

TE_xES | Texas Examinations of Educator Standards

Preparation Manual



Copyright © 2006 by the Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of the Texas Education Agency. Texas Examinations of Educator Standards, TExES, and the TExES logo are trademarks of the Texas Education Agency.

This publication has been produced for the Texas Education Agency (TEA) by ETS. ETS is under contract to the Texas Education Agency to administer the Texas Examinations of Educator Standards (TExES) program and the Certification of Educators in Texas (ExCET) program. The TExES program and the Examination for the Certification of Educators in Texas (ExCET) program are administered under the authority of the Texas Education Agency; regulations and standards governing the program are subject to change at the discretion of the Texas Education Agency. The Texas Education Agency and

ETS do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at <http://www.sbec.state.tx.us>.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.

TABLE OF CONTENTS

SECTION I	THE NEW TExES TESTS FOR TEXAS TEACHERS	1
	Development of the New TExES Tests Taking the TExES Test and Receiving Scores Educator Standards	
SECTION II	USING THE TEST FRAMEWORK	3
	Organization of the TExES Test Framework Studying for the TExES Test Test Framework (Including Weights of Each Domain)	
SECTION III	APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS	21
	Item Formats – Single Items – Clustered Items	
SECTION IV	SAMPLE ITEMS	27
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	69
	Journals Other Sources	

SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the TEKS as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data.** Committees review all the statistical data gathered from the pilot tests to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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

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

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 6. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

History 8–12

Competency:

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

Descriptive Statements:

The beginning teacher:

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

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of the History 8–12 TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review Section V for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 133: HISTORY 8–12

Domain I World History (approximately 37% of the test)
Standards Assessed:

History Standards IV–X:

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.

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.

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.

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

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

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.

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

Domain II U.S. History (approximately 42% of the test)

Standards Assessed:

History Standards IV–X:

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.

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.

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.

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

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

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.

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

Domain III Foundations, Skills, Research, and Instruction (approximately 21% of the test)

Standards Assessed:

History Standards I–III:

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

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

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

DOMAIN I—WORLD HISTORY

Competency 001 (Ancient World Civilizations)

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

The beginning teacher:

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

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

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

The beginning teacher:

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

Competency 003 (World History from 1350 to 1815)

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

The beginning teacher:

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

Competency 004 (World History from 1815 to the Present)

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

The beginning teacher:

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

Competency 005 (Geography and Culture in World History)

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

The beginning teacher:

- Analyzes the impact of geographic factors on major events in world history.
- Understands how migration and immigration have affected societies throughout history.
- Demonstrates knowledge of how population growth and modernization have affected the physical environment throughout history.
- Analyzes the influence of physical and human geographic factors on political, social, cultural, and economic developments throughout history (e.g., how the opening of the Suez Canal affected world trade patterns).
- Applies knowledge of the history and significance of major world religious and philosophical traditions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Realism, Idealism).
- Demonstrates knowledge of the roles of men, women, children, and families in different historical cultures.
- Recognizes relationships of the arts to the times during which they were created.
- Understands the importance of place for populations (e.g., Mecca, Jerusalem, Cuzco, Ganges River, Shrine of Guadalupe).

Competency 006 (Government and Citizenship in World History)

The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.

The beginning teacher:

- Demonstrates knowledge of the historical antecedents of contemporary political systems.
- Analyzes the process by which democratic-republican government evolved (e.g., beginnings in classical Greece and Rome, developments in England, impact of the Enlightenment).
- Demonstrates knowledge of significant political documents in world history and their impact on the development of political thought (e.g., Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's *Two Treatises of Government*).
- Analyzes how governments in different places and eras have affected cultural values and provided for social control.
- Analyzes the historical development of significant legal and political concepts.

Competency 007 (Economics, Science, and Technology in World History)

The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.

The beginning teacher:

- Analyzes the impact of the Neolithic agricultural revolution on human life and on the development of the first civilizations.
- Demonstrates knowledge of the historical origins of contemporary economic systems (e.g., capitalism, socialism, communism).
- Understands traditional, command, and market economic systems in different places and eras.
- Knows reasons for the location of economic activities throughout history.
- Demonstrates knowledge of how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.
- Traces the spread of ideas in mathematics, science, and technology from the Greco-Roman, Indian, Islamic, and Chinese civilizations to other civilizations.
- Analyzes connections between major developments in science and technology and the growth of industrial economies and societies in the eighteenth, nineteenth, and twentieth centuries.

