

Social Studies: Content Knowledge (0081)

Test at a Glance

Test Name	Social Studies: Content Knowledge		
Test Code	0081		
Time	2 hours		
Number of Questions	130		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	26	20%
	II. World History	26	20%
	III. Government/Civics/Political Science	26	20%
	IV. Geography	19	15%
	V. Economics	19	15%
	VI. Behavioral Sciences	13	10%

About This Test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts.

The 130 equally weighted multiple-choice questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. Between 10 and 15 percent of the questions contain content reflecting the diverse experiences of people in the United States as related to gender, culture, and/or race, and/or content relating to Latin America, Africa, Asia, or Oceania.

This test may contain some questions that will not count toward your score.

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.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. United States History

- Understands basic North American geography, peoples, and cultures prior to European colonization.
- Understands how and why European colonies in North America were founded and developed.
- Understands how European, African, and Native American peoples interacted in North America during the colonial period.
- Understands the origins of the American Revolution and its impact on the founding of the United States.
- Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States.
- Understands the causes and consequences of territorial expansion of the United States.
- Understands the causes and consequences of nineteenth-century sectionalism, the Civil War, and Reconstruction.
- Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries.
- Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal.
- Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad.
- Understands the origins, development, and consequences of the Cold War both abroad and domestically.
- Understands the impact of social, economic, and technological changes in the latter half of the twentieth century (e.g., counterculture, globalization, information age).
- Understands the political realignment from the New Deal and the Great Society through the rise of conservatism.
- Understands the ongoing impact of race, gender, and ethnicity throughout American history.
- Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy.
- Understands the emergence of the United States as a world power and the evolving role of the United States in the world.
- Understands the influence of religion throughout American history.
- Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor).
- Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States.
- Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history.

II. World History

- Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
- Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.
- Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment.
- Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
- Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization).
- Knows the major developments of the post–Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism).
- Understands how technological innovations and adaptations have shaped world societies.
- Understands the roles of major world religions in shaping societies and effecting major historical turning points.
- Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies.
- Understands the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism).
- Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization).
- Understands the major differences and similarities in family structure and gender roles across societies.
- Understands the roles of both conflict and cooperation in shaping and transforming societies.
- Understands the major demographic trends in world history and their effects.

III. Government/Civics/Political Science

- Understands Political Theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative).
- Understands United States Government and Politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; electoral process, political parties, interest groups, and mass media.
- Understands Comparative Politics and International Relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law.

IV. Geography

- Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective.
- Is familiar with the use of mental maps to organize spatial information.
- Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global.
- Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau).
- Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data.
- Understands how physical processes, climate patterns, and natural hazards affect human societies.
- Knows the characteristics and spatial distribution of Earth's ecosystems.
- Understands the interrelationships of humans and their environments.
- Understands renewable and nonrenewable natural resources.
- Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities.
- Understands patterns of migration (internal and international) and settlement (urban and rural).
- Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies).
- Knows contemporary patterns and impacts of development, industrialization, and globalization.
- Understands demographic patterns (e.g., composition, density, distribution) and demographic change.
- Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict.

V. Economics

- Understands Microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets and behavior of firms.
- Understands Macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth.

VI. Behavioral Sciences

- Understands how human behavior is influenced by society and society's groups and institutions.
- Understands how culture and cultural change, human adaptation, and diversity influence human behavior.
- Understands how individual behavior is affected by learning, personal identity, and development.

Sample Test Questions

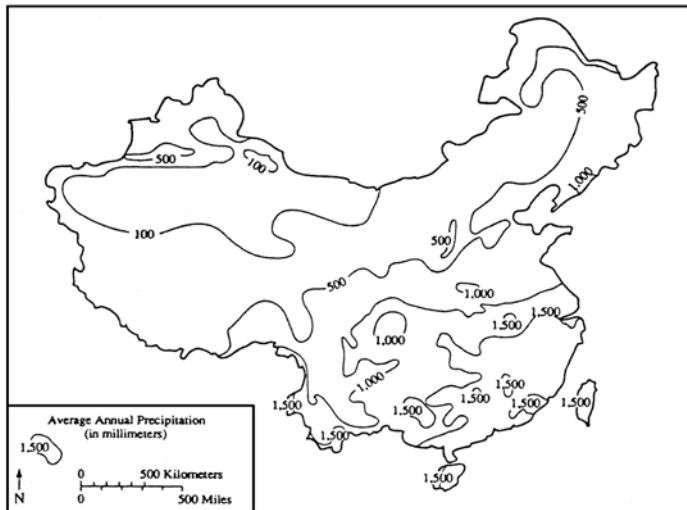
The sample questions that follow illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

