

Illinois Certification Testing System

STUDY GUIDE

Social Science:
History (114)



Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS CERTIFICATION TESTING SYSTEM

PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
Special Note Regarding Social Science Test Fields	2-2
Practice Test Questions	2-2
TEST OBJECTIVES	2-3
PRACTICE TEST QUESTIONS	2-12
ANSWER KEY	2-21
EXPLANATION OF THE TEST SCORE REPORT	2-23
Overview	2-23
Reading Your Report: A Sample	2-24

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

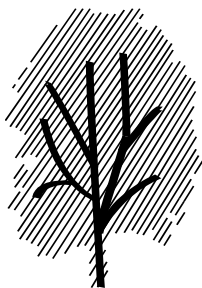
Copyright © 2006 by the Illinois State Board of Education
NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

SPECIAL NOTE REGARDING SOCIAL SCIENCE TEST FIELDS

The test objectives for each of the social science fields (i.e., Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) contain a set of common objectives in addition to objectives unique to the specialty field. The set of common objectives measures the candidate's core knowledge across all social science fields. The test questions matched to these common objectives are identical across all social science fields.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

SOCIAL SCIENCE: HISTORY TEST OBJECTIVES

- I. Social Science Foundations
- II. History Common Core
- III. Historical Concepts and World History
- IV. U.S. and Illinois History

SUBAREA I—SOCIAL SCIENCE FOUNDATIONS

0001 Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.

For example:

- Recognize the characteristics and uses of basic source materials and tools of social science inquiry.
- Recognize the methods social scientists employ to answer questions about the human experience and apply various methods and technologies to gather social science data.
- Recognize appropriate research questions and apply procedures for organizing social science research.
- Apply accepted codes of ethics for conducting research and interpreting findings.
- Organize information into coherent outlines and present research findings in an appropriate format.
- Recognize the structure, purpose, and methodology of the social sciences.
- Analyze connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
- Recognize instructional strategies for teaching reading in the content area of social science.

0002 Understand the use of analysis, interpretation, and evaluation in social science inquiry.

For example:

- Recognize the strengths and weaknesses of primary and secondary sources (e.g., documents, artifacts, Internet) and assess the credibility and authority of sources and research findings.
- Distinguish between fact and conjecture and recognize the value of informed opinion based on systematic analysis of evidence.
- Recognize the complexity of causation, analyze cause-and-effect relationships, and compare competing narratives and multiple perspectives.
- Identify the central questions addressed in a narrative and draw inferences and summarize information from a variety of sources.
- Compare and contrast alternative interpretations and points of view.
- Interpret and evaluate information presented in print, visual, and multimedia materials (e.g., maps, charts, tables, other graphic representations).

0003 Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.

For example:

- Define concepts used in the study of government (e.g., political socialization, representation, authority).
- Recognize the basic purposes and functions of government and identify and compare major types of political systems (e.g., democracy, oligarchy, monarchy).
- Identify the functions of international organizations (e.g., UN, NATO).
- Analyze the development and implementation of U.S. foreign policy.
- Recognize the processes of and influences upon the formation and implementation of public policy in the United States.
- Recognize the principles of constitutional government in the United States.
- Recognize the organization and functions of government at national, state, and local levels in the United States.
- Identify the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).

0004 Understand economic concepts and systems and the operation of the U.S. and world economies.

For example:

- Define basic economic concepts, terms, and theories (e.g., scarcity, opportunity cost, supply and demand, cost-benefit analysis).
- Recognize and compare various types of economic systems (e.g., command, traditional, market).
- Identify basic components of the U.S. economy and examine the operation of the U.S. economic system.
- Recognize international economic structures, processes, and relationships.

0005 Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.

For example:

- Recognize basic geographic representations, tools, and technologies and their uses for obtaining information about people, places, and environments on Earth.
- Analyze how culture and experience influence human perceptions of people, places, and regions.
- Recognize the physical and human characteristics of places and regions.
- Analyze how human and physical processes influence spatial distributions.
- Analyze the role of science, technology, and other factors in the modification of physical and human environments.
- Identify examples of global interdependence, recognize its causes, and analyze its effect on spatial patterns.

