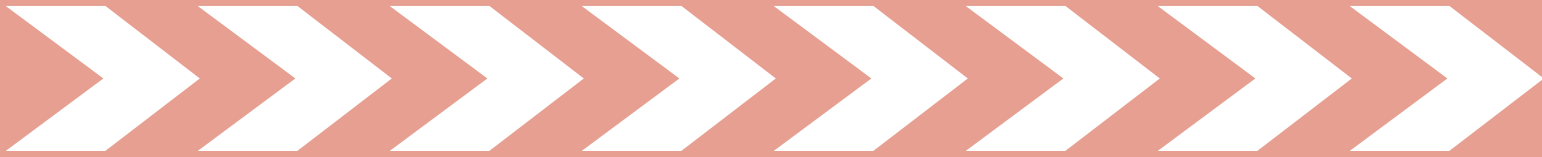




ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



STUDY GUIDE

03 Social Studies

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STUDY GUIDE ORDER FORM



PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 03: Social Studies

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

TEST OBJECTIVES

Field 03: Social Studies

SUBAREAS:

American History
World History
Civics and Government
Geography
Economics
Social Studies Skills

AMERICAN HISTORY

0001 Understand important features of early North American civilizations and major developments related to European exploration and colonization.

For example:

- describing the characteristics of Paleo-Indian cultures in North America (e.g., Clovis, Folsom, Plano)
- identifying major features of mound-building (e.g., Adena, Hopewell, Mississippian) and Southwestern (e.g., Mogollon, Hohokam, pre-Puebloan) cultures and analyzing how these cultures adapted to and altered their environments
- examining early interactions between indigenous peoples and Europeans (e.g., conversion attempts, trade, land disputes, spread of disease), exploring patterns of coexistence and conflict between indigenous peoples and Europeans, and analyzing the reciprocal impact resulting from European contact with indigenous peoples
- analyzing motivations for the European colonization of North America (e.g., national interest, religious freedom, desire for land, economic opportunity)
- identifying major features of French, Spanish, and Dutch settlements in North America and comparing the characteristics of Great Britain's New England, Middle, and Southern colonies (e.g., geography, economic activity, government, culture, religion, demographics)
- recognizing the contributions of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, James Oglethorpe) and assessing their impact on the development of colonial society

0002 Understand major developments related to the movement toward American independence and the creation of a new nation from 1763 to 1803.

For example:

- analyzing the political, social, and economic origins of the movement for American independence
- evaluating developments leading to the American Revolution (e.g., the French and Indian War, the Tea Act, the Stamp Act, the Boston Massacre, the Intolerable Acts, the Declaration of Independence)
- recognizing the significance of major events of the Revolutionary War (e.g., the Battles of Lexington and Concord, Bunker Hill, Saratoga, Yorktown) and analyzing the impact of European involvement on the outcome of the war
- describing the role of key individuals (e.g., Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, King George III) in the struggle for independence
- examining major developments in the evolution of the new republic (e.g., the presidential administration of George Washington, the rise of political parties, the economic policies of Alexander Hamilton, the presidential election of 1800, the Marshall Court)
- comparing the experiences and perspectives of diverse groups in the new nation (e.g., property owners, African Americans, women, indigenous peoples, groups of Spanish-speaking origin, indentured servants)

0003 Understand major developments in U.S. history from the beginning of the nineteenth century through the Civil War and Reconstruction.

For example:

- analyzing key developments related to the territorial expansion and political transformation of the developing nation (e.g., the Louisiana Purchase, the War of 1812, Andrew Jackson's presidency, the settlement of Oregon, the Mexican Cession, the Gadsen Purchase)
- examining economic, geographic, religious, and ideological factors that influenced westward expansion and analyzing the impact of expansion on indigenous populations
- recognizing the effects of the Industrial Revolution (e.g., transportation improvements, the factory system, technological innovations) on the development of U.S. society before the Civil War
- examining the origins and goals of antebellum reform movements (e.g., temperance, women's rights, abolitionism) and assessing the roles and achievements of major reform leaders (e.g., Horace Mann, Dorothea Dix, Elizabeth Cady Stanton, Frederick Douglass, William Lloyd Garrison)
- analyzing major economic, social, and political causes of the Civil War (e.g., differences between the North, South, and West; extension of slavery into the territories; the role of abolitionists; the presidential election of 1860)
- demonstrating an understanding of important factors that influenced the outcome of the Civil War (e.g., resources and technology, key battles and strategic decisions, the conduct of military and civilian leaders, the effect of the Emancipation Proclamation)
- evaluating the economic impact of the Civil War, analyzing the effects of the war on military forces and civilian populations, and recognizing the contributions of women and African Americans to the war effort
- recognizing the major developments and events of Reconstruction (e.g., various plans for reconstruction of the South; conflicts between Andrew Johnson and Congress; the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments; the rise of the Ku Klux Klan; Black Codes; the Compromise of 1877) and assessing their immediate and long-term effects on U.S. society (e.g., Jim Crow laws)

0004 Understand major developments in U.S. history from 1876 to 1920.

For example:

- demonstrating knowledge of the causes and effects of immigration to the United States during the nineteenth and early twentieth centuries and analyzing the impact of immigration on U.S. economic, social, and political life
- analyzing the industrialization of the U.S. economy after the Civil War and assessing the effects of industrialization on U.S. society (e.g., mass production, the urbanization of American life, the emergence of monopolies and trusts, the growth of the national transportation network, technological innovation, laissez-faire economics, Social Darwinism)
- examining westward expansion after the Civil War, including the construction of transcontinental railroads; analyzing the growth of ranching, mining, and farming operations in western territories; and evaluating the immediate impact and lasting effects of U.S. military operations against the indigenous peoples (e.g., the Indian Wars, Battle of the Little Bighorn, Wounded Knee)
- demonstrating an understanding of the goals and evolution of the labor, Populist, and Progressive movements and examining major developments related to civil rights in the late nineteenth and early twentieth centuries (e.g., women's suffrage, the Dawes Act, *Plessy v. Ferguson*)
- analyzing the growth of U.S. imperialism during the late nineteenth and early twentieth centuries (e.g., theories of racial and cultural supremacy, the desire for military strength, the protection and expansion of markets) and examining the expanding role of the United States in world affairs (e.g., the Spanish-American War, the occupation of the Philippines, the construction of the Panama Canal, the Open Door Policy, the annexation of Hawaii)
- demonstrating an understanding of major developments in Arizona history leading to statehood (e.g., territorial status, mining, the constitutional convention)
- considering the U.S. decision to enter World War I (e.g., the movement away from isolationism, the sinking of the *Lusitania*, the Zimmermann Telegram) and analyzing the impact of the war on U.S. attitudes, politics, and perspectives (e.g., anti-German agitation, the passing of the Selective Service Act, wartime propaganda, the migration of African Americans to the North, the failure to ratify the Treaty of Versailles)

0005 Understand major developments in U.S. history related to the 1920s, the Great Depression, and World War II.

For example:

