



Texas
Educator Certification
Examination Program

Preparation Manual

Social Studies 4–8 (118)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Preparation Manual

Section 3: Overview and Exam Framework Social Studies 4–8 (118)

Exam Overview

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

The TExES Social Studies 4–8 (118) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Social Studies 4–8 exam framework and cover grades 4–8. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

Standard I

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

Standard II

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

Standard III

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

Standard IV

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

Standard V

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

Standard VI

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

Standard VII

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

Standard VIII

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

Standard IX

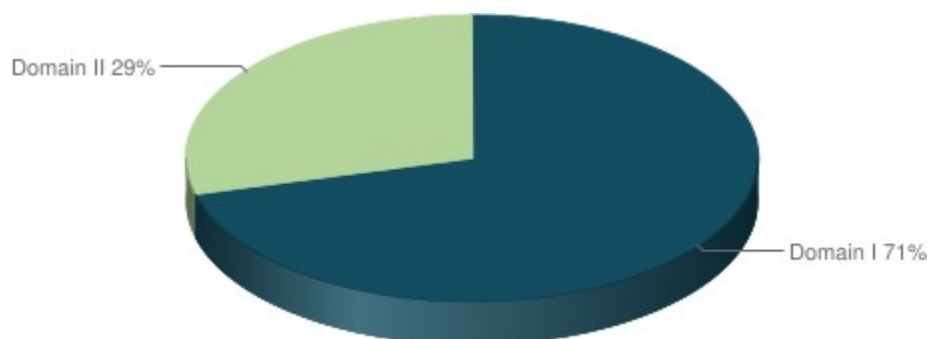
Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Standard X

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

Domains and Competencies

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



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

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

Domain I—Social Studies Content

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

The beginning teacher:

- A Understands traditional historical points of reference in the history of Texas, the United States and the world.
- B Analyzes how individuals, events, and issues shaped the history of Texas, the United States and the world.
- C Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.
- D Knows common characteristics of communities, past and present.
- E Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- F Applies different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference and the historical context of events and issues.
- G Understands similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
- H Understands the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
- I Understands the impact of individuals, events and issues on the exploration of Texas (e.g., Cabeza de Vaca, Alonso Álvarez de Pineda, Francisco Coronado, la Salle, the search for gold, conflicting territorial claims between France and Spain).
- J Identify important events, issues and individuals related to European colonization of Texas; Mexico becoming an independent nation, including the establishment of Catholic missions, towns and ranches (e.g., Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, Francisco Hidalgo, the Mexican Federal Constitution of 1824, and the State Colonization Law of 1825).
- K Understands the foundations of representative government in the United States; significant individuals, events and issues of the revolutionary era; and challenges confronting the U.S. government in the early years of the republic (e.g., Mayflower Compact, Virginia Houses of burgesses, John Adams, Abigail Adams, George Washington, Crispus Attucks, Battle of Saratoga, winter at Valley Forge, Battle of Yorktown, the arguments of the Federalists and Anti-Federalists, Articles of Confederation, United States Constitution, War of 1812).
- L Demonstrates knowledge of the individuals, events and issues related to the independence of Texas, the founding of the Republic of Texas and Texas statehood (e.g., Moses Austin, Samuel Houston, Erasmo Seguín, Antonio López de Santa Anna, the Fredonian Rebellion, the Battle of the Alamo, the Battle of San Jacinto, the annexation of Texas, the U.S.-Mexican War).
- M Understands westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life (e.g., Louisiana Purchase, Monroe Doctrine, building of U.S. forts, the destruction of the buffalo, Indian Removal Act, Trail of Tears, Red River Indian War).

- N. Analyzes ways in which political, economic and social factors led to the growth of sectionalism and the Civil War (e.g., nullification crisis, Compromise of 1850, the roles of John Quincy Adams, John C. Calhoun, Henry Clay and Daniel Webster).
- O. Demonstrates knowledge of individuals, issues and events of the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the nation and Texas (e.g., Abraham Lincoln, Jefferson Davis, John Bell Hood, Vicksburg Campaign, Battle of Gettysburg, Emancipation Proclamation, Battle of Galveston, Battle of Palmito Ranch).
- P. Demonstrates knowledge of major U.S. and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolition movement, women suffrage movement, temperance movement, Civil Rights movement, agrarian groups, labor unions, James L. Farmer, Jr., Jane Addams, Hector Pérez García, Oveta Culp Hobby, the League of United Latin American Citizens (LULAC), the evangelical movement).
- Q. Understands important issues, events and individuals of the twentieth and twenty-first centuries that shaped the role of Texas in the United States and the world (e.g., Great Depression, First and Second World Wars, Civil Rights movement, Lyndon B. Johnson, emergence of a two-party system, political and economic controversies, immigration, migration).
- R. Understands and traces the impact of boom-and-bust cycles of leading Texas industries (e.g., railroads, cattle, oil and gas, colon, real estate, banking, computer technology).
- S. Understands the contributions of people of various racial, ethnic and religious groups in Texas, the United States and the world.
- T. Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasions, conquests, colonizations, immigrations).

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

The beginning teacher:

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

- J. Analyzes how geographic factors have influenced the settlement patterns, economic and social development, political relationships and policies of societies and regions in Texas, the United States and the world (e.g., the Galveston hurricane of 1900, the Dust Bowl, limited water resources, alternative energy sources).
- K. Analyzes interactions between people and the physical environment and the effects of these interactions on the development of places and regions.
- L. Understands comparisons among various world regions and countries (e.g., aspects of population, disease and economic activities) by analyzing maps, charts, databases and models.