DOMAIN II—U.S. HISTORY**Competency 008 (Exploration and Colonization)**

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

The beginning teacher:

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

Competency 009 (Revolutionary Era and the Early Years of the Republic)

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

The beginning teacher:

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

Competency 010 (Westward Expansion, the Civil War, and Reconstruction)

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

The beginning teacher:

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

Competency 011 (The United States as a World Power)

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

The beginning teacher:

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

Competency 012 (Political, Economic, and Social Developments from 1877 to the Present)
The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.

The beginning teacher:

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

Competency 013 (Geography and Culture in U.S. History)

The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.

The beginning teacher:

- Understands ways in which migration and immigration have affected U.S. society.
- Demonstrates knowledge of how population growth and modernization have affected the physical environment in the United States (e.g., ecological degradation, pollution).
- Analyzes the influence of physical and human geographic factors on political, social, cultural, and economic developments in U.S. history, including developments related to population distribution, settlement patterns, and economic activities.
- Demonstrates knowledge of how people adapted to and modified the environment in different places and eras in U.S. history.
- Knows how people from various racial, ethnic, and religious groups have adapted to and modified life in the United States and contributed to a national identity.
- Demonstrates knowledge of the impact of religion on the way of life in the United States.
- Demonstrates knowledge of the causes and effects of major reform movements in U.S. history (e.g., abolitionist movement, public education, temperance, women's rights, prison reform).
- Understands relationships between the arts in the United States and the times during which they were created.
- Understands the evolving nature of race and gender relations in the United States.

Competency 014 (Government and Citizenship in U.S. History)

The teacher understands important historical developments relating to government, the democratic process, and civil rights in the United States.

The beginning teacher:

- Analyzes changes in the role and public perception of the U.S. government over time (e.g., Native American policy, suffrage, peace movements, Watergate, New Deal legislation).
- Understands changing relationships among the three branches of the federal government (e.g., Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices, War Powers Act).
- Analyzes the beliefs and principles reflected in the U.S. Constitution and other important historical documents (e.g., Magna Carta, English Bill of Rights, Declaration of Independence, Federalist Papers).
- Demonstrates knowledge of the impact of constitutional amendments on U.S. society (e.g., Thirteenth, Fourteenth, Fifteenth, Seventeenth, Nineteenth, Twenty-fourth, Twenty-sixth Amendments).
- Analyzes the impact of landmark Supreme Court decisions on U.S. society (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Cherokee Nation v. Georgia*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka, Kansas*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- Demonstrates knowledge of social, legal, and political efforts to expand the democratic process and civil rights in the United States.
- Understands the contributions of significant political and social leaders in the United States (e.g., George Washington, John Marshall, Frederick Douglass, Elizabeth Cady Stanton, Eleanor Roosevelt, Earl Warren).

Competency 015 (Economics, Science, and Technology in U.S. History)

The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.

The beginning teacher:

- Analyzes the origins and development of the free enterprise system in the United States.
- Understands forces that led to the Industrial Revolution of the eighteenth and nineteenth centuries.
- Analyzes domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (e.g., Sherman Antitrust Act, tariff policies, international conflicts).
- Demonstrates knowledge of significant economic developments between World War I and World War II.
- Analyzes the economic effects of World War I, World War II, the Cold War, and increased globalization of the economy.
- Demonstrates knowledge of how developments in science and technology have affected the economic development of the United States (e.g., cotton gin, Bessemer steel process, electric power, telegraph and telephone, railroads, petroleum-based products, computers).
- Analyzes the impact of scientific discoveries and technological innovations on daily life in the United States (e.g., radio, television, automobile, polio vaccine).

DOMAIN III—FOUNDATIONS, SKILLS, RESEARCH, AND INSTRUCTION

Competency 016 (History Foundations and Skills)

The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems, and making decisions in historical contexts.

The beginning teacher:

- Demonstrates knowledge of the philosophical foundations of historical inquiry.
- Uses historical terminology correctly.
- Knows how knowledge generated by historical inquiry is used to study social phenomena, and understands practical applications of history education.
- Applies knowledge of the concepts of theme and chronology and their uses in understanding history and historical events.
- Applies different methods that historians use to interpret the past.
- Understands how history relates to other disciplines.
- 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 in historical contexts.
- Knows how to use decision-making processes to identify and analyze situations that require decisions, gather information, identify options, predict consequences, and implement decisions in historical contexts.