- demonstrating an understanding of major political and economic developments of the 1920s (e.g., the Red Scare, immigration restriction, Prohibition, mass production, consumerism) and evaluating the impact of technological innovation on U.S. society (e.g., automobiles, radios, motion pictures)
- analyzing social and cultural responses to postwar prosperity (e.g., new opportunities for women, the Jazz Age, the Harlem Renaissance, the Lost Generation)
- analyzing the economic and political policies that led to the Great Depression, examining the effects of natural and man-made crises of the 1930s (e.g., unemployment, the Dust Bowl), and assessing the impact of the Great Depression on U.S. society (e.g., fragmentation of families, business failures, changing expectations of government)
- identifying major New Deal programs (e.g., the WPA, the CCC, the TVA, farm subsidies, Social Security) and analyzing their impact on business, labor, agriculture, politics, and society in the United States
- recognizing how the United States moved from isolationism to involvement in World War II and examining the role of the United States in major events and key turning points of the war (e.g., Pearl Harbor, the battles of the Pacific, D-Day, the development and use of the atomic bomb)
- analyzing the impact of World War II on U.S. society (e.g., economic recovery from the Great Depression, transformations in the roles of women and minorities, the internment of Japanese Americans)
- recognizing Arizona's role in the U.S. war effort (e.g., the Native American Code Talkers, Ira Hayes, mining, training bases, POW and internment camps)
- examining the roles played by important individuals in World War II (e.g., Franklin D. Roosevelt, Dwight Eisenhower, Harry Truman, Eleanor Roosevelt) and assessing their influence on U.S. military, political, and domestic affairs during the war

0006 Understand major developments in U.S. history from 1945 to the 1970s.

For example:

- analyzing the origins of the Cold War (e.g., western fear of Communist expansion, Soviet fear of capitalist influences, the development of nuclear weapons, the Truman Doctrine) and demonstrating knowledge of major confrontations between the United States and the Soviet Union (e.g., the Berlin Airlift, the U-2 Incident, the Cuban Missile Crisis)
- evaluating the political, economic, and military strategies used by the United States (e.g., the creation of NATO, the Marshall Plan, the Korean War, the Bay of Pigs Invasion) to contain communism in Europe, Asia, and Latin America
- analyzing the effects of the Cold War on U.S. politics and society (e.g., McCarthyism, the creation of the Central Intelligence Agency, the space race, the emergence of the military-industrial complex)
- examining the economic and social transformation of the United States after World War II (e.g., postwar prosperity, the baby boom, the growth of the suburbs, the G.I. Bill and the expansion of higher education) and assessing the influence of popular culture and mass media on U.S. attitudes, values, and beliefs (e.g., conformity vs. counterculture)
- analyzing U.S. involvement in the Vietnam Conflict (e.g., the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive), examining the effects of the war on U.S. combatants and civilians, and assessing the impact of Vietnam on U.S. social, economic, and political life (e.g., the antiwar movement, inflation, the collapse of the Johnson presidency, the War Powers Act)
- recognizing major issues and events of the civil rights movements (e.g., legal efforts to overturn segregation, nonviolent protests, Civil Rights Act of 1964, Voting Rights Act of 1965) and analyzing the immediate and long-term effects of the civil rights movements on U.S. society
- examining major social and political movements of the second half of the twentieth century (e.g., the youth movement, the struggle for women’s rights, the organization of migrant farmworkers, the environmental movement) and analyzing the role of the Supreme Court in the redefinition of U.S. civil rights and civil liberties
- examining the roles played by important individuals during the second half of the twentieth century (e.g., Dr. Martin Luther King, Betty Friedan, Cesar Chavez) and assessing their influence on U.S. society

0007 Understand major developments in U.S. history from the 1970s to the present.

For example:

- demonstrating an understanding of major developments in the U.S. economy (e.g., deindustrialization, the decline of organized labor, the oil embargo, the North American Free Trade Agreement [NAFTA], economic globalization)
- analyzing major political events and developments of the late twentieth and early twenty-first centuries (e.g., the Watergate scandal, the pardoning of Richard Nixon, the rise of the conservative movement, the impeachment of William Clinton) and assessing how these developments affected, and continue to affect, the United States
- examining U.S. foreign policy since 1970, recognizing important initiatives and events that shaped U.S. relations with other nations (e.g., the opening of foreign relations with China, the Camp David Accords, the Iran Hostage Crisis, Star Wars Missile Defense, the collapse of the Soviet Union, the Persian Gulf War), and analyzing the evolving role of the United States in world affairs
- identifying shifting patterns of immigration to the United States during the late twentieth century, analyzing the changing demographic profile of the U.S. population, and evaluating the impact of these changes on U.S. society and politics
- recognizing major technological advances that have shaped contemporary U.S. society (e.g., mobile telephones, personal computers, the Internet) and assessing their impact on culture, communications, and industry in the United States
- analyzing U.S. reactions to the terrorist attacks of September 11, 2001, and examining U.S. involvement in Afghanistan and Iraq

WORLD HISTORY**0008 Understand the development of early world civilizations.**

For example:

- examining the development of early prehistoric people, their agriculture, and their settlements
- analyzing the emergence of major river valley civilizations of the ancient world (e.g., Egypt, Mesopotamia, India, China) and comparing the political organization, economic activities, technological advances, and cultural development of ancient Mediterranean and Asian societies
- demonstrating an understanding of the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam
- recognizing major political, scientific, and cultural achievements of ancient Chinese civilization (e.g., concepts of government and citizenship, technological accomplishments, advances in philosophy and the arts) and assessing their impact on China and on other civilizations
- examining the development of democracy in ancient Athens, comparing Athenian and Spartan society, and analyzing the role of trade and conquest in Greek civilization
- demonstrating knowledge of the contributions of Greek artists, writers, philosophers, and scientists and examining the diffusion of Hellenistic culture in the Mediterranean world
- identifying fundamental features of Roman politics and society; recognizing Roman contributions in the arts, literature, government, science, and philosophy; and analyzing the expansion and decline of the Roman Empire

0009 Understand major developments and influences of the medieval period.

For example:

- describing the origin and major features of Byzantine civilization (e.g., multicultural population, Eastern Orthodox religion) and recognizing Byzantine influences on Russia and eastern Europe
- demonstrating an understanding of the development and expansion of the Arab empires, examining Islamic traditions and beliefs, and recognizing Muslim contributions to world civilization
- describing central concepts and basic components of medieval Europe (e.g., feudalism, the role of the Roman Catholic Church in medieval society) and comparing the feudal systems of Europe and Japan
- identifying major civilizations of the Americas and analyzing the rise and fall of the Mayan, Aztec, and Incan/Inkan empires
- examining key factors (e.g., religious influences, the mining of gold and salt, the Silk Road, the role of trade and commerce) related to the development of medieval kingdoms in Asia and Africa (e.g., Mali, Ottoman Empire, Han Dynasty)
- analyzing the reasons for and consequences of interactions between Europe and Asia (e.g., commerce and trade, the Crusades, intellectual exchanges)
- examining the economic and political foundations of the Renaissance (e.g., increased trade, the rise of Italian city-states), evaluating the Renaissance as a time of renewal and advancement in Europe (e.g., the rediscovery of Greek and Roman ideas, humanism, a scientific approach to the natural world, innovations in the arts and sciences), and identifying the accomplishments of major Renaissance figures (e.g., Leonardo da Vinci, Michelangelo, William Shakespeare)
- demonstrating an understanding of the theological and political issues that led to the division of the Christian church in Europe and explaining how the ideas of the Protestant Reformation (e.g., secular authority, individualism, literacy, the use of vernacular languages) and the Catholic Reformation influenced the development of European civilization

