GACE® Study Companion
History Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.
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Welcome to the GACE Study Companion

Get Ready to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking the Georgia Assessments for the Certification of Educators® (GACE®).

Using the GACE Study Companion is a smart way to prepare for the test so you can do your best on test day. The Study Companion can help you stay on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the assessments
- Descriptions of different types of test questions
- Information about scores and how to understand them
- Test-taking tips and strategies
- Frequently asked questions
- Specific information about the assessment you are taking
- Practice questions and explanations of correct answers
- A study plan template
- Additional resources to help you study

So where should you start?

Begin by reviewing the Study Companion in its entirety, paying particular attention to the content specifications in About the Assessment beginning on page 26. The content specifications detail the knowledge and skills to be measured on the assessment. These specifications are aligned with the:

- Common Core Georgia Performance Standards (CCGPS) — these standards are available on the Georgia Department of Education website at [www.doe.k12.ga.us](http://www.doe.k12.ga.us) under Curriculum and Instruction
- Content standards for Georgia’s state-approved educator preparation programs — see Educator Preparation Rules in the Rules section on the Georgia Professional Standards Commission (GaPSC) website at [www.gapsc.com](http://www.gapsc.com)

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.
Once you have reviewed the Study Companion and the standards, you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day. Be sure to also seek other resources to strengthen your content knowledge. See the Preparation Resources section of this Study Companion.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group setting. You may have more energy early in the day, but another test taker may concentrate better in the evening. Use the Study Companion to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
Know What to Expect

These questions and answers will give you an overview of the GACE assessments.

Why do I need to take a GACE assessment?

GACE is the educator certification assessment program for the state of Georgia. The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia’s public schools. Professionals serving in most public schools must hold a valid certificate, appropriate to their field of employment.

Which assessments should I take?

Before you register for an assessment, identify which assessment(s) you need to take. Note that some assessments contain more than one test, and that you will be required to pass all of the tests within an assessment to meet the certification requirements. Educator testing requirements for Georgia are available from the GaPSC website at www.gapsc.com under Educator Assessment.

How do I find out what is covered on the assessment I need to take?

Each Study Companion contains the content specifications for the assessment that detail the knowledge and skills to be covered. These specifications are aligned with the Common Core Georgia Performance Standards and the content standards for Georgia’s state-approved educator preparation programs.

What are the Common Core Georgia Performance Standards (CCGPS)?

The CCGPS is a set of core standards for kindergarten through high school in English language arts, mathematics, and grades 6-12 literacy in science, history, social studies, and technical subjects that have been formally adopted by Georgia and 44 other states, including the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity. The CCGPS provide a consistent framework to prepare students for success in college and the 21st century workplace.

What are the content standards for Georgia’s state-approved educator preparation programs?

A set of content standards has been adopted by the GaPSC on which state-approved educator preparation program providers prepare their candidates. These standards are adapted from national content standards.

How are the GACE assessments administered?

All GACE assessments are administered via computer at specially equipped test centers throughout Georgia, in neighboring states, and internationally.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Where and when are the GACE assessments offered?

Test dates and test center locations are available on the GACE website at www.gace.ets.org. When you register for a test, you can select the test center that is most convenient for you.

How do I get my scores?

Your scores are available through your ETS GACE testing account on the GACE website at www.gace.ets.org on the score reporting date listed in the Registration Bulletin. Your test results are released to you, the GaPSC, and your program provider, if you have one.
Familiarize Yourself with Test Questions

The GACE assessments include several types of test questions, which can be broken into two categories: **objective items** (for which you select or produce an answer that is scored either correct or incorrect) and **constructed response** (for which you write or record a response of your own that is scored by trained raters based on scoring guidelines). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

**Understanding Selected-response Questions**

The majority of the questions in the GACE assessments are selected-response questions. The single-question format presents a direct question or an incomplete statement. This type of question may begin with the phrase “Which of the following . . .” Take a look at this example:

Which of the following is a flavor made from beans?

A. Strawberry  
B. Cherry  
C. Vanilla  
D. Mint

How would you answer this question?

All of the answer options are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to one of the options given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the options given (“Which of the following . . .”).

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute “vanilla” for the phrase “Which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other options to see if they make sense.

You may want to use this technique as you answer selected-response questions on the practice tests.

*Note: After clicking on a link, right click and select "Previous View" to go back to original text.*
Try a more challenging example
The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

A. Literal and inferential  
B. Concrete and abstract  
C. Linear and recursive  
D. Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the options provided. You are supposed to find the option that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

QUICK TIP ➔ Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. Remember to slow down, and use what you know.

Watch out for selected-response questions containing “NOT,” “LEAST,” and “EXCEPT”
This type of question asks you to select the option that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages
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. In the case of a map or graph, you might want to read the question first, and then look at the map or graph. In the case of a long reading passage, you might want to read the passage first, make notes about places you think are important, and then review your notes and answer the question.

You may also encounter several questions that relate to a single table, graph, or reading passage. There may also be a group of questions that has an initial stimulus that sets the scene and provides information, with a second stimulus at some later point in the questions that provides more information or a subsequent development.

The important thing is to be sure you answer the questions as they refer to the material presented. Be sure to read each question carefully.
How to approach other objective question formats

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. Other tests may allow you to zoom in on the details in a graphic or picture. Pay attention to the directions on each screen to be sure you understand how the information is being presented for each question or group of questions.

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 selected-response 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.

The interactive question types may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. 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 option 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 options 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. See the GACE Computer-delivered Testing Demonstration on the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter.

**QUICK TIP ➔** Don’t make the questions more difficult than they are. Don’t read for “hidden meanings” or “tricks.” There are no “trick questions” on the GACE assessments. They are intended to be serious, straightforward tests of your knowledge.
Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay, problem-solving, and oral-response are types of constructed-response questions.

For example, an essay or oral-response question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements — on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. No matter how well you respond, you will not be awarded full credit if you do not answer the question completely.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **If your response is written, reread it.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP ➔** Scratch paper and pencils will be provided at the test center. You may find that it helps to take notes on this scratch paper about each of the details of the question so that you don’t miss any of them. Then you’ll be sure to have all of the information you need to answer the question.

