

ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



STUDY GUIDE

40 Middle Grades Social Studies

**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 40: Middle Grades Social Studies

INTRODUCTION

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

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

Practice questions. The practice questions for the selected-response and performance assignment sections 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 strength or weakness 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. A sample response is provided immediately following the written performance assignment. The sample response in this guide is 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.

Preparation resources. The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Middle Grades Social Studies test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

TEST OBJECTIVES

Field 40: Middle Grades Social Studies

SUBAREAS:

1. American History
2. World History
3. Civics and Government
4. Geography
5. Economics
6. Social Studies Skills

AMERICAN HISTORY

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

For example:

- describing the characteristics of hunting and gathering societies in the Americas and recognizing factors (e.g., farming methods, domestication of animals) that led to the development of cultures and civilizations
- examining major features of the Mogollon, Anasazi, Hohokam, Adena, Hopewell, and Mississippian mound-building cultures and recognizing how and where these cultures altered and adapted to their environments over time
- identifying major achievements (e.g., in mathematics, astronomy, architecture, arts and crafts) and features (e.g., government, social structure) of the Mayan, Aztec, and Incan/Inkan civilizations
- describing Native American cultures in North America before the period of European settlement and analyzing interactions between Native Americans and European settlers (e.g., agricultural and cultural exchanges, alliances, conflicts)
- explaining the reasons for the colonization of North America (e.g., religious freedom, desire for land, economic opportunity)
- evaluating ways in which geographic and economic conditions, religion, and colonial systems of government influenced the development of American democratic practices
- identifying contributions of individuals who were important to the colonization of America (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe) and describing the geography, cultures, and economies of each of the three American colonial regions (Southern colonies, Middle Atlantic colonies, New England colonies)
- examining the causes and assessing the effects of the triangular trade

0002 Understand major developments related to the American Revolution and the creation of a new nation.

For example:

- assessing the significance of major political, economic, and other events leading to the American Revolution (e.g., the French and Indian War, the Proclamation of 1763, the Tea Act, the Stamp Act, the Boston Massacre, the Intolerable Acts)
- analyzing the significance of key events of the Revolutionary War (e.g., the battles of Lexington, Saratoga, and Trenton; aid from France; the British surrender at Yorktown)
- describing the impact of key groups and individuals (e.g., Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, Thomas Paine, King George III) on the Revolutionary War
- identifying the purpose and analyzing the significance of the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights
- explaining the influence of key individuals in the establishment of a new government (e.g., Thomas Jefferson, James Madison, John Adams)
- analyzing major events and developments related to the process by which one nation evolved from thirteen colonies (e.g., the Constitutional Convention, George Washington's presidency, the creation of political parties)

0003 Understand major developments related to westward expansion, the Civil War, and Reconstruction.

For example:

- analyzing key events and policies of nineteenth-century presidencies (e.g., the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the Trail of Tears, the Mexican-American War)
- recognizing different perspectives (e.g., Native Americans, Spanish, U.S. settlers and prospectors, the U.S. government) on Manifest Destiny
- identifying major westward migration routes of the nineteenth century
- demonstrating an understanding of how innovations of the Industrial Revolution (e.g., in manufacturing, textile production, transportation, migration, labor relations) contributed to U.S. growth and expansion
- assessing the role of key individuals in the pre-Civil War reform movement (e.g., Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth, John Brown)
- analyzing factors leading to the Civil War (e.g., the role of abolitionists and the Underground Railroad, sectionalism and states' rights, the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision)
- analyzing the significance of key events of the Civil War (e.g., the firing on Fort Sumter; the battles of Bull Run, Antietam, Vicksburg, and Gettysburg; the Emancipation Proclamation; Sherman's march to the sea; the surrender at Appomattox) and describing the significance of key individuals (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William T. Sherman) and groups (e.g., women, African Americans) in the war
- recognizing the impact of the Civil War on personal, social, and economic aspects of American life (e.g., Americans fighting Americans, the high casualties caused by disease and modern warfare, the widespread destruction of property, the value of railroads and industry, the change in status of freed slaves)
- evaluating the impact of various events, institutions, and developments that influenced Reconstruction (e.g., Lincoln's assassination, the Freedmen's Bureau, the post-Civil War constitutional amendments, the Ku Klux Klan and the development of Jim Crow laws)

0004 Understand major developments related to the emergence of the modern United States.

For example:

- recognizing reasons why people emigrated from their homelands to settle in the United States during the nineteenth century and analyzing how the United States was positively and negatively affected by factors and events resulting from the arrival of a large number of immigrants
- examining how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets)
- analyzing the relationship between immigration and industrialization, examining the impact of industrialization on the United States (e.g., the factory system, the growth of industrial cities, rural to urban migration, the growth of unions, the growing influence of big business), and determining how innovations of the Industrial Revolution contributed to U.S. growth and expansion
- evaluating major reforms that resulted from the Industrial Revolution (e.g., labor unions, trust busting, the conservation of natural resources) and recognizing the contributions of key individuals and groups to the changing social and political structure of the United States (e.g., labor leaders, social reformers, industrialists, financiers, inventors, Populists, Progressives)
- describing factors that fostered the growth of U.S. imperialism during the late nineteenth and early twentieth centuries (e.g., desire for military strength, interest in new markets, the need for inexpensive sources of raw materials) and analyzing the expanding role of the United States in world affairs (e.g., the Spanish-American War, presidential foreign policies, the construction of the Panama Canal, the acquisition of Hawaii and Alaska, the Open Door Policy and the Boxer Rebellion)
- demonstrating an understanding of major factors and events in Arizona history (e.g., territorial status, mining, the constitutional convention) leading to statehood
- evaluating important events that led to U.S. involvement in World War I (e.g., the shift away from isolationism, the sinking of the Lusitania, the Zimmerman Telegram) and analyzing major events associated with the war and its aftermath (e.g., the passing of the Selective Service Act, the migration of African Americans to the north, Wilson's Fourteen Points, the controversy over the Treaty of Versailles)

0005 Understand major developments related to the Great Depression and World War II.

For example:

- recognizing economic factors and governmental policies of the 1920s that led to the Great Depression, determining the effect of natural and man-made crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl), and analyzing the impact of the Great Depression on the people of the United States
- identifying major New Deal programs (e.g., the WPA, the CCC, the TVA, farm subsidies, Social Security) and analyzing the ways in which the New Deal affected U.S. social, artistic, economic, and political life
- describing the impact of World War II on economic recovery from the Great Depression
- describing how Pearl Harbor led to U.S. involvement in World War II and examining the role of the United States in major events of the war (e.g., the D-Day invasion, the battles of the Pacific, the victory in Europe, the development and use of the atomic bomb)
- analyzing how various factors (e.g., war bond drives; the war industry; women and minorities in the workforce; rationing; the internment of Japanese, German, and Italian Americans) affected the U.S. home front during World War II
- demonstrating an understanding of Arizona's contributions to and participation in the U.S. effort during World War II (e.g., the Native American Code Talkers, Ira Hayes, mining, training bases, POW and internment camps)
- analyzing the significance of important individuals in World War II (e.g., Franklin D. Roosevelt, Dwight Eisenhower, George Patton, Douglas MacArthur, Harry Truman, Eleanor Roosevelt)

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

For example:

- demonstrating an understanding of major events and developments related to the origins of the Cold War (e.g., Western fear of communist expansion, Soviet fear of capitalist influences, the development of nuclear weapons, the Truman Doctrine)
- analyzing the impact of the Cold War on the United States (e.g., McCarthyism, the arms race, the space race, the Cuban Missile Crisis)
- examining the role of the United States in the Korean War (e.g., the containment of communism, U.S. military involvement, resolution of the conflict)
- evaluating U.S. involvement in Vietnam (e.g., the domino theory, the Gulf of Tonkin Resolution, the Tet Offensive, antiwar protests) and analyzing the impact of the Vietnam War on U.S. foreign affairs and domestic policies
- examining major features of life in the United States during the postwar period (e.g., baby boom, economic prosperity, transportation, communication, technology, medicine, entertainment, education, growth of suburbs)
- recognizing major issues and events of the civil rights movement (e.g., legal efforts to overturn Jim Crow laws; nonviolent protests; desegregation of the military, schools, transportation, and sports; the Civil Rights Act of 1964, the Voting Rights Act of 1965) and analyzing the ways in which the civil rights movement influenced the development of U.S. society

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

For example:

- analyzing major events and developments during the presidency of Richard Nixon (e.g., the opening of relations with China, the Watergate scandal, resignation from the presidency)
- demonstrating an understanding of major events and developments during the presidency of Gerald Ford (e.g., succession to the presidency, the pardoning of Nixon)
- evaluating major events and developments during the presidency of Jimmy Carter (e.g., the Camp David Accords, stagflation, the Iran Hostage Crisis)
- assessing major events and developments during the presidency of Ronald Reagan (e.g., Reaganomics, Star Wars, the Iran-Contra Affair)
- examining major events and developments during the presidency of George H. W. Bush (e.g., the fall of the Berlin Wall, the Persian Gulf War)
- analyzing major events and developments during the presidency of William Clinton (e.g., economic growth, the North American Free Trade Agreement [NAFTA], impeachment)
- demonstrating an understanding of major events and developments during the presidency of George W. Bush (e.g., the September 11, 2001, terrorist attacks, the Afghanistan and Iraq wars, appointments to the Supreme Court)
- describing how key political, social, geographic, and economic events of the late twentieth and early twenty-first centuries affected and continue to affect the United States

WORLD HISTORY

0008 Understand important features of early world civilizations.

For example:

- examining the lifestyles of humans in the Paleolithic and Neolithic Ages
- recognizing the importance of river valleys (e.g., the Tigris and Euphrates, the Nile, the Huang He, the Indus) in the emergence of ancient civilizations and analyzing how various factors (e.g., farming methods, domestication of animals, division of labor, geography) influenced the development of civilizations in Egypt, India, Mesopotamia, and China
- comparing the forms of government of ancient civilizations (e.g., Egyptian theocracy, Chinese dynastic government)
- demonstrating an understanding of the religious traditions that helped shape the cultures of ancient civilizations (e.g., polytheism in India, belief in an afterlife in Egypt, ancestor worship in China, monotheism in the Middle East)
- analyzing the development of the concept of citizenship and the evolution of democratic, republican, and imperial government in ancient Greece and Rome
- recognizing scientific and cultural achievements of ancient civilizations (e.g., networks of roads, art and architecture, literature and theater, mathematics, philosophy) and identifying the roles and contributions of important individuals in ancient civilizations (e.g., Pericles, Homer, Alexander the Great, Augustus, Confucius, Cleopatra)
- evaluating the impact of cultural and scientific contributions of ancient civilizations on later civilizations (e.g., the laws of Hammurabi; the Chinese invention of silk, gunpowder, and the compass; Central and South American astronomy and agriculture)
- analyzing developments related to the transition from the Roman Empire to the Byzantine Empire (e.g., division of the Roman Empire into eastern and western regions, the Germanic invasions, the "decline and fall" of the Roman Empire)

