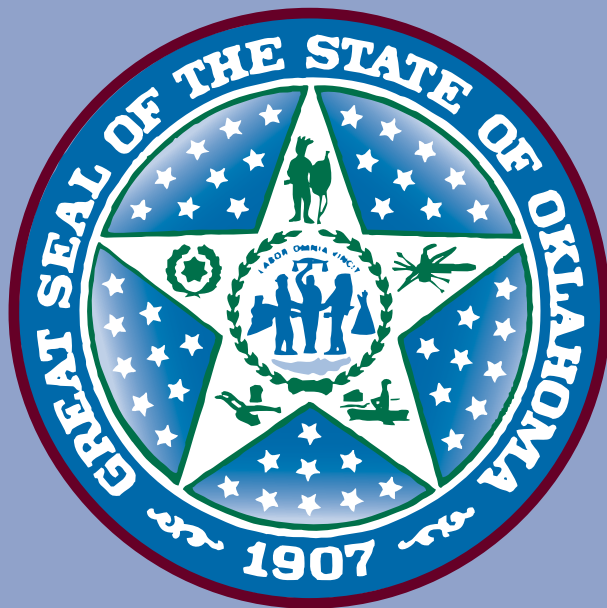


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

027 Middle Level Social Studies



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD027-05

TABLE OF CONTENTS

STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE.....	1-1
KEY FEATURES OF THIS STUDY GUIDE	1-1
FOR OTHER CEOE STUDY GUIDES.....	1-1
FOR FURTHER INFORMATION	1-1

GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions	1-3
Test Administration	1-8
Score Reports	1-8
HOW TO PREPARE FOR THE TEST	1-8
Study the Competencies	1-8
Identify Resources	1-9
Study Techniques	1-9
Review the Practice Test Questions	1-9
SAMPLE TEST DIRECTIONS	1-10
Sample General Test Directions.....	1-10
Sample Constructed-Response Assignment Directions	1-11
THE DAY OF THE TEST.....	1-12
Preparation	1-12
At the Test Site.....	1-12

FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies	2-1
Practice Test Questions	2-1
TEST COMPETENCIES	2-2
PRACTICE TEST QUESTIONS AND ANSWERS	2-12
Practice Selected-Response Questions	2-12
Practice Constructed-Response Assignment.....	2-22
A Very Good Response to the Practice Constructed-Response Assignment.....	2-23
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-25
Sample Performance Characteristics for Constructed-Response Assignments	2-25
Sample Scoring Scale for Constructed-Response Assignments	2-25

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: MIDDLE LEVEL SOCIAL STUDIES

SUBAREAS:

World, U.S., and Oklahoma History
Government and Economics
Geography and Culture
Research Skills

SUBAREA I—WORLD, U.S., AND OKLAHOMA HISTORY

Competency 0001

Understand major political, social, economic, and technological developments that shaped the course of world history through 1300.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of ancient Egyptian and Mesopotamian civilizations.

Recognize major features of the civilizations of ancient Greece and Rome and analyze their impact on contemporary and future cultures.

Examine the origins, traditions, and beliefs of Judaism and Christianity.

Describe major characteristics, cultural perspectives, and contributions of the civilizations of Asia, Africa, and the Americas (e.g., the significance of Hinduism, Buddhism, and Confucianism in Indian and Chinese cultures; the importance of trade in the West African kingdoms of Ghana, Mali, and Songhai; the significance of religion and warfare in the Mayan, Aztec, and Inca cultures).

Demonstrate knowledge of the origins, beliefs, and spread of Islam and consider the achievements and influence of Islamic civilization.

Examine the development of feudalism in Europe, recognize the role of the Roman Catholic Church in medieval society, and analyze interactions between the Christian and Islamic worlds.

Competency 0002

Understand major political, social, economic, and technological developments that shaped the course of world history from 1300 to 1789.

The following topics are examples of content that may be covered under this competency.

Analyze the origin, development, and achievements of the Renaissance and recognize the contributions of leading Renaissance artists, writers, and thinkers (e.g., Leonardo da Vinci, Michelangelo, Niccolò Machiavelli, Miguel de Cervantes, William Shakespeare).

Recognize leading figures (e.g., Martin Luther, John Calvin, Henry VIII, Elizabeth I), major developments (e.g., the posting of Luther's Ninety-Five Theses, the Council of Trent, the Edict of Nantes), and significant outcomes (e.g., the spread of education, the rise of individualism) of the Protestant Reformation.

Examine the economic, social, cultural, and political factors encouraging European expansion and analyze the consequences of exploration and colonization for Europeans and the indigenous populations of Asia, Africa, and the Americas.

Compare the development of absolute monarchies in Europe and the rise of centralized government in Japan.

Recognize the contributions of major figures of the Scientific Revolution and the Enlightenment (e.g., Nicolaus Copernicus, Galileo Galilei, Isaac Newton, John Locke, Voltaire, Jean-Jacques Rousseau) and analyze the impact of these intellectual movements on the development of world civilization.