For more detailed information on constructed-response scoring, see *Understanding Your GACE® Scores* in the Scores section of the GACE website at www.gace.ets.org.
GACE Scores

Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state standards are.

How do I know if I passed?

All GACE test results, with the exception of the Assessment of Sign Communication – American Sign Language (ASC–ASL), are reported as scaled scores with a scale of 100 to 300. The ASC–ASL is assigned ratings of A to E. Your official score report will indicate how you performed on the test as a whole and whether or not you passed.

IMPORTANT NOTE: For assessments composed of more than one test, you must pass all tests for that assessment to meet the certification requirements.

What Your GACE Scores Mean

You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit the Scores section of the GACE website to see a sample score report and to access Understanding Your GACE® Scores, a document that provides additional information on how to read your score report.

Put your scores in perspective

Your score report indicates:

- the date of the test administration
- your scaled score
- pass/not pass determination
- number of scored questions
- number of questions answered correctly
- number of scored questions in each subarea
- number of questions answered correctly in each subarea
- points possible for constructed-response questions (if your test includes a constructed-response section)
- points earned for constructed-response questions
If an assessment consists of more than one test, the following data will be provided if you have ever taken any of the other tests:

- highest score to date on the test (status, scaled score, and date taken)
- passing status based on the highest scaled score for each of the tests

If you have previously taken the same assessment or other assessments, your score report will also list the highest score you earned on each assessment.

**Score scale changes**

ETS updates GACE assessments on a regular basis to ensure they accurately measure the knowledge and skills that are required for certification. Updated assessments cover the same content as the previous assessments. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued assessments are valid and reportable for 50 years.

*Understanding Your GACE® Scores*, found in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org), will help you interpret your scores.
Determine Your Strategy for Success

Effective test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the assessment covers

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you’re taking in the About the Assessment section of each Study Companion, which outlines the content areas that the test measures and what percentage of the test covers each area. Visit the GACE website at www.gace.ets.org for information on other GACE assessments.

2) Assess how well you know the content

Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then are surprised to find out they did not pass.

The GACE assessments are demanding enough to require serious review of likely content, and the longer you’ve been away from the content the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) Collect study materials

Gathering and organizing your materials for review are critical steps in preparing for the GACE assessments. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered?
- Do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study Companions are available for all GACE assessments in the Test Prep section of the GACE website at www.gace.ets.org. Each Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. See information on test dates on the GACE website at www.gace.ets.org.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
5) Practice explaining the key concepts

Those GACE assessments with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored

Scoring information can be found in the Scores section of the GACE website at www.gace.ets.org.

7) Develop a study plan

A study plan provides a roadmap to prepare for the GACE assessments. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the blank study plan template in the back of this Study Companion to organize your efforts.

And most importantly — get started!

Would a Study Group Work for You?

Using this Study Companion as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that various people can contribute various kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this Study Companion as part of a study group:

- **Plan the group’s study program.** Parts of the study plan template can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Date planned to study this content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the content subareas and objectives in the About the Assessment section to select topics, and then select practice questions.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
• **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

• **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, if you take a practice test, allow only the time that will be allotted for that test on your administration day. You can use the questions in this Study Companion for your practice test.

• **Learn from the results of the practice test.** Check each other’s answers. An answer key for the selected-response questions with explanations for the answers is included in this Study Companion. If your test includes constructed-response questions, look at the constructed-response sample questions, which contain sample responses to those types of questions and shows how they were scored. Then try to follow the same guidelines that the test raters use.
  
  – **Be as critical as you can.** You’re not doing your study partner a favor by letting him or her get away with an answer that does not cover all parts of the question adequately.

  – **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner is doing an inadequate job of answering the question. Writing notes for your study partner may also help.

  – **Be supportive.** Include comments that point out what your study partner got right and that therefore earned them points.

Then plan one or more study sessions based on aspects of the questions on which group members did not perform well. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan you follow should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Develop Your Study Plan

Developing a study plan helps you prepare for the GACE assessments. A blank study plan worksheet is available in the back of this Study Companion. You can use this worksheet to:

1. **Define Content Areas**: List the most important content areas for your test as defined in About the Assessment beginning on page 26.
2. **Determine Strengths and Weaknesses**: Identify where you have thorough understanding and where you need additional study in each content area.
3. **Identify Resources**: Identify the books, courses, and other resources you plan to use to study for each content area.
4. **Study**: Create and commit to a schedule that provides for regular study periods.

Below is an example of a completed study plan that may help you get started with your own.

**GACE Test Name:** Reading
**GACE Test Code:** 117
**I am taking the test on:** October 25, 2014

<table>
<thead>
<tr>
<th>Literal Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content covered</td>
</tr>
<tr>
<td>Main Ideas</td>
</tr>
<tr>
<td>Supporting Ideas</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Vocabulary in Context</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
</tbody>
</table>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Review Smart Tips for Success

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the GACE assessment and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. You can use the “Mark” function to note a question you want to come back to later. There is no right or wrong way; use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: The answers on selected-response tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper provided to you by the test administrator, make notes to yourself, or write anything at all. You may use your scratch paper in any way that is useful to you, but be sure to enter your final answers on the computer. Your scratch paper will be destroyed after you are finished with the assessment.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn’t matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.

6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.
Check on Testing Accommodations

What if I have a disability or health-related need?

If you have a disability or health-related need, you may wish to apply for testing accommodations. ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. If you are requesting testing accommodations, you must register by mail or fax through ETS Disability Services and have your accommodations approved before you register to test.

The 2013–14 Bulletin Supplement for Test Takers with Disabilities or Health-related Needs for GACE® assessments contains contact information, procedures for requesting testing accommodations, and registration forms. The Supplement should be used in conjunction with the information in the GACE Registration Bulletin. The Supplement and the Registration Bulletin can both be downloaded free of charge from the Testing Accommodations section of the GACE website at www.gace.ets.org.

