



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEMaT

TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

History 7–12 (233)



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About The Test

Test Name	History 7–12
Test Code	233
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES History 7–12 (233) test 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 multiple-choice questions are based on the History 7–12 test framework. Questions on this test range from grades 7–12. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	World History	30%	History 7–12 IV–X
II.	U.S. History	36%	History 7–12 IV–X
III	Texas History	20%	History 7–12 IV–X
IV.	Foundations, Skills, Research and Instruction	14%	History 7–12 I–III

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The Standards

History 7–12 Standard I

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

History 7–12 Standard II

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

History 7–12 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.

History 7–12 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.

History 7–12 Standard V

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

History 7–12 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.

History 7–12 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.

History 7–12 Standard VIII

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

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History 7–12 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.

History 7–12 Standard X

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

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Domains and Competencies

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

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

Domain I – World History

Competency 001 (Ancient World Civilizations): *The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations and major characteristics and contributions of ancient world civilizations.*

The beginning teacher:

- A. Analyzes the influence of various factors (e.g., geography, processes of spatial exchange [diffusion], development of agriculture) on the development of early and classical civilizations.
- B. Demonstrates knowledge of individuals, events and issues that shaped the development of early and classical civilizations.
- C. Understands major political, economic and cultural developments in and interactions among the civilizations of Africa (e.g., Egypt, sub-Saharan), the Mediterranean basin (e.g., Greece, Rome), Mesoamerica (e.g., Maya), Andean South America (e.g., Inca tradition), Middle and Near East and Asia (e.g., China, India, Japan).
- D. Applies knowledge of the location, political organization, cultural characteristics and contributions and influence of ancient civilizations.

Competency 002 (World History from 600 A.D. to 1450 A.D.): *The teacher understands significant historical events, developments and traditional points of reference in world history from 600 A.D. to 1450 A.D.*

The beginning teacher:

- A. Demonstrates knowledge of individuals, events, issues and traditional points of reference that shaped the development of world civilizations from 600 A.D. to 1450 A.D. (e.g., Mongol conquests, the founding of Islam, Charlemagne, the Norman Conquest, Silk Road).

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- B. Demonstrates knowledge of major developments in and interactions among the civilizations of Africa (e.g., Egypt, sub-Saharan), Mesoamerica (e.g., Aztec tradition), Andean South America (e.g., Inca tradition), Europe (including Western and Eastern) and Asia (e.g., Islamic civilization, China, India, Japan).
 - C. Knows how new political, economic and social systems evolved in Western Europe after the collapse of the Western Roman Empire (e.g., feudalism, manorialism).
 - D. Understands the influence exerted by the Roman Catholic Church and the Eastern Orthodox Church in medieval Europe.
 - E. Compares social, political, economic and religious aspects of medieval Europe with previous civilizations.
 - F. Demonstrates knowledge of the political, economic, religious and social impact of the Crusades and other religious interactions.

Competency 003 (World History from 1450 A.D. to 1750 A.D.): *The teacher understands significant historical events, developments and traditional points of reference in world history from 1450 A.D. to 1750 A.D.*

The beginning teacher:

- A. Demonstrates knowledge of individuals, events, issues and traditional points of reference that shaped the development of world civilizations from 1450 A.D. to 1750 A.D. (e.g., the fall of Constantinople, Martin Luther, the Black Death, Leonardo da Vinci).
- B. Demonstrates knowledge of major developments in and interactions among the civilizations of Africa (e.g., Egypt, sub-Saharan), the Americas (e.g., Inca, Aztec, Maya), Western and Eastern Europe, Middle East, and Asia (e.g., China, India, Japan).
- C. Understands the importance of the European Renaissance and Reformation eras in shaping the modern world.
- D. Understands the causes of European expansion and the effects of that expansion on European and non-European societies (e.g., Columbian Exchange, Atlantic slave trade).
- E. Analyzes the impact of political, economic and cultural imperialism (e.g., conquest of the Aztec, expansion of the Ottoman Empire) on both colonizers and the colonized.

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Competency 004 (World History from 1750 A.D. to the Present): *The teacher understands significant historical events and developments in world history from 1750 A.D. to the present.*

The beginning teacher:

- A. Demonstrates knowledge of developments, events, issues and interactions that shaped the development of world civilizations from 1750 A.D. to the present (e.g., the Great Depression, the Holocaust, decolonization).
- B. Analyzes the causes and effects of major political revolutions and independence movements of the eighteenth through the twentieth centuries (e.g., the American Revolution, the French Revolution, Napoleon, Simón Bolívar, Latin American wars of independence, Russian Revolution).
- C. Understands the impact of political, economic and cultural expansion (e.g., rise of the British Empire, Japanese imperialism).
- D. Analyzes the causes and effects of the Industrial Revolution.
- E. Demonstrates knowledge of the impact of totalitarianism in the twentieth century (e.g., fascist Italy, Nazi Germany, Soviet Union).
- F. Analyzes the causes and effects of World War I and World War II.
- G. Understands significant events related to the twentieth-century spread and fall of communism (e.g., Cold War, Korean War, Vietnam War) and the post-Cold War world (e.g., globalization, radical Islamic fundamentalism, terrorism).
- H. Analyzes the influence of significant individuals of the nineteenth and twentieth centuries (e.g., Charles Darwin, Mohandas Gandhi, Adolf Hitler, Nelson Mandela, Mao Zedong, Mother Teresa).

Competency 005 (Geography and Culture in World History): *The teacher understands geographic and cultural phenomena in world history and the influence of geographic and cultural factors on events and developments in world history.*

The beginning teacher:

- A. Analyzes the impact of geographic factors on major events in world history.
- B. Understands how migration and immigration have affected societies throughout history.
- C. Demonstrates knowledge of how population growth and modernization have affected the physical environment throughout history.
- D. Analyzes the influence of physical and human geographic factors on political, social, cultural and economic developments and events throughout history (e.g., opening of the Panama and Suez canals).

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- E. Applies knowledge of the history and significance of major world religious and philosophical traditions (e.g., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Realism, Idealism).
 - F. Demonstrates knowledge of the roles of men, women, children and families in different historical cultures.
 - G. Recognizes relationships of the arts to the times during which they were created.
 - H. Understands the importance of place for populations (e.g., Mecca, Jerusalem, Cuzco, Ganges River, Shrine of Guadalupe).

Competency 006 (Government and Citizenship in World History): *The teacher understands systems of government in different places and eras in world history, including the development and influence of major political ideas and the spread of democratic concepts.*

The beginning teacher:

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

Competency 007 (Economics, Science and Technology in World History): *The teacher understands major economic developments and systems in world history and the effects of important developments in science and technology on societies.*

The beginning teacher:

- A. Analyzes the impact of the Neolithic agricultural revolution on human life and on the development of the first civilizations.
- B. Demonstrates knowledge of the historical origins of contemporary economic systems (e.g., capitalism, socialism, communism).
- C. Understands free enterprise, socialist and communist economic systems in different places and eras.

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- D. Knows reasons for the location of economic activities throughout history.
 - E. Demonstrates knowledge of how major scientific and mathematical discoveries and technological innovations have affected societies throughout history.
 - F. Traces the origin and diffusion of ideas in mathematics, science and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic Caliphates between 700 A.D. and 1200 A.D. and in China from the Tang to Ming Dynasties.
 - G. Understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.

Domain II – U.S. History

Competency 008 (Exploration and Colonization): *The teacher understands significant historical events and developments in the exploration and colonization of North America and the development of colonial society.*

The beginning teacher:

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

Competency 009 (Revolutionary Era and the Early Years of the Republic): *The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.*

The beginning teacher:

- A. Demonstrates knowledge of individuals, events and issues that shaped the development of U.S. society during the Revolutionary Era and early years of the Republic.

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- B. Analyzes causes of the American Revolution (e.g., mercantilism, British policies following the French and Indian War).
 - C. Understands significant political and economic issues of the Revolutionary Era (e.g., taxation without representation, enforcement of the Navigation Acts, Lexington, Concord, winter at Valley Forge, Treaty of Paris of 1783).
 - D. Demonstrates knowledge of the foundations of representative government in the United States (e.g., the Articles of Confederation and issues of the Philadelphia Convention of 1787, such as major compromises and arguments for and against ratification).
 - E. Understands the origin and development of the American political system and political parties (e.g., Federalists, Democratic-Republicans, Jacksonian democracy, Whigs, Democrats).
 - F. Analyzes the challenges confronted by the government and its leaders in the early years of the Republic and the Age of Jackson (e.g., economic programs and tariffs, court system, expansion of slavery, foreign relations, Indian removal).

Competency 010 (Westward Expansion, the Civil War and Reconstruction): *The teacher understands significant historical events and developments related to westward expansion, the Civil War and Reconstruction.*

The beginning teacher:

- A. Demonstrates knowledge of westward expansion and its effects on the political, economic, cultural and social development of the nation.
- B. Understands the political, economic and social roots of Manifest Destiny and the relationship between the concept of Manifest Destiny and the westward growth of the nation.
- C. Identifies the territorial acquisitions that formed the United States and explains the factors that influenced these acquisitions.
- D. Understands major issues and events of the United States-Mexican War and their impact on the United States.
- E. Analyzes ways in which slavery and other political, economic and social factors led to the growth of sectionalism and to the Civil War.
- F. Demonstrates knowledge of individuals, events and issues of the Civil War. (e.g., Abraham Lincoln, Jefferson Davis, the Emancipation Proclamation, Lee's surrender at Appomattox Court House).
- G. Analyzes the effects of Reconstruction on the political, economic and social life of the nation.

