|--------------------------|--------------------------|--------------|
| (A) | Increase | Increase | Increase |
| (B) | Decrease | Increase | Increase |
| (C) | Increase | Decrease | Decrease |
| (D) | Decrease | Decrease | Decrease |

72. In which of the following phases of the business cycle would the economy experience decreasing unemployment rates and increasing consumer spending?

- (A) Depression
- (B) Recession
- (C) Recovery
- (D) Contraction

73. Which of the following is an example of a progressive tax?

- (A) A tax that imposes a higher percentage rate of taxation on persons with lower incomes
- (B) A tax that imposes a higher percentage rate of taxation on persons with higher incomes
- (C) A tax that imposes the same percentage rate of taxation on everyone, regardless of income
- (D) A tax imposed on luxury goods rather than on necessities

74. Which of the following would most likely occur during periods of recession or depression?

- (A) Interest rates would increase by 5 to 10 percent.
- (B) Unemployment rates would increase by 5 to 10 percent.
- (C) Price levels would increase quarterly by 3 percent.
- (D) Consumption of durable goods would increase quarterly by 3 percent.

75. Assume that Country X is in a severe recession with an unemployment rate of 12 percent and declining growth. An economist would advocate which of the following fiscal policy actions to increase output and decrease unemployment?

<u>Action on Taxes</u>	<u>Action on Government Spending</u>
(A) Increase	Increase
(B) Increase	Decrease
(C) Decrease	Increase
(D) Decrease	Decrease

76. In a period of inflation, which of the following combinations of monetary policy actions would the Federal Reserve most likely undertake?

<u>Discount Rate</u>	<u>Open-Market Operations</u>
(A) Decrease	Buy bonds
(B) Decrease	Sell bonds
(C) Increase	Buy bonds
(D) Increase	Sell bonds

77. An increase in which of the following would be most likely to increase economic growth?

- (A) Productivity
- (B) Personal taxes
- (C) Consumer spending
- (D) Interest rates

78. Assume that the following represents the conditions of the economy for Country X.

	<u>Year Ago</u>	<u>Month Ago</u>	<u>Today</u>
Real gross domestic product (GDP)	1,800	1,770	1,770
Unemployment rate	3.5%	5.0%	7.0%
Private investment	301	285	285

According to the chart above, which of the following best characterizes the economic condition of Country X and an appropriate economic policy that could be recommended by fiscal policy makers?

<u>Condition of Country X</u>	<u>Economic Policy</u>
(A) Recession	Decrease personal taxes
(B) Recession	Decrease government spending
(C) Inflation	Increase personal taxes
(D) Inflation	Increase government spending

79. Under a flexible exchange rate system, the international value of the United States dollar relative to other currencies is determined by the

- (A) amount of gold held by the United States Treasury
- (B) foreign demand for goods and services from the United States
- (C) current trade balance of the United States
- (D) current level of private debt in the United States

80. Which of the following is NOT likely to be given as a justification for establishing protective tariffs on imports?

- (A) To allow infant industries time to develop within their own countries
- (B) To provide the widest possible variety of goods and services within the country
- (C) To guarantee that sufficient supplies of essential materials will be available in times of crisis
- (D) To preserve high-paying jobs within the home country

Question 81 is based on the following chart, which shows the exchange rate value of the British pound and French franc per United States dollar on two different dates.

Exchange Rate of a United States Dollar		
	February 1	March 1
British pound	1.755	1.704
European euro	1.262	1.364

81. According to the data above, what happened to the value of the United States dollar relative to the British pound and the European euro between February 1 and March 1 ?
- (A) The dollar appreciated with respect to the British pound and the European euro.
 (B) The dollar appreciated with respect to the British pound but depreciated with respect to the European euro.
 (C) The dollar depreciated with respect to the British pound but appreciated with respect to the European euro.
 (D) The dollar depreciated with respect to the British pound and the European euro.
-
82. According to B. F. Skinner’s theories, which of the following should be used to increase the frequency of a behavior?
- (A) Latent learning
 (B) Positive reinforcement
 (C) Punishment
 (D) Classical conditioning
83. “Normally, there is nothing of which we are more certain than the feeling of our self, of our own ego. This ego appears to us as something autonomous and unitary, marked off distinctly from everything else. That such an appearance is deceptive, and that on the contrary the ego is continued inwards, without any sharp delimitation, into an unconscious mental entity which we designate as the id and for which it serves as a kind of façade—this was a discovery first made by psychoanalytic research, which should still have much more to tell us about the relation of the ego to the id.”
- The ideas expressed in this excerpt are most closely associated with which of the following thinkers?
- (A) Abraham Maslow
 (B) Jean Piaget
 (C) Ivan Pavlov
 (D) Sigmund Freud
84. Which of the following has grown in importance in the United States as an agent of socialization during the twentieth century?
- (A) The media
 (B) Religion
 (C) Government
 (D) Voluntary associations
85. Which of the following is a major social institution?
- (A) Religion
 (B) Community
 (C) Entertainment
 (D) Technology
86. The relationship between prejudice and discrimination is best characterized by which of the following?
- (A) Stereotype and generalization
 (B) Faith and values
 (C) Morality and law
 (D) Attitude and action
87. According to psychologists, the most important developmental task during adolescence is
- (A) motor-skill formation
 (B) suppressing emotions
 (C) identity formation
 (D) maintaining secure attachments

88. A mother and her 2-year-old daughter are in an examination room at the pediatrician's office. The child is happily playing with toys on the floor. When the doctor enters, the child quickly drops her toys and moves to her mother's side. The daughter is displaying behavior typical of
- (A) secure attachment
 - (B) insecure attachment
 - (C) theory of mind
 - (D) separation anxiety
89. Communities of Hasidic Jews living in New York City and Mennonites living in rural Ohio are examples of
- (A) utopias
 - (B) subcultures
 - (C) reactionary groups
 - (D) dominant societies
90. When trade and ancient warfare brought ancient Egypt into contact with others, many of these civilizations adopted Egyptian ideas, cultures, and technologies. The term that describes this process is known as
- (A) cultural diffusion
 - (B) socialization
 - (C) social stratification
 - (D) culture clash