Disability documentation policy statements and forms are available through the ETS website at www.ets.org/disabilities/documentation. You should also see Tips for Test Takers with Disabilities at www.ets.org/disabilities/tips.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Do Your Best on Test Day

You followed your study plan. You are ready for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you’re sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the GACE assessment!

On the day of the test, you should:

- be well-rested
- wear comfortable clothes and dress in layers
- eat before you take the test to keep your energy level up
- bring valid and acceptable identification with you that contains your name, signature, and photograph
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can’t control the testing situation, but you can control yourself. Stay calm. Test administrators are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will be given the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you’ve trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You may not bring personal items into the test center such as:

- cell phones, smartphones (e.g., Android™, BlackBerry®, iPhone®), tablets, PDAs, and other electronic, listening, recording, or photographic devices
- handbags, knapsacks, or briefcases
- food or snacks of any kind
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, and scratch paper (the test administrator will provide pencils and scratch paper)
- tobacco
- weapons of any kind

NOTE: All cell phones, smartphones, tablets, PDAs, and other electronic, listening, recording, or photographic devices are strictly prohibited at the test center. If you are found to be in
possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated, and you will be dismissed from the test. Your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit the On Test Day section of the GACE website at www.gace.ets.org.

Are You Ready?

Review this list to determine if you’re ready to take your assessment.

- Do you know the Georgia testing requirements for your teaching field?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each assessment you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the assessment will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions that you may encounter during your assessment?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in the Study Companion?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a GACE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the GACE assessment, do your best, pass it — and begin your teaching career!
Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the GACE assessments.

What is the purpose of the GACE assessments?
The purpose of the GACE assessments is to assure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE assessments are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum — the Common Core Georgia Performance Standards (CCGPS) — and the content standards for Georgia’s state-approved educator preparation programs. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia’s P-12 classrooms.

Who developed the GACE assessments?
Each GACE assessment was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. This included individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders.

What do the GACE assessments measure?
Each GACE assessment consists of one or more tests designed to assess a candidate’s knowledge and skills as required by the guidelines for Georgia educator certification.

Do some GACE assessments have more than one test?
Yes. Some GACE assessments do consist of more than one test. You may take each individual test at separate administrations, or for assessments that offer a combined test format, you may take the combined version at one administration. You must pass all tests within an assessment to achieve certification.

What is certification?
Certification in any area — medicine, law, architecture, accounting, cosmetology, or education — is an assurance to the public that the person holding the certification possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher certification, a certification tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because certification makes such a serious claim about its holder, certification tests are usually quite demanding. In some fields, certification tests have more than one part and last for more than one day. Candidates for certification in all fields plan intensive study as part of their professional preparation. Some join study groups, while others study alone. Preparing to take a certification test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a certification exam takes planning, discipline, and sustained effort.
How are the assessments updated to ensure the content remains current?

GACE assessments are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State certification areas and the results of any relevant job analysis are also considered. If these reviews indicate that the test content needs to be updated, a state advisory committee is convened to develop revised test content specifications. New test questions are then produced following the standard test development methodology.

How long will it take to receive my scores?

Unofficial scores for tests that contain only selected-response questions can be viewed at the conclusion of the test. Official scores for these tests are reported approximately four weeks later.

Score reporting dates for all testing windows can be found in the Scores section of the GACE website at www.gace.ets.org and in the Registration Bulletin.

Can I access my scores online?

Viewing your scores is easy — simply log in to your ETS GACE testing account on the GACE website at www.gace.ets.org and click on your score report.
About the Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>6–12</td>
</tr>
</tbody>
</table>
| Test Code       | Test I: 034  
                 | Test II: 035 
                 | Combined Test I and Test II: 534 |
| Testing Time    | Test I: 2 hours  
                 | Test II: 2 hours 
                 | Combined Test I and Test II: 4 hours |
| Test Duration   | Test I: 2.5 hours  
                 | Test II: 2.5 hours 
                 | Combined Test I and Test II: 5 hours |
| Number of Selected-response Questions | Test I: 65  
                 | Test II: 65  
                 | Combined Test I and Test II: 130 |
| Number of Constructed-response Questions | Test I: 0  
                 | Test II: 0  
                 | Combined Test I and Test II: 0 |
| Test Format     | Computer delivered |

The GACE History assessment is designed to measure the professional knowledge of prospective teachers of secondary school History in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

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

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. World History to 1450 C.E.</td>
<td>40%</td>
</tr>
<tr>
<td>II. World History from 1450 C.E. to the Present</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Note:** This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks. The test also contains questions about whether students possess thinking skills that are specifically historical in nature; e.g., knowing the difference between primary and secondary sources and how chronology influences understanding of cause and effect.

Test I Objectives

**Subarea I: World History to 1450 C.E.**

**Objective 1:** Knows political, economic, social, and cultural developments in World history to 1450 C.E.

The beginning History teacher:

A. Knows world geography and how global climatic and environmental factors shape human history

B. Knows the characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution circa 8000 B.C.E.

C. Understands the significance of early river valley civilizations in the period circa 8000–1000 B.C.E. and in the Americas in the period 2000 B.C.E.–1500 C.E.

D. Understands the rise and significance of, and interactions among, the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.

E. Understands the spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam

F. Knows the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period circa 200–600 C.E.

G. Understands the formation of new empires and political systems in the period circa 450–1450 C.E. including Byzantine, Mongol, African, and Mesoamerican

H. Understands the spread of Islam and its impact on political, social, and economic systems in the period circa 600–1450 C.E.
I. Knows the economic, political, and cultural developments in medieval Europe in the period circa 600–1450 C.E. and their global impacts

J. Understands the emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period circa 1–1450 C.E.

Subarea II: World History from 1450 C.E. to the Present

Objective 1: Knows political, economic, social, and cultural developments in World history from 1450 C.E. to the Present

The beginning History teacher:

A. Knows the causes and major events of European exploration and colonization in the period 1450–1750 C.E., and the global economic and cultural impact of the Columbian Exchange; e.g., global political competition, trade, technological, and biological exchanges

B. Knows the origins, development, and contributions of major new political entities in various parts of the world in the period 1450–1750 C.E.; e.g., the Ottoman Empire, the Safavid Empire, the Mughal Empire