Demonstrate knowledge of the causes and consequences of the English and French revolutions.

Competency 0003

Understand major political, social, economic, and technological developments that shaped the course of world history from 1789 to the present.

The following topics are examples of content that may be covered under this competency.

Identify the principal causes and analyze significant effects of the Industrial Revolution (e.g., scientific and technological changes, urbanization, emigration, the emergence of modern capitalism, the development of socialism, the growth of the trade union movement).

Examine major political changes in Europe and Asia during the nineteenth century (e.g., the Congress of Vienna, the expansion of democracy, the development of nationalism, the abolition of Russian serfdom, the unification of Italy and Germany, the decline of the Ottoman Empire, the Taiping Rebellion in China, the Meiji Restoration in Japan).

Demonstrate knowledge of the origins and consequences of European imperialism and assess global responses to the establishment of European colonial regimes.

Recognize major historical developments of the first half of the twentieth century (e.g., World War I, the Bolshevik Revolution, the rise of totalitarian regimes in Europe and Asia, the Great Depression, World War II) and assess the political, economic, and social impact of these developments on the peoples of the world.

Demonstrate knowledge of the disintegration of European colonial empires and compare independence and revolutionary movements in Asia, Africa, the Americas, and the Middle East.

Analyze major global developments since World War II (e.g., the establishment of the United Nations, the creation of the modern state of Israel, the Cold War and the collapse of the Soviet Union, the Chinese Revolution, the rise of international terrorism, the emergence of a global economy).

Competency 0004

Understand Native American societies, the European exploration of North America, and the growth and development of colonial societies.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of Native American cultures prior to European contact.

Recognize the objectives and analyze achievements of major European expeditions to the Americas (e.g., the voyages of Christopher Columbus, Juan Ponce de León, Ferdinand Magellan, Hernán Cortés, René-Robert La Salle) and examine competition among European powers for control of the continent.

Analyze sources of cooperation and conflict between Native Americans and Europeans in North America.

Demonstrate knowledge of the origins and evolution of slavery in the Americas and analyze how slavery influenced the development of colonial society.

Recognize the motivations leading Europeans to come to North America and assess the contributions of various individuals and groups to colonial society (e.g., John Smith, Peter Stuyvesant, Lord Baltimore, William Penn, James Oglethorpe, Roger Williams, Anne Hutchinson, Puritans, Quakers).

Locate early European colonial settlements in North America and compare the geographic, religious, political, and economic characteristics of the New England, Middle, and Southern colonies.

Competency 0005

Understand the principal causes and events of the Revolutionary War and major political, constitutional, and economic developments related to the creation of the federal government and the establishment of U.S. society.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the political, ideological, religious, and economic origins of the Revolutionary War.

Examine critical events and policies leading to armed conflict between the colonies and Great Britain (e.g., the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the First Continental Congress).

Identify key events (e.g., the battles of Lexington and Concord, the alliance with France, the Battle of Yorktown) and individuals (e.g., King George III, John Adams, Benjamin Franklin, George Washington, Thomas Jefferson, and Thomas Paine) of the Revolutionary War.

Describe the fundamental concepts expressed in the Declaration of Independence and analyze how the key principles of the Declaration became unifying democratic ideas in the United States.

Evaluate the strengths and weaknesses of the Articles of Confederation and examine major debates surrounding the creation and ratification of the U.S. Constitution.

Analyze major developments in domestic government and foreign affairs during the early national period (e.g., the development of political parties, the War of 1812, the Supreme Court under John Marshall, the Monroe Doctrine).

Competency 0006

Understand major political, social, economic, and technological developments in U.S. society from 1815 to 1850.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of developments related to the westward expansion of the United States (e.g., the Louisiana Purchase, the doctrine of Manifest Destiny, the Mexican-American War, patterns of frontier life, the impact of the frontier on U.S. society) and analyze the effect of westward expansion on Native Americans.

Examine major economic developments in the United States during the first half of the nineteenth century (e.g., the spread of cotton culture, industrialization, developments in transportation, technological innovations).

Demonstrate knowledge of Jacksonian Democracy, recognize significant developments of the Jacksonian era (e.g., the expansion of suffrage, the rise of popular political culture, the growth of nationalism), and analyze key events during Andrew Jackson's presidency (e.g., the Nullification Crisis, the debate over a national bank, the Indian Removal Act).

Analyze the growth of slavery in the United States; examine the role of slavery in economic, political, and cultural life; and recognize acts of resistance to slavery (e.g., Harriet Tubman, the Underground Railroad, Nat Turner).

Examine major intellectual, religious, and reform movements of the antebellum period (e.g., the Second Great Awakening, Transcendentalism, temperance, women's rights, public education, abolitionism) and recognize the leaders of major reform movements (e.g., Frederick Douglass, Dorothea Dix, Horace Mann, William Lloyd Garrison, Elizabeth Cady Stanton, Sojourner Truth).

