

Middle School Social Studies (0089)

Test at a Glance

Test Name	Middle School Social Studies		
Test Code	0089		
Time	2 hours		
Number of Questions	90 multiple-choice questions (Part A); 3 constructed-response questions (short-answer essays) (Part B)		
Format	Multiple-choice and constructed-response questions		
Weighting	Multiple-choice: 75% of total score Short constructed-response: 25% of total score		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	22–24	18–20%
	II. World History	16–19	14–16%
	III. Government/Civics	13–15	11–13%
	IV. Geography	14–16	11–14%
	V. Economics	12–14	10–12%
	VI. Sociology and Anthropology	0–6	0–5%
	VII. Short Content Essays		
	1. United States History, related to Government/Civics		
	2. World History, related to Geography		
	3. U.S. History, related to Economics or Geography		
	OR		
	World History, related to Economics or Government/Civics	3	25%
Pacing and Special Tips	In allocating time on this assessment, it is expected that about 90 minutes will be spent on the multiple-choice section and about 30 minutes will be spent on the constructed-response section; the sections are not independently timed.		

About This Test

The Middle School Social Studies test assesses the knowledge and skills necessary for a beginning middle school social studies teacher. The test is based on the understanding and application of social studies knowledge, concepts, methodologies, and skills across the fields of United States History, World History, Government/Civics, Geography, Economics, Sociology, and Anthropology. Some of the multiple-choice and all of the short essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields. Some questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs.

The three equally weighted short-answer/essay questions will focus on important historical events and issues as well as on fundamental social studies concepts. These questions, which should take about 10 minutes each to complete and will together comprise 25% of the examinee's score, will emphasize the exercise of critical thinking skills, requiring the reading and interpreting of social studies materials (such as maps, charts, quotations), drawing inferences from such materials, and placing these materials in their historical, geographical, political, and economic contexts. The 90 equally weighted multiple-choice questions will constitute 75% of the examinee's score.

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

A. Physical Geography of North America

- Demonstrate knowledge of North America's location in the world, and of the continent's rivers, lakes, and important land features
- Demonstrate knowledge of broad climate patterns and physiographic regions

B. Native American Peoples

- Demonstrate knowledge of Native American tribes living in the various regions of North America
- Demonstrate understanding of the political, economic, social, and cultural life of Native American peoples

C. European Exploration and Colonization

- Identify the major explorers and the reasons for European exploration
- Demonstrate understanding of the consequences of early contacts between Europeans and Native Americans
- Demonstrate knowledge of colonization by various European powers
- Demonstrate knowledge of the establishment and growth of the English colonies, including their political, economic, social, and cultural organization and institutions

D. Establishing a New Nation (1776–1791)

- Demonstrate understanding of the American Revolution, including its causes, leaders, events, and results
- Demonstrate knowledge of the Declaration of Independence and other revolutionary documents
- Demonstrate knowledge of the first government of the United States under the Articles of Confederation
- Demonstrate understanding of the process of writing and adopting the Constitution and the Bill of Rights

E. Early Years of the New Nation (1791–1829)

- Demonstrate understanding of political development, including early presidential administrations, establishment of the federal judiciary, and inception and growth of political parties
- Demonstrate understanding of foreign policy issues, including the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
- Demonstrate understanding of economic development, including Hamilton's economic plan, tariffs, and changes in agriculture, commerce, and industry
- Demonstrate understanding of social and cultural development in this period, including immigration and the frontier, family life and the role of women, religious life, and nationalism and regionalism

F. Continued National Development (1829–1850s)

- Demonstrate understanding of political development, including Jacksonian democracy, the nullification crisis (Calhoun and states' rights), Manifest Destiny, the Mexican War and Cession, and the Oregon Territory
- Demonstrate knowledge of geographic expansion, including the development of the transportation network and the displacement of Native Americans