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Competency 011 (The United States as a World Power): *The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.*

The beginning teacher:

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

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

The beginning teacher:

- A. Understands political, economic and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- B. Demonstrates knowledge of the effects of reform and third party movements and their leaders on U.S. society (e.g., Populism, Progressive Era reforms, New Deal legislation, Susan B. Anthony, W. E. B. Du Bois, George Wallace).
- C. Analyzes the causes and effects of industrialization in the United States.

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- D. Demonstrates knowledge of significant individuals who shaped political, economic and social developments in the United States from 1877 to the present (e.g., Jane Addams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Malcolm X).
 - E. Demonstrates knowledge of events and issues that shaped political, economic and social developments in the United States from 1877 to the present (e.g., ratification of the Nineteenth Amendment, Great Depression, passage of the GI Bill, passage of the Civil Rights Act of 1964, urbanization, anti-trust legislation, immigration restriction, globalization, terrorism).
 - F. Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, American Indian and women's rights movements.

Competency 013 (Geography and Culture in U.S. History): *The teacher understands geographic and cultural phenomena in U.S. history and the influence of geographic and cultural factors on events and developments in U.S. history.*

The beginning teacher:

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

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Competency 014 (Government and Citizenship in U.S. History): *The teacher understands important historical developments relating to government, the democratic process and civil rights in the United States.*

The beginning teacher:

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

Competency 015 (Economics, Science and Technology in U.S. History): *The teacher understands major economic developments in U.S. history and the effects of important developments in science and technology on U.S. society.*

The beginning teacher:

- A. Analyzes the origins and development of the free enterprise system in the United States.
- B. Understands forces that led to the Industrial Revolution of the eighteenth and nineteenth centuries.
- C. Analyzes domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (e.g., anti-trust acts, tariff policies, international conflicts).

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- D. Demonstrates knowledge of significant economic developments between World War I and World War II.
 - E. Analyzes the economic effects of World War I, World War II, the Cold War and increased globalization of the economy.
 - F. Demonstrates knowledge of how developments in science, technology and the free enterprise system have affected the economic development of the United States (e.g., cotton gin, Bessemer steel process, electric power, telephone, railroads, petroleum-based products, computers).
 - G. Analyzes the impact of scientific discoveries, technological innovations and the free enterprise system on the standard of living in the United States (e.g., radio, television, automobile, vaccines).

Domain III – Texas History

Competency 016 (Exploration and Colonization): *The teacher understands significant historical developments and events in Texas through the beginning of the Mexican National Era in 1821.*

The beginning teacher:

- A. Understands the important similarities and differences among American Indian groups in Texas including the Gulf, Plains, Puebloan and Southeastern groups.
- B. Demonstrates knowledge of the traditional historical points of reference in the history of Texas during the Spanish colonial period.
- C. Understands the major causes and effects of European exploration and colonization of Texas.
- D. Understands how significant individuals, events and issues shaped the early history of Texas from the Spanish Colonial Era through the beginning of the Mexican National Era (e.g., Álvar Núñez Cabeza de Vaca, José de Escandón, Alonso Álvarez de Pineda, Fray Damián Massenet, Francisco Hidalgo, Moses Austin).
- E. Understands the impact of major geographic features of Texas on American Indians and settlers, and how various groups altered the natural environment through the beginning of the Mexican National Era.
- F. Demonstrates knowledge of significant cultural and economic developments in Texas history through the beginning of the Mexican National Era.

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Competency 017 (Independence, Statehood, Civil War Reconstruction and Aftermath): *The teacher understands significant historical developments and events in Texas from 1821 to 1900.*

The beginning teacher:

- A. Demonstrates knowledge of the individuals, issues and events related to Mexico becoming an independent nation and the impacts of this event on Texas.
- B. Demonstrates knowledge of important individuals, events and issues related to the Texas Revolution (e.g., Law of April 6, 1830, Fredonian Rebellion, Battle of Gonzales, Battle of the Alamo, Battle of San Jacinto, George Childress, Stephen F. Austin, Lorenzo de Zavala, Juan N. Seguín, Antonio López de Santa Anna, William B. Travis).
- C. Demonstrates knowledge of important individuals, events and issues related to the history of the Republic of Texas and early Texas statehood (e.g., George Childress, Stephen F. Austin, Lorenzo de Zavala, Sam Houston, Jack Coffee Hayes, Mary Maverick, Mirabeau Lamar, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, United States-Mexican War).
- D. Demonstrates knowledge of important individuals, issues and events of the Civil War and Reconstruction in Texas (e.g., John Bell Hood, John Magruder, Battle of Galveston, the Battle of Palmito Ranch).
- E. Understands the major effects of Reconstruction on the political, economic and social life of Texas.
- F. Understands the major causes and effects of the expansion of settlement along the frontier in Texas and of the conflicts between some settlers and American Indian groups (e.g., Quanah Parker, Texas Rangers, Buffalo Soldiers).
- G. Demonstrates knowledge of the impact of major economic and technological developments in Texas in the period 1821 to 1900.
- H. Understands the impact of major geographic features of Texas on migration, settlement patterns and economic development and how various groups altered the natural environment.
- I. Demonstrates knowledge of major cultural developments in Texas in the period 1821 to 1900.

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Competency 018 (Texas in the Twentieth and Twenty-first Centuries): *The teacher understands significant historical developments and events in Texas from 1900 to the present.*

The beginning teacher:

- A. Understands the impact of individuals and reform movements such as the Progressive movement and the Civil Rights movement on Texas in the late nineteenth and twentieth centuries (e.g., Hector García, Jane McCallum, Lulu Belle Madison White, Oveta Culp Hobby).
- B. Understands the political, economic and social impacts of major events in the twentieth century, including World War I, the Great Depression, World War II and the Cold War on the history of Texas.
- C. Understands the political, economic and social impact of major events and individuals in the latter half of the twentieth and early twenty-first centuries on the history of Texas (e.g., Lyndon B. Johnson, Kay Bailey Hutchison, Barbara Jordan, Henry B. Gonzalez, George Walker Bush).
- D. Understands the impact of major developments in manufacturing, the petroleum and gas industry (e.g., Spindletop), commercial agriculture (e.g., cotton, citrus, beef and dairy production), and suburbanization and how various groups altered the natural environment from 1900 to the present.
- E. Understands the effect of major developments in computer technology, transportation and medical research on the contemporary economic and social history of Texas.
- F. Understands the influence of migration and immigration on Texas in the twentieth and twenty-first centuries.
- G. Demonstrates knowledge of major cultural developments in Texas in the period 1900 to the present.

Domain IV – Foundations, Skills, Research and Instruction

Competency 019 (History Foundations and Skills): *The teacher understands historical terminology and concepts; the philosophical foundations of historical inquiry; relationships between history and other disciplines; and skills for resolving conflicts, solving problems and making decisions in historical contexts.*

The beginning teacher:

- A. Demonstrates knowledge of the philosophical foundations of historical inquiry.
- B. Uses historical terminology correctly.
- C. Knows how knowledge generated by historical inquiry is used to study social phenomena and understands practical applications of history education.

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- D. Applies knowledge of the concepts of theme and chronology and their uses in understanding history and historical events.
 - E. Applies different methods that historians use to interpret the past.
 - F. Understands how history relates to other disciplines.
 - G. Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions and evaluate the effectiveness of solutions in historical contexts.
 - H. Knows how to use decision-making processes to identify and analyze situations that require decisions, gather information, identify options, predict consequences and implement decisions in historical contexts.

Competency 020 (Sources of Historical Information; Interpreting and Communicating Historical Information): *The teacher interprets diverse sources of historical information and uses various methods to communicate historical information.*

The beginning teacher:

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

Competency 021 (Historical Research): *The teacher understands historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating and reporting historical information.*

The beginning teacher:

- A. Knows how to formulate research questions.
- B. Uses appropriate procedures to reach supportable judgments and conclusions in history.

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- C. Understands historical research and knows how historians locate, gather, organize, analyze, interpret and report information using established research methodologies.
 - D. Knows how to analyze historical information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and drawing inferences and conclusions.

Competency 022 (History Instruction and Assessment): *The teacher understands the Texas Essential Knowledge and Skills (TEKS) in history; knows how to plan and implement effective history instruction, including helping students make interdisciplinary connections and develop relevant reading and writing skills; and knows procedures for assessing students' progress and needs in history.*

The beginning teacher:

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

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

Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the History 7–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a History 7–12 teacher.

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

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The History 7–12 test is designed to include a total of 100 multiple-choice questions. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

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

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

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

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

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

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

Question Formats

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

- Single Questions
- Clustered Questions

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

Single Questions

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

The following question is an example of the single-question format. It tests knowledge of History 7–12 Competency 001: *The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations and major characteristics and contributions of ancient world civilizations.*

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

Example 1

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

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

Suggested Approach

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

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

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

The concept of the Mandate of Heaven neither prohibited nor encouraged territorial expansion through warfare (option B). In some instances, such aggressive policies could even detract from a ruler's mandate.

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

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

This analysis of the four options should lead you to **select option C as the correct response**.

