

Citizenship Education: Content Knowledge (0087)

Test at a Glance

Test Name	Citizenship Education: Content Knowledge		
Test Code	0087		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	27	22%
	II. World History	27	22%
	III. Government/Civics/Political Science	27	22%
	IV. Geography	19–20	17%
	V. Economics	19–20	17%

About This Test

The Citizenship Education: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of citizenship education in a secondary school. The test requires the examinee to understand and apply knowledge, concepts, methodologies, and skills across the fields of United States history, world history, government/civics/political science, geography, and economics.

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 120 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.

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 aspects of Political Theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative).
- Understands aspects of 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, political parties, interest groups, and mass media.
- Understands aspects of 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; understands 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

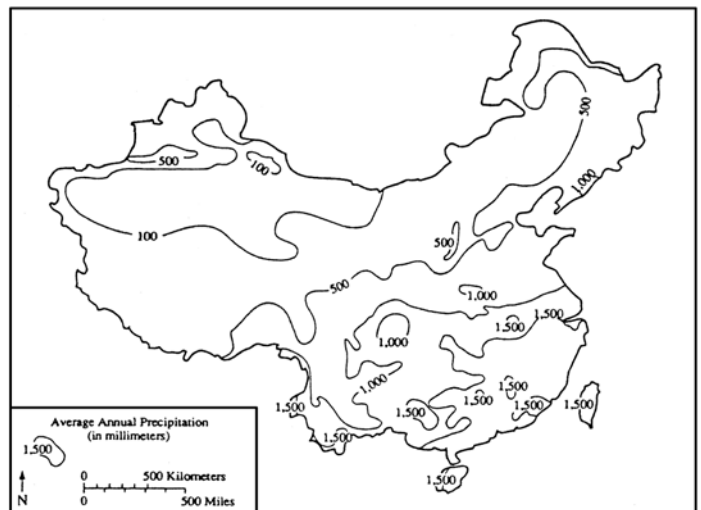
- Understands aspects of Microeconomics: scarcity, choice and opportunity costs, factors of production, economic systems, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), distribution of income, personal finance, product markets and behavior of firms.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

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.

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



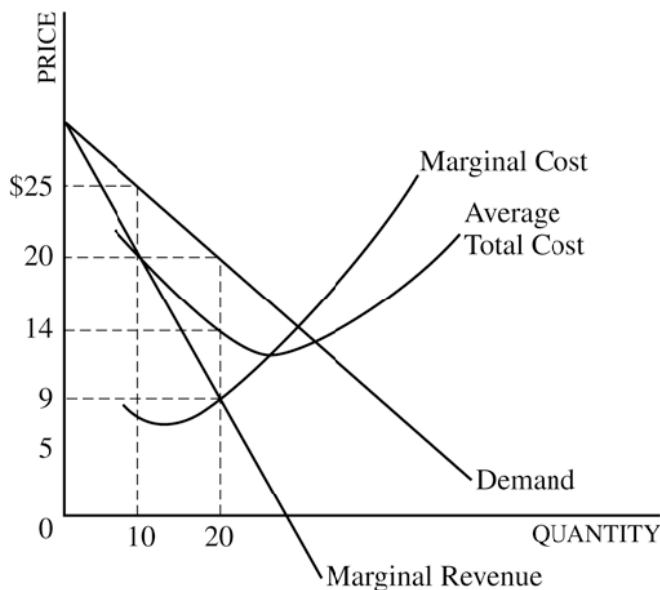
- The map above shows which of the following to be true about precipitation in China?
 - The north receives more precipitation than the south.
 - The driest region is the northeast.
 - The southeast receives the most precipitation.
 - The west receives more precipitation than the east.

8. 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



9. 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
10. 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
11. Which of the following best defines federalism?
- (A) A government in which the political leader is also the religious leader
 - (B) The concentration of government power in the hands of a small group of people
 - (C) The division of national power into different branches of government
 - (D) The division of a country's power into national and subnational units
12. The buildup of military forces and the formation of a rigid military alliance system were major causes of which of the following wars?
- (A) The Spanish-American War
 - (B) The First World War
 - (C) The Second World War
 - (D) The Vietnam War

13. Which of the following fiscal policy actions is most expansionary?
- (A) Increasing both government spending and taxes
 - (B) Increasing government spending and decreasing taxes
 - (C) Decreasing government spending and increasing taxes
 - (D) Decreasing both government spending and taxes
14. The government establishes a price floor in a market for a good in order to
- (A) eliminate a surplus in the market
 - (B) eliminate a shortage in the market
 - (C) help buyers of the good
 - (D) help sellers of the good



15. Which combination of price and quantity of output maximizes profit for the firm whose cost and demand curves are shown in the graph above?