Competency 017 (Sources of Historical Information; Interpreting and Communicating Historical Information)

The teacher interprets diverse sources of historical information, and uses various methods to communicate historical information.

The beginning teacher:

- Demonstrates knowledge of characteristics and uses of primary and secondary sources (e.g., databases, maps, photographs, documents, biographies, interviews, questionnaires, artifacts).
- Evaluates the validity of historical information from primary and secondary sources, and identifies bias.
- Assesses multiple points of view and frames of reference relating to historical issues.
- Knows how to use maps and other graphics to present geographic, political, historical, economic, and cultural features, distributions, and relationships.
- Communicates and interprets historical 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).

Competency 018 (Historical Research)

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

The beginning teacher:

- Knows how to formulate research questions.
- Uses appropriate procedures to reach supportable judgments and conclusions in history.
- Understands historical research methods, and knows how historians locate, gather, organize, analyze, and report information.
- Knows how to analyze historical information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.

Competency 019 (History Instruction and Assessment)

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

The beginning teacher:

- Knows state content and performance standards for history that comprise the Texas Essential Knowledge and Skills (TEKS), and understands the vertical alignment of history in the TEKS from kindergarten to grade 12, including prerequisite knowledge and skills.
- Selects and uses developmentally appropriate instructional practices, activities, technologies, and materials to promote student knowledge, skills, and progress in history.
- Understands the appropriate use of technology as a tool for learning and communicating historical concepts, and provides instruction on how to locate, retrieve, and retain content-related information from a range of texts and technologies.
- Uses a variety of instructional strategies to ensure all students' writing skills and reading comprehension of content-related texts, including helping students link the context of texts to their lives and connect related ideas across different texts.
- Knows how to provide instruction that makes connections between knowledge and methods in history and in other content areas.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in history.
- Uses multiple forms of assessment and knowledge of the TEKS to determine students' progress and needs and to help plan instruction.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the History 8–12 test and to suggest possible ways to approach thinking about and answering the multiple-choice items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The History 8–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the History 8–12 test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

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

- Single items
- Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of History 8–12 competency 001: *The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.*

In ancient China, the concept of the Mandate of Heaven served which of the following purposes?

- A. establishing a code of conduct for interclass relations
- B. encouraging territorial expansion through warfare
- C. legitimizing the transfer of power from one dynasty to another
- D. making ancestor worship an integral part of daily life

Suggested Approach

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

For example, as you read this question, recall that the concept of the Mandate of Heaven provided divine sanction for an emperor's right to rule. Now consider how this information might be applied to each of the options.

The concept of the Mandate of Heaven did establish a code of conduct for emperors. Those who behaved immorally or exercised their power in a tyrannical manner lost their right to rule and could be removed through revolution. The concept was not, however, applied to interclass relations (option A).

The concept of the Mandate of Heaven neither prohibited nor encouraged territorial expansion through warfare (option B). In some instances, such aggressive policies could even detract from a ruler's mandate. For example, an emperor who attempted to use war as a pretext for tyrannical rule lost the Mandate of Heaven.

The concept of the Mandate of Heaven did play a major role in legitimizing the transfer of power from one dynasty to another (option C). As noted above, emperors who behaved immorally or ruled in a tyrannical manner could be removed through revolution. The leaders of a successful revolution afterward laid claim to the Mandate of Heaven as they set about establishing a new dynasty.

Although Chinese emperors were expected to show reverence for their ancestors, the concept of the Mandate of Heaven played little or no part in making ancestor worship an integral part of daily life in ancient China (option D).

This analysis of the four options should lead you to select option C.

CLUSTERED ITEMS

Some questions are preceded by stimulus material that relates to the question. Two or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

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

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

Suggested Approach

First read the stimulus (an excerpt from a 1776 letter written by Abigail Adams to her husband John).

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

I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular [sic] care and attention is not paid to the Laidies [sic] we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 009: *The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.*

This excerpt best illustrates the use of:

- A. republican ideology to advance women's rights.
- B. natural rights theory to define women's role in society.
- C. nationalist ideology to achieve gender equality.
- D. social contract theory to improve gender relations.