- Demonstrate knowledge of industrialization, including technological and agricultural innovations, and the early labor movement
 - Demonstrate understanding of social and cultural developments, such as changes in the role of women in society, and reform movements
- G. Civil War Era (1850–1870s)
- Demonstrate knowledge of the growth of sectionalism (North, South, and West), and of attempts at political compromise
 - Demonstrate knowledge of the abolitionist movement, including the roles of African Americans and women in the movement
 - Demonstrate understanding of the failure of political institutions in the 1850s
 - Demonstrate knowledge of the Civil War (1861–1865), including its causes, leaders, and major events
 - Demonstrate knowledge of the Reconstruction period, including the various plans for Reconstruction, the new amendments to the Constitution, and the Compromise of 1877
- H. Emergence of the Modern United States (1877–1900)
- Demonstrate understanding of United States expansion and imperialism, including the displacement of Native Americans, the development of the West, and international involvement
 - Demonstrate understanding of the process of industrialization and of the political, economic, and social changes associated with industrialization in this period
 - Demonstrate understanding of the causes and consequences of urban development in this period
 - Demonstrate understanding of political, cultural, and social movements
- I. Progressive Era through the New Deal (1900–1939)
- Demonstrate knowledge of political, economic, and social developments
 - Demonstrate understanding of the causes of United States participation in the First World War and of the consequences at home and abroad
 - Demonstrate knowledge of political, economic, social, and cultural life in the “Roaring Twenties”
 - Demonstrate knowledge of political, economic, and social developments during the Great Depression and the New Deal
- J. The Second World War and the Postwar Period (1939–1963)
- Demonstrate understanding of the causes of United States participation in the Second World War and of the consequences at home and abroad
 - Demonstrate understanding of domestic and foreign developments during the Cold War
 - Demonstrate knowledge of political, economic, social, and cultural life in the 1950s
- K. Recent Developments (1960s–Present)
- Demonstrate understanding of political developments, including the war in Vietnam, the “imperial presidency,” and the new conservative movement
 - Demonstrate understanding of economic developments, including changes in industrial structure, the growth of the budget deficit, the impact of deregulation, and energy and environmental issues
 - Demonstrate understanding of major social movements and of social policy initiatives
 - Demonstrate understanding of the social and cultural effects of changes in the American family and in the ethnic composition of the United States population in this period
 - Demonstrate understanding of international relations, including United States relations with the Soviet Union and its successor states and the changing role of the United States in world political and economic affairs

II. World History

- A. Prehistory to 1400 C.E.
- Demonstrates knowledge of human society before approximately 3000 B.C.E.
 - Hunting and gathering societies (Paleolithic Age)
 - Development of settled agriculture, animal husbandry, and sedentary communities (Neolithic Age)
 - Understands the development of city civilizations—circa 3000–1500 B.C.E.
 - Developments in the following areas: Mesopotamia, Nile valley, Indus River valley, Huang He River valley, Mesoamerica
 - Demonstrates knowledge of ancient empires and

civilizations—circa 1700 B.C.E.–500 C.E.

- India: Vedic Age, Hinduism, Buddhism
- China: Han Dynasty, Confucianism, Daoism
- Ancient Western Asia: Judaism and Israel, Assyria, Persia
- Mediterranean: Early and Classical Greece, Hellenistic world, Roman Republic and Empire, and Christianity
- Africa: Kush, Axum, Nok culture, and Bantu migrations
- Understands the decline of classical civilizations and changes—circa 500–1400 C.E.
 - Nomadic migrations: Huns, Germanic peoples, Mongols
 - Byzantine Empire, Eastern Europe, emergence of Russia
 - Rise and expansion of Islam; Islamic civilization
 - African kingdoms: Ghana, Mali, and Songhai
 - Feudalism in western and central Europe and in Japan
 - Mesoamerican and Andean cultures
 - Tang, Song, and Ming China

B. World History: 1400 to 1914

- Demonstrates understanding of emerging global-wide interactions—circa 1400–1800 C.E.
 - Transition from subsistence agriculture to a market economy, and the rise of centralized states
 - Europe: Renaissance, Reformation, Scientific Revolution, and Enlightenment
 - Global cultural diffusion and interaction: movement of peoples, goods, and ideas
 - Patterns of cultural contact in Asia, Africa, and the Americas, including the destruction of cultures in Mesoamerica and South America; colonization, the trans-Atlantic slave trade, rejection of European culture by China and Japan
- Demonstrates knowledge of political and industrial revolutions, nationalism, 1750–1914
 - American Revolution, French Revolution, and Latin American independence movements
 - Industrialization, population expansion, and urbanization
 - New ideologies, including liberalism, socialism, and Marxism
 - Nationalism and imperialism
 - Reformist and revolutionary movements and conservative reactions