0006 Understand concepts, terms, and theories related to human behavior and development.

For example:

- Define basic psychological concepts (e.g., cognition, development, personality).
- Recognize fundamental theories of learning, motivation, and development.
- Analyze cognitive, biological, and emotional influences on behavior.
- Recognize main theories of personality (e.g., psychoanalytic, trait, behaviorist, humanist) and various types of psychological disorders.

0007 Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.

For example:

- Define basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
- Recognize social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
- Analyze interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
- Analyze the effect of social customs, cultural values, norms, and social class on behavior.
- Explain the role played by tradition, the arts, and social institutions in the development and transmission of culture.
- Recognize sociological approaches to conformity and deviancy.

SUBAREA II—HISTORY COMMON CORE

0008 Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.

For example:

- Define and apply basic historical concepts and terms (e.g., chronological thinking, periodization, cause and effect, change and continuity, historical context).
- Recognize the subjective nature of historical interpretation and differences among various perspectives on broad historical developments.
- Recognize the relationship of family and local history to the larger context of historical development.

0009 Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.

For example:

- Recognize the characteristics of migration to and within North America.
- Recognize settlement patterns in North America.
- Analyze the interaction of peoples in North America.
- Recognize the development of political, religious, and socioeconomic institutions in the United States.
- Analyze the social, economic, and political tensions that led to various conflicts and examine the effects of these conflicts on the United States.
- Recognize political ideas that influenced the development of U.S. constitutional government, the evolution of the two-party system, and the development of political institutions in Illinois.
- Recognize the role of the United States in world affairs (e.g., wars, international trade, human rights, alliances, peace keeping) throughout the twentieth century.
- Recognize the role of economic and technological change in the transformation of U.S. society.
- Analyze causes and effects of major social, political, and economic movements and policies in U.S. history (e.g., abolition, labor, the New Deal, civil rights).
- Analyze the changing character of U.S. society, culture, arts and letters, education, religion, and values.
- Recognize the development of the U.S. and Illinois economies, describe the changing role of labor in the United States and Illinois, and explain the changing role of the U.S. economy within the global economy.

0010 Understand major trends, key turning points, and the roles of influential individuals and groups in world history.

For example:

- Recognize the transition from prehistory to early civilizations, examine the progression from hunter-gatherer societies to agricultural societies, and describe the populating of major world regions by human communities.
- Recognize the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
- Recognize the development of ancient and classical African, Asian, and European civilizations, recognize their major achievements, and identify factors contributing to their breakup and decline.
- Recognize social, political, and economic aspects of medieval and Renaissance societies.
- Recognize the origins, central ideas, and historical influences of major religious and philosophical traditions (e.g., Buddhism, Islam, Hinduism, Confucianism, Judaism, Christianity).
- Recognize the origins and consequences of cultural encounters (e.g., exploration, imperialism, independence and decolonization) among world cultures.
- Recognize the origins of political, religious, scientific, and industrial revolutions from 1450 to 1850 and how these revolutions contributed to social, political, and cultural change.
- Recognize nineteenth- and twentieth-century ideologies (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, Nazism) and their global influence.
- Analyze the causes, major events, and consequences of twentieth-century world wars and the Holocaust.
- Recognize the causes and consequences of twentieth-century economic development, the effects of technology on the environment, and the effects of globalization of the world economy.
- Recognize the ideas, institutions, and cultural legacies of the twentieth century.

SUBAREA III—HISTORICAL CONCEPTS AND WORLD HISTORY

0011 Understand the prehistory of human civilization and the development of world civilizations from 1000 B.C.E. to 1500 C.E.

For example:

- Recognize important economic, social, and cultural characteristics of early human civilizations and describe the populating of major world regions by human communities and recognize the transition from prehistory to early civilizations.
- Examine the development of classical civilizations from 1000 B.C.E. to 500 C.E., identify achievements of Greek and Roman civilizations, and identify factors contributing to the breakup of the Roman Empire.
- Recognize the origins, central ideas, moral codes, and institutions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- Recognize the evolution, distinctive characteristics, and contributions of major civilizations in Africa, Asia, and the Americas.
- Examine the fragmentation and interaction of civilizations from 500 to 1000 C.E., and the centralization of power in different regions from 1000 to 1500 C.E.
- Recognize major social, cultural, and religious developments in Europe and Asia during the Middle Ages.
- Recognize the causes and accomplishments of the Italian Renaissance and examine the spread of Renaissance ideas and their influence on later social and artistic developments.

