

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Social Studies 4–8 (118)



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About The Test

Test Name	Social Studies 4–8
Test Code	118
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Social Studies 4–8 (118) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Social Studies 4–8 test framework and cover grades 4–8. The test may contain questions that do not count toward the score.

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

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Social Studies Content	71%	Social Studies 4–8: IV–X
II.	Social Studies Foundations, Skills and Instruction	29%	Social Studies 4–8: I–III

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The Standards

Social Studies 4–8 Standard I

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

Social Studies 4–8 Standard II

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

Social Studies 4–8 Standard III

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

Social Studies 4–8 Standard IV

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

Social Studies 4–8 Standard V

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

Social Studies 4–8 Standard VI

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

Social Studies 4–8 Standard VII

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

Social Studies 4–8 Standard VIII

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

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Social Studies 4–8 Standard IX

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

Social Studies 4–8 Standard X

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

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Domains and Competencies

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

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

Domain I – Social Studies Content

Competency 001 (History): *The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

- Understands traditional historical points of reference in the history of Texas, the United States and the world.
- Analyzes how individuals, events, and issues shaped the history of Texas, the United States and the world.
- Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- Knows common characteristics of communities, past and present.
- Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Applies different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference and the historical context of events and issues.
- Understands similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
- Understands the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
- Understands the impact of individuals, events and issues on the exploration of Texas (e.g., Cabeza de Vaca, Alonso Álvarez de Pineda, Francisco Coronado, la Salle, the search for gold, conflicting territorial claims between France and Spain).

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- J. Identify important events, issues and individuals related to European colonization of Texas; Mexico becoming an independent nation, including the establishment of Catholic missions, towns and ranches (e.g., Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, Francisco Hidalgo, the Mexican Federal Constitution of 1824, and the State Colonization Law of 1825).
 - K. Understands the foundations of representative government in the United States; significant individuals, events and issues of the revolutionary era; and challenges confronting the U.S. government in the early years of the republic (e.g., Mayflower Compact, Virginia Houses of burgesses, John Adams, Abigail Adams, George Washington, Crispus Attucks, Battle of Saratoga, winter at Valley Forge, Battle of Yorktown, the arguments of the Federalists and Anti-Federalists, Articles of Confederation, United States Constitution, War of 1812).
 - L. Demonstrates knowledge of the individuals, events and issues related to the independence of Texas, the founding of the Republic of Texas and Texas statehood (e.g., Moses Austin, Samuel Houston, Erasmo Seguín, Antonio López de Santa Anna, the Fredonian Rebellion, the Battle of the Alamo, the Battle of San Jacinto, the annexation of Texas, the U.S.-Mexican War).
 - M. Understands westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life (e.g., Louisiana Purchase, Monroe Doctrine, building of U.S. forts, the destruction of the buffalo, Indian Removal Act, Trail of Tears, Red River Indian War).
 - N. Analyzes ways in which political, economic and social factors led to the growth of sectionalism and the Civil War (e.g., nullification crisis, Compromise of 1850, the roles of John Quincy Adams, John C. Calhoun, Henry Clay and Daniel Webster).
 - O. Demonstrates knowledge of individuals, issues and events of the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the nation and Texas (e.g., Abraham Lincoln, Jefferson Davis, John Bell Hood, Vicksburg Campaign, Battle of Gettysburg, Emancipation Proclamation, Battle of Galveston, Battle of Palmito Ranch).
 - P. Demonstrates knowledge of major U.S. and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolition movement, women suffrage movement, temperance movement, Civil Rights movement, agrarian groups, labor unions, James L. Farmer, Jr., Jane Addams, Hector Pérez García, Oveta Culp Hobby, the League of United Latin American Citizens (LULAC), the evangelical movement).
 - Q. Understands important issues, events and individuals of the twentieth and twenty-first centuries that shaped the role of Texas in the United States and the world (e.g., Great Depression, First and Second World Wars, Civil Rights movement, Lyndon B. Johnson, emergence of a two-party system, political and economic controversies, immigration, migration).

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- R. Understands and traces the impact of boom-and-bust cycles of leading Texas industries (e.g., railroads, cattle, oil and gas, colon, real estate, banking, computer technology).
 - S. Understands the contributions of people of various racial, ethnic and religious groups in Texas, the United States and the world.
 - T. Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasions, conquests, colonizations, immigrations)

Competency 002 (Geography): *The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

- A. Understands and applies the geographic concept of region.
- B. Knows how to create and use geographic tools and translate geographic data into a variety of formats (e.g., grid systems, legends, scales, databases, construction of maps, graphs, charts, models).
- C. Knows the location and the human and physical characteristics of places and regions in Texas, the United States and the world.
- D. Analyzes ways in which humans adapt to, use and modify the physical environment.
- E. Knows how regional physical characteristics and human modifications to the environment affect people's activities and settlement patterns.
- F. Analyzes ways in which location (absolute and relative) affects people, places and environments.
- G. Demonstrates knowledge of physical processes (e.g., erosion, deposition, and weathering; plate tectonics; sediment transfer; the flows and exchanges of energy and matter in the atmosphere that produce weather and climate) and their effects on environmental patterns.
- H. Understands the characteristics, distribution and migration of populations in Texas, the United States and the world.
- I. Understands the physical environmental characteristics of Texas, the United States and the world, past and present, and how humans have adapted to and modified the environment (e.g., air and water quality, building of dams, use of natural resources, the impact on habitats and wildlife).
- J. Analyzes how geographic factors have influenced the settlement patterns, economic and social development, political relationships and policies of societies and regions in Texas, the United States and the world (e.g., the Galveston hurricane of 1900, the Dust Bowl, limited water resources, alternative energy sources).

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- K. Analyzes interactions between people and the physical environment and the effects of these interactions on the development of places and regions.
 - L. Understands comparisons among various world regions and countries (e.g., aspects of population, disease and economic activities) by analyzing maps, charts, databases and models.

Competency 003 (Economics): *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

- A. Understands that basic human needs are met in many ways.
- B. Understands and applies knowledge of basic economic concepts (e.g., goods and services, free enterprise, interdependence, needs and wants, scarcity, economic system, factors of production).
- C. Demonstrates knowledge of the ways in which people organize economic systems, and similarities and differences among various economic systems around the world.
- D. Understands the value and importance of work and purposes for spending and saving money.
- E. Demonstrates knowledge of occupational patterns and economic activities in Texas, the United States and the world, past and present (e.g., the plantation system, the spread of slavery, industrialization and urbanization, transportation, the American ideals of progress, equality of opportunity).
- F. Understands the characteristics, benefits and development of the free-enterprise system in Texas and the United States.
- G. Analyzes the roles of producers and consumers in the production of goods and services.
- H. Understands the effects of government regulation and taxation on economic development.
- I. Demonstrates knowledge of how businesses operate in the U.S. free-enterprise system and international markets (e.g., government regulation, world competition, the importance of morality and ethics in maintaining a functional enterprise system). Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- J. Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- K. Demonstrates knowledge of categories of economic activities and methods used to measure a society's economic level.