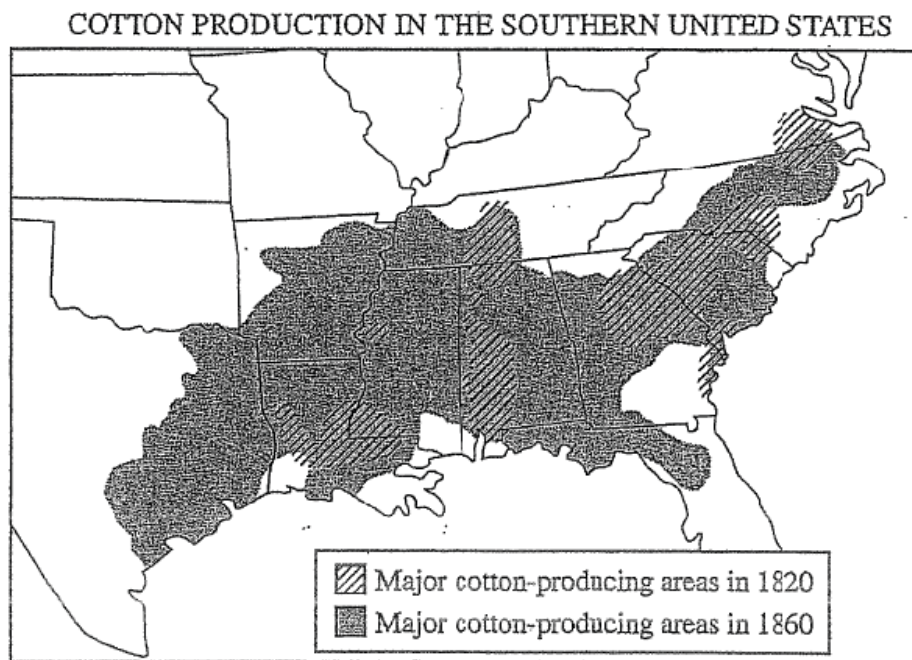
Part B
1 Constructed-response Question
(Suggested time—10 minutes)

(Note, at the official test administration, there will be 3 constructed-response questions.)

General Directions for Question 91

One sample question is provided below for your practice. Write your answer to this question in the space provided in the answer sheet booklet. Be sure to answer each part of the question.

Question 91



Use the map above and your knowledge of United States history to answer parts A and B.

- A. Describe the major trend shown on the map.
- B. Analyze TWO major effects on the southern United States of the trend you identified in part A. The effects may be political, economic, or social.

NOTES

Chapter 8

Right Answers and Explanations for the
Multiple-Choice Practice Questions



Right Answers and Explanations

Now that you have answered all of the practice questions, you can check your work. Compare your answers to the multiple-choice questions with the correct answers in the table below.

Question Number	Correct Answer	Content Category	Question Number	Correct Answer	Content Category
1	D	Chronological Developments in United States History	23	B	Chronological Developments in World History
2	B	Chronological Developments in United States History	24	A	Chronological Developments in World History
3	A	Chronological Developments in United States History	25	B	Chronological Developments in World History
4	C	Chronological Developments in United States History	26	A	Chronological Developments in World History
5	D	Chronological Developments in United States History	27	D	Chronological Developments in World History
6	A	Chronological Developments in United States History	28	B	Chronological Developments in World History
7	C	Chronological Developments in United States History	29	A	Chronological Developments in World History
8	B	Chronological Developments in United States History	30	B	Chronological Developments in World History
9	A	Chronological Developments in United States History	31	C	Chronological Developments in World History
10	C	Chronological Developments in United States History	32	C	Chronological Developments in World History
11	B	Chronological Developments in United States History	33	C	Chronological Developments in World History
12	A	Chronological Developments in United States History	34	A	Chronological Developments in World History
13	C	Chronological Developments in United States History	35	D	Chronological Developments in World History
14	B	Chronological Developments in United States History	36	C	Chronological Developments in World History
15	B	Chronological Developments in United States History	37	B	Political Theory
16	C	Chronological Developments in United States History	38	D	Political Theory
17	D	Chronological Developments in United States History	39	C	Political Theory
18	C	Chronological Developments in United States History	40	D	Political Theory
19	B	Chronological Developments in World History	41	B	Political Theory
20	C	Chronological Developments in World History	42	A	United States Government and Civics
21	A	Chronological Developments in World History	43	B	United States Government and Civics
22	C	Chronological Developments in World History	44	D	United States Government and Civics
			45	C	United States Government and Civics
			46	A	United States Government and Civics
			47	A	United States Government and Civics
			48	D	United States Government and Civics

CHAPTER 8

Question Number	Correct Answer	Content Category
49	B	United States Government and Civics
50	D	United States Government and Civics
51	C	United States Government and Civics
52	D	Comparative Politics and International Relations
53	A	Comparative Politics and International Relations
54	D	Comparative Politics and International Relations
55	B	Geographic Literacy
56	A	Geographic Literacy
57	B	Geographic Literacy
58	A	Geographic Literacy
59	B	Human Geography
60	B	Physical Geography
61	A	Physical Geography
62	C	Physical Geography
63	B	Physical Geography
64	A	Physical Geography
65	A	Physical Geography
66	C	Human Geography
67	D	Microeconomics
68	A	Microeconomics

Question Number	Correct Answer	Content Category
69	A	Microeconomics
70	A	Microeconomics
71	B	Microeconomics
72	C	Macroeconomics
73	B	Macroeconomics
74	B	Macroeconomics
75	C	Macroeconomics
76	D	Macroeconomics
77	A	Macroeconomics
78	A	Macroeconomics
79	B	Macroeconomics
80	B	Macroeconomics
81	B	Macroeconomics
82	B	Psychology
83	D	Psychology
84	A	Sociology
85	A	Sociology
86	D	Sociology
87	C	Psychology
88	A	Psychology
89	B	Anthropology
90	A	Anthropology