0012 Understand major social, intellectual, economic, and geopolitical developments of the First Global Age, the Age of Revolution, and the Industrial Revolution, from 1450 to 1850.

For example:

- Recognize factors encouraging European expansion and examine the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas (e.g., transatlantic slave trade, negative impacts upon indigenous peoples).
- Identify major explorers and explorations of the fifteenth and sixteenth centuries and recognize the territorial empires that dominated much of Eurasia between the sixteenth and eighteenth centuries.
- Examine the ideas of leading religious reformers of the sixteenth and seventeenth centuries and examine the influence of the Reformation on later social and religious developments.
- Identify major Enlightenment ideas and examine the economic, cultural, and religious significance of the scientific revolution.
- Recognize the political, economic, and social environments in which the English, American, and French Revolutions took place, analyze similarities and differences among the three revolutions, and recognize how Latin American countries achieved independence during the early nineteenth century.
- Identify major scientific and technological advances that contributed to industrialization, recognize the special role England played in the industrializing process, and analyze the relationship between political and industrial revolutions and social and cultural change.

0013 Understand major political, geopolitical, social, cultural, and economic developments since 1850.

For example:

- Analyze the causes and effects of European and Asian imperial expansion, examine transformations in African, Asian, and Polynesian societies during the era of the "new imperialism," and recognize how independence movements related to decolonization.
- Describe the emergence and consequences of nationalism in the nineteenth century and examine the effect of imperialism on the global balance of power.
- Analyze the causes and consequences of twentieth-century revolutions and recognize the nature and significance of the Russian and Chinese revolutions.
- Analyze the causes and consequences of twentieth-century wars.
- Evaluate the Great Depression's effect on the social, economic, and political development of the modern world.
- Identify the major cultural developments of the twentieth century.

SUBAREA IV—U.S. AND ILLINOIS HISTORY

0014 Understand the development of colonial settlements in North America, the Revolutionary War, and the creation of the U.S. government.

For example:

- Identify major features of pre-Columbian Native American societies, evaluate the consequences of the Columbian Exchange, and examine the interaction of Native Americans and Europeans.
- Recognize events related to the European exploration and settlement of North America.
- Examine the emergence of political, religious, and socio-economic institutions in Britain's North American colonies and recognize their regional distinctions.
- Analyze the social, economic, and political tensions that led to the American Revolution and recognize major events and key factors influencing the outcome of the Revolutionary War.
- Recognize the effect of the American Revolution on social, political, and economic relations in the new nation.
- Identify political ideas that influenced the development of U.S. constitutional government and recognize central issues surrounding the creation and ratification of the U.S. Constitution.

0015 Understand westward movement in U.S. history, major developments of the early national and Jacksonian periods, the Civil War, and Reconstruction.

For example:

- Examine the effects of geographic factors, the removal of indigenous populations, and government land policies on western settlement.
- Recognize major economic, social, political, and diplomatic developments in U.S. society from 1789 to 1877 and evaluate major reform movements of the antebellum period (e.g., abolitionism, utopianism, women's rights, temperance, public education).
- Identify major territorial acquisitions, the concept of Manifest Destiny, and the causes and results of the U.S.- Mexican War.
- Analyze factors that accounted for sectional differences and conflicts during the antebellum period.
- Examine the role of slavery in the U.S.
- Analyze factors that contributed to the Civil War and identify major political developments and military campaigns of the war years.
- Analyze the effects of the Civil War and reconstruction policies on U.S. society.

0016 Understand industrialization in the United States and the effects of industrialization on U.S. economic, social, and political life.

For example:

- Recognize key technological innovations and their application to industry, agriculture, transportation, and communication.
- Analyze the role of big business in the transformation of U.S. society in the late nineteenth century and assess the relationship between business and labor.
- Examine the effects of industrialization and urbanization on the United States.
- Recognize the significance of immigration, describe the obstacles immigrants faced (e.g., Nativism), and recognize their contributions to U.S. society.
- Recognize the political, cultural, and economic contributions of Populism and Progressivism.
- Analyze the causes and consequences of U.S. imperialism and recognize the role of the United States in world affairs before World War I.
- Recognize the impact of the Great Migration on U.S. society.

0017 Understand political and diplomatic developments, economic trends, and social movements in the United States from World War I to the present.