0009 Understand major developments in world history through the Renaissance and Reformation.

For example:

- applying knowledge of important aspects (e.g., geographic origins, founders and their teachings, customs and beliefs) of major world religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam)
- demonstrating familiarity with factors related to the development of the medieval African kingdoms of Ghana, Mali, and Songhai (e.g., Islamic influences, the mining of gold and salt, the role of trade and commerce)
- demonstrating understanding of the culture and way of life of the Arab Empire (e.g., the Muslim religion, trade and banking, interest in science, preservation of Greek and Roman literature)
- identifying major events and developments related to the medieval Catholic Church and analyzing the role of the Church in Europe during the Middle Ages (e.g., the Crusades, the Inquisition, education, government, the spread of Christianity)
- analyzing the transition from feudalism to nationalism in Europe at the end of the Middle Ages
- evaluating the Renaissance as a time of renewal and advancement in Europe (e.g., the rebirth of Greek and Roman ideas, the expansion of trade, developments in the arts and sciences)
- assessing the contributions and accomplishments of major individuals during the Renaissance and Reformation (e.g., Leonardo da Vinci, Michelangelo, Gutenberg, Martin Luther)

0010 Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment.

For example:

- identifying key explorers and the trade routes that made possible the exchange of goods (e.g., silk, spices, gold) between eastern and western civilizations during the fifteenth and sixteenth centuries
- examining how the expansion of trade led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) among Europe, Asia, Africa, and the Middle East during the period
- analyzing the effects of European exploration and colonization on other parts of the world (e.g., colonies established and settled, increased power of European countries, introduction of disease, decline of indigenous populations)
- demonstrating an understanding of ways in which European nations competed for power across the globe
- identifying important individuals (e.g., Copernicus, Galileo, Newton) and major achievements (e.g., the shift away from an earth-centered universe, the explanation of gravitational forces, the application of mathematics to scientific investigation) of the Scientific Revolution
- evaluating how new ways of thinking in Europe during the Enlightenment (e.g., ideas about natural rights, religious freedom, and the governmental separation of powers) fostered major changes in society

0011 Understand major developments related to the Age of Revolution.

For example:

- analyzing the rationale and characteristics of rebellion and examining the impact that revolution has on a society
- comparing the causes and outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia)
- recognizing major innovations and inventions of the Industrial Revolution and analyzing how they affected industry, manufacturing, social relations, and transportation
- analyzing the effects of the Industrial Revolution on the Western world (e.g., the growth of cities, the rise of the middle class, the growth of imperialism, the impact on labor, the establishment of a foundation for future technological advances)

0012 Understand major developments related to the Age of Imperialism and World War I.

For example:

- recognizing the effects of various factors (e.g., the increased need for raw materials and consumers, the growth of nationalism) on the rise of imperialism
- demonstrating an understanding of the impact of European imperialism on various regions of the world (e.g., Africa, India, China)
- determining how industrialization in Japan led to its rise as a world power
- assessing the impact of American interests in various areas (e.g., the Philippines, Cuba, Puerto Rico, China, Colombia, Hawaii) during the early twentieth century
- analyzing major factors (e.g., militarism, imperialism, nationalism, the formation of alliances) that led to World War I
- examining important outcomes of World War I (e.g., the provisions of the Treaty of Versailles, the end of the Ottoman Empire, the redrawing of European boundaries, the expansion of national debt, the spread of socialism/communism)

0013 Understand major developments in world history from World War I to 1950.

For example:

- analyzing the rise of totalitarianism in Italy, Germany, and the Soviet Union following World War I
- demonstrating an understanding of the major causes of World War II (e.g., resentments over provisions of the Treaty of Versailles, Japanese imperialism, fascism)
- identifying the series of invasions and conquests in the European and Pacific theaters during World War II
- examining major events that led to Allied victory in World War II (e.g., the Battle of Stalingrad, the D-Day invasion, the Battle of the Bulge, the Japanese defeat at Iwo Jima and Okinawa, the atomic bombings of Hiroshima and Nagasaki)
- demonstrating an understanding of major aspects of the Holocaust and analyzing the role of intolerance in the Nazi effort to destroy the Jewish population of Europe
- examining important outcomes of World War II (e.g., the redrawing of political boundaries in Europe, the tensions leading to the Cold War, the beginning of the atomic age)
- comparing the rebuilding of Japan and the rebuilding of Germany after World War II
- analyzing major events resulting from the war (e.g., the Nuremberg Trials, the creation of the United Nations, the Marshall Plan, the formation of NATO and the Warsaw Pact)

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

For example:

- examining the spread of Communism after World War II (e.g., Mao Tse-Tung and the Chinese Revolution, the partition of the Korean peninsula, Fidel Castro and the Cuban Revolution, Ho Chi Minh and the division of Vietnam)
- demonstrating an understanding of the major consequences of global competition during the Cold War (e.g., the arms race, the space race, the creation of the Iron Curtain)
- examining major causes and events of the Korean War and the Vietnam War
- examining events and developments related to the fall of Communism and the unification of European nations (e.g., glasnost and perestroika in the Soviet Union, German unification, the breakup of the USSR, the formation of the European Union)
- analyzing major events in the Middle East during the twentieth and twenty-first centuries (e.g., the creation of Israel, the Palestinian conflict, the Persian Gulf War, the Iraq War)
- comparing independence movements in various parts of the world (e.g., India/Pakistan, Latin America, Asia, Africa) during the twentieth century
- examining human rights issues during the twentieth century (e.g., apartheid, genocide)
- analyzing how world events and developments of the late twentieth century and early twenty-first century (e.g., terrorism, globalization, interdependence, natural disasters, famine, the AIDS epidemic and other diseases, advances in science and technology, environmental issues) affected and continue to affect the social, political, geographic, and economic climate of the world

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

For example:

- recognizing important ideas from English history (e.g., Magna Carta, English Bill of Rights) and the Enlightenment period (e.g., natural law, natural rights, social contract, separation of powers, religious freedom) that fostered the creation of the U.S. government
- analyzing the democratic principles and ideals associated with major documents in U.S. history (e.g., the Mayflower Compact, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, the Bill of Rights, the Emancipation Proclamation)
- recognizing the contributions and roles of key individuals in creating the government of the United States (e.g., John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, George Washington)
- analyzing the purposes and outcomes of the Constitutional Convention (e.g., the weaknesses of the Articles of Confederation, major compromises at the Convention)
- demonstrating an understanding of the struggle between the Federalists and the Anti-Federalists over the ratification of the Constitution and the creation of the Bill of Rights

0016 Understand the structure of government in the United States.

For example:

- demonstrating an understanding of major features of colonial government (e.g., town meetings, representative assemblies)
- examining major principles on which the Constitution was founded (e.g., popular sovereignty, limited government, federalism, separation of powers, the implied powers of the elastic clause)
- analyzing various applications of the principle of checks and balances (e.g., impeachment, declaring war, treaties, presidential vetoes, judicial review)
- identifying and comparing the roles and powers of the three branches of the federal government
- recognizing major features of the electoral process (e.g., primary and general elections, popular vote, electoral college) and examining how a candidate can be elected president without receiving a majority of the popular vote (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore)
- identifying the line of succession to the presidency

0017 Understand the functions of government in the United States.

For example:

- demonstrating an understanding of the impact of the laws of Hammurabi, Greek democracy, and the Roman republic on ancient peoples and analyzing how they relate to U.S. laws and government
- analyzing how the powers of the government established by the U.S. Constitution differed from the powers of the government created by the Articles of Confederation and comparing arguments for states' rights versus the power of the federal government (e.g., expansion of slavery, taxation)
- demonstrating an understanding of federalism and comparing the roles and relationships of different levels of government (e.g., federal, tribal, state, county, city/town)
- identifying the process by which a bill becomes law and comparing how the process operates at the federal, state, and local levels
- comparing important features of the operation of the federal and Arizona governments (e.g., organization and functions, constitutional mandate, separation of powers, election process) and demonstrating an understanding of the three forms of direct democracy (i.e., initiative, referendum, recall) in Arizona
- summarizing the significance of major decisions of the Supreme Court (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*) that established the powers and limitations of the federal government
- examining the use of executive decisions (e.g., creating domestic internment camps, establishing the Manhattan Project, authorizing the use of the atomic bomb) and analyzing their significance in the evolution of U.S. government
- comparing the adult and juvenile criminal justice systems in Arizona

0018 Understand the rights, responsibilities, and roles of citizenship.

For example:

- identifying the character traits (e.g., respect, responsibility, fairness) that are important to the preservation and improvement of constitutional democracy in the United States and recognizing the importance of an active and involved citizenry to the democratic process (e.g., voting, involvement in decision making, analyzing issues, petitioning public officials)
- analyzing the principles and freedoms contained in the Bill of Rights and examining the impact of later constitutional amendments (e.g., the Thirteenth, Fourteenth, Fifteenth, Nineteenth, and Twenty-First Amendments) on the rights of U.S. citizens
- recognizing how major legislative acts (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Indian Civil Rights Act of 1968, Americans with Disabilities Act) contributed to the rights of groups and individuals
- analyzing the significance of major judicial decisions (e.g., *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Korematsu v. United States*) for the rights of groups and individuals
- examining the role of laws (e.g., Jim Crow laws, the Black Codes, the Dawes Act) and judicial decisions (e.g., *Dred Scott v. Sanford*, *Plessy v. Ferguson*, the Scopes Trial) that have curtailed or diminished the rights of U.S. citizens
- evaluating the impact of key individuals (e.g., Martin Luther King, Jr., Rosa Parks, César Chavez), groups (e.g., progressive reformers, civil rights organizations, the United Farm Workers, the American Indian Movement, the National Organization for Women), and issues (e.g., the desegregation of schools and the military, the Equal Rights Amendment) in advancing the rights of U.S. citizens

0019 Understand government systems of the world and international relations.

For example:

- comparing the economic and political structures and characteristics of major types of government (e.g., theocracy, dictatorship, republic, monarchy, democracy, totalitarian government)
- analyzing various historical and contemporary political ideologies (e.g., socialism, communism, fascism, libertarianism, anarchism)
- identifying events and analyzing negotiations that led to the development of major foreign policy initiatives (e.g., the Treaty of Versailles, the Fourteen Points, the establishment of the League of Nations, the creation of the United Nations, the Camp David Accords)
- analyzing U.S. and world foreign policies related to the Cold War (e.g., the Truman Doctrine, NATO, the Warsaw Pact, the Marshall Plan, economic sanctions, arms reduction agreements)
- identifying the structure and functions of the United Nations and analyzing the impact of the United Nations and various regional political, economic, and military alliances (e.g., the African Union, the League of Arab States, the Southeast Asia Treaty Organization) on international relations
- recognizing major international issues since the end of the Cold War (e.g., terrorism, globalization, environmental issues)

GEOGRAPHY

0020 Understand the world in spatial terms.

For example:

- identifying and comparing the purposes and characteristics of different map projections, globes, aerial photographs, and satellite images
- interpreting information from a variety of maps (e.g., contour, population density, natural resource, historical), graphs, charts, and databases containing various types of geographic information
- identifying the location of various world features (e.g., waterways, mountain ranges, cities) using latitude and longitude
- locating physical and cultural features (continents, bodies of water, mountain ranges, climate zones, states, provinces, cities, countries) throughout the world on a physical or political map
- locating various types of geographic features (e.g., gulfs, deltas, isthmuses, straits, canyons, peninsulas, capes, tree lines) on a variety of appropriate maps of the United States and world regions
- identifying the location of significant geographic features of the United States (e.g., the Continental Divide, the Great Salt Lake, the Appalachians, the Rockies, the Mississippi River, the Great Lakes, the Cascades, the Sierra Nevadas, the Rio Grande) on appropriate maps of varying scale and type

0021 Understand places and regions.

For example:

- defining and applying the concept of region as an area with unifying human or natural factors
- identifying historical and contemporary regions using a variety of human and physical criteria (e.g., climate, landforms, culture, ecosystems)
- examining why places and regions change and analyzing factors that contributed to political and social change in various world regions (e.g., the USSR, Israel, the European Union, China, Germany)
- comparing historical and contemporary interactions among people in different places and regions (e.g., conflicts in the Middle East, the European Union)
- analyzing why places serve as cultural symbols
- recognizing how the media, images, and advertising influence the perception of a place

0022 Understand physical systems.

For example:

- demonstrating an understanding of the forces that have shaped the earth's surface (e.g., volcanism, crustal folding and faulting, weathering, tectonic movement, continental drift)
- recognizing interactions between bodies of water and the atmosphere, describing the water cycle, and analyzing factors that affect climate
- recognizing the basic properties of earth materials (e.g., rocks, fossils, layers of the earth) and demonstrating an understanding of how change over time is estimated
- identifying physical processes that influence the formation and location of resources (e.g., oil, coal, copper, diamonds)
- examining how sunlight, water quality, climate, population density, and pollution affect quality of life
- analyzing relationships in the environment (e.g., food chains, food webs, carrying capacity, problems associated with population growth), assessing the impacts of natural hazards on habitats, and evaluating environmental benefits and risks of human interactions
- examining the relationships between the earth and other objects in the solar system and analyzing how those relationships affect natural processes on earth

0023 Understand human systems.

For example:

- analyzing why human populations choose to live where they do (e.g., natural resources, climate, employment, family ties) and examining the effects of settlement on places (e.g., quality of life, population density, transportation networks)
- identifying factors (e.g., access to raw materials, availability of transportation, labor supply, political factors, changes in technology) that influence the location, distribution, and interrelationships of economic activities over time and the rate of economic development in different places and world regions
- interpreting the demographic structure of places and regions using population pyramids and analyzing the social, economic, and political implications of a variety of demographic structures
- identifying the characteristics and locations of various cultures throughout the world and analyzing the distributions and patterns of cultural characteristics (e.g., religions, language) over time
- recognizing the push and pull factors that cause human migrations (e.g., the impact of war and famine, the quest for religious and political freedom, economic conditions, natural disasters)
- analyzing the economic, cultural, environmental, and political effects of human migrations on places and regions
- demonstrating an understanding of cultural norms and aspects of culture (e.g., literacy, occupations, clothing, property rights) that influence the different social, political, and economic activities of men and women
- analyzing how cooperation (e.g., the United Nations, the European Union, the North American Free Trade Agreement) and conflict influence political, economic, and social activities

0024 Understand environment and society.

For example:

- recognizing why human beings modify environments (e.g., resources, economic livelihood) and analyzing how humans alter ecosystems (e.g., the construction of highways and dams, deforestation and desertification, conservation initiatives, the introduction of chemical wastes)
- identifying the positive and negative outcomes of human modification of the environment and analyzing the intended and unintended consequences of human modification on the environment (e.g., the construction of a dam in one place leading to environmental changes far downstream)
- analyzing ways in which human population growth and changes in the natural environment (e.g., global warming, pollution, mining, changes in the water table) can increase or diminish the capacity of environments to support human activities
- examining ways in which different groups of people (e.g., Native Americans, European colonists) viewed, adapted, and used the same environment
- recognizing changing ideas on the best use of natural resources (e.g., fossil fuels, water use, forest management) and analyzing different points of view on environmental issues (e.g., land use, natural resources, wildlife, biomes)
- demonstrating an understanding of the impact of natural disasters (e.g., hurricanes, droughts, floods, earthquakes) on the human and physical environment and evaluating how societies plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems)

ECONOMICS

0025 Understand the foundations of economics.

For example:

- identifying basic economic concepts (e.g., scarcity, opportunity cost, trade-offs, supply and demand, income, price, incentives, interdependence) and analyzing how scarcity, opportunity costs, incentives, and trade-offs influence decision making
- identifying the characteristics and underlying assumptions of a market economy (e.g., self-interest, property rights, competition, informed transaction, consumer choice) and analyzing Adam Smith's concept of laissez-faire capitalism
- recognizing how specialization (i.e., division of labor) improves standards of living and determining how voluntary exchange helps both buyers and sellers
- analyzing how individuals, government, and businesses make choices based on the availability of resources
- recognizing the role of entrepreneurs (e.g., Andrew Carnegie, John D. Rockefeller, Madam C. J. Walker, Bill Gates, Oprah Winfrey, Ted Turner) in the free enterprise system

0026 Understand microeconomic and macroeconomic principles.

For example:

- identifying the functions and relationships among the various institutions and groups (e.g., business firms, banks, government agencies, labor unions, corporations, consumers) that make up an economic system
- analyzing the economic impact of private and public investment on human capital (e.g., health, education, training) and physical capital (e.g., factories, equipment, transportation, new technology)
- recognizing how the interaction between buyers and sellers determines market prices and analyzing how price incentives, competition, and markets affect supply and demand and people's economic choices
- analyzing the effects of inflation (e.g., on prices, on interest rates, on business activity) and the results of unemployment on society
- analyzing the government's role in maintaining economic stability and assisting economic recovery (e.g., fiscal and monetary policies) and demonstrating familiarity with the role of government regulatory agencies (e.g., the Federal Deposit Insurance Corporation, the Securities and Exchange Commission)
- examining the organization and functions of the Federal Reserve System
- analyzing how public policy (e.g., government aid, Social Security, farm subsidies, regulatory laws) affects business operations, standards of living, and the distribution of income

0027 Understand global economics.

For example:

- comparing major characteristics of market and command economies (e.g., capitalism versus communism, differences in the protection of private property rights)
- demonstrating an understanding of how money, as opposed to barter, facilitates trade and analyzing how trade has promoted economic growth throughout world history
- defining the concept of comparative advantage and applying that concept to analyze global economic relationships and patterns of world trade
- identifying patterns of economic interactions among countries (e.g., national debt, balance of trade)
- analyzing the effects of trade restrictions (e.g., tariffs, quotas) between national and world regions
- recognizing the role of the U.S. government in influencing international commerce and examining the relationship between the U.S. and global economies
- demonstrating an understanding of the role of major international economic agencies (e.g., the World Bank, the International Monetary Fund, the World Trade Organization) and identifying examples of interdependence in economic development (e.g., the North American Free Trade Agreement, the European Union)

0028 Understand the principles of personal finance.

For example:

- determining how scarcity influences personal financial choices (e.g., budgeting, saving, investing, obtaining credit), recognizing how income for most people is determined by the goods and services they sell, and analyzing factors that affect consumer choices (e.g., income, advertising)
- identifying types of personal investments (e.g., savings accounts, stocks, mutual funds, bonds, retirement funds, land) and examining the role of the stock market in personal investing
- demonstrating knowledge of the principles of budgeting and identifying the benefits of financial planning
- recognizing that interest is the price paid to borrow money and analyzing factors that lenders consider before lending money
- identifying various forms of credit (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans) and analyzing the costs, benefits, advantages, and disadvantages of using credit

SOCIAL STUDIES SKILLS

0029 Apply research skills.

For example:

- demonstrating knowledge of the uses and limitations of a wide variety of source materials (e.g., oral histories, diaries, newspapers, census data, artifacts, artwork)
- recognizing the uses of basic reference tools (e.g., encyclopedias, almanacs, atlases)
- distinguishing between primary and secondary sources and recognizing the relationship between them
- formulating questions that can be answered by historical and social science research
- applying basic procedures used in historical and social science research
- applying procedures for retrieving information from traditional sources and new technologies

0030 Analyze social science information.

For example:

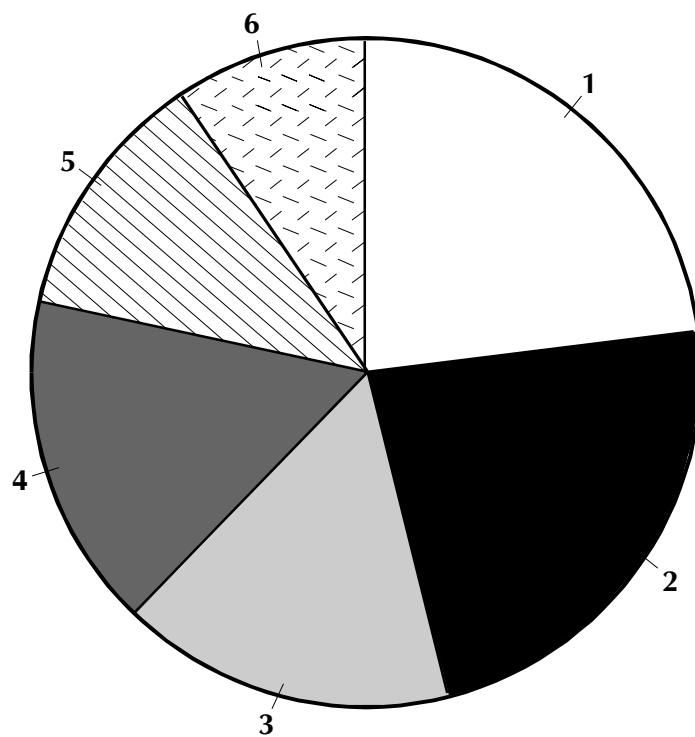
- analyzing cause-and-effect relationships between and among individuals and/or past and current events
- drawing inferences and summarizing information from a variety of historical and social science materials
- identifying the assumptions on which an argument is based
- distinguishing between fact and opinion
- determining the credibility of, and identifying the biases in, primary and secondary sources

0031 Interpret visual representations of social science information.

For example:

- interpreting data displayed in graphs, tables, and charts
- deriving social science information from visual sources (e.g., artwork, political cartoons, time lines, population pyramids) and using that information to analyze social science principles and problems
- evaluating the appropriateness of alternative graphic formats for presenting and conveying historical and social science information

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



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

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

PRACTICE QUESTIONS

Field 40: Middle Grades Social Studies

1. Which of the following best describes an important feature of Mississippian communities in North America before the period of European settlement?
 - A. the use of a pictorial writing system for communication
 - B. the construction of a broad network of canals to provide water for crops
 - C. the use of buffalo for food, clothing, and shelter
 - D. the construction of extensive earthen mounds to honor tribal leaders
2. Which of the following best describes the primary motive for English colonization of Virginia in the early seventeenth century?
 - A. to generate wealth for investors and colonists
 - B. to establish control of lucrative Atlantic trade routes
 - C. to prevent Spanish expansion in the region
 - D. to create a refuge for debtors and religious dissenters
3. The Proclamation of 1763 contributed to rising tensions between American colonists and the British government by:
 - A. recognizing Spanish claims to lands along the Mississippi River.
 - B. limiting trade between colonists and Native Americans.
 - C. restricting the settlement of lands west of the Appalachian Mountains.
 - D. removing British soldiers from forts in colonial frontier areas.
4. In which of the following ways did the publication of Thomas Paine's *Common Sense* (1776) most influence the movement for American independence?
 - A. It provided the colonists with information on how to organize an effective defense system.
 - B. It prompted the colonists to question assumptions about the competence of British colonial officials.
 - C. It provided the colonists with information on how to organize an independent government.
 - D. It prompted the colonists to question assumptions about their relationship to Great Britain.

5. Which line on the table below accurately matches a key individual with an important contribution that the person made to the establishment of the U.S. system of government?

| Line | Individual | Contribution |
|------|-------------------|---|
| 1 | Thomas Jefferson | He drafted the first ten amendments of the U.S. Constitution. |
| 2 | George Washington | He formed the first national political party. |
| 3 | James Madison | He helped design the basic structure of the federal government. |
| 4 | John Adams | He established the federal judicial system. |

A. Line 1

B. Line 2

C. Line 3

D. Line 4

6. As editor and publisher of the *North Star* (1847–1860), the abolitionist Frederick Douglass developed an antislavery strategy that:

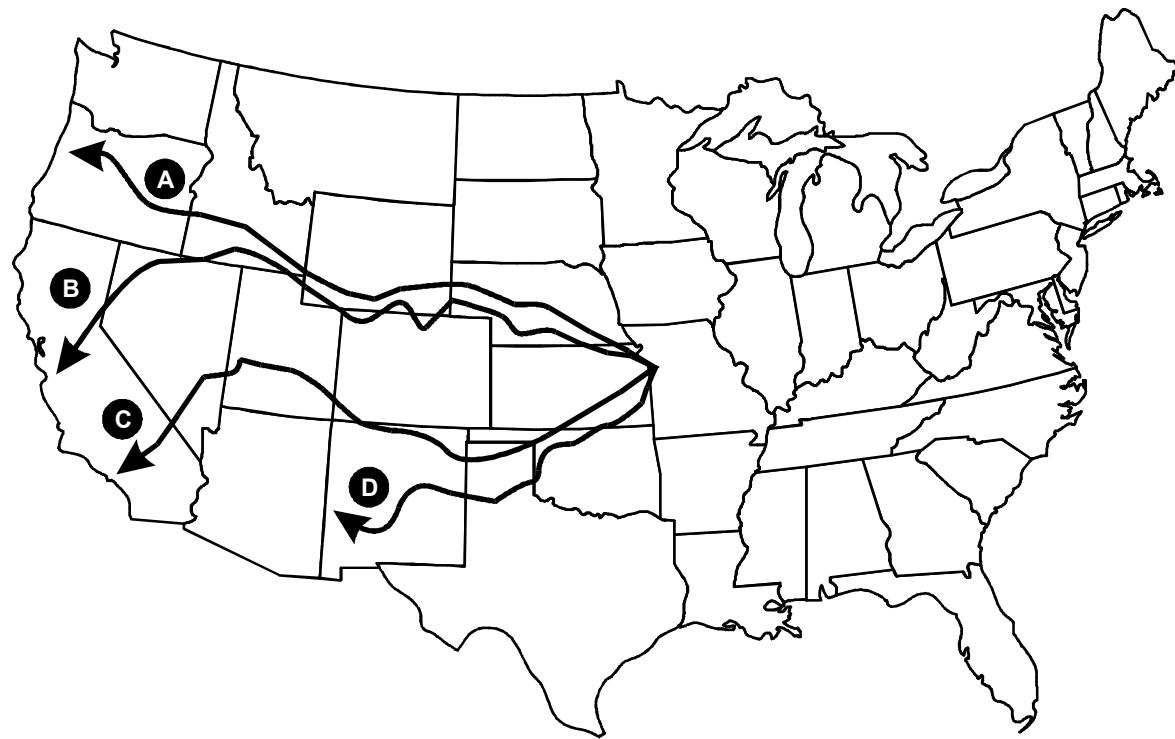
A. focused on obtaining favorable rulings from the U.S. Supreme Court.

B. combined political action and moral persuasion.

C. called for the colonization of slaves in unsettled areas of the Great Plains.

D. encouraged slaves to revolt against their masters.

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



During the span of the 1840s which of the migration routes on the map above was most heavily traveled by Americans heading west?

- A. Route A
- B. Route B
- C. Route C
- D. Route D

8. Which of the following best explains why the Vicksburg Campaign was an important turning point in the Civil War?

- A. Union forces cut off Confederate trade with Europe by securing control of the Gulf Coast.
- B. The campaign destroyed the Army of Tennessee leaving the heart of the Confederacy defenseless.
- C. Union forces split the Confederacy in two by securing control of the Mississippi River.
- D. The Northern victory deprived the Confederacy of a major center of arms production.

9. John Hay's Open Door Policy toward China best illustrates which of the following aims of U.S. foreign policy at the close of the nineteenth century?

- A. ensuring that U.S. manufacturers had access to vital raw materials
- B. promoting the spread of democratic government
- C. establishing new markets for U.S. industrial and agricultural producers
- D. ending the expansion of European imperialism

10. Which of the following most influenced the growth of Arizona during the period leading to statehood?

- A. the expansion of the state railroad network
- B. the spread of cotton and citrus cultivation
- C. the development of the state's tourism potential
- D. the emergence of steel and copper industries

11. Which of the following best describes an important consequence of the Dust Bowl that afflicted the southern Great Plains during the early 1930s?

- A. a shift from agriculture to manufacturing throughout the region
- B. the migration of large numbers of impoverished families to California
- C. the permanent desertification of large areas of land formerly under cultivation
- D. a severe decline in the region's birth rate

12. Which of the following best explains why many historians consider World War II to have been an important turning point for women wage earners in the United States?

- A. Women compelled large numbers of employers to provide childcare services.
- B. Women performed a wide range of jobs traditionally held by men.
- C. Women achieved wage parity with male workers in most industries.
- D. Women assumed leadership positions in several industrial labor unions.

13. Which of the following aspects of U.S. operations in World War II can best be used to illustrate the contributions of members of Arizona's Navajo Nation (Diné) to the Allied war effort?

- A. U.S. intelligence-gathering activities in the European War
- B. construction of U.S. bases and air strips in the Pacific War
- C. U.S. commando raids in the European War
- D. communication among U.S. military units in the Pacific War

14. Which of the following best describes a major reason why U.S. policymakers instituted the Marshall Plan in 1948?

- A. to ensure that Western European nations could withstand a direct Soviet attack on the region
- B. to encourage Western European nations to form a mutual defense organization
- C. to prevent the Soviet Union from taking advantage of economic distress in Western Europe
- D. to encourage Western European nations to create a common market in the region

15. Which of the following best describes an important consequence of the Montgomery bus boycott of 1955–1956 for the civil rights movement?

- A. It prompted the formation of a broad-based coalition of civil rights groups.
- B. It was the first successful application of principles enunciated in *Brown v. Board of Education of Topeka*.
- C. It demonstrated the effectiveness of nonviolent resistance as a civil rights tactic.
- D. It catapulted the NAACP into a leading organizational role in the struggle for civil rights.

16. Which of the following best describes César Chavez's main reason for forming the labor organization that became the United Farm Workers of America?

- A. to increase the economic independence of farmworkers by providing a way of cultivating and marketing their own produce
- B. to strengthen the political power of farmworkers by providing a way of mobilizing community support for legislative initiatives that addressed their concerns
- C. to protect the civil rights of farmworkers by working together with other elements of the civil rights movement
- D. to bolster the dignity and self-worth of farmworkers by providing a way of using their collective power to improve wages and working conditions

17. Which of the following best describes an important long-term consequence of changes in government instituted by the presidential administration of Ronald Reagan?

- A. a decrease in the social and economic responsibilities of state governments
- B. an increase in the power of the executive branch of the federal government
- C. a reduced reliance on the federal government for solutions to major social problems
- D. an increased reliance on the federal judiciary to initiate important policy changes

18. Which of the following best describes the Clinton administration's main reason for urging ratification of the North American Free Trade Agreement (NAFTA)?