Consider carefully the information presented in the stimulus. Then read and consider this first question. Recall that Adams expresses concern about the unlimited legal power traditionally accorded husbands and suggests that women will not indefinitely submit to such a system of laws.

One central component of the republican ideology of American revolutionaries was the belief that government should be based on the consent of the governed. In the passage, Adams reflects her commitment to this belief by objecting to a legal system that deprives women of any real voice in public affairs. If something is not done about this situation, she suggests, American women will follow the example of male revolutionaries to advance their own rights (option A).

The passage indicates that Adams strongly believes American women are entitled to such natural rights as life, liberty, and the pursuit of happiness. She does not, however, use natural rights theory to define women's role in society (option B). She is much more concerned about how women can obtain those rights.

Although Adams was just as strongly committed to the achievement of American independence as her husband and other revolutionaries, she makes no allusion to such nationalist ideology in the passage (option C). Notice that she also does not speak about equality of men and women. She is most concerned about the basic civic and legal rights of women, and she hopes to obtain those rights by reforming a system that compels women to observe laws that they have no voice in making.

Adams's argument in the passage is at best marginally related to social contract theory (option D). Like John Locke, she believed that the people had a right to renegotiate a social contract that they found unacceptable. Her problem, and that of the women for whom she spoke, was obtaining the basic citizenship rights that would enable them to engage in such negotiations.

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

Now you are ready to answer the next question. The second question measures competency 012: *The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.*

Which of the following nineteenth-century women acted most fully on the views expressed in the excerpt above?

- A. Harriet Beecher Stowe
- B. Dorothea Dix
- C. Elizabeth Cady Stanton
- D. Elizabeth Blackwell

Again, consider carefully the information presented in the stimulus. Read and consider this second question, which asks how other women acted on the views that Adams expressed in the passage.

One of the most popular and successful writers in nineteenth-century America, Harriet Beecher Stowe (option A) is best remembered as the author of *Uncle Tom's Cabin*. Although Stowe played an important role in the struggle against slavery, she never took an active part in the women's rights movement.

Dorothea Dix (option B) played a pioneering role in the movement to provide improved treatment of the mentally ill. As an outspoken reformer who often appeared before the public, Dix hardly fit the domestic image that nineteenth-century society prescribed for women. Like Stowe, however, she did not play a visible role in the women's rights movement.

Few women of her time did as much as Elizabeth Cady Stanton (option C) to advance women's rights. From the Seneca Falls Convention of 1848 until her death in 1902, Stanton was in the forefront of every major initiative to expand the civic and legal rights of women. In the Declaration of Sentiments that she wrote for the Seneca Falls Convention, Stanton elaborated on Adams's views in language that could have been taken from the excerpt above.

The first American woman to obtain a medical degree (1849), Elizabeth Blackwell (option D) had to overcome numerous social barriers in her long and successful career as a physician. Although Blackwell set a noteworthy example for others of her gender, she never became an open advocate of women's rights.

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

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 68 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

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

HISTORY 8–12

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

The item above measures competency 001:

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

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

The item above measures competency 002:

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

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

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

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

The item above measures competency 003:

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

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

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

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

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

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

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

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

The item above measures competency 005:

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

9. In which of the following types of society has a woman's ability to focus exclusively on domestic roles been most widely used as a key indicator that her family has a high social status?
- A. hunting and gathering
 - B. agricultural
 - C. feudal
 - D. industrial

The item above measures competency 005:

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

10. A perceived need to create a national art based on revolutionary themes most influenced the creation of which of the following works of art?
- A. the cubist paintings of Pablo Picasso
 - B. the murals of Diego Rivera
 - C. the postimpressionist paintings of Vincent van Gogh
 - D. the sculpture of Auguste Rodin

The item above measures competency 005:

The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.

11. Which of the following best describes the historical significance of the Magna Carta (1215)?
- A. It established the principle that the king is not above the law.
 - B. It established the principle of separation of church and state.
 - C. It created a parliamentary democracy in England.
 - D. It hastened the decline of feudalism in England.

The item above measures competency 006:

The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.

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

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

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

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

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

The item above measures competency 006:

The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.