For example:

- Explain the reasons for and consequences of U.S. involvement in World War I.
- Identify major social, political, and economic developments in U.S. society since 1914 (e.g., Prohibition, women's suffrage, the Roaring Twenties, and the Great Depression).
- Identify components of the New Deal and evaluate the New Deal as a response to the Great Depression.
- Explain reasons for U.S. participation in World War II, examine the role of the United States in the conflict, and analyze the effect of the war on the United States.
- Analyze the social transformation of the United States after World War II and examine the origins and course of post-1945 social and political movements (e.g., civil rights movement, women's movement, environmental movement).
- Explain the origins of the Cold War, analyze its effect on the United States, and examine the relationship between U.S. foreign and domestic policies after World War II.
- Analyze U.S. military involvement throughout the world since World War II (e.g., Korean, Vietnam, and Persian Gulf wars).

0018 Understand major developments in Illinois history.

For example:

- Identify characteristics of Native American cultures in the Illinois region.
- Identify major political ideas, institutions, and practices in Illinois and analyze significant events that shaped Illinois's political development.
- Analyze the influence of geography, technology, agriculture, transportation, urbanization, industry, and labor on the development of the Illinois economy.
- Identify the effects of migration of people, cultures, and religious traditions that have shaped Illinois.
- Relate Illinois family and local history to U.S. and world history.

SOCIAL SCIENCE: HISTORY PRACTICE TEST QUESTIONS

1. Which of the following would be the most effective way to identify relevant secondary and primary sources for a research paper on a topic in twentieth-century U.S. history?
 - A. Conduct a subject search on the Internet and download material from relevant Web sites.
 - B. Review the citations and bibliography of texts related to the topic of the research.
 - C. Examine the *New York Times Index* for the period to be studied.
 - D. Consult volumes of the *Readers' Guide to Periodical Literature* for the period to be studied.

2. A sociologist is designing a set of experiments to test a hypothesis concerning the relationship between group size and willingness to assume responsibility. The researcher can best ensure the reliability of the experiments by making certain that:
 - A. the procedures used for the control and experimental groups are the same except for the independent variable.
 - B. the support for the hypothesis being tested is based solely on perfect positive correlations.
 - C. the independent observers chosen to record the results are able to develop their own definitions of what they are observing.
 - D. the participants in the experiments represent diverse social backgrounds but similar educational levels.

3. A historian has conducted interviews with 50 Vietnam War veterans for a study of the Tet Offensive. In using information obtained from the interviews, the historian should be particularly aware of which of the following?
 - A. There is only one true story and the historian is responsible for discovering it.
 - B. Conditions in many South Vietnamese cities and towns were quite chaotic during the Tet Offensive.
 - C. How individuals remember major events in their lives changes over the years.
 - D. All Vietnam War veterans know the Tet Offensive was a major turning point in the war.

4. Use the table with election results below to answer the question that follows.

	Build Wastewater Treatment Plant		Expand County Jail	
	Yes	No	Yes	No
Wilbur County	20,324	18,406	17,940	20,610

A special county election is held to decide whether to raise taxes for the purpose of expanding the county jail or building a wastewater treatment plant. Following the election, a social scientist wants to determine whether the residents of the county held strong opinions about these two issues. In addition to the results from the table shown above, which of the following pieces of information would be most useful for answering the social scientist's question?

