

## Social Studies: Analytical Essays (0082)

### Test at a Glance

Test Name	Social Studies: Analytical Essays		
Test Code	0082		
Time	1 hour		
Number of Questions	2 essay questions		
Format	Interdisciplinary essay questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States: History or Contemporary Issues	1	50%
	II. World: History or Contemporary Issues	1	50%

## About This Test

The Social Studies: Analytical Essays 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 is composed of two questions that require analysis of contemporary and historical issues, the understanding of interdisciplinary relationships, and the synthesis and integration of information within an analytical essay. Questions may require the ability to make comparisons and contrasts, synthesize a wide body of knowledge, or argue one side of an issue.

Each essay question is interdisciplinary and draws on at least two of the following fields: United States history, world history, government/civics/political science, geography, and economics. Questions may also include material from the behavioral science fields of sociology, anthropology, and psychology. (For descriptions of these content categories, see Social Studies: Content Knowledge test 0081.)

Each question, representing 50 percent of the total test score, has two components: subject matter (either United States or world subject matter) and time frame (either historical or contemporary issues). Thus, if one of the two questions concerns United States subject matter and contemporary issues, the other question would concern world subject matter and historical issues.

One of the questions incorporates material such as a map, chart, graph, table, cartoon, diagram, quotation, or an excerpt from a document. The emphasis in this question is on bringing outside knowledge to bear on the interpretation of this material. One of the two questions usually contains 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.

## Sample Test Questions

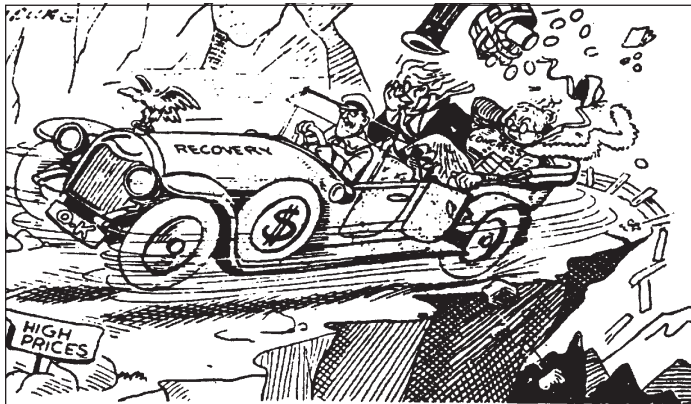
*This section presents sample questions and responses along with the standards used in scoring the essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.*

*Readers will assign scores based on the following scoring guide.*

### Scoring Guide

- 5**
- Provides a full, insightful analysis, with logical, well-supported explanations and conclusions
  - Interprets the stimulus (if applicable) accurately and applies it effectively
  - Demonstrates a superior understanding of the subject, including interdisciplinary connections
  - Provides well-chosen and accurate factual information
  - Is well organized and very clear throughout
- 4**
- Provides a substantial analysis, with logically developed explanations and conclusions
  - Interprets the stimulus (if applicable) accurately and applies it appropriately
  - Demonstrates a strong understanding of the subject
  - Provides relevant and accurate factual information, with very few significant errors
  - Is organized and clear
- 3**
- Provides an analysis with generally logical explanations and conclusions
  - Interprets and applies the stimulus (if applicable) in a mostly accurate and appropriate way
  - Demonstrates an adequate understanding of the subject
  - Provides mostly relevant and accurate factual information (may have a few significant errors)
  - Is, for the most part, organized and clear
- 2**
- Provides a limited analysis, with poorly developed explanations and conclusions
  - Interprets and applies the stimulus (if applicable) with a lack of accuracy and appropriateness
  - Demonstrates a limited understanding of the subject
  - Lacks relevant and accurate factual information (may have significant errors)
  - May be poorly organized or lack clarity
- 1**
- Provides scarcely any analysis, logical explanations, or conclusions
  - Misinterprets the stimulus (if applicable) and applies it inappropriately
  - Demonstrates very little understanding of the subject
  - Provides scarcely any relevant or accurate information (may have many significant errors)
  - May be disorganized or confusing
- 0**
- Completely inaccurate or inappropriate, blank, off topic, or only a restatement of the prompt

## Sample Essay Question 1



ROOSEVELT (on Prosperity Drive): “Strong brakes?  
I can’t say, Sam, I’ve never driven this car before.”