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- L. Uses economic indicators to describe and measure levels of economic activity.
 - M. Understands the causes of major events and trends in economic history (e.g., factors leading societies to change from agrarian to urban, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in world areas, factors leading to the emergence of different patterns in jobs, economic activity in Texas, the United States, and the world.
 - N. Analyzes the interdependence of Texas, United States and world economies.
 - O. Understands how geographic factors such as immigration, migration, location, climate and limited resources have influenced the development of economic activities in Texas, the United States, and the world.
 - P. Applies knowledge of significant economic events and issues and their effects in Texas, in the United States and the world.

Competency 004 (Government and Citizenship): *The teacher understands and applies knowledge of government, democracy and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

- A. Demonstrates knowledge of the historical origins of democratic forms of government, such as ancient Greece.
- B. Understands the purpose of rules and laws; the relationship between rules, rights and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- C. Knows the basic structure and functions of the U.S. government, the Texas government and local governments (including the roles of public officials) and relationships among national, state and local governments.
- D. Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Articles of Confederation, Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.
- E. Understands early United States political issues, including those surrounding Alexander Hamilton, Patrick Henry, James Madison, George Mason; the arguments of the Federalists and Anti-Federalists; states' rights issues; and the nullification crisis.
- F. Knows how American Indian groups and settlers organized governments in precolonial America, and during the early development of Texas and North America.

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- G. Demonstrates knowledge of how state and local governments use sources of revenue such as property tax and sales tax, and the funding of Texas public education.
 - H. Demonstrates knowledge of types of government (e.g., constitutional, totalitarian), and their effectiveness in meeting citizens' needs and the reasons for limiting the power of government.
 - I. Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
 - J. Understands the impact of landmark Supreme Court cases (e.g., *Marbury v. Madison*, *Dred Scott v. Sandford*, *McCulloch v. Maryland*, *Gibbons v. Ogden*).
 - K. Understands components of the democratic process (e.g., voting, contacting local and state representatives, voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
 - L. Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and that contribute to national unity (e.g., Uncle Sam, "The Star-Spangled Banner," the San Jacinto Monument, "Texas, our Texas").
 - M. Demonstrates knowledge of the importance, accomplishments and leadership qualities of United States and Texas leaders (e.g., Presidents Washington, Adams, Jefferson, Madison, Monroe, Lincoln; U.S. senators Calhoun, Webster, Clay; Texas governors and local Texas representatives).
 - N. Analyzes the relationship among individual rights, responsibilities and freedoms in democratic societies.
 - O. Applies knowledge of the nature, rights and responsibilities of citizens in Texas, the United States, and various societies, past and present.
 - P. Understands the contributions and importance of political figures, members of Congress, military leaders and social reformers who modeled active participation in the democratic process in Texas and in the United States (e.g., Frederick Douglass, Susan B. Anthony, Sam Houston, Barbara Jordan, Henry B. González, Kay Bailey Hutchinson, Audie Murphy, William Carney, Philip Bazaar).

Competency 005 (Culture; Science, Technology and Society): *The teacher understands and applies knowledge of cultural development, adaptation and diversity, and understands and applies knowledge of interactions among science, technology and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

- A. Understands basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.

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- B. Analyzes similarities and differences in the ways various peoples at different times in history have lived and met basic human needs.
 - C. Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves.
 - D. Demonstrates knowledge of institutions that exist in all societies and how characteristics of these institutions may vary among societies.
 - E. Understands how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to create and represent culture in communities in Texas, the United States and the world.
 - F. Demonstrates knowledge of significant examples of art, music and literature from various periods in U.S. and Texas history (e.g., John James Audubon, Henry David Thoreau, transcendentalism, the painting *American Progress*, "Yankee Doodle," "Battle Hymn of the Republic," Amado Peña, Diane Gonzales Bertrand, Scott Joplin).
 - G. Understands the universal themes found in the arts and their relationship with the times and societies in which they are produced, including how contemporary issues influence creative expressions and how the arts can transcend the boundaries of societies (e.g., religion, justice, the passage of time).
 - H. Understands the contributions of people of various racial ethnic and religious groups in Texas, the United States and the world.
 - I. Demonstrates knowledge of relationships among world cultures and relationships between and among people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world.
 - J. Analyzes relationships among religion, philosophy and culture, and the impact of religion on ways of life in the United States and throughout the world.
 - K. Understands the concept of diversity within unity.
 - L. Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in the United States and throughout the world.
 - M. Understands the various roles of men, women, children and families in cultures past and present.
 - N. Understands how the self develops and the dynamic relationship between self and social context.
 - O. Demonstrates knowledge of the discoveries, technological innovations and accomplishments of notable inventors and individuals in the field of science from the United States, Texas and the world (e.g., Benjamin Franklin, Eli Whitney, Cyrus McCormick, Thomas Alva Edison, Alexander Graham Bell, Michael DeBakey, Millie Hughes-Fulford, Walter Cunningham, Denton Cooley, Michael Dell).

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- P. Applies knowledge of the effects of scientific discoveries and technological innovations on political, economic, social and environmental developments and on everyday life in Texas, the United States and the world in the past, present and future.
 - Q. Analyzes how science and technology relate to political, economic, social and cultural issues and events.
 - R. Demonstrates knowledge of the origins, diffusions and effects of major scientific, mathematical and technological discoveries throughout history.
 - S. Knows how developments in science and technology have affected the physical environment; the growth of economies and societies; and definitions of, access to and use of physical and human resources.
 - T. Knows how changes in science and technology affect moral and ethical issues.

Domain II – Social Studies Foundations, Skills and Instruction

Competency 006 (Social Studies Foundations and Skills): *The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

The beginning teacher:

- A. Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- B. Understands how social science disciplines relate to each other.
- C. Understands practical applications of social studies education.
- D. Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- E. Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts) and uses information from a variety of sources to acquire social science information and answer social science questions.
- F. Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- G. Understands social science research and knows how social scientists locate, gather, organize, analyze and report information using standard research methodologies.
- H. Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view and frame of reference.

