



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

05 History

This AEPA test was replaced by a NES test. Examinees may continue to find this study guide useful as they prepare for the NES, as the previous AEPA test may have covered objectives and content similar to the NES test.

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STUDY GUIDE ORDER FORM



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

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

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



PART 2: FIELD-SPECIFIC INFORMATION

Field 05: History

INTRODUCTION

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

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

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

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

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

TEST OBJECTIVES

Field 05: History

SUBAREAS:

1. Concepts and Skills
2. World History
3. United States and Arizona History

CONCEPTS AND SKILLS

0001 Understand key historical terms and concepts.

For example: defining historical terms and concepts (e.g., culture, nation-state, revolution); using these terms and concepts to analyze historical developments; and demonstrating familiarity with various historical interpretations.

0002 Apply research skills.

For example: demonstrating familiarity with a variety of source materials; distinguishing between primary and secondary sources; recognizing uses of basic reference tools; and applying procedures for accessing information from electronic sources.

0003 Organize, analyze, and evaluate historical information.

For example: organizing information into coherent outlines; interpreting data presented in timelines; analyzing cause-and-effect relationships; drawing inferences from a variety of sources; determining whether historical generalizations are supported by credible evidence; and evaluating the reliability and point of view of various source materials.

0004 Interpret visual representations of historical information.

For example: deriving historical information from various sources (e.g., maps, graphs, charts, tables, paintings, political cartoons, photographs); and using that information to analyze general historical developments and specific historical events.

0005 Apply basic geographic skills, and understand the relationship between geography and history.

For example: demonstrating an understanding of geographic terms; interpreting maps; analyzing how geography has influenced the development of civilizations (e.g., the development of ancient Egyptian civilization and the annual flooding of the Nile River); and recognizing the effects of human modifications of the physical environment on the development of nations and societies (e.g., the environmental consequences of U.S. expansion onto the Great Plains).

WORLD HISTORY

0006 Understand the impact of the environment, science, and technology on the development of civilization.

For example: recognizing environmental factors and major scientific and technological advances that have contributed to the development of civilization; analyzing social, economic, and political factors that have encouraged or discouraged scientific and technological innovation; and examining the positive and negative social consequences of the agricultural, scientific, industrial, and information revolutions.

0007 Understand the structure and characteristics of cultures and civilizations.

For example: analyzing processes that led to the development of early agricultural societies; recognizing the variety of ways in which organized human groups have ensured survival (i.e., met the need for food, shelter, clothing, and physical security); demonstrating knowledge of the organization of preindustrial and industrial societies; comparing the political, economic, social, religious, and cultural characteristics of civilizations in various regions; and analyzing relationships among economic organization, political authority, and social structure.

0008 Understand the doctrines, philosophical assumptions, and ethical value systems of world religions.

For example: demonstrating knowledge of the historical development and principal teachings of world religions (e.g., Hinduism, Buddhism, Judaism, Christianity, Islam); recognizing the impact of religious institutions in various societies; and analyzing the effects of religious beliefs and institutions on historical eras and events.

0009 Understand the historical development of early Mediterranean and Middle Eastern civilizations.

For example: demonstrating knowledge of the political and economic organization and cultural development of early Mediterranean and Middle Eastern civilizations (e.g., Sumerian, Egyptian, Greek, Persian, Roman); recognizing economic links, political interactions, military conflicts, and cultural exchanges among early Mediterranean and Middle Eastern societies; and analyzing factors leading to the political and economic decline of these civilizations.

0010 Understand the historical development of Asian, African, and American civilizations.

For example: demonstrating knowledge of the characteristics of civilizations in Asia (e.g., Chinese, Japanese, Indian), sub-Saharan Africa (e.g., Kush, Axum), and the Americas (e.g., Mayan, Incan); examining interactions between these civilizations and other cultures; analyzing factors that led to the rise and decline of these societies; and recognizing the contributions of Asian, African, and American cultures to human civilization.

0011 Understand European, Byzantine, and Islamic civilizations from 500–1500 C.E.

For example: recognizing political, economic, social, cultural, and religious developments of the Middle Ages in Europe; demonstrating knowledge of Byzantine culture; examining the emergence of Islam and recognizing the achievements of Islamic civilization; and analyzing the structure and development of feudal societies in Europe and Asia.