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

The beginning teacher:

- A. Understands that basic human needs are met in many ways.
- B. Understands and applies knowledge of basic economic concepts (e.g., goods and services, free enterprise, interdependence, needs and wants, scarcity, economic system, factors of production).
- C. Demonstrates knowledge of the ways in which people organize economic systems, and similarities and differences among various economic systems around the world.
- D. Understands the value and importance of work and purposes for spending and saving money.
- E. Demonstrates knowledge of occupational patterns and economic activities in Texas, the United States and the world, past and present (e.g., the plantation system, the spread of slavery, industrialization and urbanization, transportation, the American ideals of progress, equality of opportunity).
- F. Understands the characteristics, benefits and development of the free-enterprise system in Texas and the United States.
- G. Analyzes the roles of producers and consumers in the production of goods and services.
- H. Understands the effects of government regulation and taxation on economic development.
 - I. Demonstrates knowledge of how businesses operate in the U.S. free-enterprise system and international markets (e.g., government regulation, world competition, the importance of morality and ethics in maintaining a functional enterprise system).
- J. Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- K. Demonstrates knowledge of categories of economic activities and methods used to measure a society's economic level.
- L. Uses economic indicators to describe and measure levels of economic activity.
- M. Understands the causes of major events and trends in economic history (e.g., factors leading societies to change from agrarian to urban, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in world areas, factors leading to the emergence of different patterns in jobs, economic activity in Texas, the United States, and the world).
- N. Analyzes the interdependence of Texas, United States and world economies.
- O. Understands how geographic factors such as immigration, migration, location, climate and limited resources have influenced the development of economic activities in Texas, the United States, and the world.

- P. Applies knowledge of significant economic events and issues and their effects in Texas, in the United States and the world.

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

The beginning teacher:

- A. Demonstrates knowledge of the historical origins of democratic forms of government, such as ancient Greece.
- B. Understands the purpose of rules and laws; the relationship between rules, rights and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- C. Knows the basic structure and functions of the U.S. government, the Texas government and local governments (including the roles of public officials) and relationships among national, state and local governments.
- D. Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Articles of Confederation, Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.
- E. Understands early United States political issues, including those surrounding Alexander Hamilton, Patrick Henry, James Madison, George Mason; the arguments of the Federalists and Anti-Federalists; states' rights issues; and the nullification crisis.
- F. Knows how American Indian groups and settlers organized governments in precolonial America, and during the early development of Texas and North America.
- G. Demonstrates knowledge of how state and local governments use sources of revenue such as property tax and sales tax, and the funding of Texas public education.
- H. Demonstrates knowledge of types of government (e.g., constitutional, totalitarian), and their effectiveness in meeting citizens' needs and the reasons for limiting the power of government.
- I. Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
- J. Understands the impact of landmark Supreme Court cases (e.g., *Marbury v. Madison*, *Dred Scott v. Sandford*, *McCulloch v. Maryland*, *Gibbons v. Ogden*).
- K. Understands components of the democratic process (e.g., voting, contacting local and state representatives, voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
- L. Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and that contribute to national unity (e.g., Uncle Sam, "The Star-Spangled Banner," the San Jacinto Monument, "Texas, our Texas").
- M. Demonstrates knowledge of the importance, accomplishments and leadership qualities of United States and Texas leaders (e.g., Presidents Washington, Adams, Jefferson, Madison, Monroe, Lincoln; U.S. senators Calhoun, Webster, Clay; Texas governors and local Texas representatives).
- N. Analyzes the relationship among individual rights, responsibilities and freedoms in democratic societies.
- O. Applies knowledge of the nature, rights and responsibilities of citizens in Texas, the United States, and various societies, past and present.
- P. Understands the contributions and importance of political figures, members of Congress, military leaders and social reformers who modeled active participation in the democratic process in Texas and in the United States (e.g., Frederick Douglass, Susan B. Anthony, Sam Houston, Barbara Jordan, Henry B. González, Kay Bailey Hutchinson, Audie Murphy, William Carney, Philip Bazaar).

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

The beginning teacher:

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

- R. Demonstrates knowledge of the origins, diffusions and effects of major scientific, mathematical and technological discoveries throughout history.
- S. Knows how developments in science and technology have affected the physical environment; the growth of economies and societies; and definitions of, access to and use of physical and human resources.
- T. Knows how changes in science and technology affect moral and ethical issues.

Domain II—Social Studies Foundations, Skills and Instruction

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

The beginning teacher:

- A. Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- B. Understands how social science disciplines relate to each other.
- C. Understands practical applications of social studies education.
- D. Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- E. Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts) and uses information from a variety of sources to acquire social science information and answer social science questions.
- F. Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- G. Understands social science research and knows how social scientists locate, gather, organize, analyze and report information using standard research methodologies.
- H. Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view and frame of reference.
- I. Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
- J. Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).
- K. Communicates and interprets social science information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
- L. Uses standard grammar, spelling, sentence structure, punctuation and proper citation of sources.
- M. Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions and evaluate the effectiveness of solutions.
- N. Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences and take action to implement decisions.
- O. Knows how to create maps and other graphics to present geographic, political, historical, economic and cultural features, distributions, and relationships.

- P. Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
- Q. Knows how to apply skills for resolving conflict, including persuasion, compromise, debate and negotiation.
- R. Understands and uses social studies terminology correctly.

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

The beginning teacher:

- A. Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- B. Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- C. Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- D. Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.
- E. Selects and uses effective instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
- F. Knows how to promote students' use of social science skills, vocabulary and research tools, including technological tools.
- G. Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues and the community.
- H. Knows how to provide instruction that relates skills, concepts and ideas in different social science disciplines.
- I. Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.
- J. Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
- K. Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English Language Learners.