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- I. Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
 - J. Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).
 - K. Communicates and interprets social science information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
 - L. Uses standard grammar, spelling, sentence structure, punctuation and proper citation of sources.
 - M. Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions and evaluate the effectiveness of solutions.
 - N. Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences and take action to implement decisions.
 - O. Knows how to create maps and other graphics to present geographic, political, historical, economic and cultural features, distributions, and relationships.
 - P. Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
 - Q. Knows how to apply skills for resolving conflict, including persuasion, compromise, debate and negotiation.
 - R. Understands and uses social studies terminology correctly.

Competency 007 (Social Studies Instruction and Assessment): *The teacher plans and implements effective instruction and assessment in social studies.*

The beginning teacher:

- A. Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- B. Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- C. Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- D. Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.

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- E. Selects and uses effective instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
 - F. Knows how to promote students' use of social science skills, vocabulary and research tools, including technological tools.
 - G. Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues and the community.
 - H. Knows how to provide instruction that relates skills, concepts and ideas in different social science disciplines.
 - I. Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.
 - J. Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
 - K. Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English Language Learners.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Social Studies 4–8 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Social Studies 4–8 teacher.

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

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Social Studies 4–8 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

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

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

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

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

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

Question Formats

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

- Single Questions
- Clustered Questions

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

Single Questions

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

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The following question is an example of the single-question format; it tests knowledge of Social Studies 4–8 Competency 001: *The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

Example

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

Suggested Approach

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

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

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

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Clustered Questions

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

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

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

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

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

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

Example

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

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

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

Now you are prepared to address the first of the two questions associated with this stimulus. The first question tests measures Social Studies 4–8 Competency 003: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

1. During the 1990s, developments such as those described in the passage were a major force behind U.S. efforts to:
 - A. enforce antitrust legislation.
 - B. reduce the federal budget deficit.
 - C. eliminate trade barriers.
 - D. control the effects of inflation.

Suggested Approach

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

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

Now you are ready to answer the second question. This question also measures Social Studies 4–8 Competency 003: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

2. The capacity of U.S. businesses to engage in activities such as those described in the passage has been most influenced by which of the following?
- A. advances in communications technology
 - B. increased worker productivity
 - C. improvements in business accounting procedures
 - D. reduced taxation of corporate income

Suggested Approach

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

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

Multiple-Choice Practice Questions

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

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

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

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

COMPETENCY 001

1. Which of the following was an effect of the Supreme Court decision in *Dred Scott v. Sandford*?
 - A. The decision increased the number of congressional representatives to include the Wisconsin territory.
 - B. The decision required the United States government to regulate the interstate travel of enslaved people.
 - C. The decision preserved the balance of representative power between free states and slave states.
 - D. The decision denied citizenship status to all African Americans, whether free or enslaved.

Answer and Rationale

COMPETENCY 001

2. Which of the following best describes the primary claim of the Monroe Doctrine?
 - A. It declared that the United States had the right to defend the Western Hemisphere from European interference.
 - B. It warned United States leaders against participating in entangling foreign alliances.
 - C. It argued that acquiring Asian colonies was an effective means of opening new markets for American goods.
 - D. It encouraged the mass movement of American Indians off of their land and onto Indian reservations.

Answer and Rationale

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

COMPETENCY 001

3. In which of the following ways did the British government respond to increasing protests of British colonial policy during the early 1770s?
- A. It forced sailors from New England to serve in the Royal Navy.
 - B. It sent troops to occupy cities in New England and enforce laws.
 - C. It allowed colonists to vote on representatives in Parliament.
 - D. It encouraged the mass movement of American Indians off of their land and onto Indian reservations.

Answer and Rationale

COMPETENCY 001

4. The Connecticut Compromise of 1787, also known as the Great Compromise, established which of the following?
- A. The practice of counting only three-fifths of a state's enslaved people in apportioning representation and taxation
 - B. The separation of the federal government into the three branches: the executive, the legislative, and the judicial
 - C. The congressional apportionment to each state for two senators and a number of House representatives based on state population
 - D. The addition of the Bill of Rights to the United States Constitution to protect individual liberties and limit the power of the government

Answer and Rationale

COMPETENCY 001

5. Which of the following resulted from the passage of the Law of April 6, 1830, by the government of Mexico?
- A. Mexico gave up its claim to the Anahuac region and other Aztec lands near the Mexico Basin.
 - B. Mexican law prohibited slavery in Texas and closed the borders to United States immigration.
 - C. Stephen F. Austin brought 300 families to Texas and established the Austin colony.
 - D. The Fredonian Rebellion began in an effort to secede Texas from Mexico.

Answer and Rationale

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

COMPETENCY 001

6. Which of the following best describes the opposition in the United States to the admission of Texas to the Union?
- A. Southern planters believed that Texas would contribute little to the national economy.
 - B. Southern politicians worried that Texas would support the Republican Party.
 - C. Northern economists believed that Texas banks were responsible for economic depressions.
 - D. Northern politicians did not want to upset the balance between free states and slave states in the Union.

Answer and Rationale

COMPETENCY 002

7. Which of the following tectonic plate movements occurred to form the Rocky Mountains?
- A. Drifting hot spot
 - B. Convergent subduction
 - C. Divergent spreading
 - D. Transform faulting

Answer and Rationale

COMPETENCY 002

8. Which of the following is a correct statement about how settlement patterns in Texas have been affected by the state's geography?
- A. The population of southern Texas is in decline due to a drop in average temperature.
 - B. The western region of Texas is the least populated because of its dry climate and rocky terrain.
 - C. The highest population concentrations are in the Panhandle, where cities have grown along rivers.
 - D. The population of northeastern Texas has been limited by its isolation and mountainous terrain.