- A. to expand markets for goods produced in the United States
- B. to protect U.S. access to vital raw materials
- C. to prevent the outsourcing of U.S. jobs to developing countries
- D. to increase foreign investment in the U.S. economy

19. Which of the following best describes a major effect of the agricultural revolution on Neolithic societies?

- A. Population movement increased.
- B. Productive tasks became more specialized.
- C. Birth rates declined.
- D. Communities became more geographically dispersed.

20. Which of the following best describes the government of ancient Egypt?

- A. a dictatorship, in which absolute power is concentrated in the hands of a single individual
- B. an oligarchy, in which a small group of individuals controls the government
- C. an aristocracy, in which the power of government is dispersed among a large hereditary elite
- D. a theocracy, in which the state is ruled by one or more individuals considered divine or divinely guided

21. Which of the following Chinese innovations most influenced the development of trade between China and the West?

- A. the development of printing
- B. the creation of methods for producing silk
- C. the invention of gunpowder
- D. the creation of metalworking techniques

22. The medieval African states of Ghana, Mali, and Songhai can best be described as:

- A. stock-raising empires with representative forms of government.
- B. trading empires ruled by kings who exercised absolute power.
- C. mining empires ruled by nobles who shared power with village leaders.
- D. agricultural empires with oligarchic forms of government.

23. The preservation and transmission of Greek and Roman learning by Islamic scholars of the eighth and ninth centuries most influenced which of the following?

- A. the economic theories of early modern European mercantilists
- B. the cultural contributions of Renaissance humanists
- C. the doctrinal innovations of Reformation theologians
- D. the political speculations of Enlightenment philosophers

24. Which of the following best describes the main reason that Pope Gregory IX established the Inquisition in 1231?

- A. to respond to monarchical challenges to papal authority
- B. to supervise the work of church courts
- C. to raise the moral and educational standards of parish clergy
- D. to investigate and suppress heretical activities

25. Which of the following best describes a major achievement of an important European explorer during the Age of Discovery?

- A. Vasco da Gama was the first explorer to reach India by sailing around the tip of Africa.
- B. Juan Ponce de León was the first explorer to establish a permanent colony on the South American mainland.
- C. Bartolomeu Dias was the first explorer to sail around the world.
- D. Ferdinand Magellan was the first explorer to establish a permanent colony on the East Asian mainland.

26. In which of the following regions did the racial composition of the population change most as a consequence of European exploration and settlement?

- A. China and Southeast Asia
- B. West Africa and East Africa
- C. India and Southwest Asia
- D. Central America and the Caribbean

27. Which line in the table below best matches an Enlightenment thinker with a political belief that the individual sought to promote in his writings?

| Line | Philosopher | Political Belief |
|------|----------------------|-----------------------------------|
| 1 | Denis Diderot | universal suffrage |
| 2 | Voltaire | direct democracy |
| 3 | Baron de Montesquieu | governmental separation of powers |
| 4 | Thomas Hobbes | freedom of assembly |

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

28. A major innovation of the early Industrial Revolution was the creation of a process to smelt iron ore using coal. Which of the following best describes an important environmental benefit of iron manufacturers' adoption of this innovation?

A. It facilitated efforts to conserve water resources.
B. It reduced levels of air pollution generated by iron making.
C. It slowed the destruction of forest resources.
D. It reduced levels of toxic waste generated by iron making.

29. Leaders of the Latin American independence movement during the early nineteenth century could most closely identify with which of the following grievances expressed in the U.S. Declaration of Independence?

- A. The king "has sent hither swarms of officers to harass our people, and eat out our substance."
- B. The king "has excited domestic insurrections among us."
- C. The king "has ravaged our coasts, burned our towns, and destroyed the lives of our people."
- D. The king "has endeavored to prevent the population of these states."

30. Which of the following historical initiatives is an example of a strategic consideration motivating late nineteenth-century European imperialism?

- A. British establishment of a protectorate in Egypt
- B. Belgian acquisition of the Congo
- C. German establishment of a protectorate in Southwest Africa
- D. Portuguese acquisition of Angola

31. Which of the following posed the greatest challenge for newly independent African nations after World War II as a result of European imperialism?

- A. existing forms of government
- B. existing colonial military forces
- C. existing transportation systems
- D. existing political boundaries

32. Which of the following best describes a major reason for Japan's rise as a world power during the early twentieth century?

- A. government policies to promote population growth
- B. government direction of the development of strategic industries
- C. government adoption of free trade policies
- D. government enactment of programs to support education

33. Which of the following best describes a major aim of Japanese expansionists before World War II?

- A. to secure sources of raw materials for Japan's growing economy
- B. to help East Asian nationalists overthrow European imperialist governments
- C. to create a stable balance of power in East Asia
- D. to prevent communist forces from overthrowing China's nationalist government

34. Which of the following best explains why the Soviet victory in the Battle of Stalingrad is considered a major turning point in World War II?

- A. It allowed Soviet forces to link up with allied armies in the Middle East.
- B. It forced Germany to fight a two-front war.
- C. It prompted the United States to form an alliance with the Soviet Union.
- D. It enabled Soviet forces to take the offensive in Eastern Europe.

35. Which of the following best describes what Cold War commentators meant when they referred to the creation of the "Iron Curtain"?

- A. Soviet establishment of command economies in Eastern Europe
- B. Soviet restriction of contact between its Eastern European satellites and Western Europe
- C. Soviet involvement in the postwar partitioning of Germany
- D. Soviet support of wars of national liberation in East Asia and Southeast Asia

36. The organizational evolution that resulted in the formation of the European Union best illustrates which of the following developments?

- A. a financial network transforming itself into a development bank
- B. a political federation becoming an international court
- C. an economic union undertaking political integration
- D. a defensive alliance becoming a peace-keeping organization

37. Delegates to the Constitutional Convention of 1787 resolved differences between small states and large states, in part, by inserting which of the following provisions in the document?

- A. "The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof."
- B. "The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states."
- C. "The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion."
- D. "The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof."

38. Which of the following best demonstrates the influence of the Anti-Federalists on the development of the U.S. government?

- A. the passage of the Northwest Ordinance of 1787
- B. the adoption of the Bill of Rights in 1791
- C. the election of George Washington as president in 1789
- D. the passage of the Judiciary Act of 1789

39. Which of the following is the best historical example of the operation of the constitutional principle of checks and balances?

- A. congressional passage of legislation establishing the Interstate Commerce Commission in 1887
- B. President Theodore Roosevelt's prosecution of the Northern Securities Company under the Sherman Antitrust Act
- C. the refusal of the Senate to ratify the Treaty of Versailles after World War I
- D. the U.S. Supreme Court decision in *Brown v. Board of Education of Topeka* (1954) that overturned an earlier court ruling

40. Which of the following is the correct order of succession to the office of president of the United States after the vice president?

A. 1. secretary of defense
2. secretary of state
3. Speaker of the House of Representatives

B. 1. president *pro tempore* of the Senate
2. secretary of state
3. attorney general

C. 1. Speaker of the House of Representatives
2. president *pro tempore* of the Senate
3. secretary of state

D. 1. secretary of state
2. attorney general
3. secretary of defense

41. Which of the following best explains how, in 1824, John Quincy Adams won election to the presidency without receiving a majority of the popular vote?

A. Adams received a majority of the electoral vote in the election.

B. The election was decided by the House of Representatives, where a majority of state delegations voted for Adams.

C. Adams received a plurality of the popular vote in the election.

D. The election was decided by the House of Representatives, where the House Judiciary Committee selected Adams.

42. Which of the following best illustrates how presidential executive orders have been used to initiate important policy changes in the United States?

A. the creation of the Federal Reserve System in 1913

B. the creation of the National Labor Relations Board in 1935

C. the integration of the armed forces in 1948

D. the banning of segregated public facilities in 1964

43. Disagreements between state and tribal governments in the United States most often center on questions concerning the:

A. structure of tribal governments.

B. legal procedures used in tribal courts.

C. election of tribal leaders.

D. sovereignty of tribal governments.

44. Which of the following best describes a major difference in the operation of Arizona state government and the U.S. federal government?

- A. Arizona's chief executive can call special sessions of the state legislature.
- B. The Arizona legislature decides how much money the state will spend.
- C. The Arizona Constitution allows voters to play a direct role in the lawmaking process.
- D. Much of the work in the Arizona legislature happens in committees.

45. Which of the following best describes the main purpose of the Indian Civil Rights Act of 1968?

- A. to establish an indisputable legal foundation for Native American citizenship
- B. to protect and expand the voting rights of Native Americans
- C. to affirm that the protections contained in the Bill of Rights apply on tribal lands
- D. to prevent job and housing discrimination against Native Americans

46. In *Gideon v. Wainwright* (1963), the U.S. Supreme Court ruled that states are obligated to provide assistance of counsel to defendants in all criminal prosecutions. Which of the following best describes a major rationale for the Court's ruling?

- A. A defendant's education should not be a determining factor in the outcome of criminal trials.
- B. Criminal defendants cannot be forced to give testimony against themselves.
- C. A defendant's wealth should not be a determining factor in the outcome of criminal trials.
- D. All criminal defendants have the right to a speedy and public trial by an impartial jury.

47. In which of the following ways do the governments of modern European monarchies differ most from the government of the United States?

- A. Statutory law, rather than constitutional law, is the fundamental law of the land.
- B. The ceremonial head of state and the chief executive are two different people.
- C. The executive and legislative functions of government are exercised by a single body.
- D. Members of the judicial branch of the government are appointed by the monarch.

48. Which of the following best describes the significance of the Camp David Accords of 1978?

- A. The accords provided the basis for the establishment of a Middle Eastern economic development and free trade zone.
- B. The accords led to Arab League recognition of Israeli sovereignty.
- C. The accords provided the basis for the creation of a mutual defense agreement between Israel and its Arab neighbors.
- D. The accords led to the first negotiated peace between Israel and an Arab state.