Explanations of Right Answers

1. This question tests your ability to recognize the characteristics of various geographic regions of the United States. The southwestern United States is characterized by dry climate; most areas there receive less than 16 inches of rain per year. As a result, agriculture is possible in most parts of the Southwest only with irrigation, in contrast to the other regions mentioned. The correct answer, therefore, is (D).
2. This question tests your knowledge of important geographic locations in the United States. Of the states listed as possible answers, Michigan is adjacent to four of the Great Lakes, New York borders two, and Pennsylvania one. The correct answer, therefore, is (B).
3. This question tests your ability to recognize the characteristics of various geographic regions of the United States. The southeastern United States has a humid subtropical climate, typified by abundant rainfall, hot summers, and mild winters. Both the Mediterranean and tropical savanna climates have significant dry seasons during the year, while the desert climate is characterized by very limited annual rainfall. The correct answer, therefore, is (A).
4. This question tests your knowledge of Native American–colonial relations in the pre-Revolutionary era. The encroachment of European settlers into lands controlled by tribes of the Iroquois Six Nations caused growing resentment among Native Americans during the early 1750s. The correct answer, therefore, is (C).
5. This question tests your ability to identify an important factual connection between two events during the period of European exploration and colonization. European explorers introduced a host of epidemic diseases to the native populations they encountered upon their arrival in North America. With no immunity from these foreign illnesses, indigenous peoples died in tremendous numbers from smallpox, measles, and other contagious diseases. The correct answer, therefore, is (D).
6. This question tests your ability to recognize important ideas and events in pre-Revolutionary America. This quotation, taken from a famous sermon by the Connecticut minister Jonathan Edwards, exemplifies the emphasis on sin and the need for personal conversion that lay at the heart of the First Great Awakening, a far-reaching Protestant religious revival that lasted from the mid-1730s to the early 1740s. The correct answer, therefore, is (A).
7. This question tests your knowledge of political ideas and events in the early years of the new nation. The men who met in Philadelphia in 1787 to draft the Constitution drew on the ideals of the ancient Roman republic to establish a new government for the United States, which included indirect representation through a bicameral legislature and an independent executive. The correct answer, therefore, is (C).
8. This question tests your ability to recognize key elements of governmental policy during the Revolutionary period in American history. The Articles of Confederation represented the first attempt to provide for an American national government but were beset by shortcomings, many of them stemming from the reluctance of delegates to the Continental Congress to relinquish state power in favor of a strong federal authority. The resulting government was hampered by numerous restrictions, among the most serious of which was the inability to levy taxes. The correct answer, therefore, is (B).
9. This question tests your ability to interpret a political statement from the period of continued national development in the United States. In this passage, the author argues that tolerating the oppression and violence inherent in the slave system can make citizens less willing to support republican principles of equality. The correct answer, therefore, is (A).

10. The Monroe Doctrine was written in 1823 by Secretary of State John Quincy Adams and was made American policy by President James Monroe. Monroe declared that the United States would not interfere with any existing European colonies in the Americas but would oppose the establishment of any new colonies. (C) is therefore the correct answer.
11. This question tests your ability to recognize an important connection between a publication and a movement during the Civil War era. Published in 1852 by Harriet Beecher Stowe, the daughter of a prominent theologian, *Uncle Tom's Cabin* invigorated the abolitionist movement in the northern United States with its sharply critical portrayal of slavery. The correct answer, therefore, is (B).
12. From 1820 to 1854, Congress passed a series of laws that admitted new states while maintaining the balance of slave and free states. Senator Stephen Douglas of Illinois wanted Chicago to be the eastern terminus of the transcontinental railroad. By introducing popular sovereignty into the Kansas-Nebraska bill, Douglas hoped to gain southern support. "Popular sovereignty" meant that residents could vote for their new state to be slave or free. In effect, the act reversed the Missouri Compromise (1820), which had barred slavery north of 36° 30' north latitude. The correct answer, therefore, is (A).
13. This question tests your ability to analyze a quotation and understand its significance to a political or social movement. Alarmed by the debilitating working conditions in United States factories at the end of the nineteenth century, activists belonging to organizations such as the American Federation of Labor urged the government to introduce a variety of workplace reforms. One of the most important, and contested, of these was the eight-hour workday, which was passed by Congress in 1916. Lower tariffs and the gold standard were generally supported by factory owners, not labor activists. Relocation of factories overseas was not occurring in the early twentieth century, and would have been opposed by labor activists anyway. The correct answer, therefore, is (C).
14. This question focuses on the philosophy behind the New Deal. Faced with high unemployment, falling prices, and a major slowdown in business activity, Franklin Roosevelt took the economic approach of "priming the pump" in an effort to get the economy moving again. He created a series of federal agencies intended to fund public-works projects and put people back to work as soon as possible. Therefore, the correct answer is (B).
15. This question tests your ability to identify the key element of a mid-twentieth-century court decision. In 1954 the Supreme Court ruled that the practice of school segregation, defended by some as creating separate but equal educational environments, was in fact a violation of the United States Constitution. This decision came to serve as the legal basis for a host of challenges to discriminatory practices in American social and political institutions. The correct answer, therefore, is (B).
16. This question asks you to analyze a quotation and assess its relationship to a mid-twentieth-century political movement. Joseph McCarthy, a Republican senator from Wisconsin, was among the most ardent anti-Communist politicians of his generation, famous for his 1950 assertion that the State Department was dominated by Communists, an accusation that led to congressional hearings on the matter. The correct answer, therefore, is (C).

17. This question asks you to correctly interpret historical changes shown by means of graphs and to identify a factor contributing to those changes. The graphs show two interrelated trends, a decline in the number of farms between 1940 and 1990 and an increase in the average size of farms in the same period. Many factors contributed to these trends, but a major one was the increased use of agricultural machinery, which made it more efficient to farm large tracts of land. Despite federal subsidies to small farmers, family farms were increasingly replaced by large agribusinesses, which could produce crops more cheaply. Agricultural prices varied greatly in between 1940 and 1990, but were generally driven downward, not upward, by mechanization. The correct answer, therefore, is (D).
18. This question tests your knowledge of important events and figures in the Civil Rights movement of the 1950s and 1960s in the United States. On December 1, 1955, an African American woman named Rosa Parks refused to give up her seat to a White man on a bus in Montgomery, Alabama. Her arrest prompted African Americans to organize a boycott of the city's buses, which contributed to the emergence of the Reverend Martin Luther King Jr. as a prominent leader in the Civil Rights cause. The correct answer, therefore, is (C).
19. This question asks you to identify a major world religion by giving you four of its basic tenets. The four "truths" outlined in the question, known as the Four Noble Truths, are the basis of Buddhism. Prince Siddhartha Gautama (around 563 to around 480 B.C.E.) of India is said to have engaged in intense meditation and perceived the connections between past lives and the present and the way to enlightenment, thus becoming the Buddha, or the "one who is enlightened." (A), (C), and (D) do not focus on suffering, desire, and enlightenment. The correct answer, therefore, is (B).
20. This question tests your ability to recognize a major characteristic of Indian mathematics. The Indian system of place-value notation was much more efficient than the unwieldy numerical systems of the Egyptians, Greeks, and Romans, and the concept of zero (also developed by Mayan society) is widely considered to be a profound intellectual achievement that must be ranked as one of the most important and influential discoveries in human history. The Indian method of arithmetic had separate columns for ones, tens, hundreds, and so forth, as well as a zero sign to indicate the absence of units in a given column. This system made it possible to express very large numbers economically. This Indian system spread to the Middle East, Southeast Asia, and East Asia by the seventh century. Europe did not receive the technology until around the tenth century, when several European scholars became exposed to the mathematics of the Arabs. The correct answer, therefore, is (C).
21. This question asks you to make a comparison between Athens and Sparta at the beginning of the Peloponnesian War. Choices (B), (C), and (D) apply to both Sparta and Athens, but choice (A) points to a sharp distinction between the two city-states. Spartans lived a regimented life in which individualism was punished with exile or death to preserve the common good. Accumulation of wealth and expansion of trade were looked down on, and traditional aristocratic values were honored. Athens, in contrast, celebrated and protected individual freedoms for male citizens and valued trade and international exchange. The correct answer, therefore, is (A).