Competency 0007

Understand the origins; key events; and major social, economic, and political consequences of the Civil War and Reconstruction.

The following topics are examples of content that may be covered under this competency.

Analyze major economic, social, and political causes of the Civil War (e.g., the growth of sectionalism, differences between the economies of the North and the South, the expansion of slavery into the territories) and recognize key events leading to the outbreak of armed conflict (e.g., the publication of Uncle Tom's Cabin, "Bleeding Kansas," Dred Scott v. Sanford, John Brown's raid on Harpers Ferry, the presidential election of 1860).

Examine diverse perspectives on slavery in the North and the South and recognize how different views about slavery contributed to the regional tensions that resulted in the Civil War.

Identify major developments, events, and battles of the Civil War (e.g., Fort Sumter, Fredericksburg, the Emancipation Proclamation) and identify the roles played by important civilian and military leaders (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant).

Examine the impact of the Civil War on Northern and Southern societies and analyze the contributions of women and African Americans to the war effort.

Demonstrate knowledge of conflicts and developments that shaped the Reconstruction era (e.g., conflicts between Congress and the president; the social and political status of former slaves; the passage of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution; the rise of the Ku Klux Klan; the Compromise of 1877) and analyze the achievements and failures of Reconstruction.

Evaluate the effects of the war and Reconstruction on economic growth, political alignments, and social relations in the United States.

Competency 0008

Understand the impact of industrialization and nationalism on U.S. society; the emergence of the United States as a world power; and the major political, social, economic, and technological developments in U.S. history from 1877 to 1919.

The following topics are examples of content that may be covered under this competency.

Analyze the impact of industrialization on the economic, social, and political development of the United States and examine the social philosophies and political and economic movements produced by the industrial experience (e.g., the gospel of wealth, social Darwinism, the Populist Movement).

Demonstrate knowledge of changing patterns of immigration to the United States, analyze the growth of anti-immigrant sentiment, and assess the ways in which immigration and urbanization changed U.S. society.

Examine the segregation and disenfranchisement of African Americans (e.g., the enactment of Jim Crow laws, the rise of lynching, *Plessy v. Ferguson*), demonstrate knowledge of U.S. government policies toward Native Americans (e.g., the use of the military against native peoples, the establishment of reservations, the policy of assimilation, the Dawes Act), and assess the impact of these policies on Native American peoples.

Describe the debate over U.S. imperialism and analyze the emerging role of the United States in world affairs.

Demonstrate knowledge of the major reform initiatives of the Progressive Era (e.g., environmental measures, political reforms, social and labor legislation, woman-suffrage movement).

Examine the causes of U.S. involvement in World War I and analyze the impact of the war on U.S. society.

Competency 0009

Understand major social, political, economic, and technological developments in the United States from 1920 to the present.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of major political, cultural, and technological developments during the 1920s (e.g., the Red Scare; the politics of normalcy; the effects of radio, the movies, and the automobile; the Harlem Renaissance).

Examine the causes and consequences of the Great Depression and evaluate the effects of the New Deal on U.S. society.

Demonstrate knowledge of U.S. involvement in World War II (e.g., the attack on Pearl Harbor, the Battle of Midway, D-day, the decision to drop the atomic bomb) and assess the impact of the war on the economy and society of the United States (e.g., women and minorities in the workplace, internment policies, economic recovery).

Examine the domestic and international effects of the Cold War (e.g., McCarthyism, the Korean and Vietnam wars, the space race, the development of the military-industrial complex).

Analyze social, economic, and technological developments of the post-World War II era (e.g., deindustrialization and suburbanization, the computer revolution, globalization) and evaluate the achievements and limitations of major social movements of the second half of the twentieth century (e.g., the civil rights movement, the women's movement, the Hispanic and Native American rights movements, the environmental movement).

Examine major political events and developments in the United States since 1945 (e.g., Lyndon B. Johnson and the Great Society, Richard Nixon and the Watergate scandal, Ronald Reagan and the rise of the conservative movement).

Analyze significant challenges facing the United States in the first decades of the twenty-first century (e.g., religious extremism, global terrorism, environmental problems, immigration, an aging society).

Competency 0010

Understand major geographic features of Oklahoma and important political, social, and economic developments in Oklahoma history.

The following topics are examples of content that may be covered under this competency.

Locate and describe important geographic and climatic features of Oklahoma and analyze how geographic factors have shaped Oklahoma's historical development.

Identify major Native American groups of Oklahoma and recognize the contributions of Native Americans to the state's economic, political, and cultural development.

Demonstrate knowledge of important individuals, groups, and events in Oklahoma prior to statehood (e.g., Sequoya, Stand Watie, Quanah Parker, the Treaty of Medicine Lodge, the Trail of Tears, the Civil War, the growth of the cattle industry, Boomers and Sooners, the movement for statehood).