C. 1914 to the Present

- Evaluate conflicts, ideologies, and changes in the twentieth century
 - Causes and consequences of the First World War and the Russian Revolution
 - Interwar instabilities: political and economic instabilities in Europe and China; rise of fascism and militarism in Italy, Germany, and Japan; anticolonialism
 - Causes and consequences of the Second World War, the Holocaust, and other cases of genocide; global impact of the Cold War, decolonization, and neocolonialism
 - The social and economic role of the state and movements to extend rights: women, minorities, classes
 - Role of international organizations: League of Nations, United Nations
 - Changing face of economic systems: communism, socialism, capitalism
 - Population growth and its impact
- Understands contemporary trends—1991 to the present
 - Changing geopolitical map of the world: the new Europe and the Pacific Rim
 - Regional and global economic and environmental interdependence
 - Globalization: social and economic trends; global popular culture; new technologies

III. Government/Civics

A. Basic Political Concepts

- Demonstrate understanding of why government is needed
- Demonstrate knowledge of political theory
- Demonstrate understanding of political concepts such as legitimacy, power, authority, and responsibility
- Demonstrate understanding of various political orientations

B. United States Political System

- Demonstrate understanding of the constitutional foundation of the United States government, including knowledge of the basic content and structure of the United States Constitution, and of the processes of constitutional interpretation and amendment

- Demonstrate knowledge of the functions and powers of the legislative, executive, and judicial branches of government, and of the relationships among them
- Demonstrate knowledge of the formation and operation of political institutions not established by the Constitution, such as political parties and interest groups, and of the role of the media and public opinion in American political life
- Demonstrate understanding of the relationship among federal, state, and local governments
- Demonstrate understanding of political behavior at both the individual and group levels, including elections and other forms of political participation

C. Other Forms of Government

- Demonstrate understanding of the structures of various forms of government

D. International Relations

- Demonstrate knowledge of the functions and powers of international organizations, such as the United Nations

IV. Geography

A. Themes

- Identify relative and absolute location and the physical and human characteristics of “place”
- Demonstrate understanding of human-environment interactions
- Identify significant types of movement such as migration, trade, and the spread of ideas

B. Map Skills

- Read and interpret various types of maps
- Determine distance, direction, latitude, longitude, and the location of physical features
- Recognize and describe spatial patterns
- Use a legend or key

C. Physical Geography

- Demonstrate knowledge of landforms and water, climate, and vegetation and natural resources
- Demonstrate understanding of human impact on the environment

D. Human Geography

- Demonstrate knowledge of human geography, including cultural geography, economic geography, political geography, and population geography

E. Regional Geography

- Demonstrate knowledge of the geography of the major regions of the world

V. Economics

A. Microeconomics I:

- Understand the definition of economics and identify the factors of production and explain how they are used
- Demonstrate understanding of scarcity, choice, and opportunity cost
- Demonstrate knowledge and application of the production possibilities curve to illustrate efficiency, unemployment, and tradeoffs
- Demonstrate knowledge of economic systems: be able to list and describe the characteristics of free-market capitalism, socialism, and mixed models
- Demonstrate understanding of the concepts of absolute and comparative advantage, free trade, and the impacts of trade barriers such as tariffs and quotas
- Demonstrate understanding of property rights, incentives, and the role of markets
- Demonstrate understanding of the supply and demand model and its application in the determination of equilibrium price in competitive markets
- Demonstrate understanding of market surpluses and shortages
- Demonstrate understanding of the role of government and the impact of price ceilings, price floors, and taxes on market outcomes
- Demonstrate understanding of the concept of market failure and public policy

B. Microeconomics II:

- Demonstrate knowledge of types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition
- Demonstrate understanding of factor markets and the determination of income distributions and the returns to factors of production (wage, interest, rent, profits)

C. Macroeconomics I:

- Demonstrate understanding of gross domestic product (GDP) and its components
- Demonstrate understanding of how unemployment is measured and its causes and consequences

- Demonstrate understanding of inflation and its causes and consequences

D. Macroeconomics II:

- Demonstrate understanding of national income determination using aggregate demand and aggregate supply analysis
- Demonstrate understanding of fiscal policy and its instruments: taxes and government spending and their impact on the federal budget deficits and national debt
- Demonstrate understanding of the Federal Reserve System and monetary policy
- Demonstrate understanding of the major concepts in international finance and investment. These include balance of payments accounts, foreign exchange markets, and exchange rate determination; currency appreciation or depreciation and capital flows
- Demonstrate understanding of the determinants of long-run economic growth
- Demonstrate understanding of current national and international issues and controversies

VI. Sociology and Anthropology

A. Socialization

- Demonstrate understanding of the role of socialization in society and of positive and negative sanctions in the socialization process

B. Patterns of Social Organization

- Demonstrate knowledge of folkways, mores, laws, beliefs, and values
- Demonstrate understanding of social stratification

C. Social Institutions

- Demonstrate understanding of the roles of the following social institutions and of their interactions: the family, education, government, religion, and the economy