0012 Understand the Renaissance and the Reformation.

For example: analyzing the decline of medieval European civilization during the late Middle Ages and the emergence of modern nation-states; recognizing the causes and accomplishments of the Italian Renaissance and examining the spread of Renaissance ideas to other parts of Europe; identifying the causes of the Reformation; identifying leading religious reformers of the sixteenth century; and recognizing the influence of the Renaissance and Reformation on later developments.

0013 Understand European expansion and the interactions among European and non-European societies during the Age of Exploration.

For example: analyzing factors encouraging European expansion; recognizing explorers and explorations of the fifteenth and sixteenth centuries; demonstrating knowledge of colonial empires established by European powers between 1500 and 1800; and analyzing the social, economic, political, intellectual, and religious consequences of European expansion in Europe and in the rest of the world.

0014 Understand the Age of Revolution.

For example: demonstrating knowledge of the political, economic, and social environments in which the English, American, and French revolutions took place, and analyzing similarities and differences among the three events; recognizing major ideas expressed in the Declaration of Independence and the Declaration of the Rights of Man; examining the spread of democratic ideals beyond Europe and the United States; and analyzing relationships among democracy, nationalism, and various economic systems.

0015 Understand the Industrial Revolution.

For example: demonstrating knowledge of the preconditions of industrialization and recognizing critical inventions that set the Industrial Revolution in motion; examining the special role played by England in the industrializing process; and analyzing the social, economic, political, intellectual, and environmental consequences of industrialization.

0016 Understand imperialism and modern warfare.

For example: demonstrating knowledge of the economic, military, political, scientific, and religious motivations for the pursuit of colonial empires; analyzing rivalries among colonial powers and examining interactions among Western and non-Western cultures; analyzing the origins, outcomes, and consequences of World Wars I and II and significant regional conflicts; and recognizing the characteristics of limited and unlimited warfare.

0017 Understand major developments in the arts, literature, religion, and philosophy since the Enlightenment.

For example: demonstrating knowledge of major figures, recurring themes, and significant movements in literature and the arts (e.g., the Baroque, classicism, romanticism, realism, modernism); recognizing principal philosophers and philosophic schools of the modern age (e.g., Nietzsche, existentialism); analyzing interactions between the arts and society; and examining the impact of science, industrialization, democratization, and world war on philosophy, literature, religion, and the arts.

0018 Understand political developments, economic trends, and social movements of the twentieth century.

For example: demonstrating knowledge of significant political/geopolitical developments (e.g., decolonization, creation of the welfare state), social movements (e.g., feminism), and critical contemporary issues (e.g., the collapse of Soviet communism, environmental pollution); and analyzing the effects of these developments, movements, and issues on the modern world.

UNITED STATES AND ARIZONA HISTORY**0019 Understand the ideas, values, and institutions that have shaped the norms and values of the United States.**

For example: demonstrating knowledge of the democratic concepts that form the basis of the U.S. political and legal systems; examining the historical development and contemporary significance of major U.S. institutions; and analyzing the role of individualism in U.S. history.

0020 Understand developments in the arts, literature, science, religion, and philosophy in the United States.

For example: recognizing the influence of various traditions on U.S. intellectual and artistic life; recognizing the contributions of U.S. scientists, artists, philosophers, and authors; examining the impact of popular norms and values on U.S. society; and analyzing the interactions among art, science, and society in the United States.

0021 Understand the role of immigration and heritage-based differences in the continuing development of the United States.

For example: demonstrating knowledge of Native American cultures; examining the history of immigration to the United States through the twentieth century; recognizing the contributions of various groups to the development of U.S. society and examining exchanges of ideas, values, and beliefs and the efforts of various groups to maintain their individual identities; and analyzing the influence of various heritages on the development of political, social, and economic life in the United States.

0022 Understand European exploration of North America and the development of colonial settlements.

For example: recognizing events related to the exploration and settlement of North America; examining the political, religious, and economic motives of European colonizers; analyzing sources of coexistence and conflict between Europeans and Native Americans; examining political and economic relations between the colonies and Europe; and analyzing the impact of geographic, religious, political, and economic differences on efforts to unify the colonies.

0023 Understand the Revolutionary War and major developments related to the creation of the federal government and establishment of U.S. society.

For example: examining the social, political, and economic origins of the movement for American independence; recognizing major events, turning points, and consequences of the Revolutionary War; assessing the strengths and weaknesses of the Articles of Confederation; analyzing the debates surrounding the creation and ratification of the Constitution; and demonstrating knowledge of the major conflicts and principal accomplishments of the early presidential administrations.