22. This question asks you to identify the major characteristics of the Augustan Roman Empire. Notice that this is an EXCEPT question, asking you to choose the single characteristic among the choices that did *not* characterize the Roman Empire after it was reorganized by Augustus. Augustus, known for his keen administrative talent, transformed the political structure of ancient Rome essentially into an imperial dynasty. Augustus effectively consolidated the legislative, military, financial, and religious powers of Rome into one-man rule, under the title of emperor. Because of the efficiency of the 44-year rule of Augustus and the reluctance of both the citizens and the Roman Senate to return to the pre-Augustan political chaos of highly competitive military rivals, the emperorship became a traditional hereditary position within the Roman state. The Roman state after Augustus' reorganization was marked by increased trade and the spread of Roman law, as well as overcrowding and pollution that affected Rome's lower classes. The Roman state and economy, however, consistently relied on slave labor, although slaves could conduct business and some were able to buy their freedom. The correct answer, therefore, is (C).
23. This question asks you to identify an important result of the European participation in the Crusades. The Crusaders were a burden to the Byzantines and at one point pillaged the Byzantine capital of Constantinople. Pope Urban II intended to strengthen his moral, military, and economic position by means of a Crusade, but the results were just the opposite. Eurasian trade routes remained under the control of the Byzantine Empire, Arab states, and a variety of other powers. The European Crusades to the Middle East had significant economic and cultural impacts. Pilgrims returning home introduced new foods, ideas, and technology, all of which helped to stimulate exchange between the eastern and the western Mediterranean. The correct answer, therefore, is (B).
24. This question asks you to look at a map of Africa in the period C.E. 1200 through C.E. 1600 and explain what the map shows. Using the map and additional knowledge, you would identify a significant connection between the trade routes shown and the major cultural development of the period—the spread of Islam in Africa, primarily by trade. Most of these routes are generally considered a crucial means for the spread of beliefs and technologies (as well as goods) between Asia and Africa. Europe had very little contact with any part of Africa except North Africa during this period. The major empires and civilizations of Africa did not unite during this period. The correct answer, therefore, is (A).
25. This question asks you to recall a major socioeconomic pattern that characterized both Europe and Japan. Feudal societies were characterized by a decentralized administration that indicated a weakened monarchical or imperial control, with regional leaders (members of an aristocratic warrior-elite) who gave something of value—land or money—to knights or samurai in exchange for loyalty and military support. Both Europe and Japan had such systems, including codes of knightly or samurai behavior. The correct answer, therefore, is (B).
26. The Spanish conquest of Mesoamerica (what is today Mexico and Central America) in the early sixteenth century had many significant effects, many of which were global in nature. The relative isolation of the Americas from the rest of the world made the native peoples of the Americas extremely susceptible to European or Old World diseases, and later to African diseases. Therefore, the correct answer is (A).

27. This question asks you to recognize major reactions of the Catholic Church to the Protestant Reformation. Notice that this is an EXCEPT question, asking you to choose the single reaction among the choices that was *not* one of the Church's reactions. The Church reacted to the Protestant call for reform both defensively, by prohibiting Protestant reform books and by renouncing reformers as heretics, and positively, by supporting the arts to glorify the Catholic religion. In addition, the Church instituted reforms and reaffirmed major doctrines (Council of Trent). The translation of the Bible into vernacular languages, however, was primarily a Protestant endeavor not supported by the Catholic Church at that time. The correct answer, therefore, is (D).
28. This question asks you to understand a quotation about the French Revolution (1789-1804), a movement characterized by both massive violence and significant social and political change. Tocqueville writes that the nobility allowed taxation without consent as long as the nobility itself remained free from taxation. Tocqueville indicates that this unjust "bargain" was the start of all the vices and abuses by the monarchy and the nobility that ultimately culminated in the French Revolution. The correct answer, therefore, is (B).
29. This question asks you to read a quotation and identify its historical context. Hernán Cortés left Cuba in 1519 with 600 soldiers and a stock of weaponry and horses in order to assault the Aztec Empire in central Mexico. Both the horses that the soldiers rode on and the visitors themselves were initially strange to the Mexican peoples, who had had no previous contact with Europeans. The correct answer, therefore, is (A).
30. This question asks you to identify the major political ideas expressed in a particular document. Karl Marx's and Friedrich Engels' *Communist Manifesto* expresses the basis of socialism. Marx believed that the capitalistic system allowed the bourgeoisie (the owners of businesses and factories) to exploit the proletariat (the working class). Ultimately, Marx and Engels believed this tension between the bourgeoisie and the proletariat would lead to revolution. The correct answer, therefore, is (B).
31. This question tests your knowledge of the relationship between European powers and Asia in the period of nineteenth-century European imperialism. Note that this is an EXCEPT question, which means you are looking for the single choice that is *not* characteristic of the interaction between China and Great Britain. Great Britain imported large quantities of tea and other products from China, but China imported little from the British Empire. The British encouraged the export of opium from India to China in order to correct the trade imbalance. When China resisted, the First Opium War (1839-1842) broke out, as suggested by (A). At the end of the war, Great Britain imposed harsh conditions on China, including the acquisition of treaty ports (B). European powers acted at the end of the nineteenth century to repress the antiforeign movement of the Boxers. Although Great Britain did take control of Hong Kong, it did *not* colonize large portions of China. The correct answer, therefore, is (C).