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

The second example tests knowledge of History 7-12 Competency 017: *The teacher understands significant historical developments and events in Texas from 1821 to 1900.*

Example 2

The Treaty of Guadalupe Hidalgo, which officially ended the United States-Mexican War in 1848, included which of the following provisions concerning Texas?

- A. It confirmed the Rio Grande as the southern border of Texas
- B. It legalized slavery in Texas
- C. It confiscated all lands in Texas held by citizens of Mexico
- D. It created several large Indian reservations in western Texas

Suggested Approach

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

The question asks you to identify a specific provision of the Treaty of Guadalupe Hidalgo. Even if you do not remember all the details of the treaty, the question is constructed to provide you with some contextual clues.

For instance, the prompt reminds you that the treaty ended the United States-Mexican War. One of the triggers of the conflict was a dispute about the southern border of Texas after it was annexed by the United States in 1845. Mexico claimed that the Nueces River was the border, while the United States claimed that the Rio Grande was the border. If you remember this fact and the fact the United States was victorious in the war, it would be reasonable to infer that the treaty would settle the border in favor of the victor, and thus that option A describes an actual provision of the treaty.

If you remember that Texas had already been admitted to the Union as a slave state in 1845, then it is clear that option B cannot be the correct answer.

Option C is also not correct because in fact the treaty had a clause protecting the rights of Mexican land-owners in Texas. However, these claims were often not recognized in practice after the war. If you recall that disputes continued after the war about the failure of United States authorities to protect the land claims of Mexican citizens in Texas and other areas of the Mexican Cession, then it is clear that option C cannot be correct.

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

You could eliminate option D because the prompt tells you that the treaty involved the United States and Mexico, not any Indian tribes.

This analysis of the four options should lead you to **select option A as the correct response**.

Clustered Questions

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

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

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

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

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

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

Example

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

Use the information below to answer the questions that follow.

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

Now you are prepared to address the first of the two questions associated with this stimulus. The first question tests measures History 7–12 Competency 009: *The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.*

1. This excerpt best illustrates the use of
 - A. republican ideology to advance women’s rights.
 - B. natural rights theory to define women’s role in society.
 - C. nationalist ideology to achieve gender equality.
 - D. social contract theory to improve gender relations.

Suggested Approach

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

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

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

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

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

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

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

Now you are ready to answer the second question. This question measures History 7–12 Competency 012: *The teacher understands significant political, economic and social developments in the United States from 1877 to the present.*

2. Which of the following nineteenth-century women acted most fully on the views expressed in the excerpt above?
 - A. Harriet Beecher Stowe
 - B. Dorothea Dix
 - C. Elizabeth Cady Stanton
 - D. Elizabeth Blackwell

Suggested Approach

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

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

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

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

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

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

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

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

Multiple-Choice Practice Questions

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

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

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

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

COMPETENCY 001

1. The Punic Wars resulted in which of the following?
 - A. Sparta emerging as the strongest of the Greek city-states
 - B. Rome gaining full control of the western Mediterranean
 - C. Augustus Caesar becoming the sole leader of the Roman state
 - D. The Persian Empire trying and failing to conquer Greece

Answer and Rationale

COMPETENCY 007

2. One important factor in the expansion of the Inca Empire in the fifteenth and early sixteenth centuries A.D. was the Inca's
 - A. complicated system of hieroglyphics that allowed for advanced communication among various peoples.
 - B. extensive system of roads that allowed for communication and travel through the Andean highlands and between the highlands and the lowlands along the Pacific coast.
 - C. standardized monetary system, use of credit notes and other financial instruments that facilitated long-distance trade.
 - D. extensive importation of foodstuffs from Mesoamerica to support the population of the less fertile highland regions of the empire.

Answer and Rationale

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

COMPETENCY 005

3. Ancient Mesopotamia experienced frequent invasions that often resulted in the conquest or collapse of existing states. Which of the following factors was responsible for facilitating that tendency?
- A. The presence of an established network of paved roadways in Mesopotamia
 - B. The ease with which potential invaders could sail down the Tigris and Euphrates Rivers and attack settled societies in southern Mesopotamia
 - C. The lack of major natural barriers between Mesopotamia and neighboring regions
 - D. The vulnerability of Mesopotamia to seaborne invasions from India and Egypt via the Persian Gulf

Answer and Rationale

COMPETENCY 005

4. In the period circa 1300–1500 A.D., Islam spread to Southeast Asia primarily through
- A. warfare.
 - B. trade.
 - C. migration.
 - D. forced conversions.

Answer and Rationale

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

COMPETENCY 007

5. By the mid-1400s, silver coinage had replaced copper coinage and paper money as the primary means of exchange in Ming China. The change had which of the following long-term effects on the world economy?
- A. Prices of gold relative to silver collapsed in Europe, leading to a worldwide economic depression
 - B. Large numbers of Chinese silver prospectors immigrated to neighboring countries, such as Japan and Burma, where silver was mined
 - C. Increasing demand for silver in China was eventually met by imports of silver produced in the newly opened mines of Spanish America
 - D. The use of silver in jewelry and other decorative personal items was largely discontinued in East Asia

Answer and Rationale

COMPETENCY 004

6. Which of the following describes a position held by most Enlightenment thinkers?
- A. Organized religion is at the root of all social evils and should be abolished
 - B. Social and political problems can be solved through the application of reason to practices and institutions
 - C. Children are better human beings than adults because society has not corrupted children's natural instincts
 - D. Separation of powers and a system of checks and balances are essential for the functioning of a democratic government

Answer and Rationale

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

COMPETENCY 004

7. The Taiping Rebellion in China (1850–1864) and the Mexican Revolution (1910–1920) were similar in that the rebels in both cases attracted popular support for their cause mostly by promising
- A. agrarian reform.
 - B. universal suffrage.
 - C. freedom of all religions.
 - D. a return to monarchical rule.

Answer and Rationale

COMPETENCY 004

8. Which of the following conditions allowed for the First Industrial Revolution to take place in Great Britain?
- A. The availability of oil and electricity to power factories
 - B. The importation of slave labor from the American colonies
 - C. The innovation of the assembly line for mass production of consumer goods
 - D. The availability of easily accessible coal deposits and a well-developed transport infrastructure

Answer and Rationale

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

COMPETENCY 005

9. In the second half of the twentieth century, the term "Green Revolution" was used to refer to
- A. a change in consumer preferences worldwide in favor of organic or locally grown foods.
 - B. the intensification of violence between Catholics and Protestants over control of Northern Ireland.
 - C. the development of new agricultural chemicals and drought- or disease-resistant plant varieties to increase crop yields.
 - D. the collapse of Communist governments in Eastern Europe in 1989 and the largely peaceful transition to democratically elected governments in the region.

Answer and Rationale

COMPETENCY 008

Read the excerpt below from Bartolomé de Las Casas' *A Short History of the Destruction of the Indies* and answer the question that follows.

Their reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits. It should be kept in mind that their insatiable greed and ambition, the greatest ever seen in the world, is the cause of their villainies.

10. Which of the following best describes Bartolomé de Las Casas' primary purpose in the excerpt above?
- A. Pardoning the excesses of conquistadors in the name of the king and queen of Spain
 - B. Advocating for the rights of indigenous peoples
 - C. Forgiving the actions of Spanish conquistadors who acted in the name of God
 - D. Accepting the actions of the conquistadors as essential to gain riches

Answer and Rationale

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

COMPETENCY 008

11. Which of the following factors contributed most to population growth in the British North American colonies between 1700 and 1770?
- A. New laws that increased the attractiveness of indentured servitude
 - B. An increase in the importation of enslaved Africans
 - C. Immigration brought about by agricultural decline in Europe
 - D. Natural increase driven by farm families' growing need for labor

Answer and Rationale

COMPETENCY 009

12. The United States Constitution as written in 1787 included an explicit provision for which of the following?
- A. The abolition of slavery
 - B. A bicameral legislature
 - C. Universal male suffrage
 - D. Judicial review of legislative and executive actions

Answer and Rationale

COMPETENCY 014

13. Which of the following ideas is contained in the Declaration of Independence?
- A. Citizens are entitled to petition the government
 - B. Legitimate governments derive their power from the consent of the people being governed
 - C. Economic conditions determine the course of history, making revolution inevitable
 - D. Nations need a strong central authority to avoid discord and civil war

Answer and Rationale

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

COMPETENCY 010

14. John Brown's raid on Harpers Ferry and the Dred Scott decision similarly affected the United States because they both
- A. made sectional compromise more unlikely.
 - B. contributed to the formation of the Whig Party.
 - C. eased tensions between the North and the South.
 - D. upheld the doctrine of popular sovereignty.

Answer and Rationale

COMPETENCY 015

15. Which of the following statements best describes the impact that Eli Whitney's invention of the cotton gin had on large cotton plantations?
- A. A decrease in the number of slaves and an increase in the amount of cotton processed
 - B. An increase in the number of slaves and an increase in the amount of cotton processed
 - C. A decrease in the number of slaves on large plantations and in the Deep South overall
 - D. An increase in the number of slaves and a decrease in the amount of cotton produced by each slave

Answer and Rationale

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

COMPETENCY 011

16. One Cold War policy initiated by President Dwight D. Eisenhower's administration was
- A. sending American troops into any part of the world where communist forces were threatening an existing government.
 - B. negotiating arms-reduction and trade agreements with the Soviet Union.
 - C. increasing the United States nuclear arsenal to ensure a military advantage over the Soviet Union.
 - D. making human rights the central focus of United States relations with the Soviet Union.