0010 Understand major developments in world history during the era of European expansion.

For example:

- demonstrating knowledge of the political, economic, religious, and technological factors encouraging European expansion (e.g., demands for luxury goods, international rivalries, advances in navigational technologies)
- analyzing the competition for resources among colonial powers, identifying colonial empires established by European nations, and comparing the administration and exploitation of European colonial possessions
- explaining the concept of mercantilism and examining the growth of global economics and market systems
- analyzing interactions resulting from early European exploration (e.g., the expansion of commerce, the spread of Christianity, the exchange of agricultural products and practices, the impact of disease) and assessing the effects of European colonization on Africa, Asia, and the Americas
- demonstrating an understanding of the international slave trade and analyzing the impact of slavery on Africa and the Americas

0011 Understand major developments in Western societies during the Age of Revolutions.

For example:

- explaining how the ideas and discoveries of the Scientific Revolution (e.g., heliocentrism, the Scientific Method, Newton's laws) changed the way people understood the world
- comparing the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations during the seventeenth and early eighteenth centuries (e.g., the governments of Louis XIV and Peter the Great)
- examining the ideas of Enlightenment philosophers (e.g., François-Marie Arouet [Voltaire], Jean-Jacques Rousseau, John Locke) and analyzing how those ideas influenced political thought and encouraged social change
- analyzing the origins, key developments, and major consequences of the French Revolution (e.g., the overthrow of the monarchy, the dissolution of feudal rights, the separation of church and state, the Reign of Terror) and assessing the impact of Napoleon Bonaparte on European history (e.g., the spread of nationalism in Europe, the Congress of Vienna, the Age of Metternich)
- examining the spread of democratic ideals beyond Europe and the United States and comparing the causes and consequences of revolutionary and independence movements in Latin America (e.g., Haiti, Venezuela, Mexico, Brazil)
- identifying the social, political, and economic preconditions for the Industrial Revolution in Western societies and examining the unequal spread of industrialization to other countries
- analyzing the effects of the Industrial Revolution on Western societies (e.g., the factory system, the growth of cities, the rise of the middle class, the separation of home and work, labor issues, the momentum of technological advances) and evaluating the economic ideas, social movements, and political philosophies produced by the industrial experience (e.g., industrial capitalism, utopianism, factory legislation, trade unionism, anarchism, socialism)

0012 Understand the impact of nationalism and imperialism on world history through World War I.

For example:

- analyzing the role of nationalism in the formation of new nations and empires (e.g., Germany, Italy, Japan)
- examining the motives and rationales for imperialism (e.g., the need for consumers and raw materials, the desire to dominate markets, national prestige and military advantage, Social Darwinism, the spread of European culture and religion)
- describing the division of the world into colonial empires and spheres of interest and tracing the development of the British Empire
- assessing the effects of European and U.S. imperialism on Asia, Africa, and the Middle East (e.g., artificially drawn boundaries, one-crop economies, economic dependence, population relocation, cultural suppression)
- analyzing the responses of people under colonial rule to foreign military, economic, political, and cultural domination (e.g., the Boxer Rebellion, the Sepoy Rebellion, the Zulu Wars)
- recognizing Japanese responses to European and U.S. imperialism and examining how industrialization in Japan led to its rise as a world power
- examining the causes of World War I (e.g., nationalism, imperialism, militarism, the formation of alliances, the rise of ethnic and ideological conflicts) and demonstrating an understanding of factors influencing the course of the war (e.g., trench warfare, mechanized weapons, U.S. involvement)
- analyzing important outcomes of World War I (e.g., the Russian Revolution, the Treaty of Versailles, the redrawing of political boundaries, the imposition of war reparations, the continuation of colonial systems)

0013 Understand major developments in world history from 1920 to 1950.

For example:

- demonstrating an understanding of important international political, economic, and social developments after World War I (e.g., the formation of the League of Nations; the advent of mass production and communications; the decline of European hegemony and the growth of nationalism in Asia, Africa, and the Middle East; economic collapse and the onset of the Great Depression)
- analyzing the rise of totalitarianism after World War I and comparing totalitarian regimes in Italy, Germany, Japan, and the Soviet Union
- examining major causes of World War II (e.g., resentment over provisions of post–World War I treaties, the growth of the Japanese Empire, the political ideologies of fascism and Nazism)
- identifying key military operations and developments in Europe and the Pacific during World War II, analyzing Axis and Allied military strategies and practices (e.g., the Nazi-Soviet Nonaggression Pact of 1939, blitzkrieg, air warfare, treatment of civilian populations), and recognizing the significance of major events leading to Allied victory (e.g., the Battle of Stalingrad, the D-Day invasion, the Battle of the Bulge, the Japanese defeats at Iwo Jima and Okinawa, the atomic bombing of Hiroshima and Nagasaki)
- examining the historical, ideological, and economic causes of the Holocaust and analyzing the role of racism and intolerance in the Nazi effort to eliminate minority ethnic and religious populations in Europe
- recognizing major events and developments in the aftermath of World War II (e.g., the creation of the United Nations, the creation of the state of Israel, the Nuremberg Trials, the redrawing of political boundaries in Europe and Asia)
- analyzing the economic and political reconstruction of western Europe and comparing the rebuilding of Japan and Germany after World War II

0014 Understand major developments in world history from 1950 to the present.

For example:

- examining the spread of Communism after World War II (e.g., Mao Tse-tung and the Chinese Revolution, the partition of the Korean peninsula, Fidel Castro and the Cuban Revolution, Ho Chi Minh and the division of Vietnam)
- analyzing the global rivalry produced by the Cold War (e.g., the emergence of world superpowers, the creation of the Iron Curtain, the arms and space races, competition for influence in the developing world, interventions in national and regional conflicts)
- analyzing the decolonization and partition of India and comparing independence movements in the emerging nations of Africa, Asia, Latin America, and the Middle East
- examining the collapse of state communism and the unification of Europe (e.g., glasnost and perestroika, the breakup of the Soviet Union, German reunification, the formation of the European Union)
- recognizing global challenges to democracy and human rights (e.g., totalitarian and authoritarian regimes, religious intolerance, ethnic cleansing, genocide) and examining democratic movements around the world (e.g., the South African antiapartheid movement, the Polish Solidarity movement, the Tiananmen Square protests)
- demonstrating an understanding of the origins and ideology of international terrorism during the twentieth and early twenty-first centuries (e.g., nationalism, cultural imperialism, religious and ethnic conflicts, economic and social inequities) and recognizing the effects of terrorism on the modern world (e.g., political instability, threats to world energy supplies, disruption of financial markets)
- analyzing the development of political interdependence during the second half of the twentieth century (e.g., the growth of international government and nongovernmental organizations)