Examine major political, economic, and cultural developments in Oklahoma since statehood (e.g., the Populist and temperance movements, the Great Depression, the Dust Bowl, the oil boom, the Oklahoma City bombing) and recognize the influence of significant figures on the history of Oklahoma during the twentieth century (e.g., Kate Barnard, William H. Murray, Robert S. Kerr).

Identify key sectors of Oklahoma's economy (e.g., fossil fuels, timber, mining, tourism, agriculture) and analyze the influence of economic cycles on the development of the state.

Recognize historic and contemporary immigration and settlement patterns in Oklahoma and analyze conflicts and accommodations among the state's racial and ethnic groups during the twentieth century (e.g., the activities of the Ku Klux Klan, the enactment of Jim Crow laws, the Tulsa Race Riot, the integration of public facilities).

SUBAREA II—GOVERNMENT AND ECONOMICS

Competency 0011

Understand the purposes, structure, and functions of government and the relationship among national, state, and local government in the United States.

The following topics are examples of content that may be covered under this competency.

Identify the purposes and functions of government and compare the characteristics, strengths, and weaknesses of different types of government (e.g., monarchy, oligarchy, autocracy, democracy, theocracy).

Demonstrate knowledge of the historical sources of constitutional government in the United States (e.g., Magna Carta, the English Bill of Rights, the Enlightenment, the Iroquois Confederacy, the Federalist Papers).

Examine the fundamental principles of U.S. government as expressed in the Declaration of Independence, the U.S. Constitution, and the Oklahoma Constitution (e.g., popular sovereignty, the rule of law, federalism, limited government, checks and balances, human dignity, natural rights, justice, liberty).

Analyze major amendments to the Constitution and landmark U.S. Supreme Court decisions.

Recognize the structure and functions of the federal government (e.g., comparing the duties and powers of the executive, legislative, and judicial branches) and examine the relationships among the different branches of government.

Demonstrate knowledge of the structure and functions of state and local government and analyze relationships among different levels of government.

Competency 0012

Understand the operation of the U.S. electoral process, the formulation of public policy in the United States, and the rights and responsibilities of U.S. citizens.

The following topics are examples of content that may be covered under this competency.

Recognize major components of the U.S. electoral process (e.g., caucuses, primary elections, party nominating conventions, the Electoral College).

Analyze the influence of public opinion polling, campaign funding and spending, and advertising on the political process.

Demonstrate knowledge of how lobbyists, interest groups, and the media influence electoral politics and the formulation of public policy in the United States.

Recognize ways in which citizens participate in and influence the political process in the United States (e.g., communicating with public officials, staging political demonstrations, circulating petitions) and describe the skills required for effective participation in the political process.

Analyze factors influencing citizen participation in government and demonstrate the ability to identify central questions in public policy debates.

Demonstrate knowledge of the political, legal, and personal rights guaranteed to citizens of the United States by the U.S. Constitution and recognize the duties and responsibilities of U.S. citizenship.

Examine factors that have expanded or limited the role of individual and group participation in U.S. political life (e.g., the growth of presidential primaries; the Fifteenth, Nineteenth, Twenty-fourth, and Twenty-sixth Amendments; the passage of Jim Crow laws; recognition of Native Americans' citizenship and voting rights).

Competency 0013

Understand fundamental economic concepts, the organization and operation of the United States economy, and basic principles of consumer economics.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of basic economic concepts (e.g., scarcity, opportunity cost, specialization, money as a medium of exchange).

Recognize and compare the characteristics, advantages, and limitations of traditional, command, and market economies.

Identify basic principles and processes of the U.S. free-enterprise system (e.g., voluntary exchange, the profit motive, competitive markets, the law of supply and demand).

Demonstrate knowledge of basic components of the U.S. economic system (e.g., consumers, businesses, banks, employers, government, labor) and analyze relations among them.

Examine the role of government in the U.S. economy (e.g., fiscal and monetary policy, trade legislation, regulatory agencies).

Analyze domestic and global factors (e.g., unemployment, national defense, interruptions in the supply of natural resources) affecting the formulation of U.S. economic policy.

Apply principles of consumer economics and analyze factors affecting economic choices in everyday contexts.

SUBAREA III—GEOGRAPHY AND CULTURE

Competency 0014

Understand maps and other geographic tools, the physical processes that shape the earth's surface, and the physical and human characteristics of places and regions.

The following topics are examples of content that may be covered under this competency.

Use maps and other geographic representations, tools, and technologies to interpret the world from a spatial perspective.

Analyze the physical processes that shape the earth's surface.

Describe the main elements of climate (e.g., temperature, precipitation, air pressure, wind) and recognize characteristics of major climate zones.