Answer and Rationale

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

COMPETENCY 002

9. The Dust Bowl of the 1930s occurred in which geographic region of the United States?
- A. The Great Plains
 - B. The Pacific Northwest
 - C. New England
 - D. The Southeast

Answer and Rationale

COMPETENCY 002

10. Which of the following is the geographic term for an area of relatively flat or level terrain at a high elevation?
- A. Summit
 - B. Plateau
 - C. Foothill
 - D. Watershed

Answer and Rationale

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

COMPETENCY 002



11. Which of the regions labeled on the above map is characterized by physical features ranging from rolling hills with pines and hardwood trees to alluvial soils that support vast agricultural output?
- A. Region 1
 - B. Region 2
 - C. Region 3
 - D. Region 4

Answer and Rationale

COMPETENCY 003

12. Which of the following is a factor of production?
- A. State banks
 - B. Consumers
 - C. Entrepreneurs
 - D. Computers

Answer and Rationale

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

COMPETENCY 003

13. The North American Free Trade Agreement (1994) did most to stimulate which of the following in Texas?
- A. Automobile production
 - B. Trucking and distribution
 - C. Oil refining
 - D. Textile manufacturing

Answer and Rationale

COMPETENCY 003

14. Which of the following best represents the potential opportunity cost of local officials cutting their town's education budget to increase spending for local roads?
- A. Better transportation systems
 - B. Fewer high school graduates
 - C. Lower local taxes
 - D. Lower class sizes

Answer and Rationale

COMPETENCY 003

15. Which of the following best describes the role of businesses in a free enterprise system?
- A. They adhere to government-mandated prices of goods and services.
 - B. They regulate consumer demand for goods and services.
 - C. They produce goods and services as they see fit to maximize profits.
 - D. They determine economic policies for international and domestic trade.

Answer and Rationale

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

COMPETENCY 003

16. In 1793, Eli Whitney invented the cotton gin, which was a machine that extracted the sticky seeds from short-staple cotton and greatly increased the amount of harvested cotton that could be produced in a day. Which of the following reflects another effect of the cotton gin?
- A. The demand for slaves decreased.
 - B. The price of slaves decreased.
 - C. The use of slave labor increased.
 - D. The freeing of slaves increased.

Answer and Rationale

COMPETENCY 004

17. The system of government in the United States is most closely related to that of which of the following classical civilizations?
- A. The Han dynasty
 - B. The Aztec Empire
 - C. Athens
 - D. Egypt

Answer and Rationale

COMPETENCY 004

18. Which of the following represents the largest source of funding for Texas public schools?
- A. Local property taxes
 - B. Local bonds
 - C. Federal grants
 - D. Lottery proceeds

Answer and Rationale

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

COMPETENCY 004

19. In which of the following ways did the Magna Carta influence the subsequent development of governmental power in England and North America?
- A. It placed limitations on the executive branch of government.
 - B. It mandated the separation of government among three distinct branches.
 - C. It expanded the power of the executive branch of government.
 - D. It limited religious practices not sponsored by the government.

Answer and Rationale

COMPETENCY 004

20. The United States electoral college is often criticized by voters for which of the following reasons?
- A. It encourages the formation of radical political parties.
 - B. It normally favors the incumbent candidate.
 - C. It is influenced by money generated by political parties.
 - D. It gives more political power to heavily populated states.

Answer and Rationale

COMPETENCY 004

21. Which of the following is the earliest example of a representative assembly in the American colonies?
- A. The Pennsylvania Provincial Assembly
 - B. The First Continental Congress
 - C. The Virginia House of Burgesses
 - D. The Georgia Board of Trustees

Answer and Rationale

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

COMPETENCY 004

22. Which of the following is a constitutional principle intended to prevent the abuse of power by one of the branches of United States government?
- A. Sovereignty
 - B. Federalism
 - C. Nullification
 - D. Checks and balances

Answer and Rationale

COMPETENCY 005

23. Which of the following institutions in the United States can most effectively improve the standard of living and reduce the crime rate in a community?
- A. Schools
 - B. Prisons
 - C. Hospitals
 - D. Businesses

Answer and Rationale

COMPETENCY 005

24. Which of the following best describes why most of the Spanish expeditions in Texas during the 1690s took place in eastern Texas?
- A. The Spanish were attempting to prevent any further settlement of eastern Texas by the French.
 - B. Spanish Roman Catholic missionaries sought to convert the American Indian tribes in Louisiana.
 - C. The Spanish built presidios along the newly discovered Mississippi River to maintain ownership of the waterway.
 - D. Spanish colonists settled as closely as possible to French colonial settlements to facilitate trade.

Answer and Rationale

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

COMPETENCY 005

25. Which of the following is an accurate statement about the demographics of Texas since the year 2000?
- A. The percentage of the population of Texas that is Hispanic is more than twice the national percentage.
 - B. The average age of the Texan population is much greater than the average age of the national population.
 - C. The rural population is growing more rapidly than the urban population in Texas.
 - D. American Indians are the fastest growing ethnic or racial group in Texas.

Answer and Rationale

COMPETENCY 005

26. Which of the following shared values in U.S. society is embodied by the motto on the Seal of the United States, E Pluribus Unum, which means “out of the many, one”?
- A. Liberty for all
 - B. Freedom of speech
 - C. Diversity within unity
 - D. Importance of individuality

Answer and Rationale

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

COMPETENCY 006

Use the excerpt from the letter of William Travis, Texan commander at the Alamo, to answer the question that follows.

To the People of Texas & all Americans in the world--

Fellow citizens & compatriots — I am besieged, by a thousand or more of the Mexicans under Santa Anna — I have sustained a continual Bombardment & cannonade for 24 hours & have not lost a man — The enemy has demanded a surrender at discretion, otherwise, the garrison are to be put to the sword, if the fort is taken — I have answered the demand with a cannon shot, & our flag still waves proudly from the walls — I shall never surrender or retreat.

27. A teacher in a seventh-grade Texas history class could best use the excerpt as a source to help students understand the
- A. military tactics of the rival armies in the Texas Revolution.
 - B. differences in styles of leadership between Texan and Mexican commanders.
 - C. motivations of those fighting for the independence of Texas.
 - D. reasons for the Mexican government’s refusal to grant independence to Texas.

Answer and Rationale

COMPETENCY 007

28. Which of the following activities would best demonstrate students’ ability to translate geographic data into visual formats?
- A. Writing an article on the changes in population distribution of local wildlife over the past twenty years
 - B. Color-coding landforms and bodies of water on a black-and-white map of Texas
 - C. Using a handheld GPS receiver to record the coordinates of neighborhood locations on a spreadsheet
 - D. Creating a line graph of population growth in the five largest Texas cities since 1850

Answer and Rationale

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

COMPETENCY 007

29. A fifth-grade social studies teacher is teaching a lesson on the various types of governments. The teacher decides to split the class into groups and perform a jigsaw activity where groups of students learn about a form of government. The students in each group then disperse to teach what they learned to other students. Which of the following benefits does a jigsaw activity provide?
- A. It allows students to independently learn the content of the lesson.
 - B. It allows the teacher to assess students' ability to summarize and synthesize content
 - C. It ensures that students with special needs can fully participate.
 - D. It provides an opportunity for students to interact with teachers one-on-one.