CIVICS AND GOVERNMENT**0015 Understand the foundations of government in the United States.**

For example:

- examining ancient Greek and Roman contributions to the development of democratic government in the United States (e.g., the Greek concept of direct democracy, the principles of the Roman Republic)
- recognizing the English roots of the democratic principles on which government in the United States is based (e.g., Magna Carta, the English Bill of Rights, representative assemblies)
- demonstrating an understanding of the philosophical works and traditions that influenced the development of government in the United States (e.g., moral and ethical ideals from the Judeo-Christian tradition, John Locke and social contract theory, Charles de Montesquieu and the principle of the separation of powers)
- analyzing the fundamental principles and ideals associated with major documents in U.S. history (e.g., the Mayflower Compact, the Albany Plan of Union, the Declaration of Independence, *The Federalist Papers*, the Bill of Rights, the Emancipation Proclamation)
- analyzing the strengths and weaknesses of the Articles of Confederation and evaluating the compromises reached at the Constitutional Convention of 1787
- examining the argument between the Federalists and Anti-Federalists over the ratification of the Constitution and assessing the influence of the Bill of Rights on the development of government in the United States

0016 Understand the structure of government in the United States.

For example:

- defining and applying fundamental principles contained in the U.S. Constitution (e.g., popular sovereignty, federalism, separation of powers, checks and balances, constitutional supremacy, limited government)
- examining the concept of federalism and recognizing the division of powers between the national government, the state governments, and the people of the United States
- demonstrating an understanding of the structure, powers, and roles of the legislative, executive, and judicial branches of the U. S. government and identifying other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts)
- analyzing the significance of major U.S. Supreme Court decisions (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Gibbons v. Ogden*) that established the powers and limitations of the federal government
- recognizing the structure, powers, and organization of the Arizona state government (e.g., the structure and operation of the Arizona legislature; the roles of major state executive officials; the initiative, referendum, and recall processes; the appointment and election of judges; supervision of elections) and comparing the operation of the federal and Arizona governments
- demonstrating an understanding of the forms, structure, powers, and roles of local governments (e.g., county governments, special districts, municipal governments)
- analyzing the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts)

0017 Understand the functions of government in the United States.

For example:

- identifying the functions of government as defined in the preamble to the U.S. Constitution
- examining how the U.S. Constitution guarantees due process of law through constitutional mandates (e.g., the right of habeas corpus, the prohibition of ex post facto laws and bills of attainder) and amendments (e.g., protecting citizens against unreasonable searches and seizures, self-incrimination, and excessive bail; ensuring the right to an impartial jury and equal protection of the laws)
- demonstrating an understanding of the various sources of revenue (e.g., income taxes, excise taxes, property taxes, sales taxes) that fund national, state, and local government in the United States
- describing the process by which a bill becomes law and comparing how that process operates at the federal, state, and local levels
- recognizing the regulatory functions of government and analyzing government regulatory policies (e.g., consumer protection, the environment, health, labor, transportation, communication)
- describing the purpose and use of executive orders and examining the application of a variety of executive orders issued by current and former presidents (e.g., to intern individuals in time of war, to establish executive offices, to end racial segregation in the armed forces, to protect public land)
- analyzing the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, environmental protection)

0018 Understand the U.S. electoral process and the rights, responsibilities, and roles of citizenship.

For example:

- recognizing major components of the electoral process in the United States (e.g., redistricting, caucuses, primary elections, party conventions, voter registration, the electoral college) and examining controversial U.S. presidential elections (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore)
- analyzing the role of political parties, interest groups, and the media in the political process and evaluating the influence of campaign spending, advertising, and public opinion polls on U.S. elections
- analyzing the basic rights and freedoms guaranteed by the Bill of Rights and later amendments to the U.S. Constitution and analyzing conflicts that arise between those rights (e.g., majority rule and individual liberty, the right to a fair trial and freedom of the press)
- analyzing how legislative acts, judicial decisions, and social movements (e.g., Jim Crow laws, the Civil Rights Act of 1964, the Indian Civil Rights Act of 1968, the Americans with Disabilities Act, *Dred Scott v. Sanford*, the Scopes Trial, *Brown v. Board of Education*, *Gideon v. Wainwright*, the United Farm Workers, the women's rights movement) have diminished or expanded the civil rights and civil liberties of individuals and groups in the United States
- defining citizenship according to the Fourteenth Amendment and examining the basic political and social responsibilities of U.S. citizenship (e.g., voting, serving on juries, paying taxes, registering with the Selective Service, upholding the Constitution)
- identifying the skills and knowledge needed for effective participation in U.S. political life (e.g., analyzing public issues, evaluating candidates for public office, public speaking, petitioning public officials, protesting government policies or actions) and recognizing the individual traits essential for the success of democratic society (e.g., tolerance, fairness, civic involvement, community service, respect for majority opinion and minority rights)

0019 Understand systems of government, international relations, and U.S. foreign policy.

For example:

- defining and comparing historical and contemporary political ideologies (e.g., socialism, Communism, fascism, libertarianism, anarchism)
- comparing the characteristics and features of the U.S. political system with other types of government (e.g., monarchy, dictatorship, theocracy, oligarchy)
- analyzing similarities and differences between parliamentary and presidential systems
- identifying the structure and functions of the United Nations and assessing its impact on world affairs
- recognizing the goals and functions of international governmental and nongovernmental agencies (e.g., the international Red Cross and Red Crescent organizations, NATO, the European Union) and analyzing factors that extend and restrain their ability to influence regional and global affairs
- examining how governments conduct international relations and reach agreement through negotiations (e.g., the Treaty of Versailles, the Geneva Conventions, the Strategic Arms Limitation Talks)
- analyzing the cultural and ideological influences that have shaped U.S. foreign policy (e.g., isolationism vs. internationalism) and demonstrating knowledge of major U.S. foreign policy initiatives (e.g., the Monroe Doctrine and the Roosevelt Corollary, the containment of Communism, the pursuit of détente with China and the Soviet Union)
- demonstrating an understanding of the process by which U.S. foreign policy is made, describing the foreign policy tools available to U.S. presidents (e.g., persuasion, economic sanctions, the threat of military force), and analyzing the influence of various factors and competing interests (e.g., trade, human rights, international terrorism, domestic politics) on contemporary U.S. foreign policies

GEOGRAPHY**0020 Understand the world in spatial terms.**

For example:

- identifying and comparing the purposes and characteristics of maps and globes and demonstrating knowledge of the advantages and disadvantages of a variety of map projections
- defining and applying basic cartographic concepts (e.g., latitude and longitude, relative vs. absolute location, direction, elevation, scale)
- recognizing the characteristics and uses of different geographic tools (e.g., aerial photographs, satellite images, atlases, geographic information systems) and analyzing how geographic knowledge, skills, and perspectives are used to address human problems (e.g., locating businesses, urban planning, reapportioning of political districts)
- interpreting information from a variety of maps (e.g., political, physical, relief), images, charts, and databases containing geographic data
- using maps and other graphic representations to analyze geographic problems and changes over time
- locating physical features (e.g., continents, bodies of water, landforms, mountain ranges, climate zones) of the United States and world regions on a variety of maps
- locating diverse human features (e.g., cities, countries, canals) of the United States and world regions on a variety of maps

0021 Understand places and regions.

For example:

- defining and applying the concept of region and identifying historical and contemporary regions using a variety of physical and human criteria (e.g., climate, terrain, resources, religion, political organization, agricultural and industrial production)
- recognizing factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to variations between developing and developed regions
- analyzing how regions and places change over time (e.g., the U.S./Mexico border, Europe from World War I to the development of the European Union, Africa from the precolonial to the postcolonial period)
- examining relationships and interactions within and among regions (e.g., the exchange of agricultural products for manufactured goods between China and Latin America, conflicts between different nations and groups in the Middle East, the formation of NATO)
- analyzing different ways (e.g., political, religious, economic, demographic, historical) in which people perceive places and regions; recognizing how images, advertising, and the media influence the perception of a given place or region; and examining how perceptions of places and regions change over time and affect the choices of people and institutions
- demonstrating an understanding of how the geographic characteristics of a place affect economic and cultural development

0022 Understand physical systems.

For example:

- describing the basic properties of earth materials (e.g., rocks, fossils, layers of earth) and demonstrating an understanding of how change over time is estimated
- analyzing ways in which internal processes (e.g., earthquakes, volcanic activity, tectonic movement, folding, faulting) and external processes (e.g., geochemical, water and carbon cycles, erosion, deposition) shape the physical features of the earth and influence the formation and location of resources
- demonstrating knowledge of the principal elements of climate (e.g., temperature, precipitation, prevailing wind flows), identifying global climatic patterns, and recognizing how weather and climate (e.g., the effect of heat transfer, the earth's rotation, severe weather systems) influence the character of places and regions
- examining how hydrology (e.g., water quality, reclamation, conservation, and availability) influences the geography of places and regions
- describing the characteristics of major ecosystems (e.g., rain forests, deserts, deciduous forests, tundra, grassland), identifying their spatial distribution on the earth's surface, and analyzing relationships in the environment (e.g., food chains, food webs, carrying capacity, problems associated with population growth) that affect living organisms
- recognizing relationships between the earth and other objects in the solar system and examining how those relationships affect natural processes on earth

0023 Understand human systems.

For example:

- identifying major cultures associated with different world regions, comparing characteristics of various cultures (e.g., language, clothing, habitation, ethnic homogeneity or diversity, religions, food, patterns of livelihood, art and literature), and analyzing why cultural patterns have persisted or been modified over time
- recognizing the purposes of human settlements; analyzing how social, physical, and economic resources influence where human populations are located; and examining the development, growth, and changing nature of cities over time
- recognizing push and pull factors that contribute to human migrations and analyzing the effects (e.g., economic, environmental, cultural, political) of human migrations on places of origin and destination
- recognizing how aspects of culture related to beliefs and understandings (e.g., literacy, occupations, clothing, property rights) influence the economic, social, and political activities of men and women
- analyzing factors (e.g., availability of transportation, access to raw materials, labor supply, technological innovations) that affect the location, distribution, and interrelationships of economic activities in different places and regions
- analyzing the demographic structure of places and regions in terms of birth and death rates, doubling time, average life expectancy, carrying capacity, and population growth rates
- describing the process of cultural diffusion and examining how ideas, customs, and innovations are spread from one culture to another (e.g., religion, language, political philosophy, technological advances, higher education, economic principles)
- examining how cooperation and conflict between human groups and regions influences the development of political, economic, and social systems

0024 Understand interactions between the environment and human societies.

For example:

- demonstrating an understanding of how the earth’s natural systems (e.g., river valleys, ocean currents, climate) facilitate human settlement and activity
- recognizing why humans modify environments, analyzing the effects of human activities and technologies on the environment (e.g., dams, conservation initiatives, irrigation, overgrazing), and considering how modifications in one place can lead to changes in other locations (e.g., deforestation, desertification, acid rain, climate change)
- analyzing ways in which human population growth and changes in the natural environment (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution) can increase or diminish the capacity of environments to support human activities and comparing the ways different groups create and modify the same environment
- analyzing how human activities affect the diversity and productivity of ecosystems (e.g., by introducing nonnative plants and animals into an environment)
- recognizing how a change in a single environmental factor (e.g., the extinction of a species, a volcanic eruption) can affect an entire ecosystem
- recognizing changing viewpoints on the best use of natural resources (e.g., the value of oil, water usage, forest management) and analyzing different policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth)
- demonstrating an understanding of how natural hazards (e.g., hurricanes, droughts, earthquakes) impact human communities and evaluating how societies and governments plan for and respond to natural disasters (e.g., warning systems, evacuation routes, changing farming techniques)
- analyzing how geographic and environmental factors influenced historical events and movements (e.g., the migration of families from the Dust Bowl, the growth of the Sunbelt)

ECONOMICS

0025 Understand the foundations of economics.

For example:

- defining basic economic concepts (e.g., scarcity, opportunity cost, incentives, specialization)
- demonstrating an understanding of how limited resources and unlimited human wants influence economic decisions at the individual, national, and international levels
- identifying the factors of production (e.g., natural, human, and capital resources; entrepreneurship; technology) and examining how they are combined to produce goods and services
- analyzing production possibilities curves to identify opportunity costs and trade-offs
- demonstrating an understanding of how marginal analysis is used by producers, consumers, savers, and investors
- examining the principles of a market economy as defined by Adam Smith
- examining the characteristics of the mixed-market economy of the United States (e.g., property rights, profit motive, consumer sovereignty, competition, government regulation, self-interest) and analyzing how individuals, governments, and businesses make choices based on the availability of resources
- evaluating the economic implications of current events from a variety of sources and interpreting economic information using charts, tables, graphs, equations, and diagrams

0026 Understand basic microeconomic and macroeconomic principles.

For example:

- recognizing the functions of and relationships among various economic institutions and groups (e.g., business firms, banks, security markets, government agencies, labor unions, corporations) and examining the interdependence of households, firms, and government in the circular-flow model of economic activity
- describing the role of entrepreneurs in a market economy and recognizing how profit is an incentive that encourages entrepreneurs to accept risks
- explaining how investment in human capital (e.g., health, education, job training) and physical capital (e.g., factories, machinery, new technology) leads to economic growth
- examining how the laws of supply and demand, prices, and different competitive models (e.g., monopolies, oligopolies) function in a market economy and analyzing graphs that demonstrate changes in supply and demand
- evaluating the effects of inflation and deflation on different groups (e.g., borrowers, lenders, individuals with fixed incomes) and recognizing the economic and noneconomic consequences of unemployment
- identifying the functions of the Federal Reserve System and assessing the impact of monetary policies on unemployment, inflation, and economic growth
- recognizing how government actions and initiatives (e.g., spending and investment, subsidies, taxation, regulation, economic recovery) impact different economic groups and analyzing how changes in fiscal policy affect economic activity