“People don’t need to eat in the long run;  
they need to eat every day.”

– Harry Hopkins

Drawing on your knowledge of the political and economic history of the United States from 1929 to 1939, write an essay in which you do the following:

- A. Explain the position regarding Franklin Roosevelt’s New Deal that is expressed by the cartoon **AND** the position regarding Franklin Roosevelt’s New Deal that is expressed by the quotation.
- B. Then, use specific facts and examples to present a well-reasoned argument **EITHER**: in favor of the cartoon’s position (and, if you wish, against the quotation’s position) **OR** in favor of the quotation’s position (and, if you wish, against the cartoon’s position).

### Sample Response That Received a Score of 4:

Franklin D. Roosevelt, one of our greatest presidents, took bold action to get the U.S. out of the Great Depression. Even though he had no clear plan when he took office, he used the power of the government to help the people of the U.S.

The cartoon is critical of FDR’s New Deal. The cartoon shows FDR recklessly driving the car of economic recovery even though he had no experience driving this particular car before. FDR is speeding carelessly around a dangerous curve, rashly trying to accelerate the recovery, risking the dangers of strikes on one side and high prices on the other, and taking the chance that the economy could collapse like a car hurtling over a cliff. The cartoon argues that FDR took

too many risks as he tried to solve the problems of the Great Depression and regain prosperity.

The quote, by FDR aide Harry Hopkins, is supportive of FDR and the New Deal. Hopkins is saying that action had to be taken immediately because people were in a crisis. People could not afford to wait and see if the economy recovered over the long term; people were hungry now and had to eat now, not next month or next year. According to the quote, FDR was correct in taking whatever chances and risks he took in the New Deal because the situation was a crisis. The last president, Herbert Hoover, had done nothing to help the many people who were hungry, jobless and homeless; Hoover had been defeated in the election and Roosevelt elected to do something and that’s exactly what he was doing.

FDR was absolutely right in taking risks to end the Depression. One out of four workers was unemployed, and people were leaving home to look for jobs and ending up living in shanty-towns (called “Hoovervilles” after President Hoover). People like the “Okies” left their farms and couldn’t find jobs or shelter and were truly going hungry. Given this situation, FDR had to take risks in the setting up the New Deal. It is not accurate, I think, to describe him as reckless. He was just willing to take chances in order to make things get better.

FDR acted in the “First 100 Days” to help people. He got the AAA passed to help farmers by paying them to destroy crops in order to force prices up. He created the CCC to help young men from the cities and later the WPA to give people jobs. Republicans criticized him for all this, but it helped the people and they loved him. They elected him President four times. He even tried to help business with the NRA.

FDR didn’t always know what the effect of some New Deal programs would be and so some of the criticism suggested in the cartoon is fair. And some of his programs—e.g., the court packing scheme—were very manipulative and found to be unconstitutional. But, think about what FDR and the New Deal did do—FDR created the New Deal (which led to a welfare state) to save the U.S. during a very dark time. Other countries suffering from the worldwide depression took a different direction—fascism and communism. Hitler and the Nazis came to power in Germany as another response to the problems of the Depression. FDR’s quick and innovative actions saved the American people without destroying the American system.

## Sample Response That Received a Score of 2:

The cartoon shows Franklin Roosevelt driving the Recovery car in such a big hurry that he almost went off the road and didn't care that Uncle Sam lost his picnic basket. Congress is more scared than Uncle Sam and isn't doing anything to help. The ride might be scary, but with Roosevelt driving towards "prosperity" everything will soon be "OK" as the license plate says and the dollar sign suggests. But, he also caused higher prices.

The quotation states the fact that people must eat every day or they die. This was a big problem during the Depression with people living in Hoovervilles and bankers jumping off buildings. Roosevelt knew this and did not need Harry Hopkins to tell him. That is why he was a great president.