32. The treaties following the First World War applied the principle of national self-determination to some areas of Eastern Europe but not to European colonies, as suggested in (B). The tsar had already been deposed in 1917 and Germany and Austria were not admitted to the League of Nations, as suggested by (A) and (D), respectively. The fall of the German, Austro-Hungarian, Russian, and Ottoman empires resulted in the creation of many nations: Poland, Yugoslavia, Finland, the Baltic States, Romania, Czechoslovakia, Bulgaria, and a much-reduced Hungary, Austria, Germany, and Russia. With few exceptions, these nations suffered grave economic and political crises in the interwar years. (C) is therefore the correct answer.
33. This question asks you to recognize the characteristics of an important historical event. Strongly influenced by Western ideas and practices, Mao Zedong helped found the communist movement in China. The communists had established a base area in the Kiangsi Province in southeast China. Mao had a leading role at the Jiangxi base but had been removed from a leadership role by the Communist Party Central Committee before the Nationalist Army attacks, forcing the communists to begin the famous Long March (1934-1935) described in the quotation cited in the question. The March solidified Mao's return to the leadership of the party. The correct answer, therefore, is (C).
34. This question asks you to recognize one aspect of the philosophy of a major historical figure. While attending the Crozer Theological Seminary in Pennsylvania, Martin Luther King Jr. became familiar with Mohandas Gandhi, who had struggled to free the people of India from British rule by "peaceful revolution." King led the civil rights movement in the United States until his assassination in 1968. The correct answer, therefore, is (A).
35. This question asks you to look at contemporary global politics and explain a general trend. During the period, conflicts did not lessen despite indications that global interdependence on the political and economic level is key to every nation's health. The disintegration of the Soviet Union led to Russia's inability to play a leading role in international peacekeeping, and Russia's relations with the United States did not become close enough for ongoing joint military actions. The United Nations, the United States, and NATO acted in many areas to prevent the spread of conflict and to reach lasting settlements of differences, though not necessarily with success—some examples are Yugoslavia, Somalia, and Haiti. The correct answer, therefore, is (D).
36. This question asks you to show your knowledge of contemporary trends and to assess the factors encouraging a specific trend: the diffusion of popular culture globally. All of the choices offered have had some effect on the creation and spread of a worldwide popular culture, but new communications technologies, such as computers, the Internet, cell phones, CDs, DVDs, instant messaging, and communications satellites, have accelerated a global popular culture. Access to music, news, movies, and so on, have made the spread of popular culture, much of it based on United States popular culture, very fast and worldwide. (C) is therefore the correct answer.
37. This question tests your basic knowledge of political ideologies. In political terminology, liberalism centers on individual liberties and rights and their protection by the state. While conservatives can champion individual rights and liberties, they do not center on the role of the state in the protection of those freedoms. The correct answer, therefore, is (B).

38. This question asks you to understand an excerpt from a text of political philosophy and recognize its relationship to a major political theory. Karl Marx, the famous German philosopher, social revolutionary, and political economist, published his *Communist Manifesto* in 1848. All of history, he argued, is the struggle between those who control the means of production and those who work for them, classes that he referred to as the bourgeoisie and the proletariat. He called for the overthrow of the established order to remedy this situation, and the formation of a Communist Party to stimulate proletarian class-consciousness. The correct answer, therefore, is (D).
39. This question asks you to recognize the connection between the idea of the “consent of the governed” and an important philosopher, John Locke. His most significant work on political philosophy, *Two Treatises of Government*, is a refutation of the divine rights of kings and the absolutist theory of government. Locke saw government as existing only for the public good, and the ruler’s authority as conditional rather than absolute. The correct answer, therefore, is (C).
40. This question asks you to recognize a violation of the constitutional arrangement of government. The refusal of a subnational government (such as a state government) to obey national law implies that the state does not consider the national law to be legitimate and, by implication, that the subnational government does not consider the national government to be legitimate. The correct answer, therefore, is (D).
41. This question tests your knowledge of major political theories. In 1651 Thomas Hobbes published *Leviathan*, in which he articulated the beginnings of social contract theory. In that work he presented a view of humanity as existing by nature in a “war of all against all,” from which we emerge by giving up the freedoms we are born with in exchange for protection by a sovereign. Locke’s work later in the century articulated a different view of social contract, arguing that the only legitimate government is one to which people consent in order to protect their rights under natural law. The correct answer, therefore, is (B).
42. This question tests your knowledge of an important political term. Federalism is characterized by the sharing of power between a central national government and state or local governments. (B) is incorrect because under federalism, subgovernments have some degree of independent authority and responsibilities that are not merely delegated by the national government. Choice (C) describes a confederal arrangement of sovereign countries, such as the European Union. Choice (D) is not relevant to the definition of federalism. The correct answer, therefore, is (A).
43. This question asks you to recognize the important political term “interest groups” and to understand the function of these groups. Interest groups are aggregates of individuals based on a limited range of shared concerns. They promote their policy agenda, in large part by providing legislators and policy makers with specialized information on issues that involve the interest groups’ goals. The correct answer, therefore, is (B).

44. This question asks you to recognize an important aspect of American party politics by analyzing the opinion presented in the quotation. One of the most important effects of significant third-party candidacies is that they can force one or both of the two dominant parties to shift their political platforms. A third-party candidate who appeals to the hard right, for example, may threaten to pull votes from the Republican candidate. The Republican candidate is likely to respond by adding more conservative planks to the platform in order to retain those votes. The correct answer, therefore, is (D).
45. This question tests your understanding of the structure of government as determined by the United States Constitution. The Constitution organizes the basic powers of the three branches of government. The President's formal responsibilities include acting as chief executive and commander in chief of the armed forces, as well as the ability to make treaties. The actual ratification of treaties and declarations of war are left to Congress, which has the responsibility to make laws. The judicial branch has the responsibility of ruling on the constitutionality of laws. Among the limited powers of the President granted by the Constitution is the ability to grant pardons for offenses against the country. The correct answer, therefore, is (C).
46. This question tests your recognition of the purpose of the Bill of Rights. The first ten amendments to the United States Constitution, the Bill of Rights, derive from the colonial struggle against the King of England and Parliament, as well as growing concepts of individual equality. They constitute a collection of mutually reinforcing guarantees of individual rights and limitations on national government power. The correct answer, therefore, is (A).
47. This question asks you to recognize an important social and demographic characteristic of the United States political electorate. While average voter turnout has recently ranged from 36 to 55 percent of the voting-age population, the 18-to-24-year-old age bracket had voter turnout of 32 percent or less. It has consistently been the case in recent years that the 18-to-24-year-old age-group has the lowest election turnout of all age-groups in the United States. The correct answer, therefore, is (A).
48. This question asks you to recognize a major issue in electoral politics in the United States. Voter turnout is the rate at which eligible voters actually appear at the polls to cast their ballot during elections. Turnout in the United States has been significantly lower than in most other developed democracies. The correct answer, therefore, is (D).
49. This question tests your knowledge of important rules in the legislative branch of the United States government. The allowance of unlimited debate in the Senate reflects a key distinction between the chambers of Congress. The ability to filibuster, or to hold up action on a bill by refusing to yield the floor, gives individual senators a degree of influence over legislation that is not available to members of the House, whose debate is governed by a more restrictive set of rules. The correct answer, therefore, is (B).
50. This question tests your knowledge of one aspect of checks and balances in the United States government. While Congress gives federal agencies authority over numerous programs, Congress continues to verify that the bureaucracy is carrying out the intent of federal programs. This is known as legislative oversight. There is a number of congressional tools for oversight, including the budgeting process and committee hearings. The correct answer is (D), which is an example of a committee hearing about a federal agency.