49. Which of the following best describes a major function of the African Union (AU)?

- A. to settle disputes among member nations through negotiation and conciliation
- B. to represent member states at meetings of the United Nations General Assembly
- C. to investigate and prosecute governmental corruption in member states
- D. to coordinate international private investment among member states

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



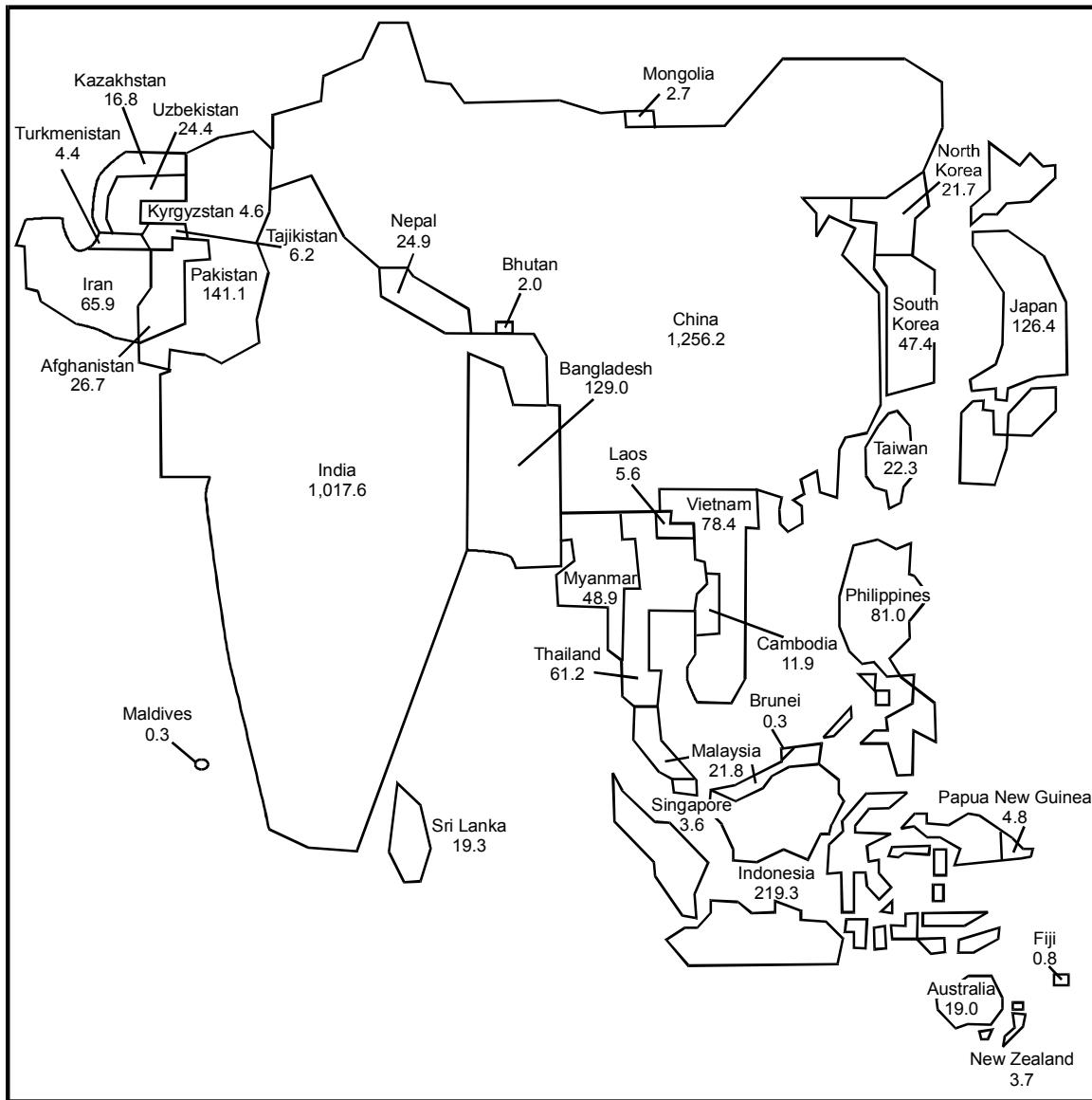
50. Which of the circled areas on the map contains an archipelago?

- A. area A
- B. area B
- C. area C
- D. area D

51. The numbered areas on the map correspond most closely with the location of which of the following types of landforms?

- A. mountains
- B. deserts
- C. plains
- D. plateaus

52. Use the cartogram below to answer the question that follows.



Which of the following is the most likely reason that Australia is smaller than Vietnam on the cartogram above?

- A. Vietnam's total area is larger than that of Australia.
- B. Vietnam's population is greater than that of Australia.
- C. Vietnam's resource base is greater than that of Australia.
- D. Vietnam's volume of trade is larger than that of Australia.

53. Which of the following best describes a significant way in which geographic relationships in twenty-first-century Europe differ from the geographic relationships characteristic of nineteenth-century Europe?

- A. European nations today are much more likely to cooperate in economic and political matters.
- B. Population movement among European nations is much greater today.
- C. European nations today are much more likely to obtain needed raw materials from other European nations.
- D. Cultural distinctions among European nations today are much more important.

54. Which of the following is a characteristic common to all geographic regions?

- A. a landform or water boundary
- B. uniform cultural characteristics
- C. a transition zone
- D. uniform physical characteristics

55. **Use the passage below to answer the question that follows.**

In the 1960s New Mexico's Taos Indians requested the return of an area known as Blue Lake, which had been incorporated into a national forest earlier in the century. When offered \$10 million from the federal government in compensation for the land, the Taos refused because they consider the area a source of life for their people and the final resting place for the spirits of the dead. In 1970 Congress finally returned the lake and 48,000 acres of land around it to the Taos.

The refusal of a cash settlement by the Taos can best be seen as an example of:

- A. conflict between the economic and religious elements of a culture.
- B. the intergenerational transformation of beliefs.
- C. the importance of place as a component of cultural identity.
- D. how mental maps influence human perceptions of places.

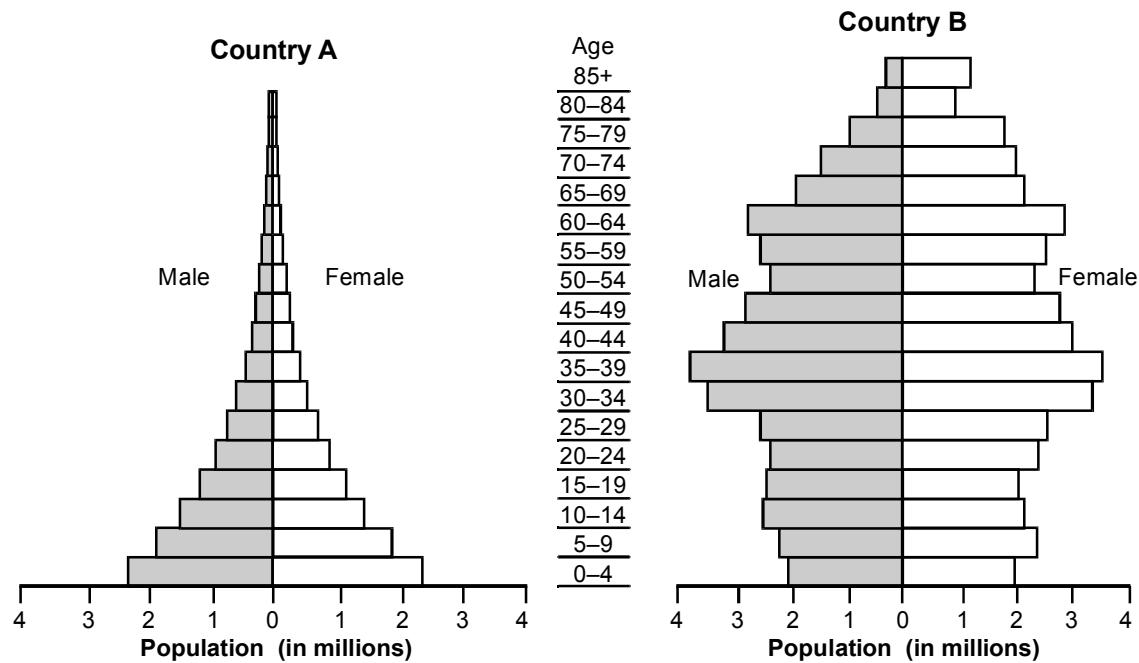
56. Which of the following would be most useful for estimating the age of a layer of earth material?

- A. fossils contained within the layer of earth material
- B. data on the permeability and porosity of the layer of earth material
- C. minerals deposited within the layer of earth material
- D. data on the acidity and alkalinity of the layer of earth material

57. During the late twentieth century, the rapidly increasing population density in Mexico City contributed most significantly to growing concern about which of the following quality-of-life issues?

- A. preventing the spread of infectious diseases
- B. expanding the amount of urban green space
- C. maintaining air quality at healthy levels
- D. creating sites for the disposal of toxic wastes

58. Use the population pyramids to answer the question that follows.



Based on information presented in the population pyramids above, it is reasonable to conclude that compared with Country A, Country B devotes a greater proportion of its resources to:

- A. meeting basic infrastructure needs.
- B. constructing elementary and secondary schools.
- C. creating health care facilities for its older citizens.
- D. providing prenatal services.

59. Unlike urban homes in North America, urban residences in the Islamic countries of North Africa and the Middle East tend to have few windows that open onto public spaces. Which of the following best explains this difference?

- A. differences in locally available building resources
- B. differences in per capita income
- C. differences in norms related to personal space and privacy
- D. differences in climatic conditions

60. In which of the following ways did Spanish exploration in the southwestern region of the present-day United States most affect the lives of regional Native Americans?

- A. The introduction and spread of horses changed territorial relationships among Native American nations of the region.
- B. The adoption of Christianity by certain Native Americans caused widespread conflict within Native American nations of the region.
- C. The Spanish presence led Native American nations to forge a unified identity and to form a regionwide political confederation.
- D. The creation of Spanish settlements prompted many Native American nations to migrate to the north and merge with other nations.

61. Which of the following best describes a likely environmental consequence of converting a forested area to agricultural use?

- A. an increase in average regional temperatures
- B. increased insect infestation of the area
- C. an increase in the depth of regional water tables
- D. increased silting of regional streams and rivers

62. During the seventeenth century in northeastern North America, Native American and European views of the natural world differed in important ways. One major difference was that Native Americans were more likely to view:

- A. the natural world as a resource for human use.
- B. themselves as a part of the natural world around them.
- C. environmental modifications as the basis of human progress.
- D. natural disasters as an expression of divine wrath.

63. Which of the following best illustrates the concept of economic incentives?

- A. A company reduces its output of a product because of a shortage of necessary inputs.
- B. A company devises a loan repayment schedule to retire long-term debt.
- C. A company hires a new personnel director to revise its employee compensation package.
- D. A company develops a new product in the expectation of increasing sales revenue.