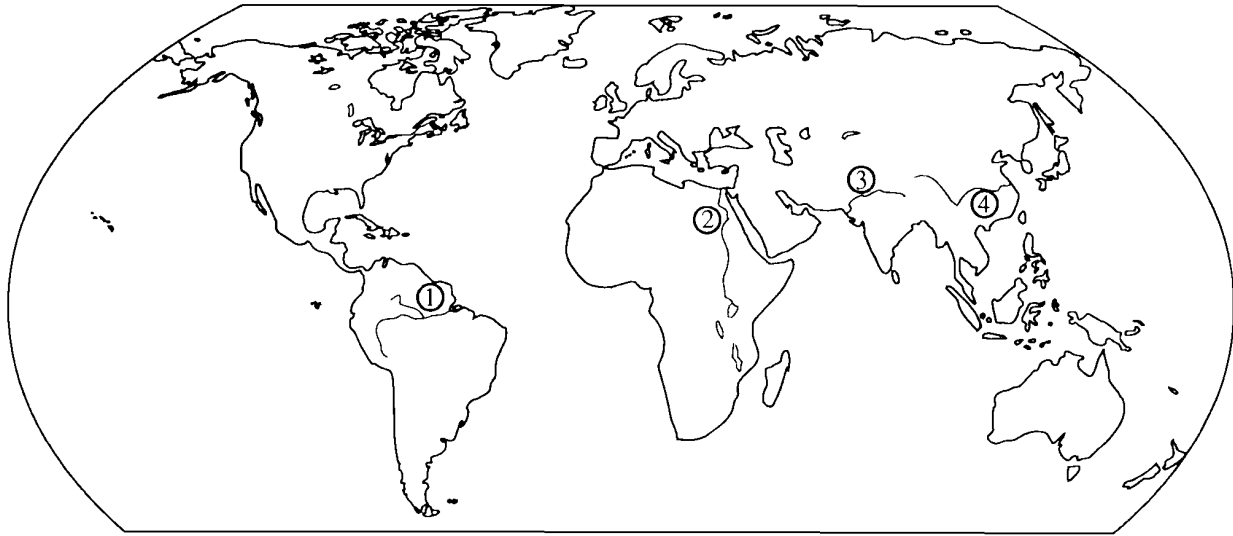
1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
 - (A) were living in the areas still in rebellion
 - (B) were serving in the Union armies
 - (C) were living in the border states
 - (D) had escaped to Northern states
2. The legal basis for the escalation of United States involvement in the Vietnam War was the
 - (A) declaration of war by Congress
 - (B) passage of the Gulf of Tonkin Resolution by Congress
 - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
 - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - (A) Music
 - (B) Theology
 - (C) Mathematics
 - (D) Law
4. The term "Cold War" refers to the
 - (A) race between the United States and the Soviet Union to claim ownership of Antarctica
 - (B) contest between the United States and the European Union for economic domination in the West
 - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
 - (D) competition between the Soviet Union and China for the resources of the Pacific Rim
5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
 - (A) Government authority is created as the result of a social contract.
 - (B) Government must enforce religious law to prevent moral decay.
 - (C) Government must enforce the majority's will regardless of the wishes of the minority.
 - (D) Government must bend to the will of the educated minority.
6. Which of the following is an example of a concurrent power?
 - (A) The printing and coining of money
 - (B) The power to declare war
 - (C) The process of naturalization
 - (D) The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is
- (A) industry v. inferiority
 - (B) identity v. identity confusion
 - (C) generativity v. stagnation
 - (D) integrity v. despair

9. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
- (A) regressive
 - (B) progressive
 - (C) proportional
 - (D) revenue-neutral



8. The map above shows which of the following to be true about precipitation in China?
- (A) The north receives more precipitation than the south.
 - (B) The driest region is the northeast.
 - (C) The southeast receives the most precipitation.
 - (D) The west receives more precipitation than the east.