Describe and identify various types of physical features (e.g., gulfs, deltas, capes, isthmuses, peninsulas, archipelagoes).

Locate major landmasses, significant landforms, and important bodies of water on maps of different types and scale, and recognize the distribution and location of important natural resources around the world.

Define the concepts of place and region, recognize how geographers use these concepts to understand physical and human phenomena, and compare the physical and human characteristics of different places and regions.

Competency 0015

Understand the characteristics, distribution, and interaction of diverse populations and cultures and the ways in which physical and human systems affect one another.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the distribution of the earth's cultures and compare cultural characteristics among populations in different world regions (e.g., language, clothing, habitation, ethnic homogeneity or diversity, government, religion, food, patterns of livelihood, art and literature).

Recognize historical and contemporary patterns of human migration, population distribution, and urban/rural settlement in the United States and other world regions.

Analyze interactions among diverse human cultures and populations (e.g., interdependence, cooperation, conflict).

Recognize how the physical environment affects human societies (e.g., the impact of climate, the location of natural resources, the effect of natural disasters) and analyze relationships between the environment and the development of different societies.

Examine the effects of human activity on the environment in the United States and other world regions.

Analyze local, regional, national, and world problems and challenges with spatial dimensions (e.g., oil supply, water supply, desertification, global warming).

Competency 0016

Understand basic sociological and anthropological concepts, the ways in which societies are organized, and how societies and cultures address human needs and concerns.

The following topics are examples of content that may be covered under this competency.

Define basic sociological and anthropological terms and concepts (e.g., culture, acculturation, ethnocentrism, social structure) and use these concepts to analyze human societies.

Describe the purpose, development, and significance of social customs, cultural values, and norms.

Analyze the influence of social institutions (e.g., political, economic, religious) on human values and activities in historical and contemporary settings and compare the social and economic organization of preindustrial and postindustrial societies.

Examine the ways in which cultural features and characteristics are maintained and transmitted from one generation to another and analyze the processes of cultural diffusion.

Analyze values, attitudes, and perspectives that promote or obstruct cross-cultural understanding.

SUBAREA IV—RESEARCH SKILLS

Competency 0017

Understand how to locate, gather, and organize social studies information.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of basic reference sources used in social studies research (e.g., almanacs, atlases, bibliographies, periodical guides, census data).

Demonstrate knowledge of the uses and limitations of a wide variety of social science source materials (e.g., oral histories, newspapers, diaries, artifacts, government documents, photographs, surveys).

Compare primary and secondary sources of social studies information and recognize the advantages and limitations of each.

Recognize how to use both traditional sources and current technologies (e.g., CD-ROMs, the Internet) for social studies research.

Apply basic cartographic concepts (e.g., latitude and longitude, relative versus absolute location, direction, elevation, scale), compare maps and globes, analyze the advantages and disadvantages of standard map projections, and demonstrate the ability to use maps, globes, Geographic Information Systems (GIS), and other geographic tools to answer social studies questions.

Apply research procedures used in history and the social sciences (e.g., identifying issues, formulating questions and hypotheses, constructing research designs, collecting information, organizing and reporting results).

Competency 0018

Understand how to analyze, interpret, and evaluate social studies information.

The following topics are examples of content that may be covered under this competency.

Evaluate the purpose and perspective of various sources of historical and social science information.

Identify central ideas and summarize the main points of a historical or social science analysis.

Distinguish relevant from tangential information and demonstrate the ability to draw inferences and conclusions from historical and social science sources.

Synthesize social studies information from multiple sources (e.g., demographic statistics and voting patterns).

Interpret social science information presented in various formats (e.g., graphs, charts, tables, political cartoons).

Competency 0019

Understand how to use social studies skills to reach informed conclusions and communicate information on social studies topics.

The following topics are examples of content that may be covered under this competency.

Place historical events and developments in a chronological framework and analyze cause-and-effect relationships, including the influence of individuals on historical events.

Analyze different points of view and distinguish among multiple perspectives on historical events and social science issues and phenomena.

Compare competing interpretations of social studies data and determine whether specific conclusions or generalizations are supported by verifiable evidence.

Identify the assumptions on which a historical or social science argument is based, recognize bias, and analyze factors affecting the reliability of source material (e.g., the economic or political interests of the author of a historical account).

Demonstrate the ability to differentiate between fact, opinion, and interpretation in historical and social science analyses.

Evaluate the appropriateness of graphic organizers for presenting social science information.

PRACTICE TEST QUESTIONS AND ANSWERS: MIDDLE LEVEL SOCIAL STUDIES

Practice Selected-Response Questions

Competency 0002

Understand major political, social, economic, and technological developments that shaped the course of world history from 1300 to 1789.

1. In which of the following ways was the absolute monarchy of Louis XIV of France (1643–1715) most similar to the government established by the Tokugawa shoguns of Japan during the seventeenth century?
 - A. Both governments restored the political authority of major religious groups.
 - B. Both governments confiscated large estates and redistributed land to peasant farmers.
 - C. Both governments took steps to reduce the political power of feudal lords.
 - D. Both governments relied mainly on urban merchants and artisans for political support.