Answer and Rationale

COMPETENCY 006

30. Which TWO of the following could be used as primary sources for a research assignment on the Civil War?
- A. A Texas history textbook
 - B. Letters from Confederate soldiers to their families
 - C. An encyclopedia entry on the battle of Antietam
 - D. The Texas Declaration of Secession
 - E. A scholarly article about Abraham Lincoln's presidency

Answer and Rationale

COMPETENCY 007

31. Which of the following should teachers consider when choosing a new technological tool to use in classroom instruction?
- A. Whether students would be able to take the technology home with them
 - B. Whether the technology is accessible to students with disabilities
 - C. Whether the technology can be used for every future classroom activity
 - D. Whether the teacher requires instructional training before properly using the technology

Answer and Rationale

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

COMPETENCY 006

32. Which of the following classroom activities best reflects an interdisciplinary approach to Social Studies education?
- A. Students research the American Indian cultures in Texas and their relation to the natural resources available in each region.
 - B. Students determine and compare the gross domestic products of developing countries like Mexico, the Dominican Republic, and Colombia.
 - C. Students create pie charts of the ethnicity, age range, and employment of the population of Texas.
 - D. Students search for similarities between the United States Constitution and the constitutions of other democratic countries.

Answer and Rationale

COMPETENCY 001

33. Which of the following was an achievement of the United States government under the Articles of Confederation?
- A. Creating a strong national military force
 - B. Abolishing United States participation in the Atlantic slave trade
 - C. Establishing a process for the admission of new states and territories
 - D. Enforcing the collection of taxes to pay off Revolutionary War debts

Answer and Rationale

COMPETENCY 001

34. For which of the following reasons did Southern plantation owners oppose the Missouri Compromise (1820) ?
- A. It prevented the expansion of slavery into Northern territories.
 - B. It allowed residents of new territories to vote on whether to allow slavery.
 - C. It introduced stronger legislation for pursuing fugitive slaves.
 - D. It outlawed the practice of slavery in Missouri.

Answer and Rationale

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

COMPETENCY 002

35. Which TWO of the following demographic indicators are more likely to characterize less developed countries in comparison to more developed countries?
- A. Higher population growth rates
 - B. Higher average life expectancies
 - C. Higher infant mortality rates
 - D. Higher college graduation rates

Answer and Rationale

COMPETENCY 003

36. Which of the following policy actions will most contribute to economic growth?
- A. Eliminating health insurance and training for workers
 - B. Decreasing income taxes on households and businesses
 - C. Decreasing funding for public education
 - D. Increasing government regulation of businesses

Answer and Rationale

COMPETENCY 004

37. Which of the following is a characteristic of authoritarian forms of government?
- A. Efficiency in policy making
 - B. Protections for the press
 - C. Protections for individual privacy
 - D. Equal representation for political minorities

Answer and Rationale

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

COMPETENCY 004

38. For which of the following reasons are political action committees (PACs) often considered to be controversial?
- A. They are the first to review proposed legislation in Congress.
 - B. They appoint people to serve as part of the Electoral College.
 - C. They directly communicate with foreign leaders to confirm treaties.
 - D. They influence public officials by making campaign contributions.

Answer and Rationale

COMPETENCY 006

39. Use of a population pyramid of the United States would be most effective in answering which of the following questions?
- A. Where do immigrants most often settle in the United States?
 - B. How much of the United States population might retire in the next twenty years?
 - C. How many people might immigrate to the United States in the next twenty years?
 - D. What is the current unemployment rate in the United States?

Answer and Rationale

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

COMPETENCY 007

40. A seventh-grade teacher is planning a unit on American Indian cultures. Indicate in the chart below whether each planned activity would best serve as a formative assessment or a summative assessment.

For each row, select one assessment.

	Formative	Summative
A Venn diagram comparing three different American Indian Cultures		
Group presentations on different American Indian cultures		
An objective multiple-choice exam on the cultures of three American Indian groups		