Preparation Manual

Section 4: Sample Selected-Response Questions Social Studies 4–8 (118)

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

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Social Studies Content

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

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

Answer _____

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

Answer _____

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

D. It encouraged the mass movement of American Indians off of their land and onto Indian reservations.

Answer _____

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

Answer _____

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

Answer _____

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

Answer _____

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

Answer _____

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

- D. It outlawed the practice of slavery in Missouri.

Answer _____

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

9. Which of the following tectonic plate movements occurred to form the Rocky Mountains?

- A. Drifting hot spot
- B. Convergent subduction
- C. Divergent spreading
- D. Transform faulting

Answer _____

10. Which of the following is a correct statement about how settlement patterns in Texas have been affected by the state's geography?

- A. The population of southern Texas is in decline due to a drop in average temperature.
- B. The western region of Texas is the least populated because of its dry climate and rocky terrain.
- C. The highest population concentrations are in the Panhandle, where cities have grown along rivers.
- D. The population of northeastern Texas has been limited by its isolation and mountainous terrain.

Answer _____

11. The Dust Bowl of the 1930s occurred in which geographic region of the United States?

- A. The Great Plains
- B. The Pacific Northwest
- C. New England
- D. The Southeast

Answer _____

12. Which of the following is the geographic term for an area of relatively flat or level terrain at a high elevation?

- A. Summit
- B. Plateau
- C. Foothill
- D. Watershed

Answer _____



13. Which of the regions labeled on the above map is characterized by physical features ranging from rolling hills with pines and hardwood trees to alluvial soils that support vast agricultural output?

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

Answer _____

14. Which TWO of the following demographic indicators are more likely to characterize less developed countries in comparison to more developed countries?

- A. Higher population growth rates
- B. Higher average life expectancies
- C. Higher infant mortality rates
- D. Higher college graduation rates

Answer _____

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

15. Which of the following is a factor of production?

- A. State banks
- B. Consumers
- C. Entrepreneurs
- D. Computers

Answer _____

16. The North American Free Trade Agreement (1994) did most to stimulate which of the following in Texas?

- A. Automobile production
- B. Trucking and distribution
- C. Oil refining
- D. Textile manufacturing

Answer _____

17. Which of the following best represents the potential opportunity cost of local officials cutting their town's education budget to increase spending for local roads?

- A. Better transportation systems
- B. Fewer high school graduates
- C. Lower local taxes
- D. Lower class sizes

Answer _____

18. Which of the following best describes the role of businesses in a free enterprise system?

- A. They adhere to government-mandated prices of goods and services.
- B. They regulate consumer demand for goods and services.
- C. They produce goods and services as they see fit to maximize profits.
- D. They determine economic policies for international and domestic trade.

Answer _____

19. In 1793, Eli Whitney invented the cotton gin, which was a machine that extracted the sticky seeds from short-staple cotton and greatly increased the amount of harvested cotton that could be produced in a day. Which of the following reflects another effect of the cotton gin?

- A. The demand for slaves decreased.
- B. The price of slaves decreased.
- C. The use of slave labor increased.
- D. The freeing of slaves increased.

Answer _____

20. Which of the following policy actions will most contribute to economic growth?

- A. Eliminating health insurance and training for workers
- B. Decreasing income taxes on households and businesses
- C. Decreasing funding for public education
- D. Increasing government regulation of businesses

Answer _____

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

21. The system of government in the United States is most closely related to that of which of the following classical civilizations?

- A. The Han dynasty
- B. The Aztec Empire
- C. Athens
- D. Egypt

Answer _____

22. Which of the following represents the largest source of funding for Texas public schools?

- A. Local property taxes
- B. Local bonds
- C. Federal grants
- D. Lottery proceeds

Answer _____

23. In which of the following ways did the Magna Carta influence the subsequent development of governmental power in England and North America?

- A. It placed limitations on the executive branch of government.
- B. It mandated the separation of government among three distinct branches.
- C. It expanded the power of the executive branch of government.
- D. It limited religious practices not sponsored by the government.

Answer _____

24. The United States electoral college is often criticized by voters for which of the following reasons?

- A. It encourages the formation of radical political parties.
- B. It normally favors the incumbent candidate.
- C. It is influenced by money generated by political parties.
- D. It gives more political power to heavily populated states.

Answer _____

25. Which of the following is the earliest example of a representative assembly in the American colonies?

- A. The Pennsylvania Provincial Assembly
- B. The First Continental Congress
- C. The Virginia House of Burgesses
- D. The Georgia Board of Trustees

Answer _____

26. Which of the following is a constitutional principle intended to prevent the abuse of power by one of the branches of United States government?

- A. Sovereignty
- B. Federalism
- C. Nullification
- D. Checks and balances

Answer _____

27. Which of the following is a characteristic of authoritarian forms of government?

- A. Efficiency in policy making
- B. Protections for the press
- C. Protections for individual privacy
- D. Equal representation for political minorities

Answer _____

28. For which of the following reasons are political action committees (PACs) often considered to be controversial?

- A. They are the first to review proposed legislation in Congress.
- B. They appoint people to serve as part of the Electoral College.
- C. They directly communicate with foreign leaders to confirm treaties.
- D. They influence public officials by making campaign contributions.

Answer _____

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

29. Which of the following institutions in the United States can most effectively improve the standard of living and reduce the crime rate in a community?

- A. Schools
- B. Prisons
- C. Hospitals
- D. Businesses

Answer _____

30. Which of the following best describes why most of the Spanish expeditions in Texas during the 1690s took place in eastern Texas?

- A. The Spanish were attempting to prevent any further settlement of eastern Texas by the French.

- B. Spanish Roman Catholic missionaries sought to convert the American Indian tribes in Louisiana.
- C. The Spanish built presidios along the newly discovered Mississippi River to maintain ownership of the waterway.
- D. Spanish colonists settled as closely as possible to French colonial settlements to facilitate trade.

