

World and U.S. History: Content Knowledge (0941)

Test at a Glance

Test Name	World and U.S. History: Content Knowledge		
Test Code	0941		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. World History: Prehistory to 1400 c.e.	24	20%
	II. World History: 1400 to 1914	22	18%
	III. World History: 1914 to the Present	14	12%
	IV. United States History to 1791	18	15%
	V. United States History: 1791 to 1877	18	15%
	VI. United States History: 1877 to the Present	24	20%

About This Test

The World and U.S. History: Content Knowledge test is for prospective teachers of world and United States history in secondary schools. The 120 multiple-choice questions assess knowledge of historical facts and movements and comprehension of historical trends and theories across the content areas of world and United States history. Approximately 50 percent of the questions deal with world history, and approximately 50 percent of the questions deal with United States history.

Questions will also assess understanding of historical analysis: cause and effect; evaluating sources, points of view, and interpretations; change and continuity over time; and comparisons at multiple levels—individual, societal, and global. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and/or photographs.

The 120 questions are equally weighted. Questions are multiple-choice with four options and written according to ETS guidelines.

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

Topics Covered

Note: The outline below and the test use the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

PERCENTAGES REFER TO PERCENT OF THE WHOLE TEST

World History (50%)

I. World History: Prehistory to 1400 C.E. (20%)

- A. Human Society to Approximately 3000 B.C.E. (2–3%)
 - Hunting and gathering societies (Paleolithic Age)
 - Development of settled agriculture, animal husbandry, and sedentary communities (Neolithic Age)
- B. Development of City Civilizations—circa 3000–1500 B.C.E. (2–3%)
 - Developments in the following areas: Mesopotamia, Africa, Indus River Valley, Huang He River Valley, Mesoamerica
- C. Ancient Empires and Civilizations—circa 1700 B.C.E.–500 C.E. (7–8%)
 - India: Vedic Age, Hinduism, Buddhism, Mauryan Dynasty
 - China: Zhou and Han Dynasties, Confucianism, Daoism
 - Ancient Western Asia: Judaism and Israel, Persia, and Zoroastrianism
 - Mediterranean: Early and Classical Greece, Hellenistic World, Roman Republic and Empire and Christianity
 - Africa: Kush, Axum, Nok culture, and Bantu migrations
 - Development of world religions
- D. Decline of Classical Civilizations and Change—circa 500–1400 C.E. (7–8%)
 - Nomadic migrations: Huns, 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

II. World History: 1400–1914 (18%)

- A. Emerging Global Interactions—circa 1400–1800 C.E. (8–10%)
 - 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 of peoples, goods, and ideas
 - Patterns of cultural contact in Asia, Africa, and the Americas, including the disruption of African cultures by slavery and imperialism, the rejection of European culture by China and Japan, and the destruction of cultures in Mesoamerica and South America
- B. Political and Industrial Revolutions, Nationalism—1750–1914 (8–10%)
 - 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

III. World History: 1914 to the Present (12%)

- A. Conflicts, Ideologies and Evolutions in the Twentieth Century (8–10%)
 - Causes and consequences of the First World War and the Russian Revolutions
 - Interwar instabilities: political and economic instabilities in Europe and China; rise of fascism and militarism in Italy, Germany, and Japan; rise of anticolonialism
 - Causes and consequences of the Second World War; causes and consequences of the Holocaust and other cases of genocide in the twentieth century; 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
- B. Contemporary Trends— 1991 to the Present (2–4%)
- Changing geopolitical map of the world, including the new Europe and the emergence of the Pacific Rim
 - Regional and global economic and environmental interdependence
 - Globalization: social and economic trends; global popular culture; new technologies

United States History (50%)

I. United States History to 1791 (15%)

- A. Physical Geography of North America (2–3%)
- North America’s location in the world and of the continent’s rivers, lakes, and important land features
 - Broad climate patterns and physiographic regions
- B. Native American Peoples (2–3%)
- The political, economic, social, and cultural life of Native American peoples in the various regions of continental North America before European contact
- C. European Exploration and Colonization (5%)
- Major explorers and the reasons for European exploration of North America
 - Consequences of early contacts between Europeans and Native Americans
 - Colonization by various European powers (for example, Spanish, Dutch, French)
 - Establishment and growth of the English colonies, including their political, economic, social, and cultural organization and institutions
 - Slavery and the place of free Black people in the Americas
- D. Establishing a New Nation (1776–1791) (5%)
- American Revolution, including its causes, leaders, events, and results
 - Declaration of Independence and other revolutionary documents
 - Government of the United States under the Articles of Confederation
 - Process of writing and adopting the Constitution and the Bill of Rights