Answer and Rationale

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

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	D	<p>Option D is correct because the court ruled in the Dred Scott case that African Americans were not citizens. The decision was overturned after the Civil War by passage of the Fourteenth Amendment, which granted citizenship to all people born in the United States.</p> <p>Option A is incorrect because representation in newly acquired territories is decided by an act of Congress and not the Supreme Court.</p> <p>Option B is incorrect because although the facts of the case involved Dred Scott's travel to another state, federal regulation of interstate travel by enslaved people was not an issue before the court. Option C is incorrect because acts of Congress such as the Missouri Compromise were the only mechanism to preserve the balance of power between slave and free states.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
2	001	A	<p>Option A is correct because the proclamation issued by President James Monroe in 1823 stated that it was in the interest of the United States to ensure that the newly independent states in the Americas maintain their independence and that European states engage in no further colonization efforts in the Americas. Option B is incorrect because it states the central theme of President George Washington’s farewell address. Option C is incorrect because the Open Door policy that was developed to open Asian markets to American goods was not established until the late nineteenth century. Option D is incorrect because it describes the Indian removal policies developed by President Andrew Jackson.</p> <p>Back to Question</p>
3	001	B	<p>Option B is correct because the colonial resistance to British taxes led to the British government sending troops to the colonies to enforce laws. Option A is incorrect because the impressment of sailors from New England occurred after the American Revolution and contributed to the start of the War of 1812. Option C is incorrect because the lack of representation in Parliament was a contributing factor to the American Revolution. Option D is incorrect because cotton was continually imported from the southern American colonies since it was a vital resource for textile manufacturing in Great Britain.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
4	001	C	<p>Option C is correct because the Constitutional Convention of 1787 enabled the agreement among representatives of small and large states. Option A is incorrect because the agreement between northern states and southern states is known as the Three-Fifths Compromise. Option B is incorrect because the separation of powers is defined in the United States Constitution. Option D is incorrect because the Bill of Rights was not ratified during the 1787 Constitutional Convention.</p> <p>Back to Question</p>
5	001	B	<p>Option B is correct because Mexican Army General José Manuel Rafael Simeón de Mier y Terán issued a report for the Texas Boundary Commission arguing that resistance to United States expansion would require more Mexican and European settlement in Texas. His recommendations were enacted in the Law of April 6, 1830, which prohibited slavery in Texas and closed the borders to legal United States immigration. Option A is incorrect because the Mexican government never relinquished control of territories near the Mexico Basin. Option C is incorrect because the Austin Colony was established before 1830. Option D is incorrect because the Fredonian Rebellion occurred before 1830.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
6	001	D	<p>Option D is correct because Northern politicians (such as former president Martin Van Buren) believed that the admission of Texas to the Union as a slave state posed a threat to the balance between slave states and free states established by the Missouri Compromise of 1820. Option A is incorrect because Southern planters saw the admission of Texas to the Union as an opportunity to expand cotton production and increase profits due to the low cost of land in the region. Option B is incorrect because settlers in Texas were more likely to support the Democratic Party, and the Republican Party was not founded until the 1850s. Option C is incorrect because banks within the United States, not Texas, were primarily responsible for problematic bank speculation related to the increase in interest rates and the relaxation of lending standards.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	002	B	<p>Option B is correct because the formation of the Rocky Mountains is the result of convergence between the North American Plate and the Farallon Plate. The Farallon Plate has been completely subducted underneath the North American continent, resulting in the uplift of the Rocky Mountains.</p> <p>Option A is incorrect because a hot spot is a shallow or fractured portion of the Earth's crust where volcanic activity is often seen. Option C is incorrect because divergent spreading occurs at plate boundaries that are moving apart from one another, resulting in small parallel ridges along the fault zone.</p> <p>Option D is incorrect because transform faulting occurs at plate boundaries where, as a result of tectonic pressure, there is a lateral shift that results in small angular ridges.</p> <p>Back to Question</p>
8	002	B	<p>Option B is correct because the western region of Texas is the driest and least populous region in Texas.</p> <p>Option A is incorrect because the population in southern Texas is on the rise. Option C is incorrect because the highest concentration of people in Texas is not in the Panhandle.</p> <p>Option D is incorrect because despite some hills, there are no mountainous barriers in northeastern Texas.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	002	A	<p>Option A is correct. In the 1930s the Dust Bowl, caused by a combination of drought and poor farming practices, developed in the Great Plains region of the United States. Parts of Oklahoma, Kansas, Texas, and Colorado were the most strongly affected. Options B, C and D are incorrect because the Dust Bowl did not occur in these regions.</p> <p>Back to Question</p>
10	002	B	<p>Option B is correct because a plateau is an area of highland that has relatively flat or level terrain. Option A is incorrect because a summit is a mountain's highest point of elevation, and it may not necessarily consist of level terrain. Option C is incorrect because foothills are found at the base of mountains. Option D is incorrect because a watershed is the drainage basin of a river or stream.</p> <p>Back to Question</p>
11	002	A	<p>Option A is correct because Region 1 is the Gulf Coastal Plains region and is characterized by the woodland areas of East Texas, the coastal plains and the alluvial soils that support the agriculture of the Rio Grande Valley. Option B is incorrect because Region 2 is the Great Plains region and is characterized by escarpments, grasslands, and cattle ranching. Option C is incorrect because Region 3 is the North Central Plains region that is characterized by a lack of trees and prairie land. Option D is incorrect because Region 4 is the Mountains and Basins region and is characterized by scrub brush vegetation, mountains, and a lack of trees.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	003	C	<p>Option C is correct because factors of production can be understood as the resources of production, which are required to create a commodity. Entrepreneurs are one of the basic factors of production. Other factors of production include land, labor, and capital. Option A is incorrect because state banks serve as a means for both consumers and producers to access capital for various purposes. Option B is incorrect because consumers do not participate in the production of goods. Option D is incorrect because computers are a tool with which production is regulated, accounted for, and made more efficient, but are not always necessary in the production process.</p> <p>Back to Question</p>
13	003	B	<p>Option B is correct. The North American Free Trade Agreement (NAFTA) lowered trade barriers between Mexico, the United States, and Canada. The lowering of trade barriers led to increases in Mexican manufacturing through lower labor costs and a subsequent increase in trucking, warehousing, and distribution in Texas, through which many of the goods produced in the new Mexican facilities are transported. Option A is incorrect because NAFTA resulted in an increase in automobile manufacturing in Mexico rather than in Texas. Option C is incorrect because NAFTA did not have a significant direct effect on the oil refining business in Texas. Option D is incorrect because NAFTA did not stimulate the growth of low-wage industries such as textile manufacturing in Texas.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	003	D	<p>Option D is correct because the decision to increase spending on roads by cutting education spending would likely result in officials losing the opportunity to use those resources to reduce class sizes. Option A is incorrect because an improved transportation system would not be a lost opportunity under this scenario. Option B is incorrect because reduced education spending may lower the overall quality of education but not necessarily impact graduation rates. Option C is incorrect because the scenario only describes a shift in city resources, not a lowering of revenue.</p> <p>Back to Question</p>
15	003	C	<p>Option C is correct because in a free enterprise system, businesses seek to provide goods and services to consumers at a price determined by the free market. Businesses seek to control the cost of production and price of goods or services provided to generate the maximum possible profits. Option A is incorrect because the government does not set the price of goods or services in a free enterprise system. Option B is incorrect because businesses control the supply of goods but not the demand of those goods. Option D is incorrect because government agencies are responsible for determining economic policies.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	003	C	<p>Option C is correct because the invention of the cotton gin resulted in greater demand for cotton to be grown in the southern United States. As a result, the demand for labor on cotton farms increased the demand for slaves to plant, tend, harvest, and transport cotton to then be processed by ginning devices. Option A is incorrect because the demand for labor increased. Option B is incorrect because as demand for slaves increased, so did prices for their purchase. Option D is incorrect because of the high demand for labor, slave owners were less likely to free slaves.</p> <p>Back to Question</p>
17	004	C	<p>Option C is correct because even though Athenian government was a direct democracy, the representative democratic functions of the United States federal government are most closely related to the system of government developed and used by the ancient Greek city-state of Athens. Option A is incorrect because the Chinese Han dynasty was ruled by an emperor and had no democratic influences on the government of the United States. Options B and D are incorrect because while these civilizations made important contributions to the development of human societies, they did not directly influence the development of government of the United States.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	004	A	<p>Option A is correct because local property taxes account for almost 50 percent of all public school funding in Texas. Option B is incorrect because local bonds are generally used to raise funds for public projects such as airports and ports. Option C is incorrect because federal funding accounts for less than 25 percent of public school funding in Texas. Option D is incorrect because lottery proceeds in Texas go toward funding education, but they account for a small percentage of all public school funding.</p> <p>Back to Question</p>
19	004	A	<p>Option A is correct because the Magna Carta required King John of England to proclaim that his power was not absolute and that English nobles had certain civil liberties that he could not violate; that is, he could not deprive them of life, liberty, or property without due process of law. The restrictions on governmental power and guarantee of civil liberties provided a basis for the United States Constitution and later governmental reforms in England. Option B is incorrect because the Magna Carta did not create an independent judiciary. Option C is incorrect because the Magna Carta limited the power of the executive branch. Option D is incorrect because the Magna Carta made the church free from interference from the king.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	004	D	<p>Option D is correct because the number of electors assigned to a state is equal to the number of representatives that state has in Congress. Since the number of representatives in the House of Representatives is proportionate to a state's population, states with large populations will have more representation in the electoral college than states with smaller populations.</p> <p>Options A and C are incorrect because political parties do not directly influence the function of the electoral college.</p> <p>Option B is incorrect because the electoral college is not designed to favor one political candidate over another.</p> <p>Back to Question</p>