Answer _____

31. Which of the following is an accurate statement about the demographics of Texas since the year 2000?

- A. The percentage of the population of Texas that is Hispanic is more than twice the national percentage.
- B. The average age of the Texan population is much greater than the average age of the national population.
- C. The rural population is growing more rapidly than the urban population in Texas.
- D. American Indians are the fastest growing ethnic or racial group in Texas.

Answer _____

32. Which of the following shared values in U.S. society is embodied by the motto on the Seal of the United States, E Pluribus Unum, which means “out of the many, one”?

- A. Liberty for all
- B. Freedom of speech
- C. Diversity within unity
- D. Importance of individuality

Answer _____

Domain II—Social Studies Foundations, Skills and Instruction

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

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

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

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

33. A teacher in a seventh-grade Texas history class could best use the excerpt as a source to help students understand the

- A. military tactics of the rival armies in the Texas Revolution.
- B. differences in styles of leadership between Texan and Mexican commanders.
- C. motivations of those fighting for the independence of Texas.
- D. reasons for the Mexican government’s refusal to grant independence to Texas.

Answer _____

34. Which TWO of the following could be used as primary sources for a research assignment on the Civil War?

- A. A Texas history textbook
- B. Letters from Confederate soldiers to their families
- C. An encyclopedia entry on the battle of Antietam
- D. The Texas Declaration of Secession
- E. A scholarly article about Abraham Lincoln's presidency

Answer _____

35. Which of the following classroom activities best reflects an interdisciplinary approach to Social Studies education?

- A. Students research the American Indian cultures in Texas and their relation to the natural resources available in each region.
- B. Students determine and compare the gross domestic products of developing countries like Mexico, the Dominican Republic, and Colombia.
- C. Students create pie charts of the ethnicity, age range, and employment of the population of Texas.
- D. Students search for similarities between the United States Constitution and the constitutions of other democratic countries.

Answer _____

36. Use of a population pyramid of the United States would be most effective in answering which of the following questions?

- A. Where do immigrants most often settle in the United States?
- B. How much of the United States population might retire in the next twenty years?
- C. How many people might immigrate to the United States in the next twenty years?
- D. What is the current unemployment rate in the United States?

Answer _____

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

37. Which of the following activities would best demonstrate students' ability to translate geographic data into visual formats?

- A. Writing an article on the changes in population distribution of local wildlife over the past twenty years
- B. Color-coding landforms and bodies of water on a black-and-white map of Texas
- C. Using a handheld GPS receiver to record the coordinates of neighborhood locations on a spreadsheet
- D. Creating a line graph of population growth in the five largest Texas cities since 1850

Answer _____

38. A fifth-grade social studies teacher is teaching a lesson on the various types of governments. The teacher decides to split the class into groups and perform a jigsaw activity where groups of students learn about a form of government. The students in each group then disperse to teach what they learned to other students. Which of the following benefits does a jigsaw activity provide?

- A. It allows students to independently learn the content of the lesson.
- B. It allows the teacher to assess students' ability to summarize and synthesize content
- C. It ensures that students with special needs can fully participate.
- D. It provides an opportunity for students to interact with teachers one-on-one.

Answer _____

39. Which of the following should teachers consider when choosing a new technological tool to use in classroom instruction?

- A. Whether students would be able to take the technology home with them
- B. Whether the technology is accessible to students with disabilities
- C. Whether the technology can be used for every future classroom activity
- D. Whether the teacher requires instructional training before properly using the technology

Answer _____

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

For each row, select one assessment.

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

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales

Social Studies 4–8 (118)

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

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Social Studies Content

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

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

Answer

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

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

Answer

Option A is correct because the proclamation issued by President James Monroe in 1823 stated that it was in the interest of the United States to ensure that the newly independent states in the Americas maintain their independence and that European states engage in no further colonization efforts in the Americas. **Option B is incorrect** because it states the central theme of President George Washington's farewell address. **Option C is incorrect** because the Open Door policy that was developed to open Asian markets to American goods was not established until the late nineteenth century. **Option D is incorrect** because it describes the Indian removal policies developed by President Andrew Jackson.

3. In which of the following ways did the British government respond to increasing protests of British colonial policy during the early 1770s?

- A. It forced sailors from New England to serve in the Royal Navy.
- B. It sent troops to occupy cities in New England and enforce laws.
- C. It allowed colonists to vote on representatives in Parliament.
- D. It encouraged the mass movement of American Indians off of their land and onto Indian reservations.

Answer

Option B is correct because the colonial resistance to British taxes led to the British government sending troops to the colonies to enforce laws. **Option A is incorrect** because the impressment of sailors from New England occurred after the American Revolution and contributed to the start of the War of 1812. **Option C is incorrect** because the lack of representation in Parliament was a contributing factor to the American Revolution. **Option D is incorrect** because cotton was continually imported from the southern American colonies since it was a vital resource for textile manufacturing in Great Britain.

4. The Connecticut Compromise of 1787, also known as the Great Compromise, established which of the following?

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

Answer

Option C is correct because the Constitutional Convention of 1787 enabled the agreement among representatives of small and large states. **Option A is incorrect** because the agreement between northern states and southern states is known as the Three-Fifths Compromise. **Option B is incorrect** because the separation of powers is defined in the United States Constitution. **Option D is incorrect** because the Bill of Rights was not ratified during the 1787 Constitutional Convention.

5. Which of the following resulted from the passage of the Law of April 6, 1830, by the government of Mexico?

- A. Mexico gave up its claim to the Anahuac region and other Aztec lands near the Mexico Basin.
- B. Mexican law prohibited slavery in Texas and closed the borders to United States immigration.
- C. Stephen F. Austin brought 300 families to Texas and established the Austin colony.
- D. The Fredonian Rebellion began in an effort to secede Texas from Mexico.