13. Which of the following best explains why the Neolithic transition from food foraging to food production has been termed revolutionary?
- A. It prompted people to abandon magical explanations of natural phenomena.
 - B. It led to the development of more complex forms of social organization.
 - C. It prompted people to devise more equitable ways of distributing goods.
 - D. It brought about the division of labor between males and females.

The item above measures competency 007:

The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.

14. Which of the following best describes a major contribution of scientists in Islamic civilization during the tenth to twelfth centuries?
- A. Their metallurgical studies established a foundation for the production of steel.
 - B. Their studies of the natural world resulted in the creation of a system for classifying plants.
 - C. Their astronomical studies provided the basis for later advances in navigation.
 - D. Their studies of the human body marked the beginnings of modern anatomical research.

*The item above measures competency 007:
The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.*

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

The item above measures competency 008:

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

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

The item above measures competency 008:

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

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

The item above measures competency 009:

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

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

The item above measures competency 010:

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

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

The item above measures competency 010:
The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.

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

The item above measures competency 011:

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

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

The item above measures competency 011:

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

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

*The item above measures competency 012:
The teacher understands significant political, economic, and social
developments in the United States from 1877 to the present.*

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

The item above measures competency 012:
The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.

24. Which of the following characteristics most united the diverse figures who participated in the Harlem Renaissance of the 1920s?
- A. a militant commitment to African American nationalism
 - B. public opposition to racially segregated institutions
 - C. an assertive pride in the African American heritage
 - D. discontent with the materialism of the broader society

The item above measures competency 013:

The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.

25. **Read the poem below by Pat Mora; then answer the question that follows.**

Immigrants

wrap their babies in the American flag,
feed them mashed hot dogs and apple pie,
name them Bill and Daisy,
buy them blonde dolls that blink blue
eyes or a football and tiny cleats
before the baby can even walk,
speak to them in thick English,
hallo, babee, hallo,
whisper in Spanish or Polish
when the babies sleep, whisper
in a dark parent bed, that dark
parent fear, "Will they like
our boy, our girl, our fine american
boy, our fine american girl?"

The poem above best illustrates how the socialization strategies of immigrant parents may be influenced by concerns about how to:

- A. provide their children with emotional support.
- B. help their children find purpose and meaning in their lives.
- C. promote the social integration of their children.
- D. transmit traditional values to their children.

The item above measures competency 013:

The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.

26. The Vietnam War and Watergate most influenced public perceptions of which of the following aspects of government in the United States?
- A. the process of judicial review
 - B. the structure of the legislative branch
 - C. the exercise of presidential power
 - D. the implied powers of Congress

The item above measures competency 014:
The teacher understands important historical developments relating to government, the democratic process, and civil rights in the United States.

27. In his well-known 1893 essay, "The Significance of the Frontier in American History," Frederick Jackson Turner declared:

The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier.

The strongest support for Turner's assertion is found in legislation that was crafted to:

- A. establish and maintain a national postal service.
- B. regulate commerce with foreign nations and among the states.
- C. assume state debts and charter a national bank.
- D. create railroads and other forms of domestic transportation.

The item above measures competency 014:

The teacher understands important historical developments relating to government, the democratic process, and civil rights in the United States.

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

The item above measures competency 015:

The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.

29. **Read the passage below; then answer the question that follows.**

During the first half of the 1800s, Eli Whitney and others had developed interchangeable parts. This development in turn called for a division of labor. For instance, a shoemaker no longer made an entire shoe. Instead, in a large shoe factory, one worker might run a machine that cut only heels. Another might run a machine that shaped soles. All the different parts were then brought together at a central location and assembled by other workers into a shoe.

One result of the developments described in the passage above was to:

- A. increase the importance of craftsmen in the production process.
- B. limit the variety of goods that a factory could produce.
- C. increase the physical demands on factory workers.
- D. reduce the price of goods produced using the new methods.

The item above measures competency 015:

The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.

30. As part of a research project, a historian gathers occupational information on every fifth head of household listed in the 1900 and 1910 manuscript population censuses for Houston. Then the historian enters the data in a computer program that will enable her to link individuals that appear on both of the censuses. The historian can best use the information obtained to answer questions about which of the following phenomena during the time period addressed?
- A. cultural diffusion
 - B. worker productivity
 - C. social mobility
 - D. industrial structure

The item above measures competency 016:
The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems, and making decisions in historical contexts.