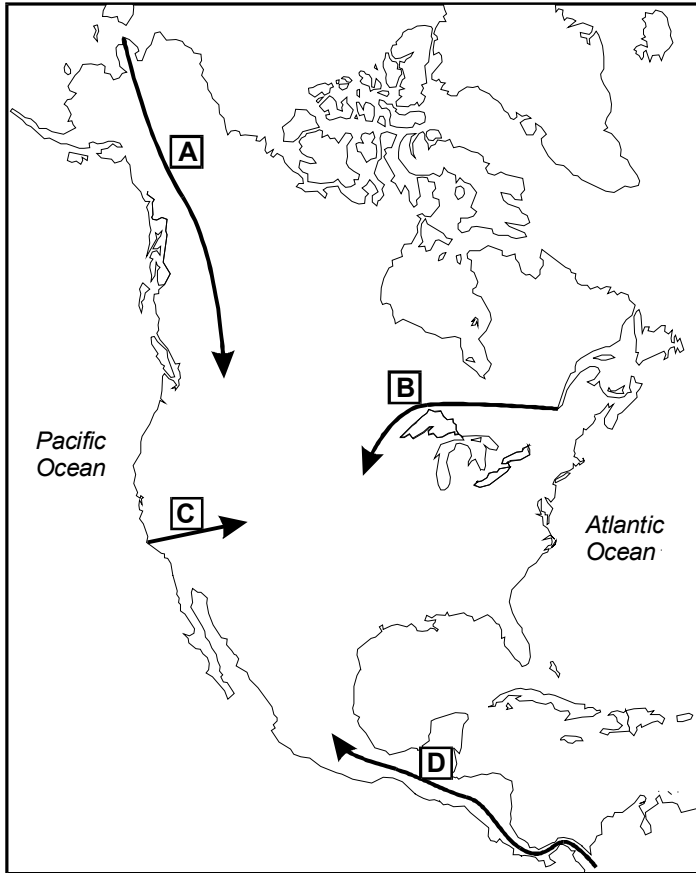
- A. the number of people in the county who were eligible to vote
- B. the party affiliations of the people who voted
- C. the amount of money taxpayers would need to pay for each project
- D. the length of time needed to complete each project

5. Which of the following best describes the main purpose of written constitutions in democratic societies?
- A. to establish guidelines for competition among political parties
 - B. to set social goals for all levels of government
 - C. to establish criteria for assessing the effectiveness of laws
 - D. to hold those who govern accountable to the governed
6. Congress is best able to influence U.S. foreign policy by exercising its constitutional power to:
- A. regulate international commerce.
 - B. establish independent regulatory commissions.
 - C. appropriate federal funds.
 - D. approve or reject presidential appointments.
7. A major difference between industrial and postindustrial economies is that postindustrial economies are likely to place greater emphasis on:
- A. the adoption of practices designed to bolster aggregate demand.
 - B. the regulation of major business enterprises by the government.
 - C. the reduction of inequities in the distribution of goods and services.
 - D. the importance of information as a key productive resource.
8. The Gross Domestic Product is a measure for which of the following?
- A. the value added to domestic goods and services
 - B. the amount of domestic firms' unsold inventory
 - C. the total value of domestic output in a given year
 - D. the annual average domestic cost of living

9. Which of the following best illustrates how experience and culture influence human perceptions of regions?
- A. A Canadian is more likely than a Guatemalan to view Latin America as a culture region.
 - B. An Italian is more likely than a Spaniard to view Western Europe as a culture region.
 - C. A South African is more likely than an Egyptian to view sub-Saharan Africa as a culture region.
 - D. A Malaysian is more likely than a Thai to view Southeast Asia as a culture region.
10. Which of the following best explains why industrial areas of Japan are concentrated in coastal locations?
- A. Japanese industrial expansion is spatially limited by policies to preserve farmland.
 - B. Population density in Japan is highest in coastal areas.
 - C. Transportation networks linking coastal to inland areas in Japan are poorly developed.
 - D. Japanese industry is dependent on imported raw materials.
11. Which of the following is likely to be the main goal of a behavioral therapist who is treating a patient with a phobia?
- A. to obtain insight into the experiences that initiated the phobia
 - B. to identify thoughts that trigger phobic responses
 - C. to link the stimulus that is provoking fear to a feeling of relaxation
 - D. to identify genetic or biological causes of the phobia
12. A psychologist would most likely define personality as the sum total of the:
- A. adaptations that a person makes to adjust to his or her social world.
 - B. emotional bonds that link a person to other members of the community.
 - C. characteristics that make a person different from other people.
 - D. thoughts and feelings that a person has about his or her place in society.