C. Knows the main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.

D. Knows the characteristics and significance of the Renaissance and the Reformation

E. Knows the characteristics and significance of absolutism, the Enlightenment, and the Scientific Revolution

F. Understands the causes, major events, and effects of the Industrial Revolution 1750–1914

G. Knows the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914; e.g., United States, France, Haiti, Latin America

H. Knows the causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945

I. Understands the main causes, major events, and major political effects of the First and Second World Wars

J. Knows the social, cultural, scientific, and artistic transformations of the period 1900-1945

K. Understands the main causes, major events, and global effects of the rise of communism and of the Cold War in the period 1945–1989; e.g., North Korea, Cuba, Congo

L. Understands the role of international organizations and the evolution of regional economic blocs in the 20th century; e.g., United Nations, North American Free Trade Agreement, European Union

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
M. Knows the main causes, major events, and effects of decolonization and nationalist movements in sub-Saharan Africa, North Africa, the Middle East, South Asia, and Southeast Asia in the period circa 1890−1990; e.g., India, Algeria, South Africa

N. Understands the rising prominence of women in politics in the 20th century

O. Knows the causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union

P. Knows the global economic and technological changes in the late 20th and early 21st centuries (e.g., new patterns of migration, transnational corporations, global popular culture)

Q. Understands the major genocides of the 20th century; e.g., the Holocaust, Soviet mass murders, Rwanda

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

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. United States History to 1877</td>
<td>40%</td>
</tr>
<tr>
<td>II. United States History from 1877 to the Present</td>
<td>40%</td>
</tr>
<tr>
<td>III. History of Georgia</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Note:** This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks. The test also contains questions about whether students possess thinking skills that are specifically historical in nature; e.g., knowing the difference between primary and secondary sources and how chronology influences understanding of cause and effect.

Test II Objectives

**Subarea I: United States History to 1877**

**Objective 1:** Knows political, economic, social, and cultural developments in United States history to 1877

The beginning History teacher:

A. Knows North American geography, peoples, and cultures prior to European colonization

B. Understands the interactions between humans and the environment throughout North American history

C. Knows the reasons European colonies in North America were founded and how imperial and political conflicts and indigenous interests shaped the colonies’ political and social development

D. Knows the demographic and economic development of the British colonies in North America

E. Knows the economic, social, and cultural effects of slavery in the British American colonies and in the antebellum United States

F. Understands the major causes and events of the American Revolution

G. Understands the successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights

H. Knows the major political developments in the United States during the presidential administrations of George Washington, Thomas Jefferson, and Andrew Jackson from the 1790s until the Civil War

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
I. Understands the causes and effects of United States territorial expansion and the growth of sectionalism in the 19th century

J. Understands the market economy’s emergence, development, and effects in the United States in the first half of the 19th century

K. Understands the causes and effects of reform movements and religious movements in the antebellum United States; e.g., women’s rights, abolition of slavery, temperance

L. Understands the causes and major events of the Civil War

M. Knows the legal, political, and social dimensions of Reconstruction to 1877

Subarea II: United States History from 1877 to the Present

Objective 1: Knows political, economic, social, and cultural developments in United States history from 1877 to the Present

The beginning History teacher:

A. Understands how and why industrialization, urbanization, and immigration shaped the development of the United States in the 19th and early 20th centuries

B. Knows the global patterns and effects of United States imperialism in the late 19th and early 20th centuries

C. Knows regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in the late 19th and early 20th centuries

D. Understands the changes in the politics, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms

E. Understands the causes, major events, and effects of participation in the First World War on United States politics, society, and culture

F. Knows the political, social, economic, cultural, and demographic changes that occurred in the United States in the 1920s

G. Knows the causes and effects of the Great Depression

H. Knows the goals and programs of the New Deal and their effect on government, politics, the economy, and society

I. Knows the causes, major events, and effects of participation in the Second World War on United States politics, society, and culture

J. Knows the origins, development, and effects of the Cold War both abroad and domestically

K. Knows the causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the 20th century

L. Understands the social changes in the United States from the 1940s to the 1970s; e.g., the baby boom, counterculture, the sexual revolution

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
M. Knows the major social policy initiatives and political movements in the United States since the Second World War; e.g., the Great Society, the Reagan Revolution

N. Understands the global technological changes in the late 20th and early 21st centuries and their effects on the United States

O. Understands the economic changes in the late 20th and early 21st centuries and their effects on the United States

P. Understands the changing role of the United States in the post-Cold War world

Subarea III: History of Georgia

Objective 1: Knows political, economic, social, and cultural developments in the history of Georgia to 1877

The beginning History teacher:

A. Knows Native American cultures in Georgia prior to the European colonization and initial European exploration of Georgia

B. Knows the reasons the colony of Georgia was founded and how it developed

C. Knows the role of Georgia in the American Revolution

D. Understands the Georgia Constitution of 1777, Georgia’s history under the Articles of Confederation, and Georgia’s role at the Constitutional Convention of 1787

E. Understands the factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840

F. Knows the impact of the Civil War and Reconstruction on Georgia

Objective 2: Knows political, economic, social, and cultural developments in the history of Georgia from 1877 to Present

The beginning History teacher:

A. Knows the key political, social, and economic changes that occurred in Georgia between 1877 and 1918

B. Understands how events in the United States and the world during the period 1918-1941 shaped Georgia’s development economically, socially, and politically

C. Understands the impact of the Second World War on Georgia’s development economically, socially, and politically

D. Knows the key post-World War II developments in Georgia from 1945 to 1970

E. Understands the role of Georgia in the modern civil rights movement

F. Understands the significant social, economic, political, and demographic changes in Georgia since 1970

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Approaches to Answering Selected-response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the GACE assessments 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 ensuring your success is familiarity with the content that is covered on the assessment. This content has been carefully selected to align with the knowledge required to begin a career as a teacher in the state of Georgia.

The questions on this assessment are designed to assess your knowledge of the content described in the subareas and objectives in each test. 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, to compare it with other knowledge you have, or to make a judgment about it.