64. Which of the following best describes a major role of government in Adam Smith's concept of laissez-faire capitalism?

- A. to ensure that goods and services are distributed in an equitable manner among all groups of citizens
- B. to promote the development of new enterprises and industries
- C. to prevent monopolies from disrupting the natural growth of the economy
- D. to help determine the most efficient means of organizing production

65. In the U.S. economy, an entrepreneur is best defined as someone who:

- A. identifies potential products or services and the markets in which they can be sold.
- B. provides capital to individuals interested in starting a new business.
- C. organizes, manages, and assumes the risks of a business or enterprise.
- D. connects producers with suppliers, financiers, marketers, and distributors.

66. Which of the following employment policies would most likely result in increased worker productivity?

- A. establishing a workplace promotion system based on employee seniority
- B. matching a fixed percentage of employee contributions to individual retirement accounts
- C. allowing employees to purchase company stock at market prices
- D. paying employees' tuition for successful completion of work-related college courses

67. Which of the following developments would most likely prompt the federal government to cut income tax rates and increase spending on public works projects?

- A. a decline in the foreign exchange value of the dollar
- B. a decline in interest rates for long-term loans
- C. a decline in the volume of foreign trade
- D. a decline in the gross domestic product

68. A major difference between market economies and command economies is that:

- A. market economies are less likely to suffer from extended periods of inflation.
- B. income is generally more equitably distributed in market economies.
- C. market economies are less likely to suffer from high levels of unemployment.
- D. resource allocation is generally more efficient in market economies.

69. **Use the passage below to answer the question that follows.**

Telephone operators in India and Australia make customer service calls for European and U.S. banks. Workers in Mexico assemble parts manufactured in the United States into electronic products that are then returned to the United States for sale. In India's "Silicon Plateau," more than 100 companies from various nations manufacture software.

Information presented in the passage best illustrates which of the following developments?

- A. the shift from manufacturing to services in developed economies
- B. the increased spatial mobility of working people
- C. the increasingly interdependent nature of the global economy
- D. the growing economic power of multinational corporations

70. *Interest* is a financial term that can best be defined as:

- A. the security required to obtain a loan.
- B. the cost of borrowing money.
- C. a measure of a borrower's ability to repay a loan.
- D. an incentive for borrowing money.

71. Individuals who use graduated payment mortgages to finance home purchases most often do so on the assumption that:

- A. their income will increase steadily over time.
- B. nothing is more important than the swift buildup of equity.
- C. interest rates will gradually decline over time.
- D. it is best to pay off a mortgage as quickly as possible.

72. One can best understand why the income of skilled wage earners is typically greater than the income of unskilled wage earners by examining which of the following?

- A. the average length of time each type of worker is employed by a firm
- B. the change in a firm's capital-labor ratio resulting from employing one more unit of each type of worker
- C. the proportion of each type of worker in a firm's labor force
- D. the change in a firm's total revenue resulting from employing one more unit of each type of worker

73. A social scientist has identified a research topic. Which of the following questions should the researcher ask *next*?

- A. What have others learned about the topic?
- B. What resources will be required to carry out the research?
- C. What method should be used to collect data?
- D. What is the most appropriate research strategy?

74. Which of the following citations describes a primary source rather than a secondary source?

- A. Bernard Bailyn, *The Peopling of British North America: An Introduction* (New York, 1986)
- B. Bernard Bailyn and Donald Fleming, eds., *The Intellectual Migration: Europe and America, 1930–1960* (Cambridge, 1969)
- C. Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge, 1967)
- D. Bernard Bailyn, ed., *Pamphlets of the American Revolution, 1750–1776* (Cambridge, 1965)

75. A researcher would most likely consult an almanac for which of the following types of information about Arizona?

- A. analyses of relations between Arizona and other western states
- B. biographical profiles of major figures in Arizona history
- C. data on the land area, population, and heritage composition of Arizona
- D. business information about major Arizona-based corporations

76. **Use the passage below to answer the question that follows.**

Government statistics show that the rate of immigration to the United States slowed during much of the 1890s. This changed dramatically, however, at the turn of the century. Between 1900 and 1914, immigration reached historic highs before falling off markedly during World War I. It increased again during the early 1920s, though it failed to reach prewar levels before registering a sharp drop after 1924.

Which of the following would be the most appropriate graphic format for presenting the information contained in the passage above?

- A. a line graph
- B. a time line
- C. a flow chart
- D. a pie chart

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

The 1920s are often remembered as an era of bathtub gin, flappers, the Charleston, wild parties, and the Stutz Bearcat. The period also witnessed important economic changes. Of these developments, none was more important than the rise of mass consumerism. Although it had been a part of American life since the colonial era, consumerism became much more widespread than ever before. By the end of the 1920s, its spreading influence encompassed all social groups and geographic areas—workers and farmers as well as the middle class, the small towns of the West as well as the urban centers of the East. More people owned more possessions than at any other time in U.S. history.

The main foundation for this new consumerism was the tremendous increase in productivity that occurred during the decade. Mass consumption is impossible without mass production; one cannot eat, wear, drive, or live in what one cannot produce. It is, therefore, of more than passing significance that output per worker in manufacturing industries increased more than 43 percent during the 1920s. These advances resulted primarily from technological innovation and the adoption of new managerial techniques. This was the heyday of scientific management, and firms throughout the economy placed a strong emphasis on boosting their productive efficiency.

As important as such increases in productivity were, they alone did not make for the creation of a mass consumption economy; there were other barriers to overcome. One was the notion of scarcity. Throughout U.S. history, it had been an article of faith that saving was a virtue; for some, it was the highest virtue. This changed during the 1920s, as indeed it had to, if the incredible mass of goods flowing from the nation's farms and factories was to find buyers. But such changes do not come easily to people who had grown up in an economy of scarcity, where it often seemed that there was just barely enough to go around. These people had to be told to spend, and the task of spreading the word about the virtues of consumption fell largely to advertisers. Although advertising had been an increasingly important part of U.S. economic life since the late nineteenth century, it was during the 1920s that the industry truly came into its own.

77. According to information presented in the passage, there was a cause-and-effect relationship between:

- A. economic growth in the East and similar developments in the West.
- B. the emergence of a mass consumption economy and popular belief in the notion of scarcity.
- C. productivity growth and the rise of mass consumerism.
- D. the adoption of new managerial techniques and the spread of advertising.

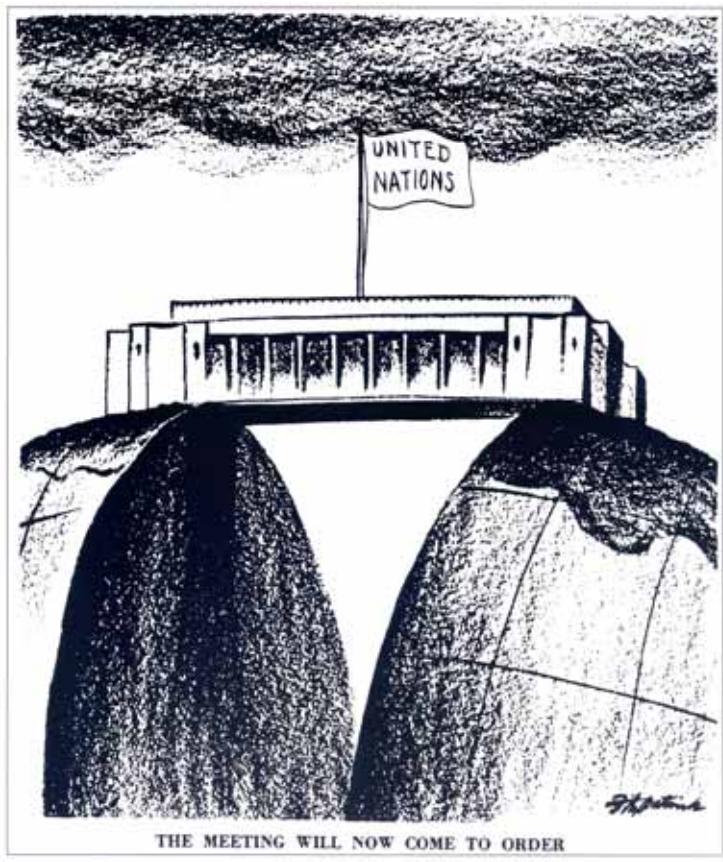
78. Which of the following best summarizes the main topics addressed in the passage?

- A. — well-known leisure activities of the 1920s
 - productivity growth during the 1920s
 - the rise of advertising in the United States
- B. — the effect of increased consumption on various social groups and regions
 - technological innovation and the rise of scientific management
 - the persisting popular attachment to the notion of scarcity
- C. — cultural developments of the 1920s
 - economic developments of the 1920s
 - business developments of the 1920s
- D. — the emergence of a mass production economy during the 1920s
 - the relationship between mass production and mass consumption
 - advertisers and the effort to turn savers into spenders

79. Which of the following statements from the passage best expresses an opinion rather than a fact?

- A. The 1920s is often remembered as an era of bathtub gin, flappers, the Charleston, wild parties, and the Stutz Bearcat.
- B. Of these economic developments, none was more important than the rise of mass consumerism.
- C. It is, therefore, of more than passing significance that output per worker in manufacturing industries increased more than 43 percent during the 1920s.
- D. The task of spreading the word about the virtues of consumption fell largely to advertisers.

80. Use the 1949 political cartoon below of the United Nations to answer the question that follows.



Fitzpatrick in the St. Louis Post-Dispatch

© Highsmith Inc. 1966

Which of the following developments most likely prompted the artist to create the cartoon above?

- A. the decolonization of Africa and Asia
- B. continuing economic dislocation in regions affected by World War II
- C. the post-World War II emergence of the Cold War
- D. Arab opposition to the creation of a Jewish state in Palestine

Below are the directions for the Middle Grades Social Studies performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

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

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

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

Your response will be evaluated based on the following criteria.

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

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

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

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

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

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

Practice Performance Assignment

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

In 1920, the society in the United States was much more varied than it has been half a century earlier. Between 1870 and 1920, a massive influx of immigrants transformed the heritage and religious composition of the nation's population.

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

- describe two major changes in the heritage and/or religious composition of the U.S. population between 1870 and 1920; and
- analyze three major factors that influenced immigration to the United States during this period.