D. The Study of Populations

- Demonstrate knowledge of populations, including the impact on society of changes in population growth and distribution, migration, and immigration

E. Multicultural Diversity

- Define the concepts of ethnocentrism and cultural relativity
- Demonstrate knowledge of variation in race, ethnicity, and religion
- Demonstrate understanding of the prevalence and consequences of discrimination and prejudice
- Demonstrate understanding of the concept of pluralism

F. Social Problems

- Demonstrate understanding of major contemporary social problems, including causes, consequences, and proposed solutions

G. How Cultures Change

- Demonstrate understanding of how cultures change (including innovation, cultural diffusion, adaptation, acculturation, assimilation, and extinction)

VII. Short Content Essays

The three equally weighted short-answer/essay questions are designed to test knowledge of history and social studies and the ability to define and clarify issues, judge information, and draw conclusions.

In most cases, questions ask examinees to utilize these abilities in demonstrating an understanding of stimulus materials such as maps, graphs, charts, tables, cartoons, diagrams, quotations, or excerpts from documents.

Each of the three questions in the test will have both a history and a social studies component.

The three questions will be divided as follows:

EITHER:

1. United States History, related to Government/Civics
2. World History, related to Geography
3. United States History, related to Economics OR Geography

OR:

1. United States History, related to Government/Civics
2. World History, related to Geography
3. World History, related to Economics OR Government/Civics

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 incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. "Rather than having to pay for costly fortifications, armies, and navies, this country enjoyed free protection provided by nature. Furthermore, for more than a century, British subjects manned and paid for the costly navy that policed and defended the Atlantic and provided this country cost-free added security."

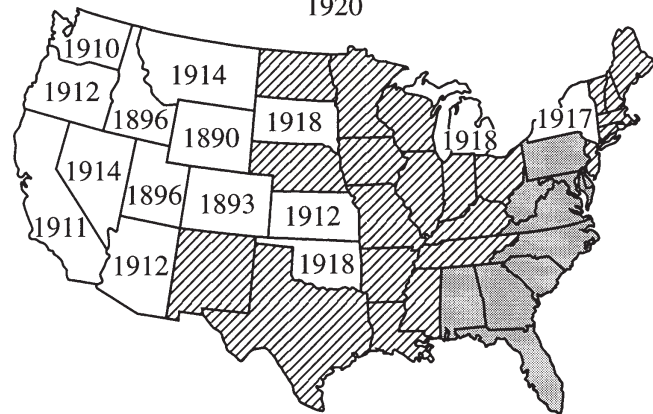
The country that benefited from the added security referred to above was which of the following?

- (A) Germany
 - (B) Holland
 - (C) Sweden
 - (D) The United States
2. The majority of immigrants who arrived in the United States before the Civil War came from
 - (A) Northern and Western Europe
 - (B) Southern and Eastern Europe
 - (C) Latin America and the Caribbean
 - (D) Asia and the Pacific Islands
 3. "They made us many promises, more than I can remember, but they kept only one: they promised to take our land, and they took it."

The statement above was most probably made by

- (A) an African American
- (B) a Greek American
- (C) a Polish American
- (D) a Native American

WOMAN SUFFRAGE BEFORE THE NINETEENTH AMENDMENT, 1920



- Equal Suffrage (showing date of adoption)
- Partial Woman Suffrage
- No Statewide Woman Suffrage

4. All of the following conclusions about woman suffrage can be made on the basis of the map above EXCEPT:
 - (A) Between 1890 and 1920, many western states had granted women equal suffrage.
 - (B) Westward settlement inhibited the growth of equal suffrage up to 1920.
 - (C) In many states on the eastern coast, women were denied suffrage until the passage of the Nineteenth Amendment.
 - (D) In some of the midwestern states, women had voting rights.
5. For the greater part of the time humankind has existed on Earth, people have obtained their food by which of the following means?
 - I. Hunting
 - II. Gathering
 - III. Agriculture
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I and III only

6. In the nineteenth century, European powers carved up large regions with little concern for ethnic or cultural bonds, thus splitting some groups and forcing others to live alongside groups with whom they had little in common. All of the following countries experienced ethnic strife after independence EXCEPT