0024 Understand the westward movement in U.S. history.

For example: examining the effects of geographical factors, the removal of indigenous populations, and government land policies in the settlement of the West; analyzing factors encouraging and hindering westward migration; examining the concept of Manifest Destiny and the causes and results of the war with Mexico; recognizing general patterns of frontier life; and analyzing the impact of the frontier on U.S. society.

0025 Understand the Civil War and Reconstruction.

For example: analyzing the impact of slavery on U.S. society; demonstrating an understanding of the role of sectionalism in American life; recognizing major political developments and military campaigns of the war years; demonstrating knowledge of the political and social conflicts of the Reconstruction era; and analyzing the effect of war and Reconstruction on U.S. economic growth, political structures, and social relations.

0026 Understand industrialization in the United States.

For example: recognizing key technological innovations and their application to industry, agriculture, transportation, and communication; demonstrating knowledge of geographic and economic resources that influenced the development of a national economy; examining the growth of big business and rise of organized labor; analyzing the effects of industrialization on the physical environment; examining the relationship between immigration and industrialization; and analyzing the social philosophies and political movements produced by the industrial experience (e.g., the Gospel of Wealth, populism, progressivism).

0027 Understand the U.S. rise to world power.

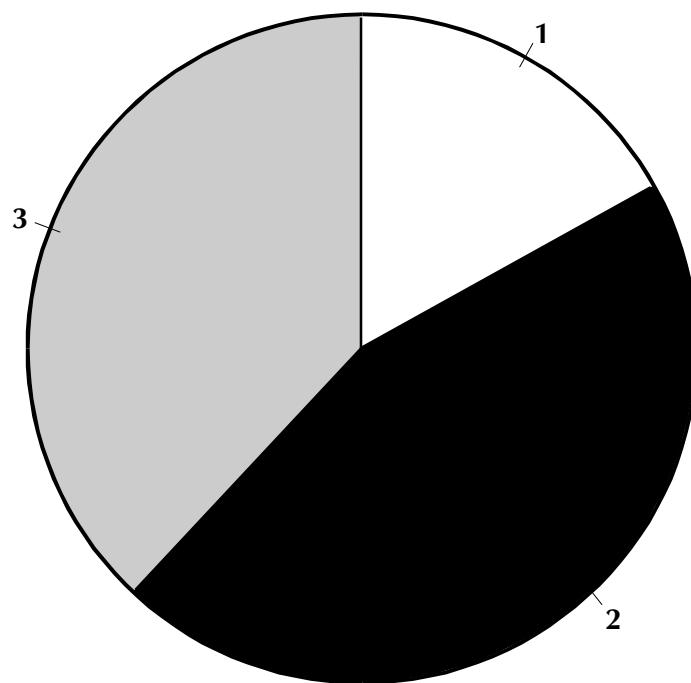
For example: examining the political, economic, societal, and military motivations for late-nineteenth-century U.S. imperialism; recognizing U.S. interventions, occupations, and territorial annexations; analyzing factors that have encouraged or discouraged U.S. entry into foreign conflicts; examining the effects of the world wars on U.S. politics and society; and analyzing the reasons for the preeminence of the United States at the end of World War II.

0028 Understand political and military developments, economic trends, and social movements in the United States since World War I.

For example: examining the causes and effects of the Great Depression; demonstrating an understanding of the philosophy, policies, and consequences of the New Deal; analyzing the effects of the cold war on U.S. domestic policies and foreign relations; demonstrating knowledge of the causes and consequences of the civil rights, youth, environmental, and women's movements; and analyzing changing patterns of immigration and major economic developments such as the globalization of the U.S. economy.