The questions on this assessment are all selected-response questions. When you are ready to respond, you must choose one of the answer options listed. You may also encounter some questions that use alternate response types; e.g., questions that require you to select multiple options, enter a numeric answer into a text box, or drag-and-drop options. Be sure to read the directions carefully to ensure that you know what is required for each test question.

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.

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

You may see the following types of 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, a graphic, a table, or a combination of these features. The answer options appear below the question.

The following question is an example of the single-question format.

Example

Which of the following is the most important consideration for students and teachers with regard to students’ use of the Internet as a research tool?

A. The name of a website does not always give a clear indication of the contents of the site.
B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic.
C. Different search engines use different formulas for matching websites to search strings.
D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields.

Suggested Approach

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

The question in the example above addresses students’ use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, option D is the single best answer.
With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect the ease of locating information, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, a sample of student work, a description of a student and/or program, a graphic, a table, or any other information needed 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 Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

Regardless of which strategy you choose, you should read the stimulus carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions 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.

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Example
First read the stimulus (a description of a class activity planned by a teacher).

Use the information below to answer the questions that follow.

A science teacher and a computer teacher work with the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus.

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. Before beginning the unit, the teachers should answer which of the following questions to ensure the unit is as effective and well coordinated as possible?

   A. How should the topic coverage be sequenced and paced during the unit?
   B. How much time should be devoted to individual, small-group, and whole-class instruction during the unit?
   C. What methods should be communicated with parents about learning expectations?
   D. What presentation methods and teaching styles should be used during the unit?

Suggested Approach
Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, option A is the single best answer.

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, communicating learning expectations with parents is irrelevant to how well the two teachers are coordinated.
Now you are ready to answer the second question.

2. The teachers wish to ensure that their unit will proceed smoothly. They can most likely achieve this goal by using which of the following strategies?

A. Create a plan before the unit begins specifying the learning activities that will occur in each teacher’s classroom each day
B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
C. Identify before the unit begins any teacher tasks that will need to be performed during the unit and assign each task to a teacher
D. Make arrangements to collaboratively create all lesson plans that will be used in both classrooms throughout the unit

**Suggested Approach**

Again, carefully consider the information presented in the stimulus, and then read the second question, which focuses on the principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students’ interests have taken, concepts students are having trouble with, and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, **option B is the single best answer.**

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Because teachers are unlikely to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses prior to beginning the unit (option A) would most likely be an inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers’ time. While identifying and assigning specific teacher roles ahead of time (option C) might increase efficiency, it would not enhance the teachers’ ability to address student learning issues effectively as they arise.
Practice Questions

This section presents some sample questions for you to review as part of your preparation for the assessment. You will probably find it helpful to simulate actual testing conditions. A correct answer and a rationale for each sample test question can be found in the section following the sample questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person’s performance in any given testing situation.

The sample questions are included to illustrate some of 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.
Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The shaded land area of the map above indicates which of the following?
   
   A. The regions affected by bubonic plague
   B. Conquests by the Russian monarchy
   C. The greatest extent of Mongol control
   D. The farthest spread of Buddhism

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
2. Transition to agriculture in Mesoamerica differed from the transition to agriculture in Southwest Asia in that the transition in Mesoamerica

A. occurred much earlier than the transition in Southwest Asia.
B. was driven by political decisions made by Mesoamerican rulers, whereas the transition in Southwest Asia was driven by economic and demographic factors.
C. was not accompanied by the domestication of draft or pasture animals, whereas the transition in Southwest Asia was accompanied by the domestication of such animals.
D. did not involve the domestication of cereal grains, whereas the transition in Southwest Asia was based on the domestication of cereal grains.

Answer and Rationale

3. During the 8th century C.E., which of the following pairs of empires competed for control of central Asia?

A. The Byzantine empire and Han China
B. The Abbasid caliphate and Tang China
C. The Mongol empire and Gupta India
D. The Mughal empire and Sassanid Persia

Answer and Rationale

4. The Phoenicians are best known for their achievements in which of the following areas?

A. Weapons technology
B. Trade and exploration
C. Literature
D. Agriculture

Answer and Rationale
5. Which of the following was the major result of the work of India’s Muslim League in the 1940s?

A. The unification of Indians across religious and ethnic lines to achieve independence from Great Britain
B. A growing division between the Westernized upper middle class and the majority of Indians
C. Partition of the independent subcontinent into Muslim Pakistan and a secular but predominantly Hindu India
D. The initiation of Indian nationalists’ negotiations with Britain’s wartime enemies of Germany and Japan

**Answer and Rationale**

6. Which of the following was the underlying cause of the 1994 Rwandan genocide?

A. The small size and limited powers of the United Nations peacekeeping force in Rwanda
B. The ethnic, economic, and political rivalries between members of Rwanda’s Hutu majority and Tutsi minority
C. The territorial ambitions of Rwanda’s neighboring states, which led them to intervene repeatedly in Rwandan affairs with the goal of destabilizing the country
D. The religious divide between mostly Muslim northern Rwanda and mostly Christian southern Rwanda

**Answer and Rationale**

7. During the Cold War the term “Non-Aligned Movement” referred to a group of countries that

A. had rapidly developing economies based on technology and international finance, such as Singapore, South Korea, and Taiwan.
B. avoided formal political or economic affiliation with either the Soviet or the Western bloc, such as India, Indonesia, and Egypt.
C. were former colonies with White elites who continued to govern after decolonization, such as Rhodesia and South Africa.
D. harbored foreign militant organizations and were ostracized by the Western bloc, such as Libya and Iran.

**Answer and Rationale**

*Note: After clicking on a link, right click and select "Previous View" to go back to original text.*
8. “The political situation in Africa today is heartening and at the same time disturbing. It is heartening to see so many new flags hoisted in place of the old; it is disturbing to see so many countries of varying sizes and at different levels of development, weak and, in some instances, almost helpless. . . . The greatest contribution that Africa can make to the peace of the world is to . . . [create] a political union which will by its success, stand as an example to a divided world. . . . We have to prove that greatness is not to be measured in stockpiles of atom bombs.”