0027 Understand global economics.

For example:

- comparing major characteristics, benefits, and costs of market, command, and mixed economic systems
- defining the concept of comparative advantage and demonstrating an understanding of how comparative advantage is related to economic specialization and world trade
- identifying economic connections among different regions, including changing alignments in world trade partners, and analyzing the role of the U.S. government in influencing international commerce
- evaluating the impact of protectionism and trade restrictions (e.g., tariffs, quotas) on international trade and a nation's standard of living
- recognizing how exchange rates work and examining how the concepts of balance of trade and balance of payments are used to measure international trade
- analyzing factors that influence major world patterns of economic activity, including the differing costs of production between developed and developing countries
- describing the main functions of international economic agencies (e.g., the World Bank, the International Monetary Fund, the World Trade Organization) and analyzing the economic effects of major trade agreements (e.g., the North American Free Trade Agreement [NAFTA])
- evaluating the social, economic, and political effects of globalization

0028 Understand the principles of personal finance.

For example:

- recognizing how education, career choices, and family obligations affect future income
- analyzing ways in which scarcity influences personal financial choices (e.g., buying on margin, budgeting, saving, investing, spending)
- assessing the impact of advertising on consumer choices and analyzing the techniques used by advertisers to influence consumer decisions
- applying the principles of budgeting and examining the benefits of financial planning
- describing various forms of credit (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans), recognizing the advantages and disadvantages of using credit, and examining factors that determine an individual's credit history
- identifying various saving and investment options available to individuals (e.g., savings accounts, stocks, bonds, mutual funds); recognizing how these options differ in terms of risk, return, and liquidity; and demonstrating an understanding of the role of the stock market in personal investing

SOCIAL STUDIES SKILLS

0029 Apply important terms, concepts, and perspectives used in history and the social sciences.

For example:

- recognizing basic social science terms and concepts (e.g., interdependence, nation-state, culture, globalization) and using them to analyze a variety of social science issues and phenomena
- placing historical events in chronological order and grouping events and developments into broadly defined historical eras
- distinguishing among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time)
- analyzing cause-and-effect relationships; recognizing the difference between correlations and cause-and-effect relationships; and recognizing how individuals, institutions, and societies change over time
- applying social science knowledge, skills, and perspectives to analyze current social, political, geographic, and economic issues
- demonstrating an understanding of the ways in which social scientists use concepts and theories from diverse disciplines

0030 Understand the skills and methods used in social science research.

For example:

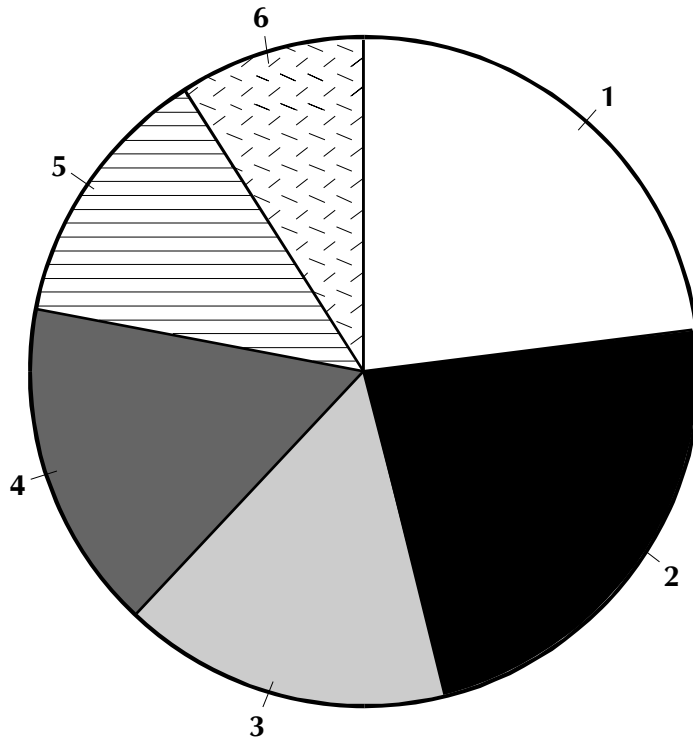
- recognizing the characteristics and applications of basic reference tools (e.g., the Internet, almanacs, atlases) for a variety of social science research tasks
- demonstrating an understanding of the uses and limitations of a wide variety of social science source materials (e.g., oral histories, newspapers, diaries, artifacts, government documents, photographs, surveys, maps)
- distinguishing between primary and secondary sources and recognizing the relationship between them
- formulating questions that can be answered by social science research
- applying basic procedures used in social science research (e.g., identifying issues, constructing a research design, collecting information, organizing and reporting results)
- interpreting data displayed in graphs, tables, charts, maps, and other visual sources and evaluating the appropriateness of alternative graphic formats for conveying specific information

0031 Analyze social science information and understand the importance of interpretation.

For example:

- evaluating the purpose and perspective of various primary and secondary sources of historical and social science information
- identifying the central idea and summarizing the main points of a historical or social science analysis
- recognizing the assumptions on which an argument is based and drawing conclusions and inferences from information in historical and social science materials
- distinguishing between fact and opinion in historical narratives and social science interpretations
- determining the credibility of a social science source, recognizing bias in social science texts, and analyzing factors affecting the reliability and validity of social science materials
- determining the meanings of events and facts, analyzing different points of view, and comparing multiple perspectives on historical events and social science issues and phenomena

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. American History	23%
2. World History	23%
3. Civics and Government	16%
4. Geography	16%
5. Economics	12%
6. Social Studies Skills	10%

PRACTICE QUESTIONS

Field 03: Social Studies

1. Early Spanish and French settlements in North America were most similar in which of the following ways?
 - A. Settlers forced indigenous peoples to labor in extractive enterprises.
 - B. Representative assemblies governed the day-to-day affairs of the settlers.
 - C. Intermarriage between settlers and indigenous peoples was common.
 - D. Settlers came from a diverse range of religious and cultural backgrounds.

2. As a leading participant at the Seneca Falls Convention (1848), Elizabeth Cady Stanton helped outline a program to:
 - A. transform the institution of marriage.
 - B. protest popular acceptance of women's domestic role.
 - C. organize woman wage earners into unions.
 - D. expand the civil and political rights of women.