- (A) Nigeria
- (B) Egypt
- (C) India
- (D) Chad

7. According to the United States Constitution, the President has the power to

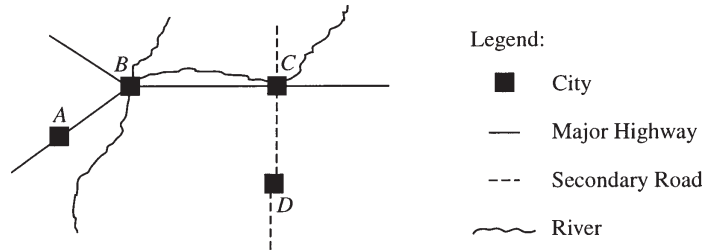
- (A) negotiate treaties
- (B) amend the Constitution
- (C) impeach members of Congress
- (D) raise and support an army

8. Which of the following is most essential to the successful functioning of a democracy?

- (A) Three branches of government
- (B) Participating citizens
- (C) Direct election of the head of government
- (D) Federalism

9. All of the following river valleys are densely populated EXCEPT the

- (A) Yangtze
- (B) Amazon
- (C) Nile
- (D) Indus



10. On the basis of the information given in the map above, which of the cities has the greatest potential for economic development?

- (A) A
- (B) B
- (C) C
- (D) D

11. Workers in the United States widget industry (a small and specialized labor force) received a substantial increase in wages, making the hourly cost of their wages and benefits the highest for blue-collar workers in the U.S. and much higher than those of widget-producing workers in competing countries.

The wage increase described above is most likely to result in an increase in the

- (A) profits of widget companies in the United States
- (B) sales of products that are made with widgets in the United States
- (C) number of widgets imported into the United States
- (D) number of widgets sold in the United States

12. “I was adamant about getting fathers into the labor room and into the delivery room. I was insistent about fathers attending parenting classes. The only way I would take parents was as couples. I wrote an article for a family magazine and encouraged them to put a father holding a baby on the cover. Today we see fathers pushing baby strollers, carrying babies on slings. We see men doing commercials for diapers and showing tender loving care. There have been tremendous changes. It is no longer considered ‘unmasculine’ to be affectionate.”

The quote above is from a 1987 interview with an obstetrician who has been practicing medicine for decades. The changes mentioned by the obstetrician refer to changes in social

- (A) regulations
- (B) norms
- (C) policies
- (D) instincts

Answers

1. The correct answer is D. Of the countries named, only the United States enjoyed geographic isolation (“free protection provided by nature”). In addition, the British colonies that later became the United States constituted the only listed area that had been protected by the British navy.
2. The correct answer is A. Prior to the Civil War, immigration to the United States came almost exclusively from Northern and Western Europe, with large numbers of people coming from Ireland, Great Britain, Germany, and Scandinavia. The immigration wave from Southern and Eastern Europe followed the Civil War, peaking in the late nineteenth and early twentieth centuries. Immigration from Latin America and the Caribbean did not become significant numerically until the second half of the twentieth century. Immigration from Asia and the Pacific Islands was significant in the last quarter of the nineteenth century and in the second half of the twentieth century.
3. The correct answer is D. Of the ethnic groups named, only the Native Americans were offered promises (in the form of treaties) that were broken with the result of being deprived of their land. African Americans were deprived of their freedom and their rights, but were not generally offered promises or deprived of land. Greek and Polish Americans experienced discrimination, but were offered no official promises and were not deprived of their land.
4. The correct answer is B. As the map indicates, most western states were early in granting women suffrage, while those of the east coast were slower to do so, and those of the Midwest were split in their response. Since the states of the west were among the first to give women the right to vote, westward settlement clearly did not inhibit the growth of equal suffrage.
5. The correct answer is C, I and II only. The oldest known remains of homo sapiens have been dated at 75,000 to 115,000 years old. The earliest evidence of agriculture dates from 10,000 years ago. Until then, humans survived only by hunting animals and gathering plants for food.
6. The correct answer is B. Nigeria became independent in 1960, and in 1966 violent clashes between the Hausa people and the Igbo people led to the deaths of thousands of Igbo and the establishment of the independent Igbo state of Biafra, later reabsorbed into Nigeria. India became independent in 1947. Ethnic strife between Hindus and Muslims preceded independence and led to the establishment of the Muslim state of Pakistan. Strife between Hindus and Muslims continues in India, however. Chad became independent in 1960. From the mid-1960s on there was considerable strife between the predominantly Arab and Muslim North and the predominantly African and animist South. Egypt, which became independent in 1922, is relatively homogeneous in terms of ethnicity, and has not experienced civil wars along ethnic lines.
7. The correct answer is A. The power to make treaties is specifically granted to the President in Article II of the Constitution. Under Article V, the power to amend the Constitution is reserved to the states and to Congress. Congress, under Article I, has the power to impeach the President, but the reverse is not true. Also under Article I, Congress has the power to raise and support an army.
8. The correct answer is B—without the participation of its citizens, a nation cannot have a successful democracy. While the United States has three branches of government, this number of branches is not necessary for a successful democracy. Many successful democracies, including Great Britain, do not have direct election of the head of government. Federalism is a component of many, but not all, successful democracies. France, for example, does not have a federal form of government.
9. The correct answer is B. The valleys of the Yangtze in China, the Nile in Egypt, and the Indus in India and Pakistan all support huge populations of people, densely clustered along these watercourses. The Amazon, on the other hand, flows for much of its length through very sparsely populated rain forest.
10. The correct answer is B. City B is at the confluence of two rivers and the crossroads of three major highways; since this is true of none of the other cities, City B has the greatest potential for economic development.
11. The correct answer is C, an increase in the number of widgets imported to the United States. The increase in the wages of widget workers has led to an increase in the cost of widgets produced in the United States. This will almost inevitably lead to an increase in the price of domestically produced widgets, which will, in turn, lead to consumers seeking cheaper widgets—those produced in other countries.
12. The correct answer is B. The obstetrician is discussing changes in people’s learned behavior made through education, encouragement, and example. No actions by government or another official body are mentioned, therefore eliminating (A) regulations and (C) policies. Instincts (D) are not learned behavior but rather are innate and would not be affected by the obstetrician’s actions. “Norms,” society’s often unwritten and unspoken rules, serve to guide and control proper and acceptable behavior and can be affected by the type of actions that the obstetrician describes taking.