The ideas expressed by Kwame Nkrumah in the passage above are most representative of the ideology of

A. Pan-Africanism.
B. the international socialist movement.
C. the anti-apartheid movement.
D. the liberation theology movement.

Answer and Rationale

9. “Let the working man and the employer make free arrangements, and in particular let them agree freely as to the wages; nevertheless, there exists a dictate of natural justice more imperious and ancient than any bargain between man and man, namely that the wages ought not be insufficient to support a frugal and well-behaved wage-earner. . . . [Employers] are reminded that, according to natural reason and Christian philosophy, working . . . is creditable, not shameful, to man, since it enables him to earn an honorable living.”
—Pope Leo XIII, Rerum Novarum, official pronouncement, 1891.

Based on the excerpt above, it can be concluded that Pope Leo XIII’s main purpose in Rerum Novarum was to

A. argue that employers had an ethical and religious duty to treat their employees fairly.
B. purpose strict government regulations of labor markets.
C. support the formation and growth of trade unions.
D. warn against the danger of a possible communist revolution, if workers’ conditions did not improve.

Answer and Rationale
10. “Man being . . . by nature free, equal, and independent, no one can be . . . subjected to the political power of another, without his consent.”

The statement above was most likely made by

A. John Locke.
B. Edmund Burke.
C. Bishop Jacques Bossuet.
D. Adam Smith.

**Answer and Rationale**

11. Which of the following was a major result of Japan’s Meiji Restoration?

A. Japan revived some aspects of feudal society
B. Japan granted Korea political and cultural autonomy
C. Japan sought alliances with Russia and China
D. Japan created a modern industrial economy

**Answer and Rationale**

12. The framers of the United States Constitution made the number of a state's seats in the House of Representatives proportional to the

A. physical size of the state.
B. total population living in the state.
C. population of free people living in the state plus three-fifths of the slaves in the state.
D. population of property-owning males in the state.

**Answer and Rationale**
13. Which of the following caused the largest number of deaths among Native Americans in the colonial period?

A. Diseases such as smallpox  
B. Enslavement by European settlers  
C. Famines caused by game depletion  
D. Problems caused by relocation

**Answer and Rationale**

14. In the period 1890 to 1914, the majority of immigrants to the United States came from which of the following?

A. Germany, Great Britain, and Ireland  
B. Italy, Austria-Hungary, and Russia  
C. Ireland, Japan, and India  
D. China, Brazil, and Scandinavia

**Answer and Rationale**

15. The Tea Act passed by Parliament in 1773 angered American colonists primarily because it

A. gave the British East India Company a monopoly on the tea trade.  
B. dramatically increased the price of tea.  
C. hurt tea planters in the North American colonies by lowering prices.  
D. decreased the supply of tea available in the North American colonies.

**Answer and Rationale**
16. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?

A. Parties would be beneficial to the growth of democracy.
B. Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
C. Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
D. Parties would ensure that the delegates would control the government of the new nation.

Answer and Rationale

17. President Lyndon Johnson's Great Society legislation was premised on a view of the role of the federal government in domestic policy that was most similar to that of

A. Herbert Hoover.
B. Franklin D. Roosevelt.
C. Richard Nixon.
D. Ronald Reagan.

Answer and Rationale

18. Which of the following best summarizes the key policy goals of the second-wave feminism movement of the 1970s?

A. Defending traditional gender roles at home and in the workplace, and opposing the Equal Rights Amendment of 1972
B. Obtaining for women the rights to vote, own property, and engage in legal and business transactions
C. Passing a legal prohibition of the sale of alcohol and limiting immigration
D. Demanding equal pay for equal work and removing restrictions on women’s reproductive rights

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
19. The construction of an extensive road network funded by the federal government under the Interstate Highway Act of 1956 changed the built form of metropolitan areas in the United States by encouraging the

A. greater use of public transit for travel to work.
B. concentration of manufacturing in central cities.
C. shrinking of metropolitan areas in terms of the land area they occupied.
D. expansion of housing and jobs in suburbs.

**Answer and Rationale**

20. The decision of the Supreme Court of the United States in *Brown v. Board of Education of Topeka* (1954) overturned the judicial precedent that had allowed

A. the teaching of evolution in public schools.
B. gender segregation in private schools and social clubs.
C. separate but equal public facilities for Black people and White people.
D. federal funding of local public schools and state universities.

**Answer and Rationale**

21. The Reagan Revolution of the 1980s had which of the following effects on political party alignments in national elections?

A. Latino voters who formerly had tended to vote for Democrats in national elections turned decisively to the Republican Party
B. White voters in the South who had voted for Republicans since the Reconstruction turned to the Democratic Party
C. Working-class White voters who had formerly voted for Democrats began to turn to the Republican Party
D. African American voters who had left the Republican Party in large numbers during the Jim Crow era returned to the Republican Party

**Answer and Rationale**
22. The end of the Cold War allowed the United States to

A. end its long-standing special relationship with Great Britain.
B. reduce its nuclear arsenal and limit the numbers of its troops stationed in Western Europe.
C. reduce its military and foreign policy involvement in the Middle East.
D. renew its involvement in major military operations in Southeast Asia.

**Answer and Rationale**

23. Which of the following United States programs provided money, supplies, and machinery to assist participating European countries in rebuilding after the Second World War?

A. Truman Doctrine
B. Atlantic Charter
C. Point Four Program
D. Marshall Plan

**Answer and Rationale**

24. The Trail of Tears relocated most of the Cherokee Nation to which part of the country?

A. Reservations in the Dakota Territory
B. Territory in present-day Oklahoma
C. Land acquired from the Mexican Cession
D. Land gained from the land dispute in Oregon country

**Answer and Rationale**
25. Which of the following political figures was a governor who supported Georgia’s secession from the Union but opposed some of the actions of Jefferson Davis during the Civil War?