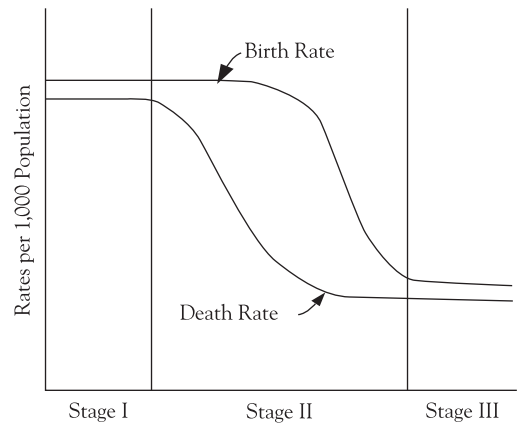
10. On the map above, which number indicates a region that was NOT a center of early urban civilization?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?

- (A) A United States car dealer importing Japanese cars
- (B) A Japanese tourist vacationing in the United states
- (C) A worker in the United States beer industry
- (D) A Japanese baker buying United States wheat

DEMOGRAPHIC TRANSITION



12. The graph above indicates that rapid population growth is most likely to occur in

- (A) stage I only
- (B) stage II only
- (C) stages I and III only
- (D) stages II and III only

13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?
- (A) An increase in United States imports
 - (B) An increase in United States exports
 - (C) A decrease in the demand for the United States dollar
 - (D) A decrease in the United States trade deficit
14. Operant conditioning would be most useful for
- (A) determining whether a toddler is securely attached
 - (B) increasing on-task behavior in the classroom
 - (C) measuring a dependent variable
 - (D) preventing anterograde amnesia
15. Poverty as defined by the United States government is best understood as
- (A) the index value of government services such as Medicaid and public housing
 - (B) the concept of relative deprivation and based on changes in the distribution of income
 - (C) an absolute level set in the 1960s and since adjusted to reflect inflation at the consumer level
 - (D) a concept based on lifestyle and measured on a sliding scale based on the needs of an individual
16. In one hour, Amanda can type 5 pages of a report or she can make 10 sandwiches. The opportunity cost of typing one page of a report is
- (A) 2 sandwiches
 - (B) 5 sandwiches
 - (C) 10 sandwiches
 - (D) 50 sandwiches
17. Some observers argue that a limitation of the official unemployment rate is that it understates the true unemployment level because it fails to include which of the following?
- (A) New entrants to the labor market
 - (B) People who are laid off and are looking for new jobs
 - (C) Discouraged people who have given up looking for jobs
 - (D) Full-time students looking for part-time jobs
18. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
- (A) Primary economic activity
 - (B) Global division of labor
 - (C) Intervening opportunity
 - (D) Global-local continuum
19. Reindeer herding as an economic activity of the Sami in Norway is an example of which of the following types of diffusion?
- (A) Stimulus
 - (B) Hierarchical
 - (C) Relocation
 - (D) Contagious
20. The federal government can influence the policies of state governments through use of
- (A) grants-in-aid
 - (B) the line-item veto
 - (C) executive privilege
 - (D) separation of powers
21. According to Article III, Section 1, of the United States Constitution, judges “shall hold their offices during good behavior...” A consequence of this clause is that:
- (A) Congress cannot remove federal judges from office
 - (B) federal judges have political independence to fulfill their duties
 - (C) the president has no influence over the composition of the Supreme Court
 - (D) federal judges lack opportunity for advancement or promotion
22. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
- (A) political partisanship
 - (B) political alienation
 - (C) political allegiance
 - (D) political efficacy

23. Which of the following has reduced the power of political parties?

- (A) An increase in the number of direct primary elections
- (B) A surge in soft-money campaign contributions
- (C) Stricter voter registration requirements
- (D) A decline in the number of political action committees

“I counted seven ministers all preaching at once. . . . Some of the people were singing, others praying, some crying for mercy in the most piteous accents.”