31. **Read the excerpt below from an article by C. V. Wedgwood; then answer the question that follows.**

The major changes in historical interpretation do not, as the layman often imagines, arise from the discovery of new evidence. . . . [W]hat is most likely to happen is that the historian will find what he is looking for, namely, the documents which will explain and illustrate his own point of view. . . . It is his job as a scholar to form as exact an idea of past events as he can from the surviving evidence. But the instrument with which he looks at the past is modern. . . . It is his own mind. And however much he bends his thoughts toward the past, his own way of thinking, his outlook, his opinions are the products of the time in which he lives.

The author's observations in the excerpt above best support which of the following generalizations about the writing of history?

- A. Historians tend to rely on arguments based on historical inevitability.
- B. All written history is a combination of fact and fiction.
- C. Historians are more concerned about change in the past than about continuity over time.
- D. All written history is a combination of current concerns and past developments.

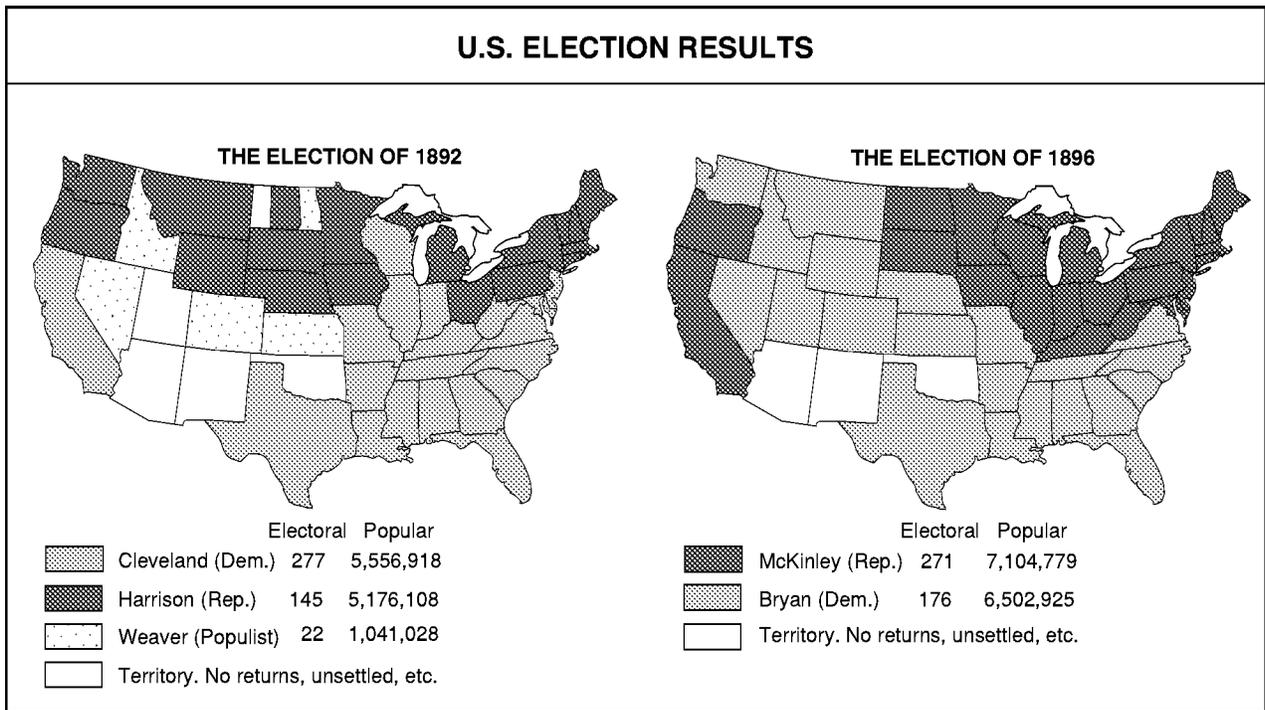
The item above measures competency 016:

The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems, and making decisions in historical contexts.

32. While conducting research on U.S. politics of the late nineteenth century, a historian considers consulting the autobiography of a prominent politician of that period. Using an autobiography for this type of research is most likely to help the historian:
- A. evaluate the long-term consequences of decisions made in the past.
 - B. determine the precise sequence in which a series of historical events occurred.
 - C. obtain insight into contemporary values and beliefs.
 - D. establish criteria for distinguishing historical fact from opinion.