0029 Understand major developments in Arizona history.

For example: recognizing contributions of various populations to the development of Arizona; demonstrating knowledge of the development of major political institutions in Arizona; analyzing significant events that shaped Arizona's political, economic, and societal development; and recognizing the roles of influential individuals and groups in Arizona history.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM

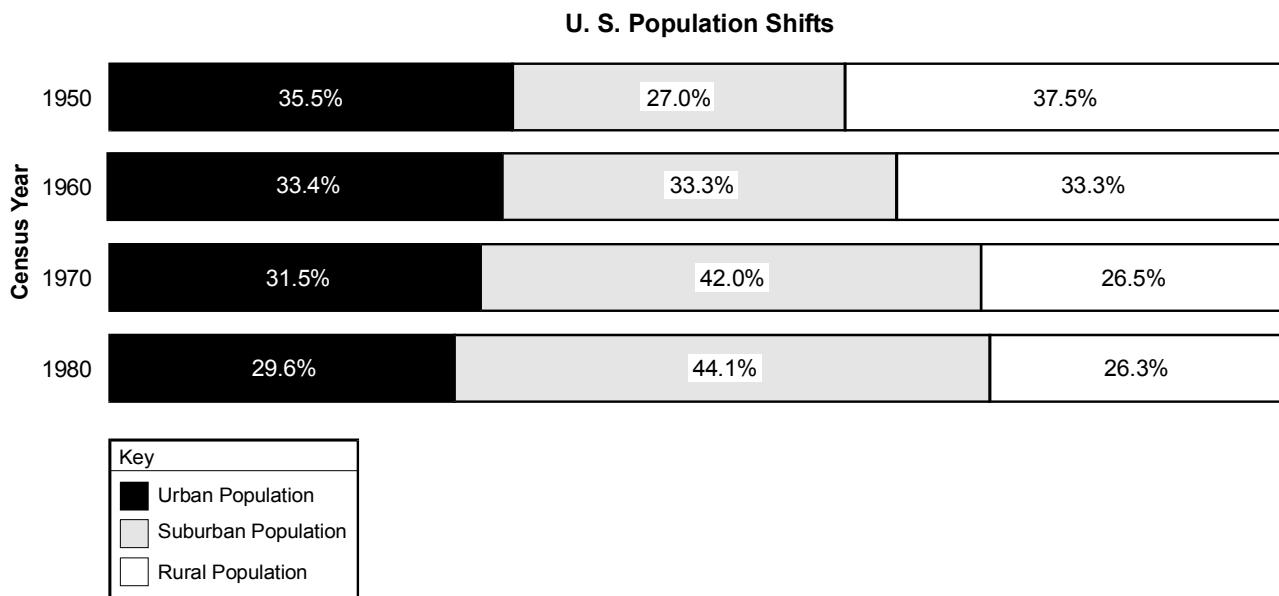
**Approximate Percentage
of Selected-Response
Items on Test Form**

Subarea	Approximate Percentage
<input type="checkbox"/> 1. Concepts and Skills	17%
<input type="checkbox"/> 2. World History	45%
<input type="checkbox"/> 3. United States and Arizona History	38%

PRACTICE QUESTIONS

Field 05: History

1. Use the graph below to answer the question that follows.



Which of the following were major causes of the population shifts shown in the graph?

- I. increased ownership of automobiles
- II. mechanization of agriculture
- III. relaxation of U.S. immigration laws
- IV. increased federal defense spending

- A. I and II only
- B. I and III only
- C. II and IV only
- D. III and IV only

2. Which would be considered primary sources in researching the factors influencing U.S. involvement in Vietnam in the 1960s?

- I. the personal correspondence of Lyndon B. Johnson from 1964 to 1968
- II. a journal article about Secretary of Defense Robert S. McNamara published in 1973
- III. a biography of John F. Kennedy published in 1976
- IV. an interview with Secretary of State Dean Rusk conducted in 1980

3. Which of the following accurately describes an important relationship between science and society in ancient Mayan civilization?

- A. The distribution of wealth was based on statistical studies by Mayan mathematicians.
- B. The division of labor was based on public health recommendations by Mayan physicians.
- C. The location of religious temples was based on geological studies by Mayan scientists.
- D. The annual agricultural cycle was based on astronomical observations by Mayan priests.

A. I and II only

B. I and IV only

C. II and III only

D. III and IV only

4. Which of the following most accurately describes a significant feature of the Muslim Empire between the eighth and thirteenth centuries?

- A. The excessive sums spent on various military expeditions hurt the economy by diverting scarce resources from productive investments.
- B. The cosmopolitan spirit that pervaded the empire permitted Islamic scholars to absorb and advance intellectual developments from other cultures.
- C. The sharp restrictions placed on non-Muslim merchants hindered the development of effective commercial ties with other countries and empires.
- D. An absence of class distinctions facilitated the assimilation of conquered peoples and the creation of a unified government.