Sample Test Questions

This section presents sample questions and responses along with the standards used in scoring the responses. 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. Examinees do 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

3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject matter knowledge
- May contain minor errors

2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject matter knowledge
- May contain significant errors

1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject matter knowledge

0

- Blank, off-topic, a totally or almost completely incorrect response; or simply rephrases the question

Sample Question 1

Brown v. Board of Education of Topeka

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

- (A) What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
- (B) What was the rationale given by the justices for their 1954 ruling?

Sample Response That Received a Score of 3:

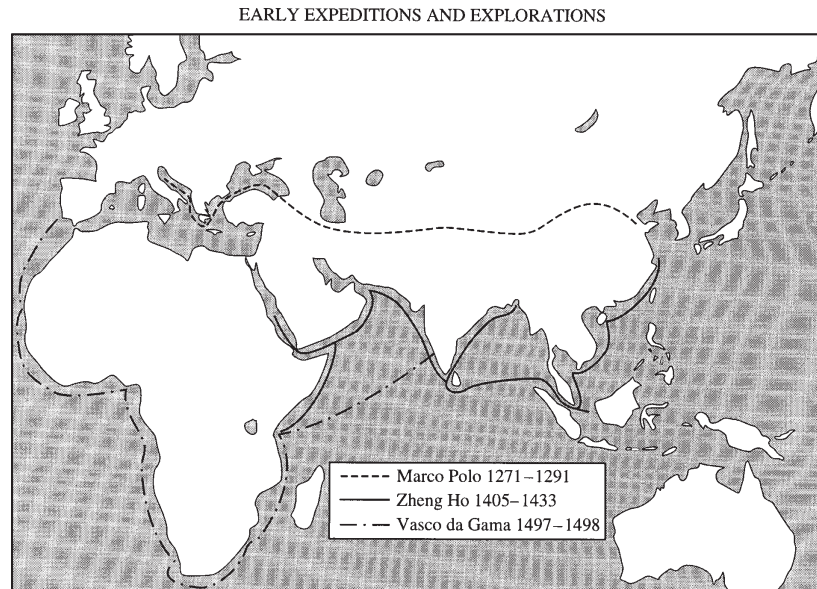
In 1954, the Supreme Court ruled that separate facilities are inherently unequal. This reversed the principle of legal segregation that was established by *Plessy v. Ferguson* in 1896. In *Plessy*, the court ruled that separate facilities for whites and blacks were constitutional as long as the facilities were equal.

The rationale for the 1954 ruling was based on the belief that minorities who are separated from the majority culture through racial segregation will not have access to the same experiences, opportunities and privileges as the majority population. The justices concluded that separate facilities could never be equal facilities and that legal segregation in public education would have to end.

Sample Response That Received a Score of 1:

The Supreme Court doctrine issued in 1954 was the 14th Amendment. The rationale given by the justices was that separate did not mean equal. Minority students were not being educated by knowledgeable and well trained teachers. The facilities in which the minority students were to learn in were not adequate. The materials such as textbooks were not widely available to minorities. The segregation was anything but equal.