Answer

Option B is correct because Mexican Army General José Manuel Rafael Simeón de Mier y Terán issued a report for the Texas Boundary Commission arguing that resistance to United States expansion would require more Mexican and European settlement in Texas. His recommendations were enacted in the Law of April 6, 1830, which prohibited slavery in Texas and closed the borders to legal United States immigration. **Option A is incorrect** because the Mexican government never relinquished control of territories near the Mexico Basin. **Option C is incorrect** because the Austin Colony was established before 1830. **Option D is incorrect** because the Fredonian Rebellion occurred before 1830.

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

Answer

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

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

Answer

Option C is correct. The Articles of Confederation, drafted in 1776–1777, was written partially to legitimize the new government of the United States. Under the Articles of Confederation, the United States government established protocols for the admission of new states and a precedent for westward expansion. **Option A is incorrect** because the Articles of Confederation did not provide the national government enough power to demand

troops from individual states. **Option B is incorrect** because the Atlantic slave trade was not abolished until after the United States Constitution was ratified. **Option D is incorrect** because the national government was unable to compel individual states to provide money for the payment of debts.

8. For which of the following reasons did Southern plantation owners oppose the Missouri Compromise (1820) ?

- A. It prevented the expansion of slavery into Northern territories.
- B. It allowed residents of new territories to vote on whether to allow slavery.
- C. It introduced stronger legislation for pursuing fugitive slaves.
- D. It outlawed the practice of slavery in Missouri.

Answer

Option A is correct. The Missouri Compromise established that the use of slave labor could not take place in territories established in the Louisiana Territory north of the parallel 36°30' north. **Option B is incorrect** because the practice of determining the legality of slavery through popular sovereignty was a key component of the Kansas-Nebraska Act (1854). **Option C is incorrect** because stronger legislation expanding law enforcement responsibilities in pursuing fugitive slaves was introduced as part of the Compromise of 1850. **Option D is incorrect** because the Missouri Compromise allowed slavery to continue in Missouri.

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

9. Which of the following tectonic plate movements occurred to form the Rocky Mountains?

- A. Drifting hot spot
- B. Convergent subduction
- C. Divergent spreading
- D. Transform faulting

Answer

Option B is correct because the formation of the Rocky Mountains is the result of convergence between the North American Plate and the Farallon Plate. The Farallon Plate has been completely subducted underneath the North American continent, resulting in the uplift of the Rocky Mountains. **Option A is incorrect** because a hot spot is a shallow or fractured portion of the Earth's crust where volcanic activity is often seen. **Option C is incorrect** because divergent spreading occurs at plate boundaries that are moving apart from one another, resulting in small parallel ridges along the fault zone. **Option D is incorrect** because transform faulting occurs at plate boundaries where, as a result of tectonic pressure, there is a lateral shift that results in small angular ridges.

10. Which of the following is a correct statement about how settlement patterns in Texas have been affected by the state's geography?

- A. The population of southern Texas is in decline due to a drop in average temperature.
- B. The western region of Texas is the least populated because of its dry climate and rocky terrain.

- C. The highest population concentrations are in the Panhandle, where cities have grown along rivers.
- D. The population of northeastern Texas has been limited by its isolation and mountainous terrain.

Answer

Option B is correct because the western region of Texas is the driest and least populous region in Texas.

Option A is incorrect because the population in southern Texas is on the rise. **Option C is incorrect** because the highest concentration of people in Texas is not in the Panhandle. **Option D is incorrect** because despite some hills, there are no mountainous barriers in northeastern Texas.

11. The Dust Bowl of the 1930s occurred in which geographic region of the United States?

- A. The Great Plains
- B. The Pacific Northwest
- C. New England
- D. The Southeast

Answer

Option A is correct. In the 1930s the Dust Bowl, caused by a combination of drought and poor farming practices, developed in the Great Plains region of the United States. Parts of Oklahoma, Kansas, Texas, and Colorado were the most strongly affected. **Options B, C and D are incorrect** because the Dust Bowl did not occur in these regions.

12. Which of the following is the geographic term for an area of relatively flat or level terrain at a high elevation?

- A. Summit
- B. Plateau
- C. Foothill
- D. Watershed

Answer

Option B is correct because a plateau is an area of highland that has relatively flat or level terrain. **Option A is incorrect** because a summit is a mountain's highest point of elevation, and it may not necessarily consist of level terrain. **Option C is incorrect** because foothills are found at the base of mountains. **Option D is incorrect** because a watershed is the drainage basin of a river or stream.



13. Which of the regions labeled on the above map is characterized by physical features ranging from rolling hills with pines and hardwood trees to alluvial soils that support vast agricultural output?

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

Answer

Option A is correct because Region 1 is the Gulf Coastal Plains region and is characterized by the woodland areas of East Texas, the coastal plains and the alluvial soils that support the agriculture of the Rio Grande Valley. **Option B is incorrect** because Region 2 is the Great Plains region and is characterized by escarpments, grasslands, and cattle ranching. **Option C is incorrect** because Region 3 is the North Central Plains region that is characterized by a lack of trees and prairie land. **Option D is incorrect** because Region 4 is the Mountains and Basins region and is characterized by scrub brush vegetation, mountains, and a lack of trees.

14. Which TWO of the following demographic indicators are more likely to characterize less developed countries in comparison to more developed countries?

- A. Higher population growth rates
- B. Higher average life expectancies
- C. Higher infant mortality rates
- D. Higher college graduation rates

Answer

Options A and C are correct. Less developed countries commonly experience high population growth because they often have higher total fertility rates and younger populations than more developed countries. Infant mortality rates in less developed countries are often high due to limited access to health care. **Options B and D are**

incorrect because people in more developed countries often have better access to health care, higher standards of living, and better access to public educational institutions, which in part, allow for higher average life expectancies and higher college graduation rates.