24. The quotation above describes group participation in an event that was most characteristic of which of the following?

- (A) A meeting of the Pennsylvania Quakers during the time of the Revolution
- (B) A frontier camp meeting of the Second Great Awakening during the early nineteenth century
- (C) A presentation to a Chautauqua Assembly during the late nineteenth century
- (D) A convention of the Women’s Christian Temperance Union during the late nineteenth century

25. During President Dwight Eisenhower’s administration in the 1950s, the federal government promoted significant changes in transportation in the United States by

- (A) establishing generous subsidies for urban mass transit
- (B) sponsoring research to develop less polluting automobiles
- (C) funding the construction of the interstate highway system
- (D) funding the establishment of a national railroad passenger system

26. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the nineteenth century had which of the following effects in the years before the Civil War?

- (A) It decreased the need for immigrant labor.
- (B) It stimulated the development of a market revolution.
- (C) It weakened the plantation system in the southern states.
- (D) It transformed the United States into an international military power.

27. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?

- (A) Having faith in God will be rewarded in the afterlife.
- (B) Life’s ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
- (C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
- (D) Observing rules of proper behavior toward others will ensure social and political harmony



29. Which of the following groups was converted to Christianity by missionaries from the Byzantine Empire?

- (A) Franks
- (B) Vikings
- (C) Russians
- (D) Anglo-Saxons

28. The map above best illustrates which of the following aspects about the unification of Germany between 1866 and 1871 ?

- (A) It was achieved through a combination of diplomatic and military means.
- (B) It was led by the government of German-speaking Austria.
- (C) The states that became part of unified Germany in 1871 had previously been allies of Austria.
- (D) Prussians could vote for Parliament in the unified German state, but Germans from other states could not.

Answers

1. The correct answer is A. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, President Abraham Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.

2. The correct answer is B. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”

3. The correct answer is C. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.

4. The correct answer is C. The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.

5. The correct answer is A. Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.

6. The correct answer is D. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in choices A, B, and C are reserved to the federal government alone.

7. The correct answer is B. Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of “ego identity.”

8. The correct answer is C. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).

9. The correct answer is B. A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.

10. The correct answer is A. City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.

11. The correct answer is A. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so choices B and D are incorrect. C is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.

12. The correct answer is B. In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

13. The correct answer is A. If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will in turn make imports to the United States cheaper, and consumers and businesses in the United States will therefore buy more imported goods.

14. The correct answer is B. Operant conditioning involves the use of reinforcement to increase or decrease the frequency or intensity of a behavior. So, for example, a reward provided for on-task behavior might increase the frequency of this behavior. Operant conditioning is involved in creating behavior, not evaluating it, so A and C are incorrect. Also, because anterograde amnesia is caused by an organic process, such as disease or injury, operant conditioning cannot prevent it.

15. The correct answer is C. The United States government in the 1960s set the “poverty line” as an absolute—the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living; having insufficient income to provide the food, shelter, and clothing needed to preserve health. The measure hasn’t changed much since then, with the exception of periodic adjustment for inflation, using the consumer price index.

16. The correct answer is A. The opportunity cost of typing one page of the report is calculated as the reduction in the number of sandwiches divided by the gain in number of pages typed. Therefore, the opportunity cost of typing a page is $10/5 = 2$ sandwiches.

17. The correct answer is C. One of the reasons for understating the true unemployment level is that the official measure excludes discouraged workers—people who, after a long search, give up looking for jobs. These people are still unemployed, but they are not counted when calculating the unemployment rate. A and B are incorrect since both new entrants and laid-off workers looking for new jobs are classified as unemployed. D is incorrect since full-time students are not part of the labor force.