Sample Question 2



The map above shows the routes of some early expeditions and explorations. Choose one of these expeditions or explorations and then do the following.

- (A) Describe the route of the expedition or exploration (its origin, destination, and any other information related to the route taken).
- (B) State the reason for the expedition or exploration, and explain why the expedition or exploration was important.

Sample Response That Received a Score of 3:

- (A) In the Ming Dynasty, the early emperors wanted to display to the world the splendors of China. Zheng Ho, a court ambassador, was ordered by his emperor to make voyages from China to south-eastern Asia, India, Arabia and Africa. From 1405–1433, Zheng Ho made 7 voyages to the Middle East and the eastern coast of Africa.
- (B) The reason for the expedition was to collect gifts and to display to the world the wealth and power of China (in the Ming Dynasty). Although the Ming emperors forbade Chinese merchants to trade with foreigners because they thought the foreigners were inferior, the trade restrictions could not prevent the world from discovering China. Not long after, a Portuguese ship landed at China and in 1557 the Portuguese made a settlement on the

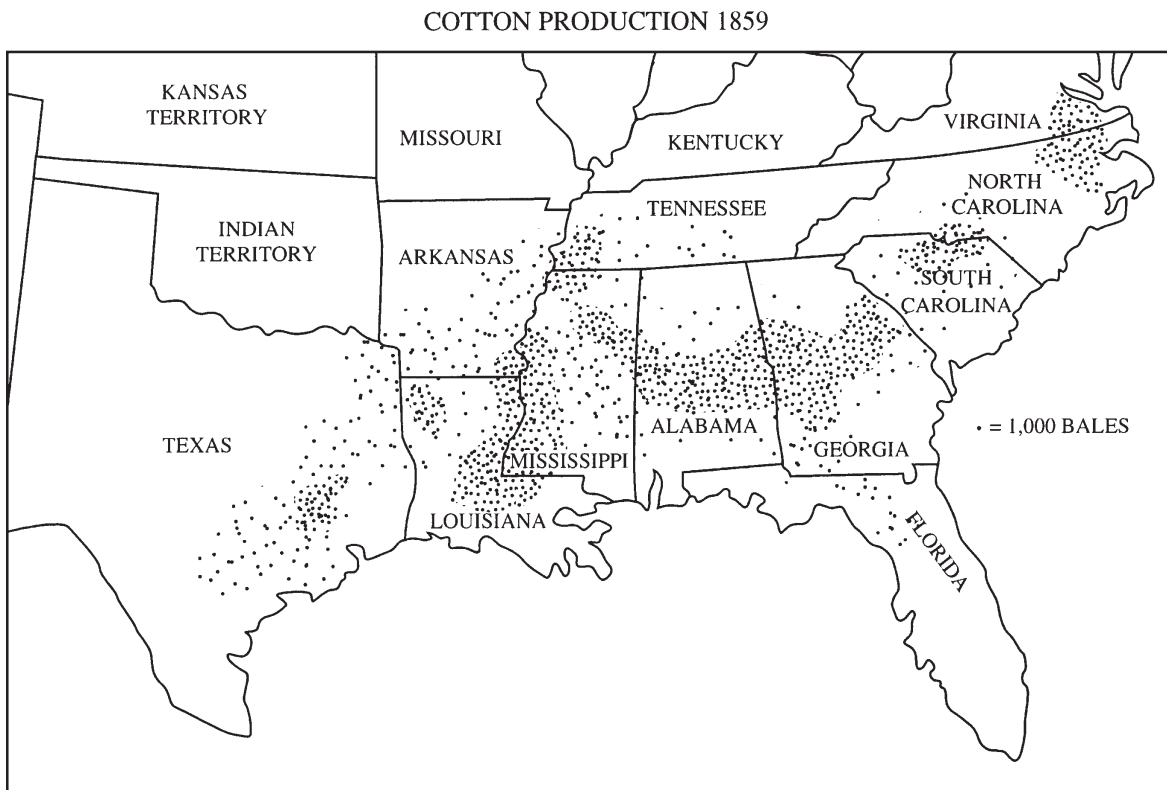
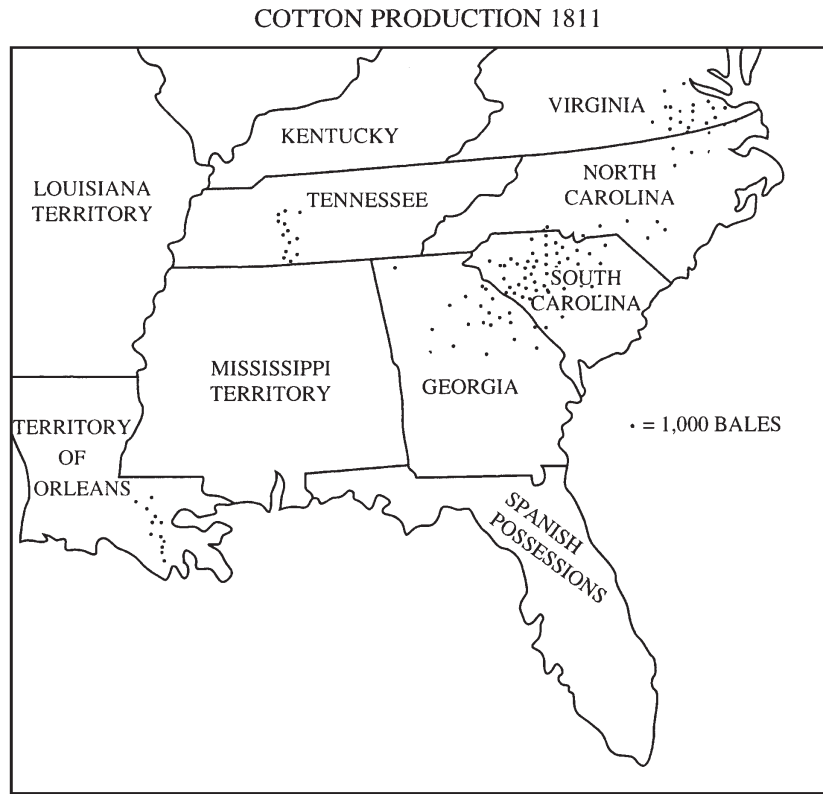
southeastern coast of China at Macao, near Guanghou. Jesuit missionaries built missions there and began to convert Chinese to Christianity. As they were well-educated in astronomy, math and arts, the Chinese learned western astronomy and math. Europeans who wanted China's teas, silk and porcelain brought sweet potatoes and corn from the Americas. The expedition was important because it made China known to the world and paved the way for trade between China and foreign countries and an exchange of culture.