Answer and Rationale

COMPETENCY 011

17. United States foreign policy in the late nineteenth and early twentieth centuries was primarily designed to
- A. protect the country from foreign invasion.
 - B. extend United States military, cultural and economic power abroad.
 - C. isolate the United States from involvement in foreign disputes.
 - D. compete with European countries in establishing colonies in Africa.

Answer and Rationale

COMPETENCY 012

18. Which of the following established the practice of legally segregating White people from African Americans in the South after Reconstruction?
- A. Black Codes
 - B. Jim Crow legislation
 - C. The sharecropping system
 - D. The Freedmen's Bureau

Answer and Rationale

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

COMPETENCY 014

19. Which of the following leaders is best known for urging African Americans to concentrate their efforts on improving their education and economic status rather than on an immediate struggle to achieve political and social equality?
- A. Malcolm X
 - B. W. E. B. Du Bois
 - C. Martin Luther King, Jr.
 - D. Booker T. Washington

Answer and Rationale

COMPETENCY 013

20. One significant finding of the data in the 1920 United States Census was that for the first time
- A. immigrants outnumbered native-born Americans.
 - B. there had been a reverse migration among African Americans as large numbers of African Americans returned to the South.
 - C. the number of people living in urban areas was greater than the number of people living in rural areas.
 - D. the number of women in the workforce was greater than the number of women who stayed at home.

Answer and Rationale

COMPETENCY 013

21. In seventeenth-century North America, most British colonial settlements were located
- A. in the Piedmont region.
 - B. in the Appalachian Mountains.
 - C. along the Eastern Seaboard or near major rivers.
 - D. on the Great Plains.

Answer and Rationale

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

COMPETENCY 016

22. José de Escandón played a different role than that of Francisco Hidalgo during the formation of early Spanish colonial Texas in that
- A. Escandón sought to convert American Indians to Catholicism by building missions, whereas Hidalgo insisted he must live among the Indians and teach religious practices.
 - B. Escandón suppressed American Indian rebellions and established new colonies, whereas Hidalgo built missions throughout southeastern Texas to convert American Indians to Catholicism.
 - C. Escandón advocated a policy of assimilation of American Indians through education, whereas Hidalgo showed American Indians how to employ advanced agricultural practices so they could remain independent.
 - D. Escandón explored the southern Texas coastline and negotiated a colonial border with France, whereas Hidalgo built military forts in the Rio Grande valley from which to attack the French.

Answer and Rationale

COMPETENCY 017

23. One of the reasons that Mexico granted Stephen F. Austin permission to start a colony in Texas was to
- A. keep the French from encroaching on Mexican territory.
 - B. establish a base for Mexican expansion into the southern United States.
 - C. create a buffer between Mexico and American Indian groups living to the north.
 - D. enable Mexico to levy a tax on cotton exported from Texas.

Answer and Rationale

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

COMPETENCY 016

24. The provisions of the Adams-Onís Treaty of 1819 affected Texas by
- A. making Mexico, including Texas, independent from Spain.
 - B. recognizing Texas as a territory free from Mexico.
 - C. giving Florida to the United States in exchange for the United States relinquishing claims to parts of Texas.
 - D. establishing the boundary between the United States and Mexico along the Rio Grande.

Answer and Rationale

COMPETENCY 018

25. Which of the following describes a major accomplishment of Oveta Culp Hobby?
- A. As a political reformer, she helped lead the fight for women’s suffrage and ratification of the Nineteenth Amendment
 - B. As a lawyer and politician, she was the first African-American woman elected to the United States Congress
 - C. As head of the Women’s Army Corps during the World War II, she organized women from across the country to fill roles left vacant by men fighting overseas
 - D. As a leader of the National Association for the Advancement of Colored People (NAACP) in Texas, she fought for equal pay for African-American teachers and against the state’s discriminatory white primary elections

Answer and Rationale

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

COMPETENCY 017

26. Which of the following contributed most to the eventual disappearance of long-distance cattle drives in Texas?
- A. The withdrawal of Texas from the Union during the Civil War
 - B. The construction of the Interstate Highway System
 - C. The invention and popularization of barbed-wire fencing
 - D. The destruction of land caused by the Dust Bowl of the 1930s

Answer and Rationale

COMPETENCY 018

27. Which of the following was one significant result of the Texas oil boom in the early twentieth century?
- A. Other industries in Texas, such as lumber and railroads, experienced a decline in profitability
 - B. High school enrollment dropped in Texas because many teenagers left school to make money in the oil industry
 - C. The city of Houston grew from a small commercial center into one of the largest cities in the United States
 - D. The state legislature moved the capital from Houston to Austin to avoid being unduly influenced by newly enriched oil producers

Answer and Rationale

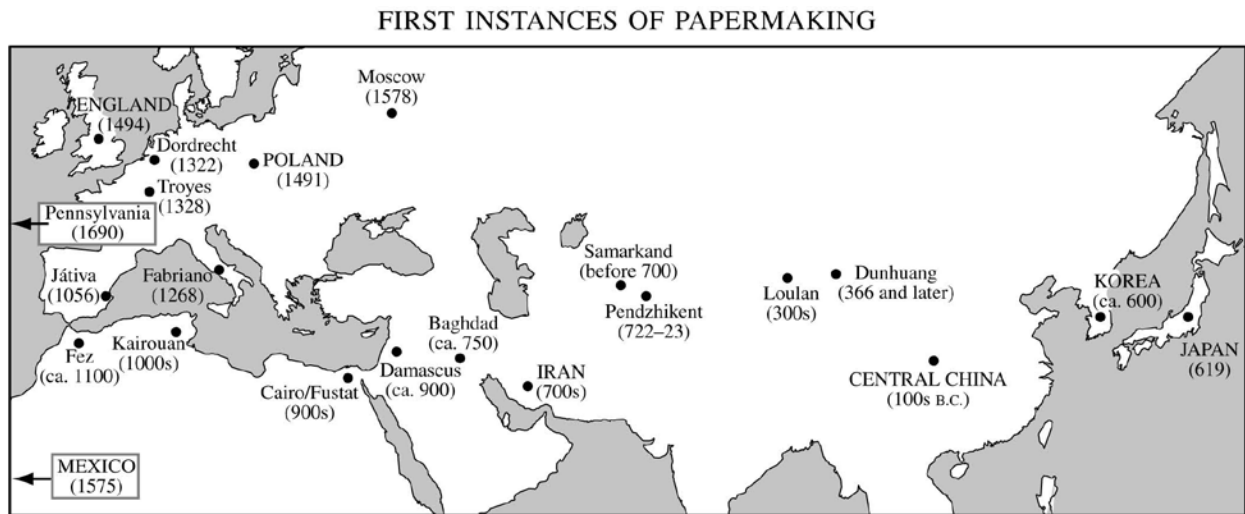
COMPETENCY 022

28. A teacher who wishes to incorporate historiography into a history lesson should present students with a
- A. study of maps and mapmaking.
 - B. study of legislative documents.
 - C. variety of interpretive sources.
 - D. collection of primary documents.

Answer and Rationale

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

Use the information on the map below to answer the question that follows.



The dates on the map show the first documented instance of papermaking at each location.

COMPETENCY 020

29. The map above illustrates the concept of

- A. natural selection.
- B. acculturation.
- C. diffusion.
- D. adaptation.

Answer and Rationale

COMPETENCY 020

30. Which of the following graphic organizers is most useful for comparing and contrasting attributes of the North and the South in the period before the Civil War?

- A. Histogram
- B. Venn diagram
- C. Tree chart
- D. Flowchart

Answer and Rationale

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

COMPETENCY 020

31. Which of the following is an example of a primary source?

- A. An encyclopedia article on Chinese culture
- B. A novel set in medieval Scotland
- C. A Korean War soldier's letter to his family
- D. A textbook on African history

Answer and Rationale

COMPETENCY 022

32. After a lesson on vocabulary words about the United States government, which of the following instructional activities would best facilitate students' understanding of the term "separation of powers"?

- A. A reading on the Madisonian form of government including separation of powers
- B. A lecture explaining the reason behind Madison's idea of separation of powers
- C. A nonlinguistic representation of the roles and responsibilities of the three branches of government
- D. A summative assessment on the roles and responsibilities of the three branches of government

Answer and Rationale

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

Acknowledgements

The excerpt in question 10, from Bartolomé de Las Casas' *A Short History of the Destruction of the Indies*, was adapted from the translation published by the National Humanities Center on their website, nationalhumanitiescenter.org.

The information used to create the map for question 29 was derived from Dard Hunter, *Papermaking: The History and Technique of an Ancient Craft*, Dover Publications, Mineola, New York, 1978.