A. Wilson Lumpkin  
B. John B. Gordon  
C. Joseph E. Brown  
D. Rufus Bullock

**Answer and Rationale**

26. Which of the following best explains why the population of Georgia has expanded rapidly since the 1960s?

A. The construction of accessible public transportation throughout the state  
B. Growth in the population of farm workers on a per-acre basis  
C. Large tax breaks for corporations based in Georgia  
D. Diversification of the state economy and the invention of air conditioning

**Answer and Rationale**

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<th>Correct Answer</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Mongol power reached its height by the end of the 13th century. The Mongols controlled an area from eastern Europe to the Chinese coast. Mongol power fragmented soon after 1300.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Pre-Columbian Mesoamerican societies had a few domesticated animals, including dogs, turkeys, and Muscovy ducks, but they did not have large domesticated mammals that could be used as draft or pasture animals. In Southwest Asia, on the other hand, several important large animal species — notably cattle, sheep, and goats — were domesticated concurrently with (or shortly after) the adoption of agriculture.</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td><strong>Option B is correct.</strong> By the middle of the eighth century C.E., the Chinese Tang dynasty rulers had established Chinese rule over most of the Tarim Basin (in present-day Xinjiang province), and Tang armies had begun to press farther west into present-day Kyrgyzstan, Kazakhstan, and Uzbekistan. At the same time, the rulers of the newly established Abbasid caliphate in Baghdad, having defeated their rivals of the Umayyad dynasty, were eager to expand their territory into Central Asia. The armies of the two empires met in battle at the Talas River in 751 C.E. with the Muslim forces emerging victorious. The Battle of Talas River had a long-lasting effect on world history because it effectively set the limits on China’s westward expansion and ensured the long-term predominance of Islam in Central and west-central Asia.</td>
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<tr>
<td>4</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The Phoenicians concentrated on trade and exploration and pioneered shipbuilding and navigational techniques. They traded and spread their knowledge throughout the ancient Mediterranean world.</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The Muslim League organized to create an independent Muslim state. The league persuaded the British government that an independent India with a Hindu majority would persecute Muslims. In 1947, the British split the Indian subcontinent into two independent states: Pakistan, which was largely Muslim, and India, which had a Hindu majority.</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Rwandan genocide occurred in the context of an ongoing civil war between the Hutu-dominated Rwandan government and a Tutsi-dominated rebel group, the Rwandan Patriotic Front. Although a peace deal had been negotiated in 1993, tensions between the Hutu and Tutsi groups remained high, and Hutu-controlled media in particular openly incited violence against Tutsi and Hutu who supported or consorted with Tutsi. Following the April 1994 assassination of President Juvénal Habyarimana, hastily organized Hutu militias formed and, with the active assistance of government forces and the media, carried out the genocide, in which close to 1 million Tutsi were killed in less than four months.</td>
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<tr>
<td>7</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Created at the 1961 Bandung Conference, the Non-Aligned Movement consisted mostly of recently independent former European colonies in Asia and Africa. These countries were seeking to develop their economies and modernize their societies but were concerned that cooperating too closely with the communist bloc would amount to accepting a new form of political and economic dependence — as illustrated by the case of Yugoslavia, a communist country in Eastern Europe, which became a founding member of the Non-Aligned Movement as a way of asserting its independence from the Soviet Union. The Non-Aligned Movement was designed to foster economic development through cooperation among its member nations and to act as a balancing force in international relations.</td>
</tr>
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| 8               | A              | **Option A is correct.** In the passage, Nkrumah envisions the unification of newly independent African countries in a bloc that would “stand as an example to a divided world” (a reference to the bipolar world of the Cold War era) and not participate in the nuclear arms race. These principles — solidarity and cooperation among African countries combined with an independent foreign policy that avoided entanglements either with the Western bloc or the Soviet bloc — formed the core ideology of Pan-Africanism, of which Nkumah was a leading proponent. Although Nkumah also was a self-avowed Marxist socialist, the passage does not directly reference socialist ideology or internal socialism. |