II. United States History: 1791–1877 (15%)

- A. Early Years of the New Nation (1791–1829) (5%)
- Political development, including early presidential administrations, establishment of the federal judiciary, and inception and growth of political parties
 - Foreign policy issues, including the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
 - Economic development, including Hamilton’s economic plan; tariffs; and changes in agriculture, commerce, and industry
 - Social and cultural development in this period, including immigration and the frontier, family life and the role of women, religious life, and nationalism and sectionalism
- B. Continued National Development (1829–1850s) (5%)
- Political issues and conflicts, including Jacksonian democracy, the nullification crisis (Calhoun and states’ rights), Manifest Destiny, the Mexican War and Cession, and the Oregon Territory
 - Geographic expansion, the displacement and destruction of Native American peoples, conflict over the expansion of slavery, and the incorporation of Latino populations
 - Industrialization, including technological and agricultural innovations (for example, the steamboat, the cotton gin), and the early labor movement
 - Social and cultural developments, such as changes in the role of women in society, immigration, and reform movements (for example, temperance, prison reform)
- C. Civil War Era (1850–1870s) (5%)
- The growth of sectionalism (North, South and West) and of attempts at political compromise
 - The abolitionist movement, including the roles of African Americans and women in the movement
 - Failure of political institutions in the 1850s to ease sectional tensions
 - The Civil War (1861–1865), including its causes, leaders, and major events
 - Reconstruction period, including the various plans for Reconstruction, the new amendments to the Constitution, and the Compromise of 1877

III. United States History: 1877 to the Present (20%)

A. Emergence of the Modern United States (1877–1900) (5%)

- United States expansion and imperialism, including the displacement of Native Americans, the development of the West, and international involvements
- Industrialization and the political, economic, and social changes associated with industrialization in this period
- European and Asian immigration
- Causes and consequences of urban development in this period
- Political, cultural, and social movements (for example, Populism, women’s rights, Social Darwinism)
- Growth of Jim Crow legislation in the South

B. Progressive Era through the New Deal (1900–1939) (5%)

- Political, economic, and social developments (for example, direct ballot, Federal Reserve, settlement house movement)
- Internal migration and Mexican immigration
- Participation in the First World War and of the consequences at home and abroad
- Political, economic, social, and cultural life in the “Roaring Twenties” (for example, the Red Scare, Prohibition, Harlem Renaissance)
- Political, economic, and social developments during the Great Depression and the New Deal

C. The Second World War and the Postwar Period (1939–1963) (5%)

- Causes of United States participation in the Second World War and of the consequences at home and abroad
- Advent of the atomic age and domestic and foreign developments during the Cold War (for example, McCarthyism, the Cuban missile crisis)
- Political, economic, social, and cultural life in the 1950s (for example, *Brown v. Board of Education of Topeka*, the “American dream,” the baby boom)