21	004	C	<p>Option C is correct because the Virginia House of Burgesses, which first convened in 1619, was a legislative assembly created to make conditions in the Virginia colony more agreeable for its inhabitants and to encourage further immigration to the colony. Option A is incorrect because the Pennsylvania Provincial Assembly was not created until 1682. Option B is incorrect because although it was a representative assembly, the First Continental Congress took place in 1774. Option D is incorrect because the Georgia Board of Trustees was a group of English settlers that obtained a royal charter to migrate debtors to the colony of Georgia in 1731.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
22	004	D	<p>Option D is correct because the system of checks and balances put in place by the United States Constitution is meant to prevent any one of the three branches of the federal government from abusing its power or from becoming more powerful than the other branches.</p> <p>Option A is incorrect because the principle of sovereignty refers to the full right and power of a state or body of government to govern itself without outside interference and does not correctly describe the interconnection between the branches of the United States federal government. Option B is incorrect because although the United States government is a federal government, this only refers to the division of sovereignty between the central government and the individual states and does not refer specifically to the branches of government. Option C is incorrect because the concept of nullification refers to the right of individual states to nullify, or invalidate, federal laws that they see as unconstitutional.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	005	A	<p>Option A is correct because research has shown that educational attainment is closely associated with increases in both the standard of living for individuals and reduced crime rates in communities.</p> <p>Option B is incorrect because there is little evidence that the presence of prisons reduces crime. Option C is incorrect because hospitals provide medical care and do not directly contribute to lower crime rates.</p> <p>Option D is incorrect because businesses operate primarily to generate profits.</p> <p>Back to Question</p>
24	005	A	<p>Option A is correct because although the Spanish had abandoned colonization of the Gulf Coast of Texas for over a century, the threat of encroachment into Texas by French explorer René Robert Cavelier, Sieur de la Salle pushed the Spanish to begin exploring the eastern region of Texas. Option B is incorrect because Spanish colonial activities in eastern Texas during the 1690s were primarily military expeditions in search of French settlers. Option C is incorrect because Spanish expeditions into eastern Texas during the 1690s were not meant to establish permanent settlements and did not reach as far as the Mississippi River. Temporary Spanish settlements in the eastern region of Texas would be abandoned by the mid-1690s. Option D is incorrect because the Spanish did not colonize the eastern region of Texas until the 1700s and were not initially interested in making friendly contact with the French.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	005	A	<p>Option A is correct because in 2006 more than 35 percent of the population of Texas was Hispanic, while in the United States as a whole, less than 15 percent of the total population was Hispanic. Option B is incorrect because the average age of the Texas population is roughly the same as the average age of the national population. Option C is incorrect because although Texas has a significant rural population, it is growing more slowly than the urban population. Option D is incorrect because the Hispanic population is the fastest-growing ethnic or racial group in Texas and was expected to grow by 53 percent between 1980 and 2040.</p> <p>Back to Question</p>
26	005	C	<p>Option C is correct because the motto on the seal refers to the different states coming together to form one Union. Option A is incorrect because although it is a value important to the United States, the concept of liberty for all is more closely related to the Pledge of Allegiance. Option B is incorrect because although it is a value important to the United States, freedom of speech is assured in the Bill of Rights. Option D is incorrect because the word "one" in the motto is meant to signify unity rather than individuality.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	006	C	<p>Option C is correct because Travis' letter provides a number of important clues as to the motivation of Texans fighting for independence. The letter is addressed to Texans and all Americans, suggesting that Travis may have wished to identify the people of the United States and possibly elicit support for the revolution from the United States government. The letter also evokes the image of a flag flying over the fort, implying that Travis and his men were inspired by patriotism. Option A is incorrect because the letter only mentions the exchange of cannon fire without providing any information about military tactics. Option B is incorrect because there is no clear information in the letter about Mexican commanders' leadership styles. Option D is incorrect because there is no information in the letter about the Mexican government's point of view of the Texan independence movement.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	007	D	<p>Option D is correct because converting numerical city population data into line graphs is an effective means of demonstrating the functional ability of students to convert and visually display geographic data. Option A is incorrect because writing an article is a textual presentation of information. Option B is incorrect because augmenting an existing line map with categories of land or water cover is a limited use of geographic data that would demonstrate only a basic ability to present visual information. Option C is incorrect because using a GPS receiver to record coordinates on a spreadsheet offers only the opportunity to collect data.</p> <p>Back to Question</p>
29	007	B	<p>Option B is correct because during a jigsaw activity student groups are required to share what they have learned about a particular topic with other student groups, which demonstrates the ability to synthesize and summarize information. Option A is incorrect because during a jigsaw activity, students learn from each other and not independently. Option C is incorrect because the accommodations required by special needs students are not specifically addressed. Option D is incorrect because during this activity, the students are primarily interacting with other students and not with the teacher.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	006	B, D	<p>Options B and D are correct. Primary sources are documents or objects that were created during a specific time period. They may offer a contemporaneous perspective of events as they occurred. Letters from Confederate soldiers could offer personal views about the war from the soldiers' perspective, while the Texas Declaration of Secession would reflect the popular views of Texas residents at the beginning of the Civil War. Options A, C and E are incorrect because textbooks, encyclopedia entries, and scholarly journal articles are secondary sources.</p> <p>Back to Question</p>
31	007	B	<p>Option B is correct because it is most important that technological tools in the classroom be accessible to students with learning or physical disabilities to ensure safety and fair instruction. Option A is incorrect because portability to the students' homes is not a primary concern for most technological tools used for classroom activities. Option C is incorrect because technological tools do not need to be used in every classroom activity. Option D is incorrect because teachers should be properly trained to use any technology in a classroom setting.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	006	A	<p>Option A is correct because the activity encompasses the disciplines of historical and anthropological research with the geographic study of available natural resources in Texas. Option B is incorrect because the activity only allows for exercise of economic skills. Option C is incorrect because the activity only allows of a sociological study of the population of Texas. Option D is incorrect because the activity reflects only a political science approach to studying constitutions.</p> <p>Back to Question</p>
33	001	C	<p>Option C is correct. The Articles of Confederation, drafted in 1776–1777, was written partially to legitimize the new government of the United States. Under the Articles of Confederation, the United States government established protocols for the admission of new states and a precedent for westward expansion. Option A is incorrect because the Articles of Confederation did not provide the national government enough power to demand troops from individual states. Option B is incorrect because the Atlantic slave trade was not abolished until after the United States Constitution was ratified. Option D is incorrect because the national government was unable to compel individual states to provide money for the payment of debts.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
34	001	A	<p>Option A is correct. The Missouri Compromise established that the use of slave labor could not take place in territories established in the Louisiana Territory north of the parallel 36°30' north. Option B is incorrect because the practice of determining the legality of slavery through popular sovereignty was a key component of the Kansas-Nebraska Act (1854). Option C is incorrect because stronger legislation expanding law enforcement responsibilities in pursuing fugitive slaves was introduced as part of the Compromise of 1850. Option D is incorrect because the Missouri Compromise allowed slavery to continue in Missouri.</p> <p>Back to Question</p>
35	002	A, C	<p>Options A and C are correct. Less developed countries commonly experience high population growth because they often have higher total fertility rates and younger populations than more developed countries. Infant mortality rates in less developed countries are often high due to limited access to health care. Options B and D are incorrect because people in more developed countries often have better access to health care, higher standards of living, and better access to public educational institutions, which in part, allow for higher average life expectancies and higher college graduation rates.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
36	003	B	<p>Option B is correct. Decreasing income taxes increases income, savings, and investment for households and businesses, which will contribute to economic growth. Option A is incorrect because ensuring the health and improving the training of workers will most likely increase production and the quality of goods. Eliminating these services will not contribute to economic growth. Option C is incorrect because decreasing funding for public education may contribute to a less educated workforce, which could negatively affect economic growth. Option D is incorrect because increasing business regulation may stifle business expansion and reduce output, limiting economic growth.</p> <p>Back to Question</p>
37	004	A	<p>Option A is correct. In authoritarian regimes the executive office holds much more power than any other branches of government, allowing for swift political decisions that could positively or negatively affect the population. Options B, C and D are incorrect because authoritarian regimes often strongly limit press freedoms and individual privacy rights and often do not allow for strong representation of political minorities.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
38	004	D	<p>Option D is correct. Political action committees sometimes evoke controversy by using monetary campaign contributions to influence candidates' positions on key issues. Option A is incorrect because congressional committees review proposed legislation. Option B is incorrect because electors are typically nominated by political parties in each state and then chosen by a vote. Option C is incorrect because international treaties are confirmed by the Senate.</p> <p>Back to Question</p>
39	006	B	<p>Option B is correct. Population pyramids show the distribution of defined age groups in a population. Organizing population information in this way is helpful in determining the future needs of certain age groups, such as how many teachers might need to be hired to educate a large population of children or how many people might reach retirement age in the future. Option A is incorrect because population pyramids do not show geographic distribution or the movements of people around the country. Option C is incorrect because population pyramids only display the current population of the country. Option D is incorrect because population pyramids do not display the employment status for each age range.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
40	007	Formative, Formative, Summative	<p>A Venn diagram can be used as a formative assessment to help the teacher gauge students' understanding of the connections and differences between two or more subjects and to help students organize their own knowledge in a visual format. Group presentations on differing subjects can be used as formative assessments to gauge student understanding on one subject, while allowing groups of students to teach or reinforce content to the rest of the class. Because the groups are not responsible for knowing all of the content, a group presentation cannot be used as a summative assessment for the unit. An objective multiple-choice exam given at the end of the unit can best be used as a summative assessment. Using an exam, the teacher can determine students' individual understanding and content knowledge from the unit.</p> <p>Back to Question</p>