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

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p>Option B is correct. The Punic Wars were fought between the Roman Republic and Carthage, a powerful state based in North Africa. By the early 200s B.C., Rome had achieved control of much of the Italian peninsula; Carthage had emerged as a formidable economic and military power in the western Mediterranean and had established territorial outposts very close to the Italian mainland. Between 264 and 146 B.C., Rome fought three major wars against Carthage. The best known of these is the Second Punic War, during which the Carthaginian general Hannibal crossed the Alps and invaded Italy from the north before eventually being forced to withdraw to North Africa. During the Third Punic war, Roman armies finally conquered and destroyed the city of Carthage itself, giving Rome uncontested hegemony over the western Mediterranean. Option A is incorrect. This answer choice describes the outcome of the Peloponnesian War (431–404) B.C. in ancient Greece. Option C is incorrect. This answer choice describes the result of the wars of the Second Triumvirate in Rome (32–30 B.C.) and the subsequent establishment of the Principate of Octavian Augustus. Option D is incorrect. This answer choice describes the result of the Greco-Persian wars of (492–449 B.C.).</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
2	007	B	<p>Option B is correct. The Inca Empire is famous for its far-reaching and elaborate system of paved roads. Most were built and maintained through a system of labor obligations imposed by the Inca rulers on their subjects known as mit'a. The road system's original function was to move soldiers around the empire's mountainous terrain. However, the roads also played a crucially important commercial function and may have given the Inca state a measure of political and cultural cohesion by connecting the disparate patchwork of territories and ethnic groups that made up the empire. Option A is incorrect. The Inca did have a unique system of long-distance communications: quipu, which involved the use of knotted strings made of wool or cotton. But most scholars today agree that quipu was not a substitute for a fully developed written language (which the Inca lacked) but a system of sending relatively simple administrative or economic messages, with the knots probably serving as mnemonic devices for the specially trained messengers delivering the message. As such, quipu was probably not capable of conveying complex ideas or advanced communication. Option C is incorrect. The Inca economy was largely based on the barter of goods. There is little evidence that the Inca made wide use of currency (although some historians have suggested that a type of bronze artifact often found in Inca archaeological sites may have been used a means of exchange). Option D is incorrect. The Inca Empire probably had limited commercial contacts with Native American cultures of southern Central America and, more controversially, with Mesoamerica proper but such trade was typically limited in scope and confined to luxury materials or objects. No large-scale trade in foodstuffs between the Andean region and Mesoamerica took place and, in any case, Mesoamerican societies did not produce enough food surpluses to send to the Inca Empire, even if the trade networks between the two had been more fully developed.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	005	C	<p>Option C is correct. Unlike other civilizations of the ancient world (e.g., Egypt), whose geography afforded a degree of isolation and protection from foreign invasions, Mesopotamian civilizations developed in an area that was easily accessible to land-based invaders. Neither the Zagros Mountains to the northeast, nor the eastern Anatolian and Armenian highlands in the north were serious obstacles to invading armies, while the river valleys of the Tigris and the Euphrates and the coastal plains of Khuzestan in the southeast provided even easier ingress routes. Moreover, the mountainous and steppe regions surrounding Mesopotamia typically contained fairly large populations of warlike pastoralist peoples. Option A is incorrect. No such road network existed, and Mesopotamian societies in general had limited access to stone as a building material, thus making an extensive network of paved roads an impossibility. Option B is incorrect. Although many peoples, notably the Assyrians and the Mitanni (Hurrians), did invade the southern and central Mesopotamian heartland by following the course of the Tigris and Euphrates rivers, they did so by marching on land, not by using the rivers. Option D is incorrect. As a matter of geography, Mesopotamia is indeed vulnerable to seaborne invasions from the Persian Gulf; however, in ancient times neither the Indus Valley civilization, nor Egypt (nor, indeed, any other early civilization) had the technological or military capability to launch such an invasion.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
4	005	B	<p>Option B is correct. Islam first came to the island of Sumatra and the Malay Peninsula as a result of the trade between South Asia and those regions. Muslim merchants from northern and eastern India, Persia and even Arabia, aided by occasional Sufi Muslim missionaries, are generally believed to have been the first agents of the spread of Islam in the region. By 1500, many rulers in Southeast Asia converted to Islam, partly in recognition of the already significant degree of Islamization among the local Malay population and partly to cement existing commercial connections with Muslim South Asia. Option A is incorrect. Warfare and conquest were rarely the vehicles of the spread of Islam in Southeast Asia during the period. Considering the region as a whole, the Muslim sultanates of Sumatra and the Malay Peninsula made only limited incursions into neighboring non-Muslim territories and were, more often than not, on the defensive against the powerful Hindu Majapahit Empire, based on the island of Java. Option C is incorrect. Although some of the Indian, Persian and Arab merchants who first brought Islam to Southeast Asia may very well have settled there, no large-scale migration of Muslims from other regions to the Malay Peninsula and the Indonesian islands took place during this period. Option D is incorrect. Forced conversions to Islam were generally not practiced in Southeast Asia. In fact, the Southeast Asian sultanates generally seem to have had a tolerant attitude toward their non-Muslim subjects, as evidenced by the migration of large numbers of people from China to the Muslim sultanate of Melaka and other Muslim territories in the region beginning in the fifteenth century.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	007	C	<p>Option C is correct. After initially continuing the Yuan (Mongol) dynasty’s practice of issuing paper money, but finding that it led to inflation, Ming Emperor Yongle initiated a policy of currency reform that was aimed at phasing out paper money. Silver, which is scarce in China, had traditionally been imported mostly from Japan. This continued until the mid-sixteenth century, when the discoveries of vast new silver deposits near Potosí (in modern-day Bolivia) and Zacatecas (in modern-day Mexico) allowed the Spanish to begin shipping silver across the Pacific Ocean to China (usually with a transshipment point in the Philippines.) The change had a profound effect on the world economy, as it increased Europe’s overall long-distance trade and greatly stimulated the consumption of luxury items in Europe. This contributed to the development of some of the commercial and financial practices and institutions associated with European capitalism.</p> <p>Option A is incorrect. The increased availability of silver from the American mines in fact led the price of gold in Europe to rise relative to the price of silver. That process may have had some important disruptive effect on European economies, notably price inflation, but it did not cause a worldwide economic depression. Option B is incorrect. China did not have a strong indigenous silver mining tradition, and the mining of silver in Japanese mines for export to China was done using predominantly local Japanese labor. Option D is incorrect. The adoption of silver coinage in China did not cause people in East Asia to discontinue the use of silver in jewelry and other luxury items for personal use. Many Chinese luxury objects, such as various decorative vessels for storing liquids and jewelry items such as hairpins, continued to be made of silver after the Ming currency reforms.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
6	004	B	<p>Option B is correct. Enlightenment thinkers generally believed that the principles of philosophical reasoning and scientific inquiry could and should be applied to the study of society and politics, in addition to the study of the natural world. Enlightenment thinkers questioned ideas and practices that were grounded in tradition or what they regarded as superstition, and they actively promoted the collection, systemization and dissemination of knowledge on all subjects. Political philosophers such as Locke and Rousseau explicitly based their prescriptions for improving society on a rational analysis of human nature and individuals' natural rights. Enlightenment-period works, such as Rousseau's <i>Discourse on Inequality</i> or Beccaria's <i>On Crimes and Punishments</i>, applied the principles of philosophical reasoning to specific social and political problems. Option A is incorrect. Some, but not all, Enlightenment figures criticized established religions and religious institutions for inhibiting scientific inquiry and spreading intolerance and superstition among the faithful. A well-known example is Voltaire, who often expressed vehement anticlerical positions, notably in his <i>Treatise on Toleration</i>. But while some Enlightenment figures were skeptical or critical of organized religion and of Christianity in particular, few saw it as the root of all evil or went as far as to advocate its abolition. Option C is incorrect. With the notable exception of Rousseau, whose famous work <i>Emile or On Education</i> was premised on a view of childhood similar to the one described in option C, Enlightenment thinkers generally did not share such idealized notions of children and childhood, nor did most Enlightenment figures accept the skeptical view of society or civilization as a corrupting influence. Option D is incorrect. The Enlightenment philosopher Baron de Montesquieu proposed a system of separation of powers between three branches of government (a version of which was subsequently enshrined in the United States Constitution), but his political ideas were not shared by most Enlightenment thinkers, and very few Enlightenment thinkers advocated the establishment of truly democratic governments.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	004	A	<p>Option A is correct. Led by the messianic figure of Hong Xiuquan, the Taiping movement promised its followers a combination of heterodox quasi-Christian theology and communal or communist-like reforms, including an official ban on the private ownership of land and a promise of radical redistribution of agricultural land. Peasant land-hunger and dissatisfaction with high rates of indebtedness and abuse at the hands of large landowners were also major contributing factors to the events that brought down the Porfirio Díaz dictatorship in Mexico and launched the Mexican revolution of 1910. The post-Porfiriato Mexican government passed a land redistribution law (in 1915) and began transferring land from the rich landowners to the poor and/or landless peasants.</p> <p>Option B is incorrect. Universal suffrage was never part of the Taiping rebels' vision of society and, once established, the Taiping state (called the Taiping Heavenly Kingdom) was ruled by a theocratic dictatorship led by Hong Xiuquan, members of his extended family, and close associates. Option C is incorrect. Religious toleration was not an issue that could drive popular support for the Mexican revolution. Likewise, the Taiping Heavenly Kingdom neither promised nor implemented any policy of religious freedom or religious toleration. Taiping subjects were required to follow the idiosyncratic version of Christianity preached by Hong Xiuquan. Also, Taiping policies banned or restricted established Chinese religious practices and aimed to eradicate Confucianism's influence in Chinese society. Option D is incorrect. Restoring a monarchical form of government was never seriously contemplated by the leaders of the 1910 revolution; on the contrary, they accused the aging dictatorial (but technically elected) President Porfirio Díaz of having corrupted the republican principles of independent Mexico, which they proposed to restore.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	004	D	<p>Option D is correct. Central and northern England, southern Scotland, and southern Wales in particular had large, relatively shallow deposits of coal. Key inventions of the First Industrial Revolution, such as the steam engine and new blast furnaces, allowed these abundant coal reserves to be harnessed in mining and industry. Due to its flat terrain and high population density, England also had a relatively well-developed road system. As the process of industrialization unfolded in the late eighteenth and early nineteenth centuries, the road system was augmented by the construction of canals and railroads. Option A is incorrect. Neither electricity nor oil was used to power factories during the First Industrial Revolution. The technologies to produce and/or harness electricity and oil for industrial use were first developed during the so-called Second Industrial Revolution of the late nineteenth and early twentieth centuries.</p> <p>Option B is incorrect. While some historians have argued that the profits from the West Indies colonies' lucrative sugar trade played an important part in the process of capital accumulation in Great Britain, and therefore contributed to industrialization, there was no large-scale importation of slave labor from the Americas to Britain. Due to its rapid population growth in the eighteenth century, Britain generally had sufficient labor reserves to meet the needs of the new factories on its own. Option C is incorrect. In some British industries (such as locomotive production), production processes resembling mass production and the assembly line were developed as early as the 1840s, but, in general, the full development of both mass production and the industrial assembly line is associated primarily with industrialization in the United States (in the 1860s and the 1890s through the 1900s, respectively).</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	005	C	<p>Option C is correct. Beginning in the late 1950s and early 1960s, agricultural scientists began systematically developing new crop varieties that were better suited to tropical and subtropical climates where growing conditions were suboptimal and yields had been low. Because many countries with rapidly growing populations (for example, India, Mexico, Brazil, and many African countries) were located in traditionally low-yield zones for major crops such as wheat or corn, the development of new plant varieties provided a major boost to these countries' agricultural industries. Coupled with the development of new and improved pesticides and synthetic fertilizers, as well as with increasing rates of mechanization, this development allowed for a dramatic, and still continuing, expansion of agricultural production worldwide; it also prevented the mid-twentieth-century predictions of massive food shortages and political upheavals from coming to pass. Option A is incorrect. This answer refers to the early-twenty-first century trends in some developed countries of consumers turning to artisanal food and locavore-ism. These trends are, indirectly, a reaction against the mass-produced, pesticide-dependent type of agriculture associated with the Green Revolution. Option B is incorrect. The violence between Catholics and Protestants in Northern Ireland in the decades before the signing of the Good Friday Agreement of 1998 was not characterized by the term "Green Revolution," despite Ireland's traditional association with the color green. Option D is incorrect. With the exception of Romania, where the overthrow of communist dictator Nicolae Ceausescu was a violent one, the end of communism in Eastern Europe was mostly peaceful. The term "Velvet Revolution" is used to describe the transition in Czechoslovakia and is occasionally extended to refer to the 1989 Eastern European revolutions collectively; the term "Green Revolution," however, is not used in that sense.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