	Price	Output
(A)	\$25	10
(B)	\$20	10
(C)	\$20	20
(D)	\$9	20

16. A geographer beginning a study of the cultural landscape within a specific region would most likely benefit from which of the following activities?
- (A) Describing and mapping the building types on a plat map
 - (B) Determining how many cars travel along the highway system
 - (C) Establishing the percentage of adults with a college education
 - (D) Graphing and analyzing economic data for the past century
17. 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
18. 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
19. Which of the following is a way in which Congress can influence the federal bureaucracy?
- (A) Increasing or decreasing departmental salaries
 - (B) Appropriating funds
 - (C) Appointing agency heads
 - (D) Dismissing cabinet secretaries

20. The purpose of an amicus curiae brief is to
- (A) influence the outcome of a Supreme Court case
 - (B) explain the reasoning of a Supreme Court decision
 - (C) request a writ of habeas corpus from the Supreme Court
 - (D) order a party to comply with a Supreme Court decision
21. Which of the following has contributed to low voter turnout in United States elections?
- (A) Robust political parties
 - (B) Voter registration requirements
 - (C) An increase in the average age of American citizens
 - (D) The Australian ballot
22. 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
23. In 1924 the United States Congress passed a bill that significantly altered immigration patterns by
- (A) suspending further immigration from Latin America
 - (B) making it illegal for employers to hire or recruit undocumented workers
 - (C) promoting family unification, enabling close relatives of people already resident in the United States to be admitted
 - (D) reducing immigration quotas sharply, leading to a dramatic decline in immigration
24. Which of the following was a significant reason for the electoral success of Franklin Roosevelt's New Deal coalition during the 1930s?
- (A) A major shift of African American voters from the Republican to the Democratic Party
 - (B) A major shift of urban voters in Northern states from the Republican to the Democratic Party
 - (C) A focus on a bipartisan approach to major social and economic legislation
 - (D) A focus on mobilizing young voters
25. Which of the following was one social effect of the Second World War on the United States home front during the war years?
- (A) The proportion of women in the workforce increased substantially.
 - (B) Social segregation between African Americans and Whites in the southern United States rapidly diminished.
 - (C) The baby boom caused rapid population growth during the war.
 - (D) The generation gap grew more pronounced because many young people were alienated from the war effort.
26. Which of the following was a direct result of the First Opium War of 1839-1842?
- (A) The Chinese commissioner of trade in Canton (Guangzhou) banned the opium trade in that city.
 - (B) China was forced to open some of its ports to international trade.
 - (C) Chinese revolutionaries toppled the Qing dynasty.
 - (D) Chinese leaders set out to remake their economy along Western lines.

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.
28. Which of the following groups was converted to Christianity by missionaries from the Byzantine Empire?
- (A) Franks
 - (B) Vikings
 - (C) Russians
 - (D) Anglo-Saxons
29. Islam first spread to Indonesia through
- (A) military conquest by the Mughal empire
 - (B) mass migrations of African Muslims across the Indian Ocean
 - (C) Dutch colonization in the eighteenth century
 - (D) increased commercial contacts with Indian and Arab merchants

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, 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 on 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 (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).

8. 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.

9. 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.

10. 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.

11. The correct answer is (D). Federalism is defied by the division of a country’s power into national and subnational units. In the case of the United States, federalism refers to the division of authority between the federal and state governments. A government in which the political leader is also the religious leader is a theocracy. The concentration of government power in the hands of a small group of people is an oligopoly. The division of national power into different branches of government is separation of powers.

12. The correct answer is (B). The buildup of military forces by European powers and the formation of a rigid military alliance system pitting the Allies (primarily Great Britain, France, and Russia) against the Central Powers (primarily Germany, Austria-Hungary, and Serbia) is a common explanation for the origins of the First World War. These circumstances did not apply to the Spanish-American War, the Second World War, or the Vietnam War.