D. Recent Developments (1960s–Present) (5%)

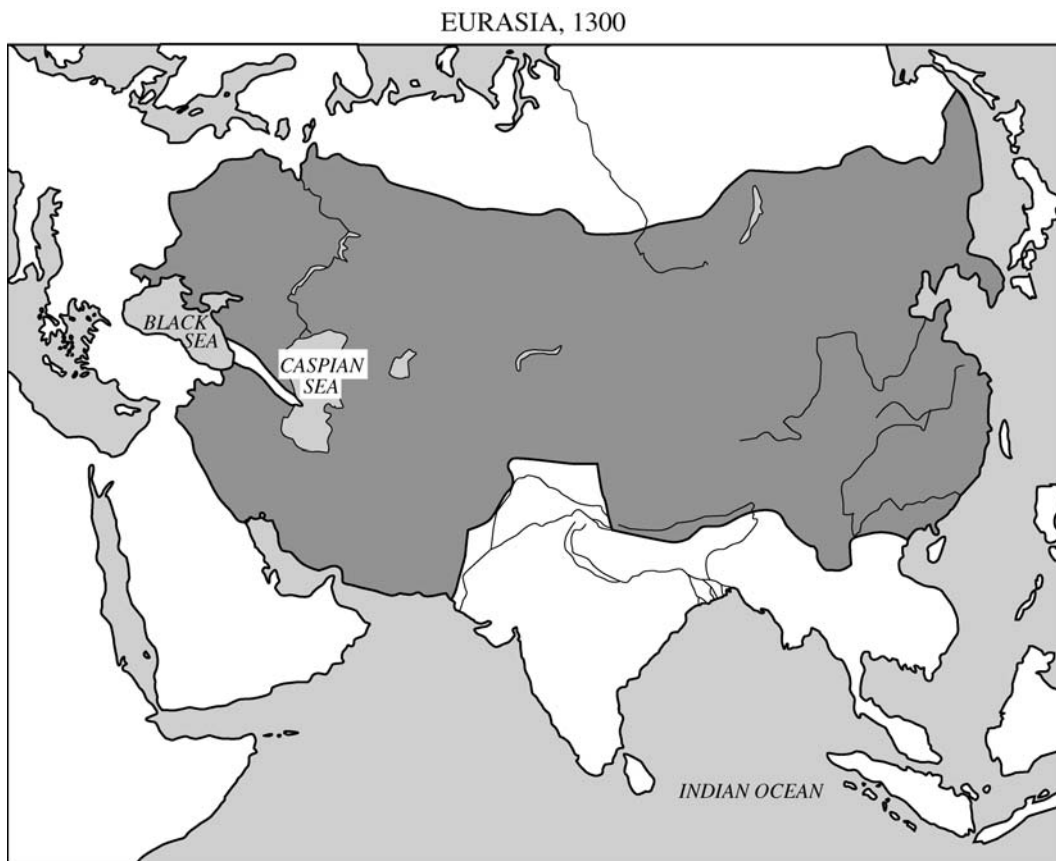
- Political developments, including the war in Vietnam, the “imperial presidency,” and the new conservative movement
- Economic developments, including changes in industrial structure (for example, the decline of unions, the growth of the service sector), the growth of the federal government, the impact of deregulation, and energy and environmental issues
- Major social movements (for example, civil rights, the women’s movement) and of social policy initiatives, such as the “Great Society” and the “War on Poverty”
- Social and cultural effects of changes in the American family and in the ethnic composition of the United States population
- 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

Sample Test Questions

The sample questions that follow illustrate the types of multiple-choice 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. The Phoenicians are best known for their achievements in which of the following areas?
 - (A) Weapons technology
 - (B) Trade and exploration
 - (C) Literature
 - (D) Agriculture



2. The shaded land area of the map above shows the
 - (A) region affected by bubonic plague
 - (B) conquests by the Russian monarchy
 - (C) greatest extent of Mongol control
 - (D) farthest spread of Buddhism

3. "Man being . . . by nature free, equal, and independent, no one can be . . . subjected to the political power of another, without his consent."
The statement above was most likely made by
- (A) John Locke
 - (B) Edmund Burke
 - (C) Bishop Jacques Bossuet
 - (D) Adam Smith
4. Which of the following was a major result of Japan's Meiji restoration?
- (A) Japan revived some aspects of feudal society.
 - (B) Japan granted Korea political and cultural autonomy.
 - (C) Japan sought alliances with Russia and China.
 - (D) Japan created a modern industrial economy.
5. In the period 1890 to 1914, the majority of immigrants to the United States came from which of the following?
- (A) Germany, Great Britain, and Ireland
 - (B) Italy, Austria-Hungary, and Russia
 - (C) Ireland, Japan, and India
 - (D) China, Brazil, and Scandinavia
6. Which of the following was the major result of the work of India's Muslim League in the 1940s?
- (A) Unification of Indians across religious and ethnic lines to achieve independence from Great Britain
 - (B) A growing division between the Westernized upper middle class and the majority of Indians
 - (C) Partition of the independent subcontinent into Muslim Pakistan and a secular but predominantly Hindu India
 - (D) The initiation of Indian nationalists' negotiations with Britain's wartime enemies of Germany and Japan
7. Which of the following caused the largest number of deaths among Native Americans in the colonial period?
- (A) Diseases such as smallpox
 - (B) Enslavement by European settlers
 - (C) Famines caused by game depletion
 - (D) Problems caused by relocation
8. The Tea Act passed by Parliament in 1773 angered American colonists primarily because it
- (A) gave the British East India Company a monopoly on the tea trade
 - (B) dramatically increased the price of tea
 - (C) hurt tea planters in the North American colonies by lowering prices
 - (D) decreased the supply of tea available in the North American colonies
9. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?
- (A) Parties would be beneficial to the growth of democracy.
 - (B) Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
 - (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
 - (D) Parties would ensure that the delegates would control the government of the new nation.