10	008	B	<p>Option B is correct. De Las Casas' account was one of the first Spanish attempts to depict the unfair treatment that the indigenous people of the Americas (which he called the Indies) experienced in the sixteenth century. De Las Casas was a Dominican missionary sent to Spanish America who became horrified by what he witnessed there. Option A is incorrect because it is based on an interpretation of the excerpt, which ends by referring to the actions of the Christian conquistadors as "villainies." Option C is incorrect because nothing in the excerpt indicates that de Las Casas was advocating forgiveness for the conquistadors. Option D is incorrect because nothing in the tone or content of the excerpt suggests that De Las Casas was accepting of these actions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	008	D	<p>Option D is correct. Historians estimate that between 1700 and 1770 the population of the colonies grew from about 250,000 to over 2 million. While many factors influenced this growth, the need for farm labor in the colonies in the eighteenth century was one of the most important factors. Most colonists lived on farms, and having more children to help them work the land allowed them to increase productivity, which in turn led to increased supplies of food to feed larger families. Demographers refer to population growth that occurs when the birth rate is higher than the death rate as natural increase. Option A is incorrect because changes in the laws and economic conditions related to indentured servitude during this time actually reduced the incentive to hire indentured servants. Option B is incorrect because, although the importation of enslaved Africans did increase in this period, the increase in the population of White colonists accounted for a much larger share of the total population growth. Option C is incorrect because immigration brought on by agricultural decline in Europe was more of a factor during the nineteenth century than it was during the eighteenth century.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	009	B	<p>Option B is correct. The Great Compromise (or Connecticut Compromise) settled a dispute between large states and small states about legislative representation by establishing a bicameral (two-chambered) legislature consisting of the House of Representatives, in which states were allotted representatives according to population, and the Senate, in which each state was allotted two senators regardless of its population. Option A is incorrect because the original Constitution did not abolish slavery. Slavery was not abolished until passage of the Thirteenth Amendment in 1865. Option C is incorrect because the original constitution did not have a provision for universal male suffrage; rules about voting eligibility were left to the individual states, most of which had property qualifications on voting. Property qualifications for White men were gradually dropped in the early nineteenth century, and universal male suffrage, regardless of race, was not established until the passage of the Fifteenth Amendment in 1870. Option D is incorrect because the original Constitution, though it established the judicial branch, did not explicitly assert the principle of judicial review. The United States Supreme Court under Chief Justice John Marshall first claimed the power to review legislative and executive actions in the case of <i>Marbury v. Madison</i> in 1803.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	014	B	<p>Option B is correct. The Declaration of Independence states “That to secure these rights [i.e., life, liberty, and the pursuit of happiness], Governments are instituted among Men, deriving their just powers from the consent of the governed.” Option A is incorrect because this idea is not expressed explicitly in the Declaration of Independence; instead it is in the Bill of Rights in the United States Constitution. Option C is incorrect because this idea is not expressed in the Declaration of Independence; instead it expresses a Marxist view of history. Option D is incorrect because this idea is not expressed in the Declaration of Independence, which focused on the dangers of tyrannical governments, not the benefits of strong governments.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	010	A	<p>Option A is correct. The Dred Scott decision was a landmark 1857 Supreme Court decision that stated that a person of African ancestry was not a citizen of the United States and therefore had no rights and would not become free by moving to a free state. The raid on Harpers Ferry was an attempt by abolitionist John Brown to start an armed slave revolt in Virginia in 1859. Both events exacerbated tensions between the North and the South. Option B is incorrect. The Whig Party formed in late 1833, more than 20 years before the Dred Scott decision. Moreover, slavery was not a primary issue involved in the formation of the Whig Party. The party was formed in opposition to the policies and actions of President Andrew Jackson and the Democrats. The issue of slavery did come to play a critical role within the party over time, and disagreements among Whigs helped to bring about the demise of the Whig Party in the early 1850s. Option C is incorrect. Both of these events in fact led to greater sectional tension. The Dred Scott decision gave rise to Northern fears that slavery would in effect become legal in states that had outlawed it. John Brown’s raid led to Southern fears that radical abolitionists in the North would continue to seek to destroy slavery by violent means if necessary. Option D is incorrect. The doctrine of popular sovereignty in this context refers to the idea that inhabitants of the western territories could decide for themselves whether to allow slavery. The issue was not before the court in the Dred Scott case, although the court raised it independently and ruled that people in the territories did not have the authority to prohibit slavery. The Dred Scott decision, therefore, contributed to sectional tension, not by upholding popular sovereignty but by striking it down. The doctrine played no clear role in the raid on Harpers Ferry, although John Brown’s efforts just a few years earlier to have Kansas enter the Union as a free state were tied to popular sovereignty.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	015	B	<p>Option B is correct. Whitney’s cotton gin (a contraction of the word “engine”) revolutionized the cotton industry in the South, making it a tremendously profitable business. Cotton production expanded from 750,000 bales in 1830 to 2.85 million bales in 1850. This increase in production created a demand for more slave labor. A single slave took about 10 hours to separate a single pound of short-staple cotton fibers from the seed, but a team of two or three slaves (using a cotton gin) could process about fifty pounds of cotton in a day. Production of cotton exploded in the Deep South (places like western Georgia, Alabama, and Mississippi). Slaveholders from the upper South sold enslaved Africans to plantations in the Deep South to help meet the demand for cotton production. Option A is incorrect because the cotton gin led to an increase in both the amount of cotton produced and the demand for slave labor. Option C is incorrect because Southern plantation owners, especially in the Deep South where cotton was the main staple crop, increased the number of enslaved Africans in their workforces. Option D is incorrect because the cotton gin not only enabled each worker to produce more cotton but led to an increase in the number of slaves on large plantations.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	011	C	<p>Option C is correct. Eisenhower’s administration initiated a change to United States military force structure (known as the New Look) that involved a rapid increase in the number of nuclear weapons such as missiles and bombs. Nuclear forces were cheaper than conventional forces and potentially much more powerful, and Eisenhower and his advisors believed they would give the United States a significant advantage in a possible conflict with the Soviet Union.</p> <p>Option A is incorrect. Eisenhower, like other Cold War presidents, was selective in the areas where he chose to confront communism. He refused to intervene when the Soviet Union invaded Hungary and toppled an anti-Soviet government in 1956, but he did initiate military aid to South Vietnam when it came under attack by the communist Vietminh. Option B is incorrect. Arms reduction and trade agreements were characteristic of the policy of détente, which was initiated by President Richard Nixon. Option D is incorrect. Although Eisenhower, like all Cold War presidents, did criticize the abuses of human rights that were taking place in the Soviet Union, human rights were not the central feature of his policy. President Jimmy Carter is more commonly associated with an emphasis on human rights.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	011	B	<p>Option B is correct. As an emerging world power the United States increasingly pursued its interests on a global scale. Although the country did not directly compete with the Europeans to establish colonies in Africa and Asia, it vigorously defended the role it had assumed under the Monroe Doctrine as protector of the Americas from European meddling, expanding that role through the Roosevelt Corollary. While historians may disagree whether U.S. policy was imperialistic or merely expansionistic, there is little question that such actions as building a navy, intervening in Latin America, going to war with Spain, annexing Hawaii and the Philippines, and aggressively pursuing economic policies abroad that favored U.S. businesses reflected an increasingly coherent policy to project U.S. power onto the world stage. Option A is incorrect. Part of U.S. foreign policy is to protect the country from foreign invasion but such security concerns were not paramount in the late 1800s and early 1900s, because the country was still relatively isolated geographically from potential enemies. Foreign policy concerns like rebuilding the navy and warning European nations to keep their distance were based more on protecting U.S. economic interests abroad than on preventing attacks on the homeland. Option C is incorrect. The United States was not isolationist at this time. A century earlier George Washington had advocated isolationism, or at least the avoidance of becoming entangled in European affairs, in his famous Farewell Address, and the U.S would again retreat to some extent following the World War I. But although there was a significant debate in the U.S. during the late 1800s and early 1900s over what its role in the world should be, those who believed in an expansion of U.S. power abroad were, by and large, the victors. Option D is incorrect. Although the United States did venture into ideological and economic imperialism, it did not engage in any colonial ventures in Africa in this period.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	012	B	<p>Option B is correct. The term “Jim Crow” refers to state and local laws established after Reconstruction ended in 1877 that mandated racial segregation in public facilities in Southern states. Option A is incorrect because Black Codes were Southern state laws created to limit the civil rights, civil liberties, and economic rights of African Americans immediately following the Civil War. Most of the Black Codes did not deal directly with segregation. These codes were quickly struck down by federal authorities during Reconstruction. Option C is incorrect because sharecropping is a system of agriculture whereby a landowner allows a tenant to use a plot of farmland in return for a share of the crop. Sharecropping became widespread after the Civil War as a way to maintain the economic domination of former plantation owners over former slaves in the postwar South. Option D is incorrect because the Freedmen’s Bureau was a federal government agency that aided former slaves during the Civil War and Reconstruction.</p> <p>Back to Question</p>
19	014	D	<p>Option D is correct. In the late nineteenth and early twentieth centuries, Booker T. Washington argued that African Americans should pursue economic advancement as a first step prior to agitating for political and social equality. Although Washington believed that the social and political discrimination against African Americans in his time was wrong, he felt that African Americans should take a gradualist approach to combating it. Option A is incorrect because Malcolm X advocated immediate political action to achieve equality. Option B is incorrect because W. E. B. Du Bois rejected political and social inequality and advocated immediate political and legal action (albeit of a different type than Malcolm X) to achieve equality. Option C is incorrect because Martin Luther King, Jr., rejected social inequality and advocated immediate social and political action to achieve equality.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	013	C	<p>Option C is correct. According to the United States Census Bureau, the 1920 census marked the first time in which over 50 percent of the United States population was defined as “urban” (living in towns or cities with at least 2,500 people). The shift was largely the result of continuing industrialization of the United States economy. Option A is incorrect because at no point since the first United States census in 1790 have immigrants outnumbered native-born Americans. Option B is incorrect because an African-American reverse migration was not occurring in 1920; in fact, large numbers of African Americans were beginning to migrate from the South to the North. Option D is incorrect because, in 1920, men continued to outnumber women in the paid workforce.</p> <p>Back to Question</p>