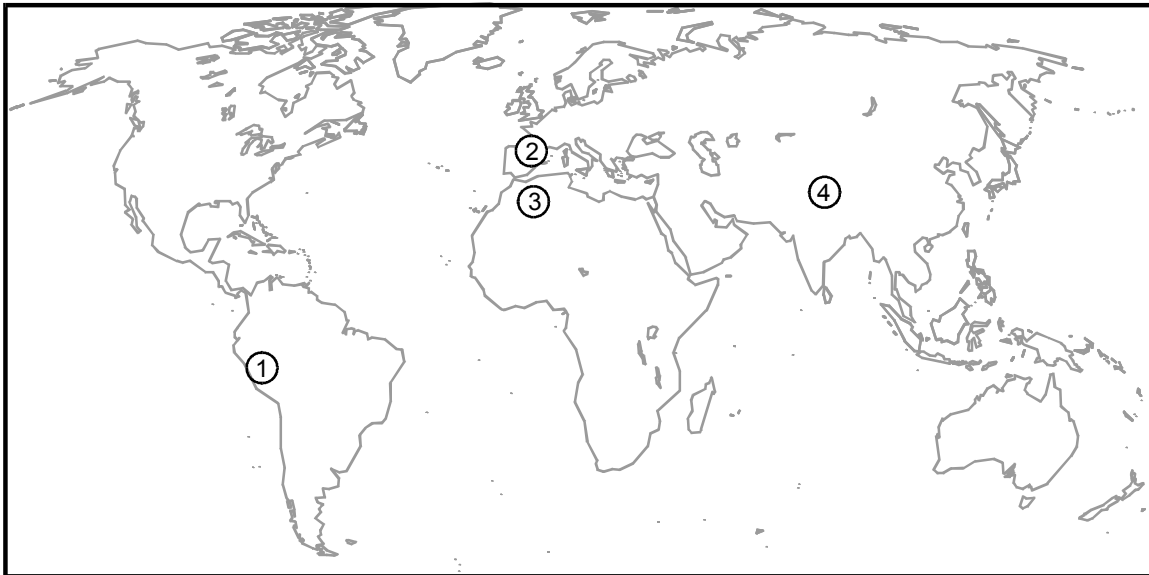
3. Which of the following best describes a major weakness of the U.S. economy during the 1920s?
 - A. Mass purchasing power lagged behind the tremendous surge in manufacturing output.
 - B. Federal tax policies discouraged business investment.
 - C. Migration from rural areas to urban centers had a negative effect on agricultural production.
 - D. Immigration restriction laws created labor shortages in key industries.

4. Which of the following events best illustrates the important role that college students played in the civil rights movement of the 1950s and 1960s?
 - A. the Montgomery bus boycott of 1955
 - B. the Little Rock crisis of 1957
 - C. the lunch counter sit-ins of 1960
 - D. the March on Washington of 1963

5. The diverse groups that composed the U.S. conservative movement of the late twentieth century could most readily agree about the need for which of the following government initiatives?
- A. increasing the number of U.S. military bases in foreign lands
 - B. lowering taxes to stimulate economic expansion
 - C. passing tariffs to protect U.S. industries from foreign competition
 - D. restricting due process rights to control crime
6. In which of the following ways did geographic factors most influence the development of ancient Egypt?
- A. Mountain ranges protected major settlements from foreign invaders.
 - B. Expansive deserts made it difficult to conduct trade with other civilizations.
 - C. A lack of mineral resources encouraged military expansion.
 - D. A fertile floodplain enabled farmers to produce large surpluses of food.
7. Which of the following best describes an important element of Incan culture before 1492?
- A. the construction of monumental structures to honor major deities
 - B. the use of a pictorial writing system to record and communicate information
 - C. the production of iron to create durable weapons and tools
 - D. the establishment of schools to spread Incan culture among tributary peoples
8. In which of the following ways did World War I most impact the development of Middle Eastern societies?
- A. European armies conducting military campaigns against the Ottoman Empire spread elements of western culture throughout the region.
 - B. To suppress internal rebellions instigated by Allied forces operating in the region, Ottoman leaders mounted a major campaign to promote Islamic fundamentalism.
 - C. As a result of increased wartime demand for oil, governments in the region grew wealthy and became more influential in world affairs.
 - D. In the peace treaties ending the war, European powers redrew the political boundaries of the region with little consideration for long-standing cultural and religious divisions.

9. Which of the following factors best explains the success of Communist forces in the Chinese civil war (1945–1949)?
- A. The Communists used violence and intimidation to eliminate political rivals.
 - B. The Communists drove the Japanese out of China during World War II.
 - C. The Communists received extensive economic and military aid from the Soviet Union.
 - D. The Communists enlisted widespread support from China's peasant masses.
10. **Use the excerpt below from the Tenth Amendment to the U.S. Constitution to answer the question that follows.**
- The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
- The passage above best defines which of the following governmental principles?
- A. separation of powers
 - B. federalism
 - C. constitutional supremacy
 - D. checks and balances
11. In *Dred Scott v. Sanford* (1857), the U.S. Supreme Court ruled that the rights contained in the Bill of Rights did not apply to African Americans. Which of the following events most directly reversed the Court's decision on this question?
- A. the issuance of the Emancipation Proclamation by Abraham Lincoln in 1863
 - B. congressional establishment of the Freedmen's Bureau in 1865
 - C. the ratification of the Fourteenth Amendment to the U.S. Constitution in 1868
 - D. congressional passage of the Civil Rights Act of 1875
12. One can best distinguish between totalitarian and authoritarian governmental systems by comparing which of the following features of the two systems?
- A. the extent to which members of the ruling party must obey the same laws as other citizens
 - B. the pervasiveness of the central government's control over non-governmental sectors of society
 - C. the influence of the economic elite on governmental decision-making processes
 - D. the relationship between the legislative and judicial branches of the central government

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



Which of the following best describes the topography of the four numbered areas on the map?

- A. desert
- B. mountain
- C. plain
- D. plateau

14. The demographic transition from a society characterized by high birth rates to one characterized by declining birth rates is most often associated with the shift from a:
- A. rural, agrarian culture to an urban, industrial culture.
 - B. hunting economy to a handicraft economy.
 - C. nomadic, pastoral culture to a settled, agricultural culture.
 - D. manufacturing economy to a service economy.
15. Since 2000, which of the following developments has placed the greatest demands on the Colorado River's capacity to supply water?
- A. the increase of urban populations in the southwestern United States
 - B. the construction of hydroelectric power plants on the Colorado River
 - C. the expansion of agricultural production in California
 - D. the construction of manufacturing plants along the Mexican border

16. Use the table below to answer the question that follows.

Labor Force by Age and Sex* 1900–1960						
Year	Male			Female		
	Total	16 to 19 Years**	20 Years and Older	Total	16 to 19 Years**	20 Years and Older
1960	47,013	2,634	44,379	22,222	1,703	20,518
1940	39,959	2,565	37,395	13,007	1,396	11,612
1920	32,053	2,947	29,106	8,229	1,640	6,589
1900	22,641	2,834	19,807	4,999	1,230	3,769

*In Thousands of Persons

**Prior to 1947, 14 to 19 Years

The information presented in the table best supports which of the following generalizations about the labor force between 1900 and 1960?

- A. The ratio of male to female teenagers more than doubled.
- B. The number of females increased twelvefold.
- C. The percentage of teenagers more than doubled.
- D. The ratio of males to females decreased by almost half.