The item above measures competency 017:
The teacher interprets diverse sources of historical information, and uses various methods to communicate historical information.

Use the maps below to answer the two questions that follow.



33. Based on the information in these maps, which of the following generalizations could reasonably be made about U.S. politics during the 1890s?
- A. Politics in the United States divided along class lines, pitting wealthy industrialists and middle-class businessmen against immigrant laborers and poor farmers.
 - B. Thirty years after the Civil War, sectional politics remained a major factor in national elections.
 - C. In a situation in which both parties claimed almost equal numbers of loyal supporters, ideological differences between candidates were minimized.
 - D. Northeastern states, composed of both financial and industrial interests, held the key to political success for the Republican Party.

*The item above measures competency 012:
The teacher understands significant political, economic, and social
developments in the United States from 1877 to the present.*

34. An examination of the voting patterns in U.S. national elections during the 1890s reveals that the:
- A. Republican Party could not win without strong support from Southern voters.
 - B. issues raised by the Populists divided Republicans but had little effect on Democratic voters.
 - C. new states of the West were strongly committed to the Democratic Party.
 - D. voters in states with large urban populations tended to support the Republican Party.



The item above measures competency 012:
The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.

35. **Read the passage below; then answer the question that follows.**

The Soviet model for economic development that was used in Eastern Europe was disastrous for the environment. Success was measured by the output of goods, usually with a limited investment and virtually no concern for any environmental degradation that might accompany a successful venture. Natural resources were usually wasted because the system underpriced their value. A continuing example of such waste is the great amounts of water used in Poland, Hungary, the Czech Republic, Romania, and Bulgaria, where consumption rates are double those in Western Europe.

Information contained in the passage above can best be used to explore which of the following questions?

- A. Who decides what should be produced in a command economy?
- B. What measures should be used to calculate the costs of economic growth?
- C. Which natural resources are most deserving of protection?
- D. What is the proper balance between government aims and consumer needs?

The item above measures competency 018:
The teacher understands historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical information.

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

During a unit about the civil rights movement, a high school teacher has students participate in a simulation activity that recreates the activities of participants in the Montgomery bus boycott of 1955–1956.

For this simulation activity:

- Students discuss what they already know about the Montgomery bus boycott.
- The teacher assigns roles in the simulation to different students. These roles include Rosa Parks, Martin Luther King, Jr., E. D. Nixon of the local NAACP, Jo Ann Robinson of the Women's Political Council of Montgomery, other local civil rights activists, and the mayor and members of the city council of Montgomery.
- Students conduct research that is relevant to their respective roles in the boycott. Students in shared roles, such as local civil rights activists and members of the Montgomery city council, may conduct their research as a team. The teacher encourages students to prepare some of the remarks they may want to use during the simulation.
- Rosa Parks begins the simulation with an explanation of why she refused to give up her seat on the bus. Afterward, King, Nixon, Robinson, and other civil rights activists discuss and prepare strategy at major points in the boycott, while local public officials plan response strategies.
- The teacher stops the simulation from time to time to have students discuss the implications of particular decisions and the effects of specific events on the characters they are playing.

36. This simulation is useful for high school students primarily because it takes advantage of the students' increasing ability to:
- A. learn from information presented in various formats.
 - B. distinguish between past, present, and future time.
 - C. translate social science information from one medium to another.
 - D. explore issues from varied perspectives.

The item above measures competency 019:
The teacher understands the Texas Essential Knowledge and Skills (TEKS) in history; knows how to plan and implement effective history instruction, including helping students make interdisciplinary connections and develop relevant reading and writing skills; and knows procedures for assessing students' progress and needs in history.

37. The most important instructional benefit of having students participate in this activity is that it:
- A. engages them actively in thinking about historical events and ideas.
 - B. encourages them to make connections between historical content and content from other disciplines.
 - C. helps them use historical theory and research for predictive purposes.
 - D. prompts them to analyze information by sequencing, categorizing, and summarizing.



The item above measures competency 019:
The teacher understands the Texas Essential Knowledge and Skills (TEKS) in history; knows how to plan and implement effective history instruction, including helping students make interdisciplinary connections and develop relevant reading and writing skills; and knows procedures for assessing students' progress and needs in history.