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

15. Which of the following is a factor of production?

- A. State banks
- B. Consumers
- C. Entrepreneurs
- D. Computers

Answer

Option C is correct because factors of production can be understood as the resources of production, which are required to create a commodity. Entrepreneurs are one of the basic factors of production. Other factors of production include land, labor, and capital. **Option A is incorrect** because state banks serve as a means for both consumers and producers to access capital for various purposes. **Option B is incorrect** because consumers do not participate in the production of goods. **Option D is incorrect** because computers are a tool with which production is regulated, accounted for, and made more efficient, but are not always necessary in the production process.

16. The North American Free Trade Agreement (1994) did most to stimulate which of the following in Texas?

- A. Automobile production
- B. Trucking and distribution
- C. Oil refining
- D. Textile manufacturing

Answer

Option B is correct. The North American Free Trade Agreement (NAFTA) lowered trade barriers between Mexico, the United States, and Canada. The lowering of trade barriers led to increases in Mexican manufacturing through lower labor costs and a subsequent increase in trucking, warehousing, and distribution in Texas, through which many of the goods produced in the new Mexican facilities are transported. **Option A is incorrect** because NAFTA resulted in an increase in automobile manufacturing in Mexico rather than in Texas. **Option C is incorrect** because NAFTA did not have a significant direct effect on the oil refining business in Texas. **Option D is incorrect** because NAFTA did not stimulate the growth of low-wage industries such as textile manufacturing in Texas.

17. Which of the following best represents the potential opportunity cost of local officials cutting their town's education budget to increase spending for local roads?

- A. Better transportation systems

- B. Fewer high school graduates
- C. Lower local taxes
- D. Lower class sizes

Answer

Option D is correct because the decision to increase spending on roads by cutting education spending would likely result in officials losing the opportunity to use those resources to reduce class sizes. **Option A is incorrect** because an improved transportation system would not be a lost opportunity under this scenario. **Option B is incorrect** because reduced education spending may lower the overall quality of education but not necessarily impact graduation rates. **Option C is incorrect** because the scenario only describes a shift in city resources, not a lowering of revenue.

18. Which of the following best describes the role of businesses in a free enterprise system?

- A. They adhere to government-mandated prices of goods and services.
- B. They regulate consumer demand for goods and services.
- C. They produce goods and services as they see fit to maximize profits.
- D. They determine economic policies for international and domestic trade.

Answer

Option C is correct because in a free enterprise system, businesses seek to provide goods and services to consumers at a price determined by the free market. Businesses seek to control the cost of production and price of goods or services provided to generate the maximum possible profits. **Option A is incorrect** because the government does not set the price of goods or services in a free enterprise system. **Option B is incorrect** because businesses control the supply of goods but not the demand of those goods. **Option D is incorrect** because government agencies are responsible for determining economic policies.

19. In 1793, Eli Whitney invented the cotton gin, which was a machine that extracted the sticky seeds from short-staple cotton and greatly increased the amount of harvested cotton that could be produced in a day. Which of the following reflects another effect of the cotton gin?

- A. The demand for slaves decreased.
- B. The price of slaves decreased.
- C. The use of slave labor increased.
- D. The freeing of slaves increased.

Answer

Option C is correct because the invention of the cotton gin resulted in greater demand for cotton to be grown in the southern United States. As a result, the demand for labor on cotton farms increased the demand for slaves to plant, tend, harvest, and transport cotton to then be processed by ginning devices. **Option A is incorrect** because the demand for labor increased. **Option B is incorrect** because as demand for slaves increased, so did prices for their purchase. **Option D is incorrect** because of the high demand for labor, slave owners were less likely to free slaves.

20. Which of the following policy actions will most contribute to economic growth?

- A. Eliminating health insurance and training for workers
- B. Decreasing income taxes on households and businesses
- C. Decreasing funding for public education
- D. Increasing government regulation of businesses

Answer

Option B is correct. Decreasing income taxes increases income, savings, and investment for households and businesses, which will contribute to economic growth. **Option A is incorrect** because ensuring the health and improving the training of workers will most likely increase production and the quality of goods. Eliminating these services will not contribute to economic growth. **Option C is incorrect** because decreasing funding for public education may contribute to a less educated workforce, which could negatively affect economic growth. **Option D is incorrect** because increasing business regulation may stifle business expansion and reduce output, limiting economic growth.

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

21. The system of government in the United States is most closely related to that of which of the following classical civilizations?

- A. The Han dynasty
- B. The Aztec Empire
- C. Athens
- D. Egypt

Answer

Option C is correct because even though Athenian government was a direct democracy, the representative democratic functions of the United States federal government are most closely related to the system of government developed and used by the ancient Greek city-state of Athens. **Option A is incorrect** because the Chinese Han dynasty was ruled by an emperor and had no democratic influences on the government of the United States. **Options B and D are incorrect** because while these civilizations made important contributions to the development of human societies, they did not directly influence the development of government of the United States.

22. Which of the following represents the largest source of funding for Texas public schools?

- A. Local property taxes
- B. Local bonds
- C. Federal grants
- D. Lottery proceeds

Answer

Option A is correct because local property taxes account for almost 50 percent of all public school funding in Texas. **Option B is incorrect** because local bonds are generally used to raise funds for public projects such as airports and ports. **Option C is incorrect** because federal funding accounts for less than 25 percent of public school funding in Texas. **Option D is incorrect** because lottery proceeds in Texas go toward funding education, but they account for a small percentage of all public school funding.

23. In which of the following ways did the Magna Carta influence the subsequent development of governmental power in England and North America?