5. Which of the following were major causes of European expansion during the Age of Exploration?

- I. a desire to develop foreign markets for agricultural and craft products
- II. the rise of a powerful military class interested in establishing strategic outposts in Africa, Asia, and the Americas
- III. a desire to spread Christianity to non-European peoples
- IV. the growth of an ambitious merchant class interested in increasing its power and wealth

- A. I and II only
- B. I and IV only
- C. II and III only
- D. III and IV only

6. Which of the following best describes why a specific social group supported the French Revolution of 1789?

- A. The bourgeoisie revolted because the growing national debt hampered their commercial relations with other nations.
- B. Peasants revolted to escape high taxes and their feudal obligations to nobles.
- C. Prominent members of the nobility revolted because they resented the growing wealth and power of merchants and manufacturers.
- D. Artisans revolted to protest the oppressive working conditions of an emergent factory system.

7. Which of the following was a major cause of both World War I and World War II?

- A. increased economic rivalry stemming from concerns about widespread unemployment
- B. imperialist competition among leading European powers in Asia and Africa
- C. the nationalist ambitions of governments interested in expanding their power and territory
- D. an alliance system that encouraged reckless behavior on the part of member nations

8. Which of the following is the most accurate description of African American population movements within the United States before 1945?

- A. The development of the southern textile industry after 1880 prompted many African Americans to move from rural to urban areas within the South.
- B. The mechanization of southern agriculture during the late nineteenth century forced many African Americans to seek new homes in the Southwest and Far West.
- C. Many African Americans moved north during World War I to seek employment opportunities created by a labor shortage in northern manufacturing plants.
- D. The creation of the Fair Employment Practices Commission in 1941 induced many African Americans who had earlier migrated to northern cities to return to the South.

9. Which of the following most accurately describes a major source of conflict between Native Americans and settlers in one of England's North American colonies during the seventeenth century?

- A. The colonial quest for additional land on which to grow tobacco resulted in a major war between Europeans and Native Americans in Virginia.
- B. The proselytizing activities of Puritan missionaries were a persistent source of tension between Europeans and American Indians in Massachusetts Bay.
- C. Colonial efforts to ban Iroquois participation in the fur trade led to armed conflict between English merchants and Native Americans in New York.
- D. The unwillingness of Quaker authorities in Pennsylvania to recognize Native American land claims resulted in a series of armed conflicts in frontier areas of the colony.

10. The government that was established under the Articles of Confederation would best be described as a:

- A. tight alliance of states designed to promote the economic development of all regions.
- B. parliamentary system of government that combined legislative and executive power in a single body.
- C. presidential system of government that subordinated local interests to the national interest.
- D. loose alliance of states designed to safeguard the independence of each state.

11. Which line on the chart accurately matches a major event of the 1840s or 1850s with an explanation of how that event influenced the coming of the U.S. Civil War?

Line	Event	Influence on the Coming of the Civil War
1	Mexican War of 1846–1848	It destroyed the political balance between sections by adding areas with a long history of slavery to the national domain.
2	Compromise of 1850	It created a strong anti-northern feeling in the South by reducing the effectiveness of the fugitive slave law.
3	Kansas-Nebraska Act of 1854	It made the achievement of intersectional compromise considerably more difficult by destroying the second party system.
4	Dred Scott decision of 1857	It created a strong anti-southern feeling in the North by sanctioning slavery and the slave trade in the District of Columbia.

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

12. A major aim of companies involved in the corporate consolidation movement of the late nineteenth and early twentieth centuries was to:

- A. achieve price stability during a period of business uncertainty by reducing competitive pressures within their industry.
- B. reduce pressure for government regulation by establishing a system of welfare capitalism that provided a host of benefits to wage earners.
- C. forge cooperative production arrangements with foreign firms that manufactured similar types of products.
- D. check the growing power of radical workers' organizations that championed programs calling for a redistribution of wealth.

Below are the directions for the History performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

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

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

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

Your response will be evaluated based on the following criteria.

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

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

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

Below is the scoring scale for the History performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

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

Practice Performance Assignment

13. Read the information below; then complete the exercise that follows.

History, one writer has pointed out, "is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it."

Using your knowledge of history, write an essay in which you discuss possible interpretations of this statement. In your essay:

- identify and discuss two characteristics of written historical records in general that are relevant to this statement; and
- discuss one historical episode that could be used to illustrate the meaning of this statement.