The drawer of the cartoon is right. Roosevelt was a great president and knew what he wanted and got things done. He stayed very calm and came up with all kinds of new and good ideas—the New Deal, with things like social security—to help make things better for people. He was not afraid and gave people jobs with the government so that they could have enough to eat every day though prices went up. Also, when the Nazis and the USSR were attacking Britain and France, he provided them with aid (lendlease) to help our allies and to support democracy. And after the Japanese attacked Pearl Harbor without any warning he fearlessly took America into World War II. He won the war, ended the Depression, and was elected President 4 times. (After him, they passed an amendment to the Constitution that forbid the president to serve more than 2 terms.) He was a great president in a very difficult time.

## Sample Essay Question 2

The reunification of Germany occurred in 1990 after 45 years of separate East and West German states. Taking the perspective of either Great Britain or France, explain why that country might have reason to be concerned about German reunification. In your explanation, include historical, geographic, and economic factors.

## Sample Response That Received a Score of 3:

The reunification of Germany has brought back fears of European nations that have been buried for nearly 45 years. Many European nations fear that Germany may once again become an aggressor nation.

From the perspective of Great Britain such reunification poses several threats based on historical, geographic and economic factors. To begin with, historically Germany has been a nation which has been at the forefront of any aggressive action in Europe. For example, it was Germany whose actions after the assassination of Archduke Ferdinand in 1914 led to the start of World War I. The reason for Germany's apparent escalation of hostilities during the tense and precarious situation was its drive for imperialism. This situation presented itself as an opportunity for Germany to establish its dominance of the European continent. After WWI, Germany remained united. However, with the rise of Facism and Germany's poor economic state, Germany once again began moving toward an aggressive posture in Europe. The Spanish Civil War found Germany backing the Facist movement with military aid and assistance. Great Britain once again found itself facing a potential threat and with the German invasion of Poland in 1939, Great Britain found itself plunged into war. Great Britain found itself as the last bastion of freedom standing against Germany's domination of Europe. Great Britain still remembers the night bombings, V-1 rockets, and constant raids of both W.W.I and W.W.II. This destruction has left a permanent scar on the people of Great Britain.

The main geographic factor that leads G.B. to fear a unified Germany is that it may find itself isolated from help or assistance. Both World Wars found Britain cut-off from supplies due to the German U-Boats. Though not as feasible now as it was then, G.B. could find it extremely difficult to receive supplies & aid if Germany sought to blockade it.

Economically, a reunified Germany would be even more powerful than it already is, and it is now the strongest member of the European Common Market. German products compete with British products so a stronger Germany could hurt British exports and even lead to more people in Britain buying German not British products. A unified Germany might also threaten the existance of the E.C. Though many have speculated about the economic results of a unified Germany as a member of the E.C., little thought has been

given to the thought of what might happen if Germany left the E.C. to pursue its own economic goals. The potential of an industrial Germany could possibly threaten the E.C. as the dominant economic power of Europe. Great Britain could well fear the economic strength of Germany and Germany's using that great industrial strength for military aggression as it did in World War II.

For these reasons it is easy to understand why some in Great Britain fear a united Germany.

### Sample Response That Received a Score of 1:

German reunification that came about in 1990 was the end of East and West Germany. After World War II when Hitler had been defeated and the threat of German aggression had been eliminated, something had to be done. At the Treaty of Versailles in France, brought together Roosevelt, Stalin, Chamberlain and Churchill, all leaders of the Allied Powers. These leaders met to determine what would be done with Germany and its people. They decided to divide Germany into three parts between U.S., Great Britain, and Soviet Union. Quickly, the Soviet Union showed its true communist colors and began placing tight control over their part of Germany, which has become known as East Germany. Soviet troops were placed in East Germany along with strict rules and regulations that the German people must abide by.

To many Europeans the idea of Germany being reunited is a scary thought. The French in particular are rather weary of the thought that Germany will be back to its same size as during WW II. Many people may feel as though this war was a long time ago but it was only forty-five years ago when the war ended. Many French are aware of the strength that Hitler's Germany possessed and do not want to see that same strength by the German people once they are brought back together.