Sample Performance Assignment Response: Score Point 4

As a consequence of immigration, the United States was a much more varied society in 1920 than it had been a half-century earlier. Before 1870, most immigrants came from northern and western European countries such as Great Britain, Germany, and Ireland. All this began to change during the final decades of the nineteenth century, as increasing numbers of people entered the United States from southern and eastern European countries such as Italy, Poland, Greece, Russia, and the Austro-Hungarian Empire. The arrival of these new immigrants not only changed the makeup of U.S. society, it also had a major effect on the nation's religious composition. Some of the newcomers practiced religions such as Judaism and Orthodox Catholicism. Many others were Roman Catholics whose presence added considerably to what had been a relatively small number of Catholics in the U.S. population. By 1920, the United States had been transformed from an overwhelmingly Protestant country of primarily northern and western European descent into a nation of Protestants, Catholics, and Jews from all regions of Europe.

A number of factors influenced immigration. Religious persecution forced some people to seek new homelands where they could practice their faith without interference from the government. Perhaps the best example of this was the Russian Empire. Since the late eighteenth century, Russian Jews had been forced to live in segregated areas known as the Pale of Settlement. When Tsar Alexander II was assassinated in 1881, authorities blamed Russian Jews for his death and did nothing to restrain a series of vicious attacks on Jews called pogroms, which resulted in the deaths of numerous Jews and the destruction of large amounts of property. It is no surprise that most Russian Jews had no intention of ever returning to their homeland once in the United States.

A more general factor influencing immigration to the United States was demographic change. Falling death rates in many parts of Europe during the nineteenth century resulted in substantial population growth. This, in turn, led to severe land shortages. This problem occurred during a period when the spread of mechanized, commercial agriculture was further undermining Europe's small-farm economy. Farm families faced difficult choices. Older males might inherit sufficient property to marry and raise families, but their brothers and sisters had to find alternative ways of

(continued on next page)

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

making a living. Most looked for work in the surrounding area before moving to regional urban centers, where they obtained employment in the growing European industrial sector. For many, however, this was only the first of a series of moves that would ultimately bring them across the Atlantic.

Third, new immigrants in the United States had a major influence on trans-Atlantic migration. Many of them came initially in small groups. But after they found work, they began creating communities populated by other recent immigrants from their homelands. At the same time, they communicated with family and friends in their home countries, letting them know about the economic opportunities that awaited them. For people considering emigration, being able to relocate to an area where family members and friends could assist them during the difficult period of transition made the decision to emigrate much easier than it would otherwise have been. Thus, the communities established by early groups of immigrants acted as magnets that attracted other groups of migrants. Called "chain migration," this process became a powerful dynamic in the transformation of the U.S. population.

Acknowledgments

Practice Question

80. Fitzpatrick, Daniel Robert. *The Meeting Will Now Come to Order*. April 7, 1949. Mechanical Print. The St. Louis Post-Dispatch Editorial Cartoon Collection. The State Historical Society of Missouri.

ANSWER KEY

Field 40: Middle Grades Social Studies

| Question Number | Correct Response | Objective |
|-----------------|------------------|---|
| 1. | D | Understand important features of early American civilizations and major developments related to exploration and colonization. |
| 2. | A | Understand important features of early American civilizations and major developments related to exploration and colonization. |
| 3. | C | Understand major developments related to the American Revolution and the creation of a new nation. |
| 4. | D | Understand major developments related to the American Revolution and the creation of a new nation. |
| 5. | C | Understand major developments related to the American Revolution and the creation of a new nation. |
| 6. | B | Understand major developments related to westward expansion, the Civil War, and Reconstruction. |
| 7. | A | Understand major developments related to westward expansion, the Civil War, and Reconstruction. |
| 8. | C | Understand major developments related to westward expansion, the Civil War, and Reconstruction. |
| 9. | C | Understand major developments related to the emergence of the modern United States. |
| 10. | A | Understand major developments related to the emergence of the modern United States. |
| 11. | B | Understand major developments related to the Great Depression and World War II. |
| 12. | B | Understand major developments related to the Great Depression and World War II. |
| 13. | D | Understand major developments related to the Great Depression and World War II. |
| 14. | C | Understand major developments in postwar U.S. history from 1945 to 1970. |
| 15. | C | Understand major developments in postwar U.S. history from 1945 to 1970. |
| 16. | D | Understand major developments in postwar U.S. history from 1945 to 1970. |
| 17. | C | Understand major developments in U.S. history from 1970 to the present. |
| 18. | A | Understand major developments in U.S. history from 1970 to the present. |
| 19. | B | Understand important features of early world civilizations. |
| 20. | D | Understand important features of early world civilizations. |
| 21. | B | Understand important features of early world civilizations. |
| 22. | B | Understand major developments in world history through the Renaissance and Reformation. |
| 23. | B | Understand major developments in world history through the Renaissance and Reformation. |
| 24. | D | Understand major developments in world history through the Renaissance and Reformation. |
| 25. | A | Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment. |

(continued on next page)

| Question Number | Correct Response | Objective |
|-----------------|------------------|---|
| 26. | D | Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment. |
| 27. | C | Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment. |
| 28. | C | Understand major developments related to the Age of Revolution. |
| 29. | A | Understand major developments related to the Age of Revolution. |
| 30. | A | Understand major developments related to the Age of Imperialism and World War I. |
| 31. | D | Understand major developments related to the Age of Imperialism and World War I. |
| 32. | B | Understand major developments related to the Age of Imperialism and World War I. |
| 33. | A | Understand major developments in world history from World War I to 1950. |
| 34. | D | Understand major developments in world history from World War I to 1950. |
| 35. | B | Understand major developments in world history from 1950 to the present. |
| 36. | C | Understand major developments in world history from 1950 to the present. |
| 37. | D | Understand the foundations of government in the United States. |
| 38. | B | Understand the foundations of government in the United States. |
| 39. | C | Understand the structure of government in the United States. |
| 40. | C | Understand the structure of government in the United States. |
| 41. | B | Understand the structure of government in the United States. |
| 42. | C | Understand the functions of government in the United States. |
| 43. | D | Understand the functions of government in the United States. |
| 44. | C | Understand the functions of government in the United States. |
| 45. | C | Understand the rights, responsibilities, and roles of citizenship. |
| 46. | C | Understand the rights, responsibilities, and roles of citizenship. |
| 47. | B | Understand government systems of the world and international relations. |
| 48. | D | Understand government systems of the world and international relations. |
| 49. | A | Understand government systems of the world and international relations. |
| 50. | D | Understand the world in spatial terms. |
| 51. | B | Understand the world in spatial terms. |
| 52. | B | Understand the world in spatial terms. |
| 53. | A | Understand places and regions. |
| 54. | C | Understand places and regions. |
| 55. | C | Understand places and regions. |

(continued on next page)

| Question Number | Correct Response | Objective |
|-----------------|------------------|---|
| 56. | A | Understand physical systems. |
| 57. | C | Understand physical systems. |
| 58. | C | Understand human systems. |
| 59. | C | Understand human systems. |
| 60. | A | Understand human systems. |
| 61. | D | Understand environment and society. |
| 62. | B | Understand environment and society. |
| 63. | D | Understand the foundations of economics. |
| 64. | C | Understand the foundations of economics. |
| 65. | C | Understand the foundations of economics. |
| 66. | D | Understand microeconomic and macroeconomic principles. |
| 67. | D | Understand microeconomic and macroeconomic principles. |
| 68. | D | Understand global economics. |
| 69. | C | Understand global economics. |
| 70. | B | Understand the principles of personal finance. |
| 71. | A | Understand the principles of personal finance. |
| 72. | D | Understand the principles of personal finance. |
| 73. | A | Apply research skills. |
| 74. | D | Apply research skills. |
| 75. | C | Apply research skills. |
| 76. | A | Interpret visual representations of social science information. |
| 77. | C | Analyze social science information. |
| 78. | D | Analyze social science information. |
| 79. | B | Analyze social science information. |
| 80. | C | Interpret visual representations of social science information. |

PREPARATION RESOURCES

Field 40: Middle Grades Social Studies

The resources listed below may help you prepare for the AEPA® 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.

Online Sources:

Arizona Department of Education, Content Standards, Social Studies Standard Articulated by Grade Level.
<http://www.azed.gov/standards/sstudies/articulated>

Arizona Department of Education, Standards-Based Teaching and Learning, Social Studies Resource Page.
<http://www.azed.gov/SBTL/sdi/socstudies.asp>

The Avalon Project at Yale Law School: Documents in Law, History and Diplomacy.
<http://www.yale.edu/lawweb/avalon>

Journals:

Social Education, National Council for the Social Studies.

Middle Level Learning, National Council for the Social Studies.

Other Resources:

Boyes, W., & Melvin, M. *Economics*, 6th ed. Boston: Houghton Mifflin, 2005.

Brinkley, A. *American History: A Survey*, 12th ed. Boston: McGraw Hill, 2005.

Burstein, S., & Shek, R. *World History*. Austin, TX: Holt, Rinehart and Winston, 2006.

Campbell, J., et. al. *Studies in Arizona History*. Tucson, AZ: Arizona Historical Society, 1998.

Clawson, D. L., et. al. *World Regional Geography*, 9th ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Craig, A., et. al. *The Heritage of World Civilizations: Combined Volume*, 7th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

Deverell, W., & White, D. *United States History*. Austin, TX: Holt, Rinehart, & Winston, 2007.

Dye, T. R., Gibson, T., & Robison, C. *Politics in America*, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Faragher, J. M., et. al. *Out of Many: A History of the American People*, Combined Edition, 5th ed. Upper Saddle River, NJ: Prentice Hall, 2006.

Jacobs, H., et. al. *World Explorer: The Ancient World*. Upper Saddle River, NJ: Prentice Hall, 2001.

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Jacobs, H., et. al. *World Studies Foundations of Geography: Tools and Concepts*. Upper Saddle River, NJ: Prentice Hall, 2004.

Janda, K., Berry, J., & Goldman, J. *The Challenge of Democracy: Government in America*, 8th ed. Boston: Houghton Mifflin, 2005.

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McKay, J. P., Hill, B. D., & Buckler, J. *A History of Western Society*, 8th ed. Boston: Houghton Mifflin, 2006.

Myers, C., et. al. *National Standards for Social Studies Teachers: Revised*. Silver Spring, MD: National Council for the Social Studies, 2002.

Civics Today: Citizenship, Economics, and You, 3rd ed. New York: Glencoe/McGraw-Hill, 2006.

Schiller, B. *Essentials of Economics*, 6th ed. Boston: McGraw-Hill/Irwin, 2006.