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<tr>
<td>9</td>
<td>A</td>
<td><strong>Option A is correct.</strong> In the excerpt, Pope Leo XIII appeals to individual employers on moral and religious grounds (“according to natural reason and Christian philosophy”) to urge them to provide fair living wages to their employees. Leo XIII was the first pope to directly address the social and economic problems created by the process of industrialization in Europe, the emergence of an industrial proletariat, and the emergence of the working class movement of the 19th century. While other parts of <em>Rerum Novarum</em> expressed support for workers’ trade unions, argued that governments have a responsibility to promote social justice, including through business regulations, and warned against the dangers of communism, the excerpted text does not provide direct support for options B, C, or D.</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td><strong>Option A is correct.</strong> John Locke believed that the state existed to preserve the natural rights of its citizens — the rights of life, liberty, and property. Should the state fail in this protection, Locke believed, citizens had the right to withdraw their support for the state.</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td><strong>Option D is correct.</strong> In 1853, United States Commodore Matthew Perry forced Japan to open its economy to international trade. After futile resistance to Western intrusions and unequal trade treaties, a group of samurai overthrew the shogun (hereditary military governor) and restored the emperor in 1867. In order to strengthen Japan, the Meiji reformers adopted Western technology and created a government-stimulated, competitive industrial economy.</td>
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<tr>
<td>12</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The apportionment of representation to the House was the subject of debate at the Constitutional Convention in 1787. States that were larger in population, particularly Virginia, argued that the number of representatives should be determined by population size. States that were smaller in population, particularly New Jersey, argued for equal representation for all states without regard to population. Meanwhile, southern states with large populations of enslaved people did not wish to forgo the greater influence in Congress promised by counting slaves as people, although neither did they wish to imply that slaves were citizens. Thus the states agreed that the slave population in each state was to count as “three-fifths of all other persons.”</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Native Americans lacked immunity to many common diseases carried by European explorers and settlers. Smallpox and other diseases devastated Native American populations in what is now the United States and elsewhere in the Americas. The factors mentioned in the other answer choices did not cause nearly so many deaths.</td>
</tr>
<tr>
<td>14</td>
<td>B</td>
<td><strong>Option B is correct.</strong> In the 1880s, European agriculture began a steady decline, especially severe for peasant-based agriculture. Political oppression and religious persecution also continued in eastern Europe. As a result, Italians and Hungarians, along with people (particularly Jews) from Russia, the Ukraine, and Poland left Europe in great numbers, seeking better conditions in the United States. The First World War (1914 to 1918) and restrictions on immigration imposed by the United States after the war greatly reduced the numbers after 1924.</td>
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<td>15</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Prior to the Tea Act of 1773, the British East India Company had the sole right to ship tea from British possessions in India to London, where some of the tea was sold to colonial merchants who shipped it to the American colonies. The Act took away this profitable trade from colonial merchants by giving the company a legal monopoly on importing tea to the colonies. In addition, the Act subsidized the price of tea, lowering it to the point where smuggling tea from other sources (another lucrative trade that many colonial merchants engaged in) was no longer worthwhile. Together, these measures threatened to ruin many colonial merchants.</td>
</tr>
<tr>
<td>16</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The framers of the Constitution generally saw political parties (or “factions,” as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.</td>
</tr>
<tr>
<td>17</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The Great Society was a social program implemented between 1964 and 1966 that included legislation enabling the federal government to play a much greater role in the struggle against poverty, in public education, in providing health care to the elderly and the poor, and in addressing racial and social inequalities in the United States. President Roosevelt's New Deal programs were based on a similar expansive view of the roles and responsibilities of the federal government in addressing domestic social and economic problems. The policies of President Hoover, President Nixon, and President Reagan were premised on a much narrower view of government’s role in domestic policy.</td>
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<tr>
<td>18</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Both reproductive rights and economic equality with men in the workplace were among the foundational principles of the National Organization for Women (NOW), the preeminent organization associated with second-wave feminism.</td>
</tr>
<tr>
<td>19</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The road infrastructure created as a result of the Interstate Highway Act hastened the process of population movement from the cities to the suburbs. The new road network reduced commuting times by automobile from the cities to the suburbs and made living in the suburbs while continuing to work in the cities a practical and attractive option for many people. Many businesses soon followed suit, resulting in the flight of jobs away from the increasingly impoverished central cities. As a result of the act, the use of public transit declined, and roads were often built over existing intraurban rail tracks in cities such as Los Angeles.</td>
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<tr>
<td>20</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The Brown v. Board of Education of Topeka decision overturned the ruling that the Supreme Court had issued in the Plessy v. Ferguson case of 1896, upholding the constitutionality of racially segregated &quot;separate but equal&quot; public facilities. In the Brown v. Board of Education of Topeka decision, the Supreme Court justices ruled, unanimously, that state laws mandating racially segregated public schools deprived minority students of equal educational opportunities and therefore violated the equal protection clause of the Fourteenth Amendment to the United States Constitution. The Brown decision did not apply to gender or racial segregation in private schools or social clubs.</td>
</tr>
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</table>
Question | Correct Answer | Rationale
--- | --- | ---
21 | C | **Option C is correct.** Limiting the political influence of traditionally pro-Democratic labor unions and appealing to White working-class voters were central components of the Republican Party strategy in the presidential campaigns of 1980 and 1984. As a presidential candidate and then as president, Ronald Reagan sought to attract White working-class votes by crafting a message that emphasized economic opportunity and limited government while also addressing — sometimes directly, sometimes obliquely — White working-class economic and social anxieties (including racial anxieties). Latino and African American voters mostly continued to support the Democratic Party throughout President Reagan's two terms in office, and southern White voters mostly continued to support the Republican Party, as they had done since the 1960s.

Back to Question

22 | B | **Option B is correct.** As a result of a series of nuclear disarmament treaties with the Soviet Union/Russia signed at or after the end of the Cold War, the United States was able to reduce its nuclear arsenal from approximately 25,000 warheads in the 1980s to approximately 10,000 warheads in 2000, and further to approximately 5,000 warheads by 2010. United States troops deployed in Western Europe (mostly in West Germany) were also reduced from a height of approximately 350,000 in the 1980s to less than 200,000 in the 1990s and less than 100,000 after 2000. Despite the end of the Cold War, the relationship between Great Britain and the United States has remained strong; the strategic importance of the Middle East to United States foreign policy has grown, rather than shrunk; and the United States has not become involved in any major military operations in Southeast Asia.

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<tr>
<td>23</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Europe suffered extensive destruction during the Second World War. In 1947 Secretary of State George C. Marshall proposed the European Recovery Program, better known as the Marshall Plan. It provided for large amounts of financial and material aid to repair physical and economic damage from the war. Many Western European countries took advantage of this aid, and the plan was a crucial factor in Western Europe’s postwar recovery.</td>
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<tr>
<td>24</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Following the Indian Removal Act of 1830, the forced relocation of Native American nations from the southeastern United States to reserved territory in present-day Oklahoma became known as the Trail of Tears. During the relocation, many Native Americans suffered from disease, starvation, and exposure.</td>
</tr>
<tr>
<td>25</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Joseph E. Brown, a Yale-educated lawyer, was a strong supporter of seceding from the Union just before the Civil War, in large measure because of his opposition to a strong central government for the United States. However, he applied the same ideology to the Confederate government during the war and opposed several initiatives that Jefferson Davis saw as necessary, including the Confederate draft, Confederate taxes, and imposition of martial law.</td>
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<tr>
<td>26</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Since the 1960s, diversification of the state economy, especially growth in manufacturing and service sector jobs, as well as in agribusiness, has spurred an increase in population. This trend was furthered by the introduction of air conditioning.</td>
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## Study Plan Sheet

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<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
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Preparation Resources

The resources listed below may help you prepare for the GACE assessment 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.

Other Resources


Online Resources

College Board. Web Guide for AP World History —
http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/11296.html

College Board. AP World History: Example Textbook List —
www.collegeboard.com/html/apcourseaudit/courses/world_history_textbook_list.html

College Board. AP United States History: Example Textbook List —

College Board. “Classroom Resources” section of the AP United States History Course Home Page — http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html

http://www.georgiaencyclopedia.org/nge/Home.jsp

H-World Discussion Group — www.h-net.org/~world

www.mystatehistory.com/georgia/ga_05


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