Correct Response: C. During the seventeenth century, France and Japan were torn apart by internal conflicts between competing political factions. In their efforts to end these conflicts, Louis XIV and the Tokugawa shoguns reduced the political power of feudal lords and created strong central governments.

Competency 0006

Understand major political, social, economic, and technological developments in U.S. society from 1815 to 1850.

2. Sojourner Truth was a prominent figure in nineteenth-century movements to:
 - A. reform factory conditions and assist urban immigrants.
 - B. rehabilitate prison inmates and create hospitals for the mentally ill.
 - C. establish public schools and promote abstinence in the use of alcohol.
 - D. abolish slavery and obtain voting rights for women.

Correct Response: D. In the years leading up to the Civil War, women took a leading role in a wide range of social and political reform movements. Among the most notable of these women was Sojourner Truth. Her speeches about life as a woman and a slave in the United States generated popular support for both the abolition and woman suffrage movements.

Competency 0009

Understand major social, political, economic, and technological developments in the United States from 1920 to the present.

3. Which of the following best describes a major cause of the Great Depression of the 1930s in the United States?
- A. A surge in foreign imports undermined the stability of major industrial corporations.
 - B. Average per capita disposable income failed to keep pace with increases in industrial output.
 - C. High rates of federal taxation caused a contraction in consumer purchasing power.
 - D. Excessive government regulation of industry prompted a reduction in business investment.

Correct Response: B. Several underlying weaknesses in the U.S. economy brought about the Great Depression of the 1930s. One important weakness was the failure of wages to increase as rapidly as industrial production. At the end of the 1920s, the disparity between wages and output had become so great that consumers could not afford to purchase all the goods produced by U.S. industries. The resulting decline in corporate profits led to cuts in industrial production and the layoff of thousands of U.S. workers.

Competency 0010

Understand major geographic features of Oklahoma and important political, social, and economic developments in Oklahoma history.

4. Which of the following best describes a major feature of Oklahoma's natural resource base?
- A. The forests that cover about 40 percent of Oklahoma's land area have helped the state become a leading national producer of paper products.
 - B. An abundance of rich grasslands has made cattle raising Oklahoma's leading source of agricultural revenue.
 - C. With the introduction of new mining techniques, coal has replaced natural gas as Oklahoma's most valuable mineral resource.
 - D. The shortage of water in many areas of Oklahoma has sharply limited the variety of animal life found in the state.

Correct Response: B. A leading national producer of cattle and calves, Oklahoma derives more agriculture income from stock raising each year than from any other farm activity. This makes the prairie grasses on which these animals graze one of the state's more valuable natural resources.

Competency 0011

Understand the purposes, structure, and functions of government and the relationship among national, state, and local government in the United States.

5. Which of the following best describes how the president can influence the opinions of the federal judiciary?
- A. by changing the number of justices on the Supreme Court
 - B. by instructing the attorney general to monitor the activities of federal justices
 - C. by appointing justices who share the president's political views
 - D. by calling a special session of the Supreme Court to consider a given issue

Correct Response: C. One of the most important powers of the executive branch of the U.S. government is the president's responsibility for appointing judges to the federal courts. By selecting individuals who share the same views on specific issues, or who share the same concept of the role of the judiciary in American life, the president can have a lasting impact on court decisions long after leaving office.

Competency 0012

Understand the operation of the U.S. electoral process, the formulation of public policy in the United States, and the rights and responsibilities of U.S. citizens.

6. Use the passage below from the U.S. Constitution to answer the question that follows.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself . . .

The passage above best illustrates how the rights of citizens are protected by which of the following features of the U.S. system of government?

- A. the doctrine of popular sovereignty
- B. the system of checks and balances
- C. the practice of judicial review
- D. the principle of due process of law

Correct Response: D. The principle of due process of law requires that governments institute fair procedures of law enforcement. The grand jury requirement for serious criminal charges and guarantees against double jeopardy and self-incrimination are some of the ways in which the Constitution protects the due process rights of U.S. citizens.

Competency 0015

Understand the characteristics, distribution, and interaction of diverse populations and cultures and the ways in which physical and human systems affect one another.

7. Use the passage below to answer the question that follows.

A coastal region is characterized by steep and rolling hillsides. The area generally has cool, wet winters and warm, dry summers. The human population in the area has been steadily increasing. Homes, businesses, and roads have been built on many steep hillsides in the region. Large areas of natural vegetation have been removed and replaced by pavement as a result of this development.

Which of the following changes is most likely to occur as a direct result of the changes described in the passage above?