51. This question tests your knowledge of how the federal government allocates funds to states. Federal funding is often given to the states in the forms of both categorical grants and block grants. Categorical grants earmark the funds for specific uses and often require that the states meet a number of other requirements to receive and use these funds. Block grants give the states more discretion in that they provide federal funds for general areas of use but allow the states to implement the specifics of the programs. The correct answer, therefore, is (C).
52. This question asks you to recognize the relationship between the concepts found in the quotation and the political policy of isolationism. Isolationism is a policy of national isolation from world affairs by generally abstaining from alliances and other types of international political relations. The author of the quote argues that the United States should abstain from interfering with ethnic conflicts overseas, leaving the task to the United Nations. This most closely resembles isolationism, making (D) the correct answer.
53. This question asks you to recognize the definition of an important political term, direct democracy. In a representative democracy, as in the United States, voters elect representatives who in turn make political decisions. In a direct democracy, the right to make political decisions is instead exercised directly by citizens, acting under procedures of majority rule. The correct answer, therefore, is (A).
54. This question tests your knowledge of the parliamentary system. All pure parliamentary governments share a number of characteristics that may be contrasted with presidential or mixed systems of government. One of the distinguishing characteristics of a pure parliamentary system is the combination of the executive and legislative branches of government. The fact that the head of government must come from among the current members of the legislature is an example of the combination of branches, making (D) the correct answer.
55. This question asks you to identify a type of map used by geographers. A topographic map presents the horizontal and vertical positions of the landform's features through the use of relief marks that provide measurable elevation and other characteristics. The correct answer, therefore, is (B).
56. This question tests your ability to interpret a map and use your knowledge to identify significant connections. The maps above depict Earth's landmasses before the process of continental drift broke them apart. From these drawings, you can see that at one time the eastern coast of South America was joined with the western portion of Africa, and based on that, you should conclude that the two regions likely share certain geological features. The correct answer, therefore, is (A).
57. This question asks you to interpret a map of the world's time zones. According to the vertical divisions in the figure, you can see that Beijing is separated from Rio de Janeiro by eleven zones and that all of China keeps the same clock time, even though spread over five time zones. In order to calculate time, you should subtract an hour for each time zone as you travel from east to west, or add an hour for each zone as you travel from west to east. With this information, you can determine that if it is 9:00 A.M. on Wednesday in Beijing, it is eleven hours earlier—or 10:00 P.M. on Tuesday—in Rio de Janeiro. The correct answer, therefore, is (B).
58. This question tests two skills: your knowledge of basic geographical locations and your ability to read maps. Hong Kong is an island located in the South China Sea, off the southeastern coast of mainland China. You can determine Hong Kong's coordinates by calculating its latitude (the position north or south of the equator) and its longitude (the position east or west of the prime meridian). Hong Kong is approximately 20° north of the equator and 115° east of the prime meridian, and thus the correct answer is (A).

59. This question tests your basic knowledge of places, regions, and languages of the world. Of the pairs of cities listed above, only citizens of Lisbon and Rio de Janeiro share a common native language, which is Portuguese. The correct answer, therefore, is (B).
60. This question asks you to identify an important cause-and-effect relationship that determines climatic patterns in the United States. The jet stream is a high-velocity wind in the lower levels of the atmosphere that attains speeds of over 250 miles per hour as it moves in a westerly direction, carrying weather patterns with it. The correct answer, therefore, is (B).
61. This question asks you to make an inference from a map based on your knowledge of geography. Acid rain is precipitation that contains pollutants released into the atmosphere by the burning of fossil fuels. As these contaminants become airborne, prevailing winds can carry them hundreds of miles, thus depositing them great distances from where they originated. The correct answer, therefore, is (A).
62. This question asks you to recall an important fact about the major religions of the world. The Middle East is the correct answer, (C).
63. This question tests your ability to interpret a set of graphs about global warming and to draw a conclusion from them. By combining the global warming potential created by the agricultural sectors of all three countries (represented by the darkly shaded portions of the columns) in each of the 20-year and 100-year projections, you can see that in both cases the energy sector of the United States alone still poses a greater threat for global warming. The correct answer, therefore, is (B).
64. This question tests your knowledge of water depletion in general and the Aral Sea in particular. In determining the answer, it is critical to keep in mind the fact that the Aral Sea contains freshwater, which has been diverted in great quantity by farmers hoping to grow cotton in the regions surrounding the lake. The correct answer, therefore, is (A).
65. This question asks you to use geography in order to interpret historical trends and events. Great Britain's geographical location between continental Europe and the New World allowed it to control trade networks during a period of rapid exploration and commercial expansion. The correct answer, therefore, is (A).
66. This question asks you to use your knowledge of world geography to answer a query about human societies. Because the political borders of many African countries do not correspond to those recognized by the continent's numerous tribal groups, many ethnic conflicts have erupted in sub-Saharan Africa, such as the 1994 Hutu massacre of the Tutsi minority in Rwanda. The correct answer, therefore, is (C).
67. This question tests your ability to associate an important economic principle with a specific case. Opportunity cost is the cost of the next best alternative use of money, time, or resources when one choice is made rather than another. The correct answer, therefore, is (D).
68. If the country specializes in producing the good in which it has a comparative advantage and engages in trade, it will get more units of Y for each unit of X than it was able to do before trade. That is, the country can import Y at a lower opportunity cost than it costs to produce it domestically. As a result, the country can consume combinations of goods X and Y that exceed its pretrade levels. The correct answer, therefore, is (A).
69. This question tests your knowledge of types of economic systems. Socialism is an economic system by which government decision-makers make decisions regarding the production and distribution of goods and services in key industries. The correct answer, therefore, is (A).
70. This question tests your knowledge of product markets generally and perfect competition specifically. Monopolies charge higher prices and produce less than competitors. The correct answer, therefore, is (A).