13. A major sociological difference between preindustrial and postindustrial societies is that:
- A. people are less likely to integrate religious and secular concerns in a preindustrial society.
 - B. an individual's sense of self is more likely to be shaped by his or her occupational role in a preindustrial society.
 - C. gender roles are likely to be less rigidly defined in a preindustrial society.
 - D. social status is more likely to be determined by nonmonetary standards in a preindustrial society.
14. An anthropologist can best avoid making ethnocentric judgments about elements of another culture by:
- A. locating the cultural elements within a range of possible values relative to the anthropologist's own culture.
 - B. exploring the meaning of the cultural elements within the value system of the culture to which it belongs.
 - C. abandoning all efforts to put the cultural elements in a moral or ethical framework.
 - D. comparing the cultural elements to parallel aspects of a culture different than that of the anthropologist.
15. For which of the following tasks would historians rely most on chronological thinking?
- A. identifying central questions in narratives
 - B. explaining historical causality
 - C. proposing alternative choices for addressing a historical problem
 - D. considering multiple perspectives
16. During the 1960s and 1970s, U.S. historians began making increased use of U.S. Census data in their research. This most influenced the development of which of the following fields of historical inquiry?
- A. legal and political history
 - B. religious and intellectual history
 - C. family and local history
 - D. business and labor history
17. The increased use of steam power by U.S. manufacturers during the first half of the nineteenth century most influenced the:
- A. location and productivity of factories.
 - B. division of labor in factories.
 - C. variety of goods produced in factories.
 - D. quality of goods produced in factories.

18. Use the map below to answer the question that follows.



Which lettered arrow on the map above best indicates the migration route commonly believed to have been taken by the first peoples to settle in North America?

- A. Arrow A
- B. Arrow B
- C. Arrow C
- D. Arrow D

19. Which of the following best describes an important consequence of the Neolithic agricultural revolution?
- A. the emergence of pietistic religions
 - B. a more equitable distribution of wealth
 - C. a decrease in average family size
 - D. the creation of permanent settlements
20. In which of the following ways did World War II most influence the process of decolonization in Africa and Asia?
- A. It reduced European investment in Asian and African colonies.
 - B. It weakened the economies of major colonial powers.
 - C. It reduced global dependence on Asian and African resources.
 - D. It destroyed prewar alliances among major colonial powers.
21. A major similarity between ancient Aztec and Incan civilizations was that each had:
- A. a value system that promoted competitive individualism.
 - B. a class system in which people moved up and down the social scale on the basis of personal attributes.
 - C. an economic system based mainly on hunting and craft production.
 - D. a political system in which rulers functioned as religious leaders as well as heads of state.
22. Which of the following features of the scientific revolution of the sixteenth and seventeenth centuries had the greatest influence on the development of Enlightenment thought?
- A. the use of mathematics to describe relationships among diverse natural phenomena
 - B. the development of a system for classifying plants and animals
 - C. the use of reason to devise laws explaining the operation of the physical world
 - D. the discovery that the sun—not the earth—is the center of the universe

23. The spread of nationalist sentiment most influenced which of the following nineteenth-century developments?
- A. the emergence of socialist political parties in France
 - B. growing demands for the breakup of the Austro-Hungarian Empire
 - C. the expansion of the suffrage in Great Britain
 - D. increasing opposition to czarist rule in the Russian Empire
24. Leaders of the Chinese Revolution of 1949 broke most decisively with the Chinese past in their:
- A. reliance on an authoritative body of doctrine.
 - B. stress on science, materialism, and class conflict.
 - C. creation of a monolithic, centralized state.
 - D. unwillingness to forge close ties with other nations.
25. A major source of disagreement between Great Britain and its North American colonies at the end of the French and Indian War centered on questions surrounding the:
- A. settlement of the region between the colonies and the Mississippi River.
 - B. appointment of individuals raised in the colonies as royal governors.
 - C. deployment of British troops within the colonies.
 - D. participation of colonial merchants in the transatlantic carrying trade.
26. Rising intersectional tension within the United States during the 1850s most often centered on differing interpretations of which of the following constitutional provisions?
- A. "The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States."
 - B. "No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another."
 - C. "The President shall be Commander in Chief of the army and navy of the United States, and of the militia of the several states, when called into the actual service of the United States."
 - D. "No state shall enter into any treaty, alliance, or confederation; grant letters of marque or reprisal; coin money; [or] emit bills of credit."