In geographic terms, France is located very close to the German border and so if a united Germany were to aggress again, then it would attack France first and this is never far from the French minds. In economic terms the French are disturbed about the German people who are a very smart country and highly industrialized. As many recall Albert Einstein was a German. The French do not want the Germany of East and West to unite and share knowledge that they have not been able to for forty-five years, because the French know that when this happens companies and individuals may buy German products, instead of French products.

### Sample Essay Question 3

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

Earl Warren, Chief Justice of the  
United States Supreme Court

*Brown v. Board of Education of Topeka*, 1954

We regard the decision of the Supreme Court in the school case [*Brown v. Board of Education of Topeka*] as clear abuse of judicial power. It climaxes a trend in the Federal judiciary undertaking to legislate, in derogation of the authority of Congress, and to encroach upon the reserved rights of the states and the people.

Declaration of Ninety-Six Southern Congressmen

March 12, 1956

Using the two excerpts above and your knowledge of twentieth-century United States history and government, write an essay in which you do the following:

- A. Describe the legal and social conditions in the United States that generated the *Brown v. Board of Education of Topeka* case in 1954.
- B. Analyze the conflict of opinions expressed or implied in the two excerpts with specific reference to the concept of "equal protection of the law" and the concept of "reserved rights of the states."

## Sample Response That Received a Score of 4:

A. The legal conditions that generated Brown vs The Board of Education can be summed up in a series of laws known as the Jim Crow Laws. The laws which existed primarily in the Southern U.S. systematically excluded Blacks from full participation in the society. These laws called for separation of the races by creating or designating separate facilities for blacks and whites. This resulted in segregation in public transport, dining facilities, recreation facilities, schools, jobs, and housing. Likewise their voting rights were limited.

The social conditions surrounding this case were that Blacks were systematically discriminated against in all aspects of life. They were denied decent jobs, fair housing, good educations, and full participation in government. Thus resulting in 2 societies—one oppressing the other.

B. In striking down the separate but equal doctrine the Supreme Court was exercising its right to declare any state law unconstitutional as established in Fletcher v. Peck. In striking down this law the Supreme Court was acting in the interests of the nation in guaranteeing all its citizens equal protection before the law. That is to be treated the same as any other citizen and to not be singled out, when dealing with the law. Blacks could not be treated differently than Whites before the law. So the Supreme Court acted within its rights in striking this law down.

The opposing side argues from a point of view which recalls that any right not specifically preserved for the federal government, was to belong to the state, as written in the constitution. State education is strictly a local and state issue, the 96 Southern Congressman argue that the court overstepped its bounds in declaring this law unconstitutional. Likewise they believe that in striking down this law the Supreme Court is in effect “Legislating” a right reserved for the congress, president, and state assemblies. Thus not only is the Supreme Court interfering in local affairs but encroaching on the legislative and executive branches right to pass laws.

## Sample Response That Received a Score of 2:

Upon the conclusion of the Civil War of the United States, Abraham Lincoln issued his Emancipation Proclamation. This would free the Negro slaves of their masters in the United States but all in all left them with little freedom and little if any rights. Negroes were mostly going back to slavery in the

South because they were kept from getting care and food from Southerners if they didn't work for it.

In time Congress would pass the 1st Civil Rights Act to protect and offer a better life for Negroes in America. Although Congress would be opposed by President Andrew Johnson and later by many other leaders, Blacks were able to unite and form a solid group to fight for their rights.

As the 1950's approached the United States found itself in the position of a world leader of freedom and democracy. If this was so how could they discriminate against Negroes, of course they would have no credibility if they did. Also how would other nations feel in assisting the U.S. against communism if they knew the U.S. discriminated against its own people? In turn, the U.S. had a practice which was referred to as “Separate but equal.” Blacks would have all Whites did but it would be separate. Separate Rest Rooms, Restaurants, etc. This segregation was particularly evident in the Southern region of the country.