13. The correct answer is (B). Increasing spending by the government for purchase of goods and services increases total spending in the economy and raises aggregate demand and output. Lowering taxes has a similar impact on aggregate demand and output since it increases disposable income. (A) and (C) are incorrect because each action has expansionary effects. In (A), increasing government spending is expansionary, while increasing taxes is contractionary. In (B), decreasing government spending is contractionary, while decreasing taxes is expansionary. (D) is incorrect, since both the actions are contractionary.

14. The correct answer is (D). The government at times attempts to alter the competitive market outcome, in some cases to help buyers and in other cases to help sellers. When the government wants to support the incomes of sellers, one way it can do it is by establishing an effective price floor. (A) is incorrect, since price floors create a surplus in the market. For the same reason, (B) is incorrect. (C) is the opposite of option (D).

15. The correct answer is (C). The profit-maximizing output occurs at the quantity at which marginal revenue equals marginal cost, and the price is set on the demand curve above this quantity. None of the other answer choices meet this criterion.

16. The correct answer is (A). A key component of the cultural landscape is building types. These are easily plotted on maps for spatial analysis and determination of cultural influences on the landscape. Although some types of economic data can be graphed and might be useful in later stages of the project, it is more of an activity for economic geographers. Thus, (D) is not the best answer. (B) and (C) are not correct, because numbers of cars and percentages of adults with college degrees are not commonly considered to be primary spatial data.

17. 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.

18. 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.

19. The correct answer is (B). Congress' mechanisms of control are its powers to appropriate funds for agencies and regulatory oversight. The agency as part of the executive reports to the president, not Congress. But under the system of checks and balances in place, Congress does not have the authority to order the president to appoint or dismiss departmental heads or any other departmental staff members.

20. The correct answer is (A). Amicus curiae refers to someone, not a party to a case, who volunteers to offer information on a point of law or some other aspect of the case to assist the court in deciding a matter before it. The information may be a legal opinion in the form of a brief, a testimony that has not been solicited by any of the parties, or a learned treatise on a matter that bears on the case. The situation most often noted in the press is when an advocacy group files a brief in a case that could have broader implications. Such briefs are a way to introduce those concerns, so that the possibly broad legal effects of court decisions will not depend solely on the parties directly involved in the case. Amicus curiae is not about explaining court decisions or forcing compliance; and it is not about legal relief from unlawful detention.

21. The correct answer is (B). Voter registration requirements, it is widely thought, has erected bureaucratic barriers to voter turnout at elections. Robust political parties and heavy civic participation should work to counter the low turnout trend. An Australian ballot (a secret ballot) should, if anything, boost voter turnout. A printed ballot with the names of all candidates and the texts of propositions being voted on, the Australian ballot is distributed to the voter at the polls and marked in secret.

22. 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.

23. The correct answer is (D). The National Origins Act, passed in 1924, restricted immigration dramatically. It did not, however, limit immigration from Latin America. The legislation did not address illegal immigration or family unification.

24. The correct answer is (A). African American voters by the time of the 1936 presidential election came to be a key element of the New Deal coalition, with large numbers shifting their support from the Republicans to the Democrats. The Democratic Party had long had substantial support among Northern urban voters. Roosevelt's legislative agenda was strongly opposed by the Republican Party. While many young voters supported the New Deal, mobilizing such voters was not a significant focus of the Democratic Party's strategy during this period.

25. The correct answer is (A). Large numbers of women took jobs in the growing industrial sector during the war to replace men who had joined the military. Social segregation did not diminish during the war years. The baby boom took place after the end of the war. The alienation of youth was not a matter of significant public concern during the war years.

26. The correct answer is (B). European powers forced China to open some ports to trade as a result of the Opium War.

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. According to Confucianism, 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.

28. The correct answer is (C). The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in 988 C.E. 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.

29. The correct answer is (D). The earliest spread of Islam in present-day Indonesia occurred as a result of the activities of Muslim merchants from India, Persia, and the Arabian peninsula, as well as by the proselytism of Muslim mystics (Sufis) who arrived with increased commercial contacts. Spreading first among Indonesian commercial and ruling classes, Islam gradually supplanted Buddhism and Hinduism as the dominant religion of the Indonesian archipelago by the sixteenth century.



Listening. Learning. Leading.[®]

www.ets.org