- A. It placed limitations on the executive branch of government.
- B. It mandated the separation of government among three distinct branches.
- C. It expanded the power of the executive branch of government.
- D. It limited religious practices not sponsored by the government.

Answer

Option A is correct because the Magna Carta required King John of England to proclaim that his power was not absolute and that English nobles had certain civil liberties that he could not violate; that is, he could not deprive them of life, liberty, or property without due process of law. The restrictions on governmental power and guarantee of civil liberties provided a basis for the United States Constitution and later governmental reforms in England.

Option B is incorrect because the Magna Carta did not create an independent judiciary. **Option C is incorrect** because the Magna Carta limited the power of the executive branch. **Option D is incorrect** because the Magna Carta made the church free from interference from the king.

24. The United States electoral college is often criticized by voters for which of the following reasons?

- A. It encourages the formation of radical political parties.
- B. It normally favors the incumbent candidate.
- C. It is influenced by money generated by political parties.
- D. It gives more political power to heavily populated states.

Answer

Option D is correct because the number of electors assigned to a state is equal to the number of representatives that state has in Congress. Since the number of representatives in the House of Representatives is proportionate to a state's population, states with large populations will have more representation in the electoral college than states with smaller populations. **Options A and C are incorrect** because political parties do not directly influence the function of the electoral college. **Option B is incorrect** because the electoral college is not designed to favor one political candidate over another.

25. Which of the following is the earliest example of a representative assembly in the American colonies?

- A. The Pennsylvania Provincial Assembly
- B. The First Continental Congress
- C. The Virginia House of Burgesses

D. The Georgia Board of Trustees

Answer

Option C is correct because the Virginia House of Burgesses, which first convened in 1619, was a legislative assembly created to make conditions in the Virginia colony more agreeable for its inhabitants and to encourage further immigration to the colony. **Option A is incorrect** because the Pennsylvania Provincial Assembly was not created until 1682. **Option B is incorrect** because although it was a representative assembly, the First Continental Congress took place in 1774. **Option D is incorrect** because the Georgia Board of Trustees was a group of English settlers that obtained a royal charter to migrate debtors to the colony of Georgia in 1731.

26. Which of the following is a constitutional principle intended to prevent the abuse of power by one of the branches of United States government?

- A. Sovereignty
- B. Federalism
- C. Nullification
- D. Checks and balances

Answer

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

27. Which of the following is a characteristic of authoritarian forms of government?

- A. Efficiency in policy making
- B. Protections for the press
- C. Protections for individual privacy
- D. Equal representation for political minorities

Answer

Option A is correct. In authoritarian regimes the executive office holds much more power than any other branches of government, allowing for swift political decisions that could positively or negatively affect the population. **Options B, C and D are incorrect** because authoritarian regimes often strongly limit press freedoms and individual privacy rights and often do not allow for strong representation of political minorities.

28. For which of the following reasons are political action committees (PACs) often considered to be controversial?

- A. They are the first to review proposed legislation in Congress.
- B. They appoint people to serve as part of the Electoral College.
- C. They directly communicate with foreign leaders to confirm treaties.
- D. They influence public officials by making campaign contributions.

Answer

Option D is correct. Political action committees sometimes evoke controversy by using monetary campaign contributions to influence candidates' positions on key issues. **Option A is incorrect** because congressional committees review proposed legislation. **Option B is incorrect** because electors are typically nominated by political parties in each state and then chosen by a vote. **Option C is incorrect** because international treaties are confirmed by the Senate.

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

29. Which of the following institutions in the United States can most effectively improve the standard of living and reduce the crime rate in a community?

- A. Schools
- B. Prisons
- C. Hospitals
- D. Businesses

Answer

Option A is correct because research has shown that educational attainment is closely associated with increases in both the standard of living for individuals and reduced crime rates in communities. **Option B is incorrect** because there is little evidence that the presence of prisons reduces crime. **Option C is incorrect** because hospitals provide medical care and do not directly contribute to lower crime rates. **Option D is incorrect** because businesses operate primarily to generate profits.

30. Which of the following best describes why most of the Spanish expeditions in Texas during the 1690s took place in eastern Texas?

- A. The Spanish were attempting to prevent any further settlement of eastern Texas by the French.
- B. Spanish Roman Catholic missionaries sought to convert the American Indian tribes in Louisiana.
- C. The Spanish built presidios along the newly discovered Mississippi River to maintain ownership of the waterway.
- D. Spanish colonists settled as closely as possible to French colonial settlements to facilitate trade.

Answer

Option A is correct because although the Spanish had abandoned colonization of the Gulf Coast of Texas for over a century, the threat of encroachment into Texas by French explorer René Robert Cavelier, Sieur de la Salle

pushed the Spanish to begin exploring the eastern region of Texas. **Option B is incorrect** because Spanish colonial activities in eastern Texas during the 1690s were primarily military expeditions in search of French settlers. **Option C is incorrect** because Spanish expeditions into eastern Texas during the 1690s were not meant to establish permanent settlements and did not reach as far as the Mississippi River. Temporary Spanish settlements in the eastern region of Texas would be abandoned by the mid-1690s. **Option D is incorrect** because the Spanish did not colonize the eastern region of Texas until the 1700s and were not initially interested in making friendly contact with the French.

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

Answer

Option A is correct because in 2006 more than 35 percent of the population of Texas was Hispanic, while in the United States as a whole, less than 15 percent of the total population was Hispanic. **Option B is incorrect** because the average age of the Texas population is roughly the same as the average age of the national population. **Option C is incorrect** because although Texas has a significant rural population, it is growing more slowly than the urban population. **Option D is incorrect** because the Hispanic population is the fastest-growing ethnic or racial group in Texas and was expected to grow by 53 percent between 1980 and 2040.