17. Which of the following best matches a model of economic organization with a major strength of that economic model?
- A. command: is less likely than other economic systems to have problems related to scarcity
 - B. mixed: combines the economic productivity of a market system with the distributional equality of a command system
 - C. traditional: is more likely than other economic systems to use democratic procedures to make basic economic decisions
 - D. market: provides a strong basis for the expression of individual initiative
18. Maureen is thinking about putting all \$5,000 of her savings into a four-year certificate of deposit that will pay 3.5% interest annually. In making her decision, Maureen should be most concerned about likely changes in which of the following over the four-year period?
- A. the rate of inflation
 - B. the national balance of payments
 - C. the national debt
 - D. the unemployment rate
19. In which of the following ways is radiocarbon dating more useful than dendrochronology as a method for dating prehistoric artifacts?
- A. Radiocarbon dating can determine the relative age of an object.
 - B. Radiocarbon dating costs less to perform.
 - C. Radiocarbon dating can determine the age of a wider range of materials.
 - D. Radiocarbon dating yields accurate ages.

20. Use the passage below to answer the question that follows.

The New Deal has had more than its share of critics over the years. On one hand, conservatives have condemned President Roosevelt for placing the United States on the road to socialism. These contentions are largely nonsense. By any objective measure, the U.S. government plays less of a role in the economy than is the case in any of the major Western democracies. On the other hand, radical critics depict the New Deal as a tool of corporate capitalism. This, too, is nonsense, as the increasing bitterness with which many business leaders viewed Roosevelt and his policies amply attests. For his part, Roosevelt made no secret of the fact that he was trying to save the capitalist system, but he did it in his own way. When the business community turned on him, he let it go.

Which of the following best describes the author's purpose in the passage?

- A. to compare major criticisms of the New Deal
- B. to explore the motives of New Deal critics
- C. to examine Roosevelt's response to New Deal critics
- D. to defend the New Deal from unjust criticism

Below are the directions for the Social Studies performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Social Studies performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment

21. **Read the information below; then complete the exercise that follows.**

At the Constitutional Convention of 1787 and during the ratification of the Constitution, serious disagreements arose over the structure and powers of the future national government. These differences might have undermined the effort to form a stronger national government had the founders not agreed to a series of landmark compromises that resolved the most contentious disputes.

Using your knowledge of U.S. history and government, write an essay in which you:

- describe two of the debates during the creation or ratification of the U.S. Constitution; and
- analyze how the resolution of each debate you described influenced the development of the U.S. system of government.

Sample Performance Assignment Response: Score Point 4

Serious disagreements arose at the Constitutional Convention of 1787 over the structure and powers of the future national government. One particularly divisive issue at the Convention was representation in the national legislature. James Madison, a delegate from Virginia, outlined a plan to base representation on population. Under his plan each state would be apportioned a number of representatives in Congress according to the size of its population. Delegates from states with small populations, however, protested Madison's plan. They feared that such an approach would allow more-populous states to dominate the national government and argued that each state should have equal representation in Congress.

When debates over representation caused serious divisions at the Convention, several delegates proposed a compromise. Under their plan, known as the Connecticut Compromise, Congress would be divided into two houses. In the lower house, the House of Representatives, representation would be based on the population of each state. In the upper house, the Senate, each state would be equally represented. No law could be passed without the approval of a majority of both houses, each of which was given powers to check the other branches of the national government.

The Connecticut Compromise satisfied delegates from both the small and large states and established the structure of Congress. It has also been an important source of stability for the national government. In the early years of the republic, the compromise weakened divisions between the less-populous states and the more-populous states. At several key moments in U.S. history, the compromise also maintained the balance between the three branches of government. When Republicans in the House of Representatives impeached President Andrew Johnson because of his ideological views, the Senate refused to remove him from office. If the Connecticut Compromise had not divided Congress into two houses, it is likely that the House of Representatives would have ended Johnson's presidency and effectively made the executive branch of the federal government subservient to the legislative branch.

After the Constitutional Convention the delegates needed to ensure that conventions in 9 of the 13 states would ratify the Constitution. However, the critics of the Constitution, known as Anti-Federalists, proved to be a major obstacle to ratification. Many of these critics argued that the document would establish a strong national government with the power to oppress individual citizens. They would not support ratification unless amendments were added to the Constitution that limited the power of the national government and guaranteed certain civil liberties.

Although the Federalist advocates for ratification did not believe that the citizens of the republic needed any special protection of their rights and freedoms, they nevertheless acceded to Anti-Federalist demands on this issue. One of the first acts of the new federal government was to propose adding ten amendments to the Constitution. These ten amendments, called the Bill of Rights, guaranteed a wide range of civil liberties, including freedom of expression, protection against unreasonable searches, and the right to a jury trial.

(continued)

Sample Performance Assignment Response: Score Point 4 (continued)

For over two hundred years the Bill of Rights has helped define the relationship between U.S. citizens and their government. For example, the First Amendment's prohibition against the establishment of an official religion has helped define the relationship between religious groups and the government. Federal courts have ruled that the First Amendment forbids government institutions from giving preferential treatment to the members of any one religious group. The Fifth Amendment, which guarantees an individual's right to due process under the law, has played an equally important role in defining the relationship between criminal suspects and law-enforcement officials. The courts have ruled that the Fifth Amendment requires law-enforcement officials to inform criminal suspects of their constitutional rights before bringing the suspects into custody. These interpretations of the First and Fifth amendments, and many others that have been made since the ratification of the Constitution, are examples of how the Bill of Rights has influenced and continues to play a critical role in the development of the U.S. system of government.

ANSWER KEY

Field 03: Social Studies

Question Number	Correct Response	Objective
1.	C	Understand important features of early North American civilizations and major developments related to European exploration and colonization.
2.	D	Understand major developments in U.S. history from the beginning of the nineteenth century through the Civil War and Reconstruction.
3.	A	Understand major developments in U.S. history related to the 1920s, the Great Depression, and World War II.
4.	C	Understand major developments in U.S. history from 1945 to the 1970s.
5.	B	Understand major developments in U.S. history from the 1970s to the present.
6.	D	Understand the development of early world civilizations.
7.	A	Understand major developments and influences of the medieval period.
8.	D	Understand the impact of nationalism and imperialism on world history through World War I.
9.	D	Understand major developments in world history from 1950 to the present.
10.	B	Understand the structure of government in the United States.
11.	C	Understand the U.S. electoral process and the rights, responsibilities, and roles of citizenship.
12.	B	Understand systems of government, international relations, and U.S. foreign policy.
13.	B	Understand the world in spatial terms.
14.	A	Understand human systems.
15.	A	Understand interactions between the environment and human societies.
16.	D	Understand the foundations of economics.
17.	D	Understand global economics.
18.	A	Understand the principles of personal finance.
19.	C	Apply important terms, concepts, and perspectives used in history and the social sciences.
20.	D	Analyze social science information and understand the importance of interpretation.