10. Which of the following was the predominant trend in United States manufacturing in the mid-1800s?
- (A) Manufacturing jobs were increasingly held by married women.
 - (B) Manufacturing increasingly shifted from small shops and households to factories.
 - (C) Manufacturing was increasingly done by slaves.
 - (D) Manufacturing increasingly relied on electric-powered machinery.
11. The admission of California into the Union as a free state in 1850 was hotly debated primarily because
- (A) many slaveholders wanted to move there
 - (B) it disrupted the balance of power in the Senate
 - (C) Californians wanted slaves to work in the vineyards
 - (D) settlers in southwestern territories had already applied for admission as slave states
12. Which of the following United States programs provided money, supplies, and machinery to assist participating European countries in rebuilding after the Second World War?
- (A) Truman Doctrine
 - (B) Atlantic Charter
 - (C) Point Four Program
 - (D) Marshall Plan

Answers

1. The correct answer is B. The Phoenicians concentrated on trade and exploration and pioneered shipbuilding and navigational techniques. They traded and spread their knowledge throughout the ancient Mediterranean world.
2. The correct answer is C. Mongol power reached its height by the end of the thirteenth century. The Mongols controlled an area from eastern Europe to the Chinese coast. Mongol power fragmented soon after 1300.
3. The correct answer is A. John Locke believed that the state existed to preserve the natural rights of its citizens—the rights of life, liberty, and property. Should the state fail in this protection, Locke believed, citizens had the right to withdraw their support for the states.
4. The correct answer is D. In 1853, United States Commodore Matthew Perry forced Japan to open its economy to international trade. After futile resistance to Western intrusions and unequal trade treaties, a group of samurai overthrew the shogun (hereditary military governor) and restored the emperor in 1867. In order to strengthen Japan, the Meiji reformers adopted Western technology and created a government-stimulated, competitive industrial economy.
5. The correct answer is B. In the 1880s, European agriculture began a steady decline, especially severe for peasant-based agriculture. Political oppression and religious persecution also continued in eastern Europe. As a result, Italians, Russians (particularly Russian Jews), Ukrainians, Poles, and Hungarians left Europe in great numbers, seeking better conditions in the United States. The First World War (1914 to 1918) and restrictions on immigration imposed by the United States after the war greatly reduced the numbers after 1924.
6. The correct answer is C. The Muslim League organized to create an independent Muslim state. The League persuaded the British government that an independent India with a Hindu majority would persecute Muslims. In 1947, the British split the Indian subcontinent into two independent states: Pakistan, which was largely Muslim, and India, which had a Hindu majority.
7. The correct answer is A. Native Americans lacked immunity to many common diseases carried by European explorers and settlers. Smallpox and other diseases devastated Native American populations in what is now the United States and elsewhere in the Americas. The factors mentioned in the other answer choices did not cause nearly so many deaths.
8. The correct answer is A. Prior to the Tea Act of 1773, the British East India Company had the sole right to ship tea from British possessions in India to London, where some of the tea was sold to colonial merchants who shipped it to the American colonies. The Act took away this profitable trade from colonial merchants by giving the Company a legal monopoly on importing tea to the colonies. In addition, the Act subsidized the price of tea, lowering it to the point where smuggling tea from other sources (another lucrative trade that many colonial merchants engaged in) was no longer worthwhile. Together, these measures threatened to ruin many colonial merchants.
9. The correct answer is C. The framers of the Constitution generally saw political parties (or “factions,” as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.
10. The correct answer is B. In the mid-1800s, more and more items were produced in factories, powered by water or steam, rather than in small workshops or homes. The shift to the factory system of mass production had vast effects on the economy, politics, and social structure of the United States.
11. The correct answer is B. Prior to California’s admission, there were 15 free states and 15 slave states. Over the previous decades, the Southern political establishment had followed the strategy of protecting slavery from federal government interference by trying to preserve a balance of free slave states, so that representation in the Senate would be evenly split. California’s admission as a free state upset the balance, and there was no immediate likelihood of another territory being admitted as a slave state to restore the balance.
12. The correct answer is D. Europe had suffered extensive destruction during the Second World War. In 1947, Secretary of State George C. Marshall proposed the European Recovery Program, better known as the Marshall Plan. It provided for large amounts of financial and material aid to repair physical and economic damage of the war. Many Western European countries took advantage of this aid and the Plan was a crucial factor in Europe’s postwar recovery.



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