71. This question and the next one test your knowledge of the ways in which changes in supply and demand are related to price. A price ceiling that was repealed will cause the market to increase the price due to the previous shortage. As the price increases, the quantity supplied will increase and the quantity demanded will decrease. The correct answer, therefore, is (B).
72. This question tests your knowledge of aggregate supply and aggregate demand models. A cycle of decreasing unemployment (or increasing employment) with an increase in consumption is characteristic of a recovery. The correct answer, therefore, is (C).
73. This question tests your ability to recognize an example of a general principle. A progressive tax is a tax for which the percentage of income paid in taxes rises as the level of income rises. The correct answer, therefore, is (B).
74. This question tests your ability to recognize the similarities between two important concepts. Declining economic activity during recession and depression results in high unemployment rates. The correct answer, therefore, is (B).
75. This question tests your knowledge of appropriate fiscal policies to deal with various economic states. During periods of increasing unemployment and declining gross domestic product (GDP), fiscal policy makers will attempt to stimulate the economy by pursuing policies of decreased taxation and increased government spending. Both increases in government spending and increases in consumption will help increase output and decrease unemployment. The correct answer, therefore, is (C).
76. This question tests your knowledge of appropriate monetary policy for dealing with inflation. When a country experiences inflation, the money supply should be restricted. This can be done by increasing the discount rate and selling bonds on the market, both of which reduce the money supply. The correct answer, therefore, is (D).
77. This question tests your knowledge of the causes of economic growth. Economic growth is defined as an increase in the production possibility frontier. Growth can occur as the nation's productivity increases. The correct answer, therefore, is (A).
78. This question tests your knowledge of economic conditions and fiscal policies. Declining GDP and increasing unemployment rates would indicate the country is experiencing a recession. Appropriate fiscal policy would include decreasing personal income taxes to increase consumption and thereby increasing aggregate demand and GDP. The correct answer, therefore, is (A).
79. This question tests your knowledge of international currency fluctuation. The value of the dollar in a flexible currency exchange system is partially dependent upon the demand for United States goods by foreign consumers. The correct answer, therefore, is (B).
80. This question tests your knowledge of why tariffs are used. Protective tariffs would restrict the variety of goods and services available. The correct answer, therefore, is (B).
81. This question tests your knowledge of currency fluctuation. The United States dollar appreciated with respect to the British pound, since the British pound became less expensive; the United States dollar depreciated relative to the European euro, because the European euro increased in price. The correct answer, therefore, is (B).
82. This question asks you to recognize a major characteristic of the theories of an important psychologist. B. F. Skinner viewed human behavior in terms of physiological responses to the environment. He pioneered the study of operant conditioning in which behavior is either rewarded or punished. Skinner found that rewarding a behavior, which he called positive reinforcement, led to an increase in the frequency of the behavior. The correct answer, therefore, is (B).

83. This question asks you to recognize the terminology and references in a quotation and assign them to a famous psychological theorist. Sigmund Freud believed that the human mind was composed of functional elements known as the ego, the id, and the superego. The id is composed of primitive desires for pleasure; the superego is composed of the internalization of social moral commands; the ego is the conscious mediator between an individual and reality. Since the quote refers to the relationship between the ego and the id, the correct answer is (D).
84. This question asks you to recognize an important social principle—socialization—and apply it to certain facts. Socialization is the process by which individual personality is formed through social influences. During the twentieth century, the influence of religion, the government, and voluntary associations on the average individual have generally waned. During this period, mass-communications media have grown considerably in size, power, and influence on individual personality development in the United States. The answer, therefore, is (A).
85. This question asks you to recognize an important general social concept, the social institution. Social institutions are established organizations of positive significance to a society. They are usually dedicated to education, public service, or culture and preserve or propagate customs, practices, or relationships important to the community or society. Only answer (A), religion, meets these requirements.
86. This question asks you to recognize two important concepts concerning social justice and recognize the relationship between them. Prejudice is a bias or hostility toward members of a certain group; discrimination is the carrying out of that belief through deeds. Thus, prejudice is an attitude, and discrimination is an action. The correct answer, therefore, is (D).
87. This question asks you to recognize and understand a significant aspect of an important stage of human psychological development. One of the most serious challenges for an individual passing through adolescence is the development of a coherent, realistic sense of self. This sense of self must be integrated with accepted societal standards in order for the individual to function productively in society. The correct answer, therefore, is (C).
88. This question requires you to recognize behavior that indicates secure attachment. Option (A) is the correct answer because the behavior described demonstrates the child using the mother as a safe base which indicates secure attachment. Option (B) is incorrect because a child with insecure attachment would demonstrate indifference or hostility toward his or her parent. Option (C) is incorrect because theory of mind is a cognitive theory and does not address the behavior demonstrated. Option (D) is incorrect because the child is not being separated from the parent therefore could not be displaying separation anxiety. The correct answer is therefore (A).
89. This question asks you to bring your knowledge of anthropology to a particular factual situation and apply important terms defining human cultural structure. A subculture is a group differentiated by ethnic, religious, or social factors that exhibits characteristic patterns of behavior that functionally unify the group and are sufficient to distinguish it from the surrounding culture or society. Both Hasidic Jews and Mennonites are relatively small religious groups with special social and cultural behaviors. The correct answer, therefore, is (B).
90. This question asks you to bring your knowledge of anthropology to a specific factual situation. Cultural diffusion is the spread of customs, beliefs, tools, and other aspects of a particular society to other groups of people over time. This can occur through trade, war, or simple contact. The correct answer, therefore, is (A).

Chapter 9

Scoring Guides and Sample Responses to the
Constructed-Response Practice Questions



Sample Responses and How They Were Scored

Sample Responses

This section presents sample responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses. Readers will assign scores based on the following scoring guide.

Scoring Guide

A score of 3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject-matter knowledge
- May contain minor errors

A score of 2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject-matter knowledge
- May contain significant errors

A score of 1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject-matter knowledge

A score of 0

- Blank, off-topic, a totally or almost completely incorrect response; or simply rephrases the question

Sample Response Scoring Guide

For a score of 3, the response

- Describes the major trend shown on the map
- Analyzes TWO effects of the trend on the southern United States

For a score of 2, the response

- Describes the major trend shown on the map
- Analyzes ONE effect of the trend on the southern United States

For a score of 1, the response

- Analyzes ONE effect of the trend on the southern United States

For a score of 0, the response

- Is totally or almost completely incorrect, or simply rephrases the question

We will now look at four scored responses to Question 91 and see comments from the scoring leader about why each response received the score it did.