27. Which of the following best describes an important regional consequence of U.S. industrialization during the late-nineteenth century?
- A. The southern and western economies became dependent on economic interests in the more industrialized Midwest and Northeast.
 - B. Rising labor costs prompted a major transfer of industrial operations from the Northeast and Midwest to the South and West.
 - C. Industrialization eliminated most existing locational advantages, thereby reducing regional differences in economic development.
 - D. The West's near monopoly of vital mineral resources enabled it to overtake the Northeast as the nation's most prosperous region.
28. The origins of the Cold War can be traced to U.S.-Soviet differences concerning which of the following postwar questions?
- A. What institutions should be created to reform the international trading system?
 - B. What should be done to end the Chinese Civil War?
 - C. How much power should the United Nations have to resolve international disputes?
 - D. What types of governments should be formed in Eastern Europe?
29. Which of the following best describes the significance of the Montgomery bus boycott of 1955 for the postwar civil rights movement?
- A. It demonstrated the effectiveness of direct, nonviolent resistance.
 - B. It prompted civil rights leaders to initiate voter registration campaigns.
 - C. It enhanced the credibility of leaders in the black nationalist movement.
 - D. It made economic issues an integral part of the civil rights agenda.
30. Which of the following national developments was most significantly influenced by Chicago's Haymarket Riot of 1886?
- A. the creation of trusts and holding companies by major U.S. corporations
 - B. the emergence of the Progressive movement
 - C. the decline of the Knights of Labor and rise of the American Federation of Labor
 - D. the enactment of immigration restriction legislation

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.
2.	A	Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.
3.	C	Understand the use of analysis, interpretation, and evaluation in social science inquiry.
4.	A	Understand the use of analysis, interpretation, and evaluation in social science inquiry.
5.	D	Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.
6.	C	Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.
7.	D	Understand economic concepts and systems and the operation of the U.S. and world economies.
8.	C	Understand economic concepts and systems and the operation of the U.S. and world economies.
9.	A	Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.
10.	D	Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.
11.	C	Understand concepts, terms, and theories related to human behavior and development.
12.	C	Understand concepts, terms, and theories related to human behavior and development.
13.	D	Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
14.	B	Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
15.	B	Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.

(continued on next page)

Question Number	Correct Response	Test Objective
16.	C	Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.
17.	A	Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.
18.	A	Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.
19.	D	Understand major trends, key turning points, and the roles of influential individuals and groups in world history.
20.	B	Understand major trends, key turning points, and the roles of influential individuals and groups in world history.
21.	D	Understand the prehistory of human civilization and the development of world civilizations from 1000 B.C.E. to 1500 C.E.
22.	C	Understand major social, intellectual, economic, and geopolitical developments of the First Global Age, the Age of Revolution, and the Industrial Revolution, from 1450 to 1850.
23.	B	Understand major political, geopolitical, social, cultural, and economic developments since 1850.
24.	B	Understand major political, geopolitical, social, cultural, and economic developments since 1850.
25.	A	Understand the development of colonial settlements in North America, the Revolutionary War, and the creation of the U.S. government.
26.	A	Understand westward movement in U.S. history, major developments of the early national and Jacksonian periods, the Civil War, and Reconstruction.
27.	A	Understand industrialization in the United States and the effects of industrialization on U.S. economic, social, and political life.
28.	D	Understand political and diplomatic developments, economic trends, and social movements in the United States from World War I to the present.
29.	A	Understand political and diplomatic developments, economic trends, and social movements in the United States from World War I to the present.
30.	C	Understand major developments in Illinois history.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

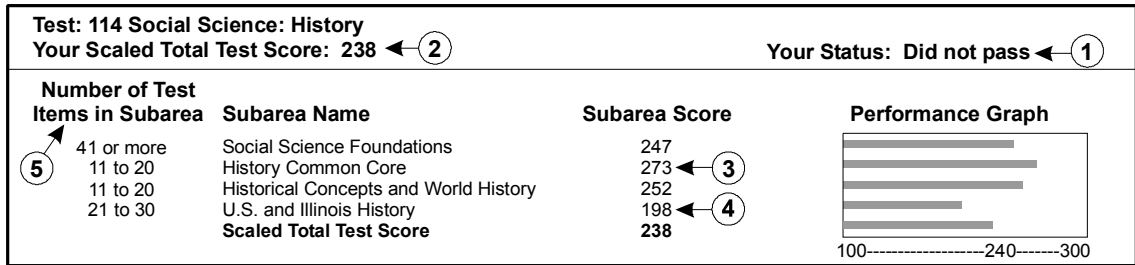
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Social Science: History test score report is provided below.



According to the above sample, the examinee did not pass the Social Science: History test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the History Common Core section ③ of the test than on the U.S. and Illinois History section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.