Sample Performance Assignment Response: Score Point 4

Historians are acutely aware of the discrepancy between the actual human events they attempt to chronicle and those events themselves. In a fundamental way, no historical study or text can highlight any temporal event, especially to the powerful or complex ones in which historians are frequently interested. How can anyone write a full accounting of something like the rise of Greek civilization, or the life of Christ, or the French Revolution, or the "discovery" of the Americas? The truth is that the meaning of actual events varies greatly among the individuals who lived through them. In addition, any treatment of events after the fact incorporates the perspective and interpretation of the individual historian who records them, and this account is interpreted still further by the person who receives the history. For all these reasons, there is no such thing as a "full" or "final" version of any historical event. History is not a set of facts but a series of arguments, issues and controversies. Therefore, any study of a historical text ought to be undertaken with this assumption in view. Two elements of written texts of which the historian—and especially the history teacher—ought to be aware are the limitations and distortions imposed by narrative and by point of view.

Because the histories of events are generally told as stories, they tend to have a beginning, a middle, and an end. Human recorders have a tendency to establish causal connections between events in order to explain them and have them make sense. Who is to say whether these events in real life had such rational connections? The connections between events is frequently made by the historian, and the student of history must be willing to look at the same primary sources the historian did—eyewitness and participant accounts, public records, archeological artifacts and data, etc.—before agreeing with his conclusions. One of the worst tendencies of history has been to repeat versions and interpretations of history without reexamining and attempting to extend the original record. Secondly, history is a matter of point of view. Everyone has heard the saying that "History is written by the victors." In many cases, the individual left to tell the story is a member of the group that has survived some great upheaval of history and the purpose of the account is to keep alive the story within the group of which he or she is a part or slant the tale to benefit the victors. Because of this tendency, historians must acknowledge that multiple perspectives exist about any given event, ascertain which of these perspectives the source has written from, and enlighten readers, not only about these perspectives, but also the historian's own point of view. It is just this process, when applied to histories once thought to be well established, that has resulted in "revisionism" and that makes historiography an essential component of every historian's training.

(continued on next page)

Sample Performance Assignment Response: Score Point 4 (*continued*)

The limitations and distortions created within historical texts by demands of narrative and point of view can easily be illustrated. Take, for example, Columbus's "discovery" of the New World. Traditional historical accounts sometimes depict Columbus's story in this way: He sets out from Europe after years of disappointment and delay; his contemporaries scoff at him for thinking the world is round; he vindicates himself by discovering a vast new world, populated by savages; his heroic undertaking of this dangerous venture paves the way for settlement of the Americas—and so here we all are. The extent to which this story is shaped by demands of narrative and point of view are obvious. A full examination of relevant sources suggests that few educated people of Columbus's day really believed the world was flat; the world he "discovered" could hardly be said to be "new" (it had been inhabited for many thousands of years) or "populated by savages" (several Amerindian groups were very advanced, even more so than the Europeans—e.g., the Incas had better roads than any that existed in Europe at that time); and so on. One tendency of history has thus been to shape the story of Columbus's voyage into a mythic storybook that explains and justifies the dominant society to itself. A "truer" version of history would have to include the possibility of earlier visits to the Americas by Norse and African sailors; the genocidal decimation of native inhabitants by war and disease; the European introduction of slavery into the new world—as well as some examples of successful absorption and integration of European, Indian, and African peoples among certain Indian tribes. Only with a full examination of primary records and points of view—outside the demands of narrative—do we begin to escape some of the limitations of the historical process and understand that history "is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it."

ANSWER KEY

Field 05: History

Question Number	Correct Response	Objective
1.	A	Interpret visual representations of historical information.
2.	B	Apply research skills.
3.	D	Understand the impact of the environment, science, and technology on the development of civilization.
4.	B	Understand European, Byzantine, and Islamic civilizations from 500–1500 C.E.
5.	D	Understand European expansion and the interactions among European and non-European societies during the Age of Exploration.
6.	B	Understand the Age of Revolution.
7.	C	Understand imperialism and modern warfare.
8.	C	Understand the role of immigration and heritage-based differences in the continuing development of the United States.
9.	A	Understand European exploration of North America and the development of colonial settlements.
10.	D	Understand the Revolutionary War and major developments related to the creation of the federal government and establishment of U.S. society.
11.	C	Understand the Civil War and Reconstruction.
12.	A	Understand industrialization in the United States.