ACKNOWLEDGMENTS

Question

12. Vicente Lecuna, et al., (eds.) *Selected Writings of Bolivar* (New York: The Colonial Press, 1951), Vol. 1, pp 175–191; Vol. 2, pp 596–602. As appears in E. Bradford Burns, Ed., *Latin America Conflict and Creation*. © 1993 by Prentice-Hall, Inc. A Simon and Schuster Company (Englewood Cliffs: Prentice-Hall), p. 55. **(Page 39)**
29. Lewis Paul Todd and Merle Curti, *Triumph of the American Nation* (Orlando: Harcourt Brace Jovanovich, Publishers, 1986), p. 519. **(Page 56)**
31. C. V. Wedgwood. "The Present in the Past" *Listener*, 53 (February 10, 1955), 235. From *Modern Researcher*, 4th Edition, by . © 1985. Reprinted with permission of Wadsworth, an imprint of The Wadsworth Group, a division of Thomson Learning. **(Page 58)**

Stimulus

Preceding

Question 33.

- C. Berkin and L. Wood, *Land of Promise: A History of the United States to 1877* (Teacher's ed., Vol2). (Glenwood, IL: Scott Foresman and Company, 1986), p. 113, 117. **(Page 60)**
35. Roger L. Thiede, "Eastern Europe, Russia, and the Eurasian States of the Former Soviet Union," in *World Regional Geography: A Developmental Approach*, ed. David L. Clawson and James S. Fisher (Upper Saddle River, NJ: Prentice Hall, 1998), p. 240. **(Page 63)**

ANSWER KEY

Item Number	Correct Answer	Competency
1	D	001
2	B	002
3	D	002
4	C	003
5	C	003
6	A	004
7	D	004
8	C	005
9	D	005
10	B	005
11	A	006
12	A	006
13	B	007
14	C	007
15	D	008
16	B	008
17	A	009
18	D	010
19	A	010

Item Number	Correct Answer	Competency
20	B	011
21	A	011
22	C	012
23	A	012
24	C	013
25	C	013
26	C	014
27	D	014
28	C	015
29	D	015
30	C	016
31	D	016
32	C	017
33	B	012
34	D	012
35	B	018
36	D	019
37	A	019

SECTION V

PREPARATION RESOURCES

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

Journals

History Matters, National Council for History Education.

Social Education, National Council for the Social Studies.

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

Other Sources

Bahmueller, C. F. (1991). *Civitas: A Framework for Civic Education* (Bulletin No. 86). Calabasas, CA: Center for Civic Education.

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

Boller, P. F., Jr., and Story, R. (Eds.). (1996). *A More Perfect Union: Documents in U.S. History* (Fourth edition). Boston: Houghton Mifflin Company.

Calvert, R. A., and DeLeón, A. (1995). *The History of Texas* (Second edition). Arlington Heights, IL: Harlan Davidson, Inc.

Chambers, M., Hanawalt, B., Rabb, Theodore K., Woloch, I., and Grew, R. (1999). *The Western Experience* (Seventh edition). Boston: McGraw-Hill College.

Ellis, E. G., and Esler, A. (1999). *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall.

Faragher, John M., Buhle, M. J., Czitrom, D., and Armitage, S. H. (2000). *Out of Many: A History of the American People* (Third edition). Upper Saddle River, NJ: Prentice Hall.

Kagan, D., Ozment, S., and Turner, F. M. (2001). *The Western Heritage* (Seventh edition). Upper Saddle River, NJ: Prentice Hall.

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

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

- Norton, M. B., Katzman, D. M., Escott, P. D., Chudacoff, H. P., Paterson, T. G., and Tuttle, W. M., Jr. (1995). *A People and a Nation: A History of the United States* (Fourth edition). Boston: Houghton Mifflin Company.
- Shaver, J. P. (ed.). (1991). *Handbook of Research on Social Studies Teaching and Learning*. New York: Maxwell Macmillan International.
- Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown and Company.
- Texas Education Agency. (1997). *Texas Essential Knowledge and Skills (TEKS)*.
- Unger, I., and Tomes, R. R. (Eds.). (1999). *American Issues: A Primary Source Reader in United States History* (Second edition). Upper Saddle River, NJ: Prentice Hall.
- Wheeler, W. B., and Becker, S. D. (1998). *Discovering the American Past: A Look at the Evidence* (Fourth edition). Boston: Houghton Mifflin Company.