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

Answer

Option C is correct because the motto on the seal refers to the different states coming together to form one Union. **Option A is incorrect** because although it is a value important to the United States, the concept of liberty for all is more closely related to the Pledge of Allegiance. **Option B is incorrect** because although it is a value important to the United States, freedom of speech is assured in the Bill of Rights. **Option D is incorrect** because the word “one” in the motto is meant to signify unity rather than individuality.

Domain II—Social Studies Foundations, Skills and Instruction

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

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

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

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

33. A teacher in a seventh-grade Texas history class could best use the excerpt as a source to help students understand the

- A. military tactics of the rival armies in the Texas Revolution.
- B. differences in styles of leadership between Texan and Mexican commanders.
- C. motivations of those fighting for the independence of Texas.
- D. reasons for the Mexican government's refusal to grant independence to Texas.

Answer

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

34. Which TWO of the following could be used as primary sources for a research assignment on the Civil War?

- A. A Texas history textbook
- B. Letters from Confederate soldiers to their families
- C. An encyclopedia entry on the battle of Antietam
- D. The Texas Declaration of Secession
- E. A scholarly article about Abraham Lincoln's presidency

Answer

Options B and D are correct. Primary sources are documents or objects that were created during a specific time period. They may offer a contemporaneous perspective of events as they occurred. Letters from Confederate soldiers could offer personal views about the war from the soldiers' perspective, while the Texas Declaration of Secession would reflect the popular views of Texas residents at the beginning of the Civil War. **Options A, C and E are incorrect** because textbooks, encyclopedia entries, and scholarly journal articles are secondary sources.

35. Which of the following classroom activities best reflects an interdisciplinary approach to Social Studies education?

- A. Students research the American Indian cultures in Texas and their relation to the natural resources available in each region.

- B. Students determine and compare the gross domestic products of developing countries like Mexico, the Dominican Republic, and Colombia.
- C. Students create pie charts of the ethnicity, age range, and employment of the population of Texas.
- D. Students search for similarities between the United States Constitution and the constitutions of other democratic countries.

Answer

Option A is correct because the activity encompasses the disciplines of historical and anthropological research with the geographic study of available natural resources in Texas. **Option B is incorrect** because the activity only allows for exercise of economic skills. **Option C is incorrect** because the activity only allows of a sociological study of the population of Texas. **Option D is incorrect** because the activity reflects only a political science approach to studying constitutions.

36. Use of a population pyramid of the United States would be most effective in answering which of the following questions?

- A. Where do immigrants most often settle in the United States?
- B. How much of the United States population might retire in the next twenty years?
- C. How many people might immigrate to the United States in the next twenty years?
- D. What is the current unemployment rate in the United States?

Answer

Option B is correct. Population pyramids show the distribution of defined age groups in a population. Organizing population information in this way is helpful in determining the future needs of certain age groups, such as how many teachers might need to be hired to educate a large population of children or how many people might reach retirement age in the future. **Option A is incorrect** because population pyramids do not show geographic distribution or the movements of people around the country. **Option C is incorrect** because population pyramids only display the current population of the country. **Option D is incorrect** because population pyramids do not display the employment status for each age range.

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

37. Which of the following activities would best demonstrate students' ability to translate geographic data into visual formats?

- A. Writing an article on the changes in population distribution of local wildlife over the past twenty years
- B. Color-coding landforms and bodies of water on a black-and-white map of Texas
- C. Using a handheld GPS receiver to record the coordinates of neighborhood locations on a spreadsheet
- D. Creating a line graph of population growth in the five largest Texas cities since 1850

Answer

Option D is correct because converting numerical city population data into line graphs is an effective means of demonstrating the functional ability of students to convert and visually display geographic data. **Option A is incorrect** because writing an article is a textual presentation of information. **Option B is incorrect** because augmenting an existing line map with categories of land or water cover is a limited use of geographic data that would demonstrate only a basic ability to present visual information. **Option C is incorrect** because using a GPS receiver to record coordinates on a spreadsheet offers only the opportunity to collect data.

38. A fifth-grade social studies teacher is teaching a lesson on the various types of governments. The teacher decides to split the class into groups and perform a jigsaw activity where groups of students learn about a form of government. The students in each group then disperse to teach what they learned to other students. Which of the following benefits does a jigsaw activity provide?

- A. It allows students to independently learn the content of the lesson.
- B. It allows the teacher to assess students' ability to summarize and synthesize content
- C. It ensures that students with special needs can fully participate.
- D. It provides an opportunity for students to interact with teachers one-on-one.

Answer

Option B is correct because during a jigsaw activity student groups are required to share what they have learned about a particular topic with other student groups, which demonstrates the ability to synthesize and summarize information. **Option A is incorrect** because during a jigsaw activity, students learn from each other and not independently. **Option C is incorrect** because the accommodations required by special needs students are not specifically addressed. **Option D is incorrect** because during this activity, the students are primarily interacting with other students and not with the teacher.

39. Which of the following should teachers consider when choosing a new technological tool to use in classroom instruction?

- A. Whether students would be able to take the technology home with them
- B. Whether the technology is accessible to students with disabilities
- C. Whether the technology can be used for every future classroom activity
- D. Whether the teacher requires instructional training before properly using the technology

Answer

Option B is correct because it is most important that technological tools in the classroom be accessible to students with learning or physical disabilities to ensure safety and fair instruction. **Option A is incorrect** because portability to the students' homes is not a primary concern for most technological tools used for classroom activities. **Option C is incorrect** because technological tools do not need to be used in every classroom activity. **Option D is incorrect** because teachers should be properly trained to use any technology in a classroom setting.

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

For each row, select one assessment.

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

Answer

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