- A. a rise in the level of the regional water table
- B. an increase in runoff and surface erosion
- C. an increase in the acidity of local groundwater
- D. a decrease in the evaporation rate of surface water

Correct Response: B. The replacement of vegetation with pavement significantly reduces the surface area over which rainfall can soak into the ground and decreases the soil's ability to hold water. These factors lead to greater surface runoff on slopes, and because there is less vegetation to hold the soil in place, hillside erosion is likely to increase as well.

Competency 0016

Understand basic sociological and anthropological concepts, the ways in which societies are organized, and how societies and cultures address human needs and concerns.

8. Which of the following best describes one way in which preindustrial and postindustrial societies differ?
- A. Postindustrial societies tend to be characterized by a more extensive division of labor.
 - B. Preindustrial societies tend to exhibit a greater degree of cultural diversity.
 - C. Postindustrial societies tend to devote fewer resources to the socialization of children.
 - D. Preindustrial societies tend to provide greater opportunities for social mobility.

Correct Response: A. Unlike preindustrial societies, in which custom and tradition dictate the methods used in production and many goods are made in their entirety by individual artisans, the production process in postindustrial societies is constantly changing as a result of technological developments and managerial innovations requiring an ever more elaborate division of labor.

Competency 0017

Understand how to locate, gather, and organize social studies information.

9. Which line on the chart below best matches a social studies research question with the source of information that could be used to answer it?

Line	Research Question	Source of Information
1	How did the Civil War affect relationships between the North and the South during the late nineteenth century?	historical atlas
2	What are the historical roots of the principles expressed in the Declaration of Independence?	biographical dictionary
3	How has the proportion of the U.S. population living in rural areas changed during this century?	almanac
4	How has the occupational structure of a particular Oklahoma community changed since 1980?	encyclopedia article

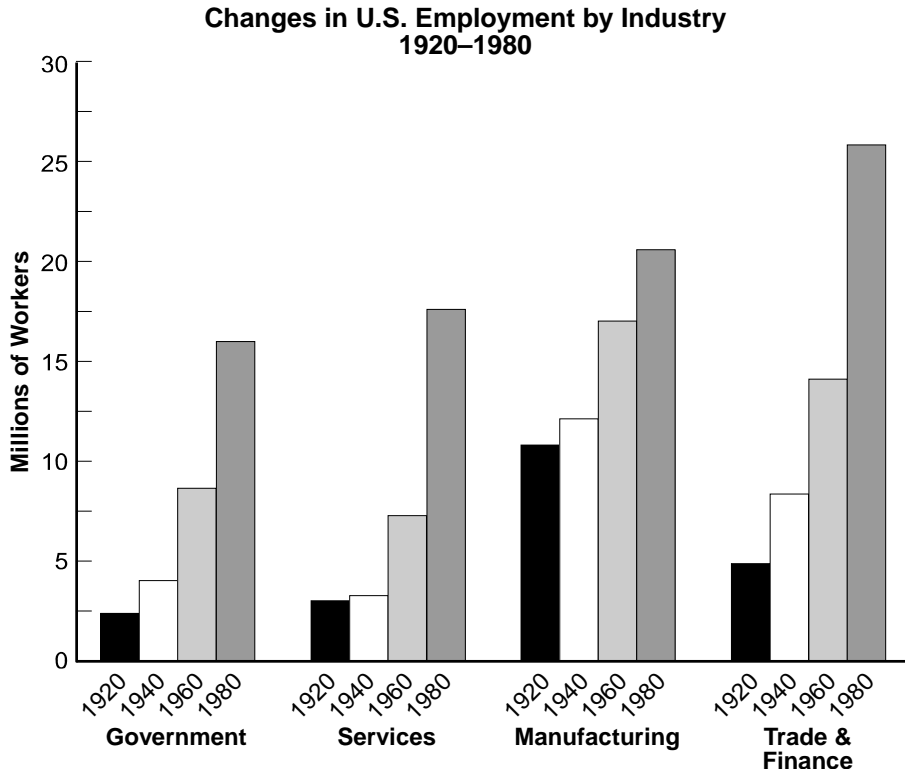
- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

Correct Response: C. Almanacs furnish statistical data on a broad range of topics, including demographic developments. When one is seeking to trace changes in the proportion of the U.S. population living in rural areas during the twentieth century, an almanac would be the most appropriate source of information.

Competency 0018

Understand how to analyze, interpret, and evaluate social studies information.

10. Use the graph below to answer the question that follows.



According to the information in the graph above, between 1920 and 1960 the largest increase in employment took place in:

- A. government.
- B. services.
- C. manufacturing.
- D. trade and finance.

Correct Response: D. This question requires an understanding of how to interpret information in a bar graph. The information presented in the graph indicates that trade and finance added a greater number of employees to its ranks in the four decades preceding 1960 than any of the other economic sectors listed.