Sample Response That Received a Score of 1:

Marco Polo began his exploration from Italy, came down through the Mediterranean across Asia by land route. Marco was sent by his government in search of spices and gold and the mapping the world. At this time this was "the world" in the minds of the people.

Vasco da Gama took off where Marco Polo left off and succeeded in traveling through the West Indies and around the Cape of Good Hope. Marco Polo, like most other explorers, were commissioned by their governments to seek new lands for Imperialistic purposes, seek slaves, seek spices which were high in demand and seek prestige for that country for having simply discovered something. Marco Polo succeeded in bringing "the Orient" to Italy.

Sample Question 3



- (A) What do the two maps on page 14 reveal about the changes in cotton production in the United States between 1811 and 1859?
- (B) Based on your knowledge of United States history, briefly describe two key developments—political, economic, or technological—that brought about these changes.

Sample Response That Received a Score of 3:

- (A) The two maps illustrate that cotton production was a minor production crop in 1811 and confined to mostly the mid-Atlantic states. It was harvested in the Carolinas with pockets in Tennessee, Virginia and Georgia. Obviously, things had changed by 1859 with the most southern states producing the bulk of the cotton.
- (B) One reason for the increase in cotton production between 1811–59 was the introduction of The Cotton Gin. This machine revolutionized the way cotton was harvested. Another aspect was the stabilization of a larger slave population in the South. Cotton is labor intensive and the man power was available through the use of African slaves. Thirdly markets became larger for the cotton. Trade continued to increase within North America as well as with Europe.

Sample Response That Received a Score of 1:

- (A) From the 2 maps shown, cotton production in the United States more than quadrupled from 1811 to 1859. In 1811, cotton production in the USA was limited to South Carolina and Georgia and some in Virginia, but in 1859, all of the South has been “overcome” by cotton production. It has even stretched west to eastern part of Texas. By 1859, cotton production which was formerly limited to 3 states has now spread to North Carolina, northern Florida, Alabama, Mississippi, Louisiana, Arkansas and Eastern Texas.
- (B) In the 1811 period, cotton production was limited mostly due to limited labor. But as soon as slaves were brought from Africa, labor was abundant and cotton production spread like wild fire.



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