21	013	C	<p>Option C is correct. In seventeenth-century North America, most British colonial settlements were located along the Eastern Seaboard or on navigable rivers (in places such as Boston, New York City, Philadelphia and along the Chesapeake Bay) because these areas were most accessible and most desirable for colonists who wished to trade with Britain. Option A is incorrect because the Piedmont — a hilly region between the Atlantic Coastal Plain and the Appalachian Mountains — was not easily accessible to settlers from Britain in the early colonial period, and there were few settlements there by the end of the seventeenth century. Option B is incorrect because the Appalachian region was even less accessible to British settlers than the Piedmont region, and large-scale British settlement did not occur there until the mid-eighteenth century. Option D is incorrect because there were no British settlements on the Great Plains in the seventeenth century.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
22	016	B	<p>Option B is correct. After the successful pacification of an Indian uprising in Querétaro in 1727, José de Escandón was selected to colonize land in Texas. Although he met with American Indian resistance throughout his expeditions, Escandón found success in establishing over twenty settlements along the Rio Grande. Francisco Hidalgo was a Franciscan missionary who came to the Americas to found the missionary College of Santa Cruz de Querétaro. Hidalgo later traveled to an East Texas mission and, when the mission failed, he became an advocate for missionary efforts among the Caddo Indians. Option A is incorrect because Jose de Escandón was not a missionary, and Francisco Hidalgo did not live among the American Indians, although he did found missions to convert American Indians to Catholicism. Spain commissioned Jose de Escandón to explore and found new colonies along the Rio Grande. Francisco Hidalgo traveled to East Texas to spread religion among the Caddo Indians and establish new missions farther north. Option C is incorrect because José de Escandón was not an advocate for the education of the American Indians he encountered in his expeditions along the Rio Grande. Francisco Hidalgo, while known for his teachings among American Indian groups, did not instruct those groups in how to develop advanced agriculture. In most cases, the American Indian groups he encountered had already developed their own systems of agriculture. Furthermore, Hidalgo sought to bring American Indians into the Catholic church rather than have them remain independent. Option D is incorrect. José de Escandón was sent by the Spanish to colonize land along the southern Texas coastline in reaction to perceived French encroachments in the area. However, Escandón played no part in negotiating a border with France. Francisco Hidalgo was a Franciscan missionary who traveled to East Texas and beyond founding missions. Hidalgo was not a military strategist and did not establish military forts.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	017	C	<p>Option C is correct. Extensive land grants were given to families from the United States for two reasons. One was to protect northern Mexico from Native American attacks, particularly from the Comanche, and a second was to buffer northern Mexican states against the effects of westward expansion of the United States. Option A is incorrect. The French were no longer in the area by the 1820s because they had sold the Louisiana Territory, including the city of New Orleans, to the United States. Option B is incorrect. Mexico wanted the colony to help prevent the United States from expanding into Mexico but was not seriously considering trying to expand Mexican territory northward. Option D is incorrect. Mexico was not primarily concerned with cotton from Texas in the 1820s. The production of cotton in Texas did not become a large part of the economy until the mid-1800s. During the 1820s, Texas was one of the poorest regions of Mexico and was not seen as a likely source of significant tax revenue.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	016	C	<p>Option C is correct. The Adams–Onís Treaty recognized the United States seizure of Florida from Spain and delineated a boundary with Spanish Mexico that clearly made Texas a part of Spanish Mexico (and not of the United States). This aspect of the treaty ended uncertainty between the United States and Spain over the boundary created after the Louisiana Purchase. Option A is incorrect. Mexican-born Spaniards, mestizos, and American Indians engaged in a war of independence from Spain from 1810 to 1821, ending with the Treaty of Córdoba based on the Plan of Iguala. Option B is incorrect. Texas became an independent nation following a military conflict between Mexico and Texan colonists. As a result of the Adams–Onís Treaty, Texas was placed under the control of the Mexican government. The Texas War of Independence took place from 1835 to 1836. Option D is incorrect. The Treaty of Guadalupe Hidalgo, which ended the United States-Mexican War (1846-1848), established the Rio Grande as part of the boundary between the United States and Mexico.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	018	C	<p>Option C is correct. After serving as head of the War Department’s Women’s Interest Section, Oveta Culp Hobby became the Director of the Women’s Army Corps. The first to serve in the Army in uniform, the women under Hobby’s leadership were organized to fill the roles of men who had been sent into combat during the World War II. As Director, Hobby was the first women to receive the Distinguished Service Medal and was promoted to the rank of colonel for her efforts. Option A is incorrect. Written by Elizabeth Cady Stanton and Susan B. Anthony in 1878, the Nineteenth Amendment was passed in 1920. Many other women worked for the ratification of the amendment for almost half a century, including Lucretia Mott, Ida B. Wells, and Isabella Beecher Hooker. Oveta Culp Hobby did not play a prominent role in the fight for women’s suffrage, though her mother, Emma Hoover Culp, was active in the movement. Option B is incorrect. Although Oveta Culp Hobby studied law, served in the Texas House of Representatives, and eventually became the first female secretary of the Department of Health, Education and Welfare, she was not the first African-American woman to serve in Congress. The woman described in this answer choice is Barbara Jordan. Option D is incorrect. Oveta Culp Hobby was not a leader of the NAACP, although over the course of her career she became an advocate of equal rights for African Americans.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	017	C	<p>Option C is correct. Invented in the 1860s and introduced in the West in the 1870s, barbed wire transformed the landscape. It was used by farmers, railroad companies and others to protect land from cattle and, increasingly, by ranchers themselves. Eventually, as the use of barbed wire expanded, it became increasingly difficult for cattle to move freely across the plains. Combined with other developments such as the extension of railroad lines deep into Texas and fear of the spread of disease by cattle driven cross-country, barbed wire contributed to the end of the open range and cattle drives in Texas. Option A is incorrect. Texas' secession from the Union in 1861 may have had a temporary impact on cattle drives to the extent that the Confederacy became the primary market for Texas cattle and the Union Army sought to interfere with supplies moving to the Confederacy. But these restrictions ended with the war and the reintegration of the national market. Option B is incorrect. Construction of the Interstate Highway System began after passage of the Federal Aid Highway Act in 1956, and thus it took place more than half a century after the era of cattle drives had ended. Option D is incorrect. Although the Dust Bowl of the 1930s worsened an already bleak situation for the cattle industry, it had no impact on cattle drives, which had ceased several decades earlier.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	018	C	<p>Option C is correct. Houston became a center for refineries and petrochemical plants during the oil boom of the early twentieth century. Houston also benefited from the opening of a ship channel in 1914 that made the city attractive for industrial development. The town’s population grew by over 500 percent between 1900 and 1930. Option A is incorrect because the oil boom helped promote other industries in Texas. Lumber production thrived because there was an increase in demand for railroads and refineries. Additionally, growing cities spurred a boom in housing, which also required lumber. Railroads grew in response to the growing need to transport supplies for and products of the oil industry in Texas. Option B is incorrect because there was a rapid influx of students into primary and secondary schools in boomtowns as people moved to those towns for work. Option D is incorrect. Houston was briefly the capital of Texas in 1837, but by 1839, long before the oil boom, the capital moved to Austin and has remained there.</p> <p>Back to Question</p>
28	022	C	<p>Option C is correct. Historiography involves the study of the methodology and changing interpretations of history as a discipline. Studying a variety of interpretive sources would provide students with examples of the differing ways that historians study and write about certain topics. Option A is incorrect. A study of mapmaking would best suit a lesson on cartography or geography. Option B is incorrect. A study of legislative documents would best suit a lesson on law and government. Option D is incorrect. A collection of primary sources would best suit a lesson on historical inquiry or research.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	020	C	<p>Option C is correct. Diffusion is often used by historians to refer to the process by which cultural traits, such as technology, are spread between two or more cultures across space. As shown in the map, papermaking spread throughout the Eurasian continent and later to the Western Hemisphere as cultures became more interconnected. Option A is incorrect. Natural selection refers to the process by which biological traits become more or less common throughout a population. Natural selection is a key mechanism of Charles Darwin’s theory of evolution. However, the spread of papermaking techniques, a cultural event, cannot be explained through a biological process such as natural selection. Option B is incorrect. Acculturation refers to the process by which minorities within a population, such as immigrants to a new country, adjust and adapt to a society dominated by a majority culture group. The spread of the papermaking cannot be explained by this process because it was usually immigrants, merchants and tradespeople who brought papermaking technology with them to new places and introduced it into the dominant culture. Option D is incorrect. Adaptation is the evolutionary or social process by which organisms become better able to survive in a habitat or society through changes in biology, culture or beliefs. It is possible that cultures newly exposed to paper and its uses needed to adapt to the new technology. However, this process cannot explain how the use of paper spread around the Eurasian landmass, in a pattern over time, from one location to nearby locations.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	020	B	<p>Option B is correct. Of those listed, a Venn diagram is the best graphic organizer to use to display the similarities and differences between the North and South. A Venn diagram can display possible logical relationships between different attributes. Option A is incorrect. A histogram is a type of graph used to organize continuous data by displaying the frequency in which certain ranges of data appear. This type of graphic organizer would not be useful in comparing and contrasting attributes of the North and South of the United States. Option C is incorrect. A tree chart is used to display the hierarchical relations of a structure in graphical form. This type of graphic organizer would best be used to display the relationships among, for example, the federal, state and local governments but not the similar and different attributes of the North and South. Option D is incorrect. A flowchart is a type of chart that represents the steps of a process or algorithm. A flowchart would not be suitable to display the similarities and differences between the North and South.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	020	C	<p>Option C is correct. Letters, legal documents, recordings and other sources of information that were created during the time period under study are considered to be primary sources. A Korean War soldier’s letter to his family might contain information, such as personal statements about the war experience and eyewitness accounts of significant events, that cannot be obtained from secondary sources. Option A is incorrect. Encyclopedias are considered to be tertiary sources, or sources that contain a summary or analysis of many secondary and primary sources, and attempt to provide a broad overview or summary of a topic. Option B is incorrect. While novels written during the time period under investigation might be used as primary sources (e.g., <i>Uncle Tom’s Cabin</i> for a study of the antislavery movement), modern novels, including historical novels, are not firsthand or contemporary accounts of historical events. Option D is incorrect. Textbooks are secondary sources used for educational purposes that contain information and interpretations usually vetted by committees of many historians and teachers. Textbooks summarize information from a large breadth of works and publications in order to provide a thematic or chronological presentation of a topic.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	022	C	<p>Option C is correct. Displaying the working relationships of the three branches in a nonlinguistic representation, such as a graphic organizer or chart, would best facilitate students' understanding of the separation of powers because it would require them to process the information in a different mode. Option A is incorrect. Reading materials on the Madisonian form of government after a vocabulary lesson would not specifically facilitate students' understanding of the term "separation of powers." Such reading would be best used for a reading comprehension and historical analysis exercise. Option B is incorrect. A lecture on the Madisonian form of government would be best held after a deeper understanding of the vocabulary terms has been established. Option D is incorrect. A summative assessment on the roles and responsibilities of the three branches of government would not be appropriate after only an introductory vocabulary lesson on the term. Given the complexity of the concept and common student misunderstandings (e.g., confusing it with federalism), further reinforcement should come before a summative assessment.</p> <p>Back to Question</p>