Sample Response that Resulted in a Score of 3

Between 1820 and 1860, cotton production expanded greatly along the southern states. ~~It~~ Producers also began growing cotton in states where it hadn't been grown before (or very little), like Arkansas, Texas, and Florida.

Because of the expansion of cotton production, a greater number of people and states became reliant on slave labour. The spread of cotton production reinforced the traditional Southern economy - one dependent on a single cash crop, exported for profit, and dependent on slave labour. From 1820 to 1860, the Southern states did little to diversify their economy.

Because cotton production was dependent on slave labour, the South, as a region, became more cohesive under the classification of "Slave States". Being identified as a slave state aligned one's politics, and the major debate in congress was the free/slave state question. Both the compromises of 1820 and 1850 attempted to set boundaries on slave labour, but the conflict culminated in the American Civil War.

Commentary on Sample Response Score of 3

This response received a score of 3. The response describes the major trend, explaining that cotton production “expanded in southern states (Arkansas, Texas, and Florida). It goes on to analyze two effects of the expansion of cotton production. One effect is the expanded use of slave labor, related to the intensified dependence on “a single cash crop,” i.e., cotton. Another effect cited is the increased political cohesion based on a system of slave-based agricultural production.

Sample Response that Resulted in a Score of 2

The map describes difference between cotton production in the Southern United States in 1820 and 1860. The trend shown by the map is that cotton production increased and moved westward from 1820 to 1860.

The ~~map~~ increased area of production indicate the south's heavy reliance on the production of cotton on the economy. This reliance on cotton production included a reliance of slave labor. Politically, the south had resist abolition so they could continue to be economically viable. The south could not survive without slavery.

The spread of cotton production through the south and to the west, increased the number of slaves inhabiting the Southern United States. The social impact is still being felt today. There is a large black population in the south, yet racial tension, inequality and discrimination are most notable, and have been most notable in the south.

Commentary on Sample Response Score of 2

This response received a score of 2. The response describes the major trend, explaining that the area of production “increased and moved westward.” The response was credited with having analyzed one effect of that expansion: increased reliance on slave labor. It did not, however, receive credit for a second effect, as its reference to racial tension in more recent United States history was not acceptable.

Sample Response that Resulted in a Score of 1

The major trend shown on the map indicates that the major cotton producing areas in the US increased dramatically from 1820 to 1860.

Two major effects on the southern United States of the trend described above are: 1) the legalization by the US of the African slave trade to the US and the invention of the Cotton Gin by Eli Whitney which increased production and sales of cotton as well as increased the export of cotton to Britain and other countries to encourage trade alliances.

Commentary on Sample Response Score of 1

The response received a score of 1. The response describes the major trend, explaining that cotton production “increased dramatically.” However, the legalization of the slave trade is not an acceptable effect, as the direct importation of slaves from Africa had been made illegal in 1807. Nor is the invention of the cotton gin an acceptable effect, as the cotton gin was introduced in 1793.

Sample Response that Resulted in a Score of 0

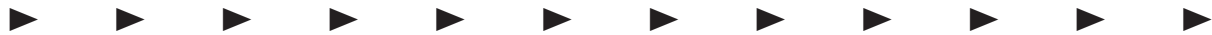
The major trend shown on the map is that cotton production was really important in lots of places in The Southern United States. It's hard to see how people would have survived in the Southern environs without the ability to grow cotton and export it to all of the places that needed to use cotton. Lots of people needed cotton because it was used in textile mills. It's hard to overestimate the effect of cotton production because it's been a key part of southern life and the southern economy ever since. Just try to think about the South without thinking of cotton! It made the south what it is!

Commentary on Sample Response Score of 0

The response received a score of 0. It fails to describe the major trend, saying nothing about the growth of cotton production or the expansion of the area in which it was cultivated. Nor does it address the effects of the expansion of cotton production. Noting that it has been “a key part of southern life” is too vague to be acceptable.

Chapter 10

Are You Ready? Last-Minute Tips



Checklist

Complete this checklist to determine whether you're ready to take the test.

- Do you know the testing requirements for your education leaders in the state(s) where you plan to work?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
- Are you familiar with the test directions and the types of questions for the test?
- Are you familiar with the recommended test-taking strategies and tips?
- Have you practiced by working through the practice test questions at a pace similar to that of an actual test?
- If you are repeating the *Social Studies: Content and Interpretation* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

The day of the test

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should

- Be well rested;
- Take photo identification with you;
- If you are taking a paper-delivered test, bring a supply of well-sharpened #2 pencils (at least three) and take blue or black ink pens if the test you are taking contains constructed-response questions.
- Eat before you take the test to keep your energy level up;
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, and prepared, and rested, give it everything you've got. Good luck.

Appendix A

Study Plan Sheet



Appendix B

For More Information



For More Information

Educational Testing Service offers additional information to assist you in preparing for the *Social Studies: Content and Interpretation* test. The *Test at a Glance* booklet and the *Information Bulletin* are both available without charge (see below to order). You can also obtain more information from our website: <http://www.ets.org/praxis>.

General Inquiries

Phone: 800-772-9476 or 609-771-7395 (Monday–Friday, 8:00 A.M. to 7:45 P.M., Eastern Time)
Fax: 973-735-0384 or 609-530-0581
E-mail: sls@ets.org

Mailing Address

ETS–The Praxis Series
P.O. Box 6051
Princeton, NJ 08541-6051

Overnight Delivery Address

ETS–The Praxis Series
Distribution and Receiving Center
225 Phillips Blvd.
Ewing, NJ 08628-7435

Extended Time

If you have a learning disability or if English is not your primary language, you can apply to be given more time to take your test. The *Information Bulletin* tells you how you can qualify for extended time.

Disability Services

Phone: 866-387-8602 or 609-771-7780 (Monday–Friday, 8:30 A.M. to 5:00 P.M., Eastern Time)
Fax: 609-771-7165
TTY (for deaf or hard-of-hearing callers): 609-771-7714; 24 hours a day, 7 days a week
E-mail: stassd@ets.org

Disability Services Mailing Address

ETS Disability Services
P.O. Box 6054
Princeton, NJ 08541-6054



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