Preparation Resources

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

JOURNALS

History Matters!, National Council for History Education.

Journal of Geography, National Council for Geographic Education.

Social Education, National Council for the Social Studies.

OTHER RESOURCES

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

Bjelland, Mark, et al. (2013). *Human Geography: Landscapes of Human Activities*, Twelfth Edition. Boston, Mass.: McGraw-Hill College.

Boyes, W., and Melvin, M. (2013). *Economics*, Ninth Edition. Mason, Ohio: Cengage Learning.

Calvert, R. A., et al. (2014). *The History of Texas*, Fifth Edition. Arlington Heights, Ill.: Wiley-Blackwell.

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

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

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de la Teja, Jesus F., et al. (2015). *Texas: Crossroads of North America*, Second Edition. Mason, Ohio: Cengage Learning.

Faragher, John M., Buhle, M. J., Czitrom, D., and Armitage, S. H. (2011). *Out of Many: A History of the American People*, Seventh Edition. Upper Saddle River, N.J.: Prentice Hall.

Hayes, Ava, et al. (2010). *Bring Learning Alive!: Methods to Transform Middle and High School Social Studies Instruction*. Palo Alto, Calif.: Teacher's Curriculum Institute.

Johnson, Douglas L., et al. (Eds.). (2014). *World Regional Geography: A Development Approach*, Eleventh Edition. Upper Saddle River, N.J.: Prentice-Hall.

Kagan, D., et al. (2012). *The Western Heritage*, Eleventh Edition. Upper Saddle River, N.J.: Prentice Hall.

Magelby, David B., et al. (2015). *Government by the People*, Twenty-fifth Edition. New York, N.Y.: Pearson Education.

National Standards for History, Revised Edition. (1996). Los Angeles, Calif.: National Center for History in the Schools.

Norton, M. B., et al. (2012). *A People and a Nation: A History of the United States*, Tenth Edition. Belmont, Calif.: Wadsworth Publishing.

Sadovnik, Alan R., et al. (2013). *Exploring Education: An Introduction to the Foundations of Education*. New York, N.Y.: Routledge.

Texas Education Agency. (2011). Texas Essential Knowledge and Skills (TEKS).

ONLINE RESOURCES

Austin Independent School District, Instructional Resources for Texas History — www.austinschools.org/curriculum/soc_stud/ms/7th/index.html

Best of History Websites — www.besthistorysites.net/index.php/lesson-plans

Historyteacher.net — www.historyteacher.net

National Council for the Social Studies — www.ncss.org

Texas State Historical Association — www.tshaonline.org

The Gilder Lehrman Institute of American History — www.gilderlehrman.org