Preparation Resources

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

JOURNALS

History Matters, National Council for History Education.

Social Education, National Council for the Social Studies.

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

OTHER RESOURCES

Andrea, Alfred J., and Overfield, James H. (2011). *The Human Record: Sources of Global History*, Seventh Edition. Belmont, Calif.: Wadsworth Publishing.

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

Boller, P. F., Jr., and Story, R. (Eds.). (2008). *A More Perfect Union: Documents in U.S. History*, Seventh Edition. Belmont, Calif.: Wadsworth Publishing.

Bulliet, R., et al. (2010). *The Earth and Its Peoples*, Fifth Edition. Belmont, Calif.: Wadsworth Publishing.

Calvert, R. A., and DeLeón, A. (2007). *The History of Texas*, Fourth Edition. Arlington Heights, Ill.: Harlan Davidson, Inc.

Cayton, A. R. L., et al. (2007). *Pathways to the Present: Modern American History*. Boston, Mass.: Pearson Prentice Hall.

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

Ellis, E. G., and Esler, A. (2005). *World History: Connections to Today*. Upper Saddle River, N.J.: Prentice Hall.

Expectations of Excellence: Curriculum Standards for Social Studies (Bulletin No. 89). (2010). Washington, D.C.: National Council for the Social Studies.

Faragher, John M., Buhle, M. J., Czitrom, D., and Armitage, S. H. (2005). *Out of Many: A History of the American People*, Fifth Edition. Upper Saddle River, N.J.: Prentice Hall.

Gilderhus, Mark T. (2009). *History and Historians: A Historiographical Introduction*, Seventh Edition. Upper Saddle River, N.J.: Prentice Hall.

Isecke, Harriet. (2012). *Texas in the 20th Century: Building Industry and Community: Texas History (Primary Source Readers)*. Huntington Beach, Calif: Teacher Created Materials.

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

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- National Standards for History*, Revised Edition. (1996). Los Angeles, Calif.: National Center for History in the Schools.
- Norton, M. B., et al. (2011). *A People and a Nation: A History of the United States*, Ninth Edition. Belmont, Calif.: Wadsworth Publishing.
- Spodek, H. (2010). *The World's History*, Fourth Edition. Upper Saddle River, N.J.: Pearson Prentice Hall.
- Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*. Boston, Mass.: Little, Brown and Company.
- Texas Education Agency. (1997). *Texas Essential Knowledge and Skills (TEKS)*.
- Unger, I., and Tomes, R. R. (Eds.). (2010). *American Issues: A Primary Source Reader in United States History*, Fifth Edition. Upper Saddle River, N.J.: Prentice Hall.
- Welton, D. A., and Mallan, J. T. (2004). *Children and Their World: Strategies for Teaching Social Studies*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.
- Wheeler, W. B., and Becker, S. D. (2011). *Discovering the American Past: A Look at the Evidence*, Fourth Edition. Boston, Mass.: Houghton Mifflin Company.

ONLINE RESOURCES

- Austin Independent School District, Instructional Resources for Texas History — www.austinschools.org/curriculum/soc_stud/ms/7th/index.html
- Best of History Websites — www.besthistorysites.net/index.php/lesson-plans
- Historyteacher.net — www.historyteacher.net
- National Council for the Social Studies — www.ncss.org
- Texas State Historical Association — www.tshaonline.org