Practice Constructed-Response Assignment

11. Read the information below; then complete the exercise that follows.

During the seventeenth century, Europeans came to British North America for a variety of reasons. And, despite many similarities, the colonies they established also differed in important ways. Using your knowledge of U.S. colonial history, write an essay in which you compare and contrast two of the colonies that one day would become part of the United States. In your essay:

- select two British colonies and describe one motivation for the establishment of each; and
- analyze two ways in which the colonies you have selected differed from one another.



FOR YOUR REFERENCE ONLY—*The constructed response item is written to assess understanding in Subarea I, World, U.S., and Oklahoma History, which consists of the competencies listed below.*

Understand major political, social, economic, and technological developments that shaped the course of world history through 1300.

Understand major political, social, economic, and technological developments that shaped the course of world history from 1300 to 1789.

Understand major political, social, economic, and technological developments that shaped the course of world history from 1789 to the present.

Understand Native American societies, the European exploration of North America, and the growth and development of colonial societies.

Understand the principal causes and events of the Revolutionary War and major political, constitutional, and economic developments related to the creation of the federal government and the establishment of U.S. society.

Understand major political, social, economic, and technological developments in U.S. society from 1815 to 1850.

Understand the origins; key events; and major social, economic, and political consequences of the Civil War and Reconstruction.

Understand the impact of industrialization and nationalism on U.S. society; the emergence of the United States as a world power; and the major political, social, economic, and technological developments in U.S. history from 1877 to 1919.

Understand major social, political, economic, and technological developments in the United States from 1920 to the present.

Understand major geographic features of Oklahoma and important political, social, and economic developments in Oklahoma history.

A Very Good Response to the Practice Constructed-Response Assignment

Although the colonies of British North America shared many similarities during the seventeenth century, they also differed in several important ways. These differences stemmed largely from the original motivations for establishing each colony. This was especially true for Virginia and Massachusetts. The goals of the first Virginia and Massachusetts settlers, and their attempts to achieve those goals, would have a significant influence on the economic and demographic development of both colonies.

English colonists established Jamestown, the first successful settlement in Virginia, during the first decade of the seventeenth century. Comprised mostly of single young men, this group of colonists traveled to North America in search of wealth. Spanish adventurers for over a century had acquired great fortunes in the Americas and the English colonists at Jamestown believed that they could do the same. Much like their Spanish predecessors, they hoped to become rich by discovering deposits of precious metals.

The early Jamestown colonists did not find precious metals, and for over a decade they experimented with alternative economic activities. Eventually, the colonists discovered that they could make great profits from the production of tobacco. Motivated by their desire for material wealth, the Virginia colonists attempted to maximize their profits from tobacco by planting it on thousands of acres of land, which required the importation of indentured servants and enslaved Africans to work the fields. By the end of the seventeenth century, these efforts had made the cultivation of a single cash crop and the widespread use of unfree labor central elements of the Virginia economy.

In the process of becoming a plantation society, Virginia also developed a distinctive demographic structure. The first colonists in Virginia were young men who had hoped to start families in England after making their fortune in North America. The initial shortage of women and families resulted in a low birth rate that made the colony dependent on migration from England to replace population losses. This dependence only increased when settlers began to cultivate tobacco and needed more laborers to work their fields. By the end of the seventeenth century, more women had migrated to Virginia and the colony's birth rate increased. However, the colony's early dependence on migration, especially the growing reliance on enslaved Africans, would have an enormous impact on the future development of Virginian society.

The English colonists who established the Massachusetts Bay colony came to North America for different reasons than their Virginian counterparts. Most of the Massachusetts colonists belonged to a religious sect called Puritans. They believed that the mainstream Church of England needed to be reformed according to the ideals of

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

John Calvin and his followers. The failure of these reform efforts, together with growing persecution for their religious beliefs, prompted them to establish a new society in North America based on Puritan teachings. The Massachusetts colonists hoped that this society would become a model Christian community that the rest of the world could emulate.

The Puritans were not averse to the acquisition of wealth; but their primary mission was to create a model Christian society. Partly for this reason, and partly because of the resources available in New England, they developed an economy that was significantly different from Virginia's. The Puritans attempted to make Massachusetts as self-sufficient as possible by undertaking a variety of economic activities including shipbuilding, logging, fishing, and trade. Land in Massachusetts was acquired by yeoman farmers who worked their own property to produce foodstuffs for their families as well as for sale in colonial and international markets. By the end of the seventeenth century, these efforts had made the Massachusetts economy much more diversified than Virginia's.

Moreover, many of the Massachusetts colonists traveled to North America with their families. This made the birth rate in Massachusetts higher than it was in Virginia, enabling the colony to more easily replace its population losses and remain less dependent on migration than Virginia. Also, when the Massachusetts economy expanded, population growth satisfied demands for labor. As a result, colonists were less inclined to purchase indentured servants or enslaved Africans. As a result, the social development of Massachusetts during the seventeenth century was far less influenced by slavery than the same process in Virginia.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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