18. The correct answer is B. Innovations in communication and transportation systems have made it possible for corporations to move labor-intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations. Primary economic activity (A) refers to extractive industries such as mining. Intervening opportunity (C) is not correct, because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of interconnected series of relationships across space, D is not correct, because the concept primarily refers to the direct effect that events at the global level have at the local level.

19. The correct answer is A. Stimulus diffusion is a type of diffusion in which the concept is taken and applied to an established way of life. Thus, the activity of “herding” that developed first with cattle was transferred to the Sami who applied herding to their native reindeer, animals of the North. Cattle would not survive the environment of the Sami, but the concept of herding was definitely useful.

20. The correct answer is A. A grant-in-aid is money coming from central government for a specific project. This kind of funding is used when the government and the Congress have decided that the recipient should be publicly funded but operate with reasonable independence from the federal government. This is a clear way to exercise influence over the policies of state governments. The line-item veto pertains to the power of an executive (the president in case of the federal government) to nullify or cancel specific provisions of a bill, usually budget appropriations made by Congress. Executive privilege is the power claimed by the president and other members of the executive branch to resist certain subpoenas and other interventions by the legislative and judicial branches of government. It makes no reference to federal government influence over state governments. Separation of powers is a model for the governance in democratic states, whereby authority is divided into branches or estates, each with separate and independent powers and areas of responsibility.

21. The correct answer is B. The principle of separation of powers, most clearly spelled out in Article III, Section 1, is intended to render the judiciary free of executive or legislative influence. This life tenure arguably ensures judicial objectivity and impartiality. The other distractors do not work, as judges can be removed by impeachment and conviction by congressional vote; note the use of the term “good behavior.” Presidents do have influence over Supreme Court appointments, and federal judges have ample opportunities for advancement through the court system.

22. The correct answer is D. Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology, or the lack of such allegiance.

23. The correct answer is A. The direct primary enabled individual voters to get around the system of entrenched party machine politics of the early twentieth century. The direct primary system allowed individual politicians to build power free from the encumbrances that the parties provided. Party organization and party leaders increasingly became less important and marginalized along with party principles and ideologies, as the identity of the candidate became the most visible factor. Voter registrations still tend to draw out ideological affiliation and self-identification as a Democrat or a Republican. Parties, however, have increasingly become less relevant as the ideological space they inhabit shrinks. All this comes at a time when issue-driven political action committees (PACs) and funding sources have continued to proliferate.

24. The correct answer is B. Emotionalism and a high degree of mass participation were characteristic of the revivals of the Second Great Awakening. In comparison, a meeting of Quakers in the eighteenth century or a presentation to the Chautauqua Assembly or the Women's Christian Temperance Union were likely to have been more restrained.

25. The correct answer is C. The construction of the interstate highway system was a major federal initiative of the 1950s, funded by an act of Congress in 1956. The federal government did not spend substantial amounts of money on research related to automobile pollution control, urban mass transit, or a national railroad system during this period.

26. The correct answer is B. By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.

27. The correct answer is D. Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. Relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder-junior and ruler-ruled, all entail an expectation of proper behavior by either side. Just as the harmonious functioning of the family depends on parents treating their children with kindness and children treating parents with filial piety, so the harmonious functioning of the state depends on the ruler treating the subjects with benevolence and the subjects reciprocating by being loyal to the ruler.

28. The correct answer is A. The map shows that some German states joined the North German Confederation, and others joined the German Empire, on their own accord, while other German states were annexed by Prussia as a result of military victories (in the Prussian-Austrian War of 1866, and in the Franco-Prussian War of 1870–1871). The southern states that joined the Empire in 1871 (Bavaria, Baden, Württemberg, and Hesse-Darmstadt) had previously been allies of Austria (in the Prussian-Austrian war of 1866), but that is not reflected in the map.

29. The correct answer is C. The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in A.D. 988 and ordered the conversion of his subjects in the Byzantine (Greek Orthodox) rite. The Franks and Vikings were converted by papal emissaries from Rome, and the Anglo-Saxons were converted in part by Celtic Irish and Scottish missionaries and in part by Augustine of Canterbury, a missionary appointed by Pope Gregory the Great.



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