On the topic of schools for children, it was designed that separate but equal be enforced. But it was only partially enforced. Whites had all the advantages and Blacks had poor schools. As often follows a bad situation, Blacks began to protest and complain about this mistreatment and fought for desegregation. In 1954 the Supreme Court ruled that separate but equal was not Constitutional, and to be done with. In which desegregation took place and Blacks were given a fair chance in American schools.

## Sample Essay Question 4

Choose one country or geographic region in Africa, Asia, or the Middle East that was colonized by Europeans and that achieved its independence after the Second World War. Write an essay describing the ways in which that country or geographic region has been affected by European colonialism. Your essay should address at least two of the following: the economic, cultural, social, or political legacy of European colonialism.

### Sample Response That Received a Score of 5:

The Indian subcontinent had been subjected to European colonialism for over two decades. Although, initially just in the south (especially in the present day country of Sri Lanka, formerly Ceylon) by the Portuguese, the British have been the dominant influence on the area for the last hundred years.

Economic exploitation of India's labor and natural resources (especially cotton) was systematically entrenched by the establishment of a British viceroy who ruled over the colony with the aid of "favored" local rulers and groups (i.e., Sikhs). The colony was not only an abundant source of raw materials but it also served as an export outlet for the British textile industry. Mahatma Gandhi, the non-violent, Indian nationalist seized upon the "Import of British textiles" as a vital statement of Indian Independence after WWII.

After India became independent, it preserved much of the existing judicial and administrative infrastructure left behind by the British Empire and used the parliamentary model of democracy.

The most significant legacy of British imperialism across the board has been the proliferation of the English language. This was an especially vital point for unifying India because it was a new nation, composed of numerous peoples and nearly a thousand languages and regional dialects. English became the primary language of government, commerce and national education. It also gave India a competitive edge in the world. Especially since many of the Indian elite had received English education and had connections throughout the "commonwealth."

However, India's main problem did not go away after independence. In fact it may have even been exacerbated by the British policy of "divide and rule." There persisted much ethnic and religious tension between the Sikh, Hindu and Muslim communities. Gandhi, the "father of Independence"

had tried desperately to preserve national unity. However, after his death, forces pulling the nation apart could not be contained. Pakistan broke away from India. The tension between these and other regional groups persists today. Although India has benefited from many of the British institutions left behind, it has perhaps suffered by not being allowed to continue its indigenous social evolution. This might have produced a more natural and cohesive state of affairs in the area.

### Sample Response That Received a Score of 3:

European colonization was the driving force in the direction of the world for many centuries. The British, French, Spanish, Portuguese, etc., all spread their influence throughout the world. In East Africa the British brought their way of life and forced it on many groups of people. Kenya in particular was taken over and the course of the nation changed dramatically.

With colonization came modernization. The western world brought technology and industrialization to areas that had no knowledge of such things. In Kenya, Nairobi was over time turned from a small village into a major city. The native systems of the Swahilis has been drowned out for the British way. The British economic structure, monetary unit included, has infiltrated this East African country changing the way goods are acquired and forcing a capitalistic form of social and economic structure on the people. This means that now there are "the haves" and the "have nots." Poverty, something not defined before colonization, is now a well understood concept. Socially this means that Kenyans now may choose to become educated through schooling or learn a trade which allows them to advance in society. This also means that their "culture" is withered away piece by piece. From religious ceremonies to relationships among the peoples the culture and social rituals became distorted to British culture and social rituals.

Politically speaking Kenya's structure also was influenced to a large degree. The British Parliamentary system is what controls the nations lawmaking. Although Kenya is now independent, the legacy lives on. This means the old political hierarchy of chieftains and religious leaders has much less significance to the everyday life of the people.

The Masai warriors which live out on the plains far away from the city are also greatly affected. As the National Park system grows to protect many of the animals as well as the land from development, the Masai, which are nomadic by

nature, are forced to live within smaller boundaries. This changes their life considerably as being forced into one small area means the need to learn other ways of sustaining themselves such as growing crops and relying less on hunting and gathering. The ripple effect of British colonization of East Africa and Kenya in particular has been great.



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